A GESTALT PROGRAM FOR ESTABLISHING A
CONTACT MAKING PROCESS OF INCLUSION
BETWEEN EDUCATORS AND LEARNERS IN THE
FOUNDATION PHASE

by

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submitted in accordance with the requirements for the degree
of

DOCTOR IN DIACONIOLOGY
(DIRECTION: PLAY THERAPY)

at the

UNIVERSITY OF SOUTH AFRICA

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DECEMBER 2005
DECLARATION

I, the undersigned, hereby declare that a Gestalt program for establishing a contact making process of inclusion between educators and learners in the foundation phase is my own original work and that I have not previously submitted it in its entirety or in part at any university for a degree.

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DECLARATION OF LANGUAGE

I hereby declare that the dissertation has been attended to grammatically by

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ACKNOWLEDGEMENTS

I am grateful to the following people and institutions for their support and contribution to the present study:

- Koos and Almerie Fourie for all their love, support and encouragement.
- Gideon le Roux for all his technical assistance, support and belief in me.
- Dr. J.P. Schoeman of the Centre for Play Therapy and Training.
- The educators and principals of the two participating schools.
- The grade 1 and grade 3 learners who participated in the study.
- Anienie Lamprechts who encouraged me to continue.
SUMMARY

The relationship that exists between the educator and the learners is very important. A positive relationship will contribute to the learners' feeling safe to explore their potential. A positive relationship will lead to educators feeling motivated towards teaching. Educators do, however, bring unfinished business to the classroom that affects their relationship with their learners. The learners also bring unfinished business to the classroom that affects their relationship with their educators. The resulting educator-learner relationship is characterized by a contact making process of exclusion. This often leads to disciplinary problems and learners being referred to the school psychologist for counseling.

The first research objective, therefore, was to develop a Gestalt program that will assist in creating a safe environment in which the learners and educators can share their feelings and emotions. The second objective was to establish a contact making process of inclusion between learners and educators in the foundation phase.

After reviewing literature on the research problem, the researcher consulted experts on the subject. Thorough research was done on existing literature relating to the research problem. Using as a base the information gathered from consulting experts, the literature search and the preliminary exploratory studies, the researcher developed the program.

The program was first pilot tested at school A. After completion of the pilot study, the program was tested under field conditions at school B. Qualitative and quantitative data analysis procedures were used to analyze the data. The results from both the pilot test and the field test indicated that the program increased the awareness of the educators who formed part of the experimental group. The awareness of the educators who formed part of the control group, who did not receive the intervention, stayed the same. The results of the research project allowed the researcher to continue developing a product for dissemination.
The research study contributed to the development of a Gestalt program that assisted in creating a safe environment where the learners and educators could share their feelings and emotions. The program also contributed to creating a contact making process of inclusion between educators and learners in the foundation phase. Finally the research study provided a program that can be used to assist professionals and other individuals in the fields of education, psychology or social work.
OPSOMMING

Die verhouding wat bestaan tussen die onderwyser en die leerder is van groot belang. ‘n Positiewe verhouding sal daartoe aanleiding gee dat die leerders veilig voel om hulle potensiaal te verken. ‘n Positiewe verhouding sal ook daartoe aanleiding gee dat onderwysers gemotiveerd voel teenoor onderwys. Onderwysers bring onvoltooidhede klaskamer toe wat ‘n invloed het op hulle verhouding met hul leerders. Die leerders bring ook onvoltooidhede klaskamer toe wat weer ‘n invloed het op hul verhouding met die onderwysers. Gevolglik word die onderwyser-leerder verhouding gekenmerk deur ‘n kontakproses van eksklusie. Sodanige verhouding gee dikwels aanleiding tot dissiplinêre probleme en gevolglik leerders wat verwys word na skoolsielkundiges vir berading.

Die eerste doelwit van die navorsing was dus om ‘n Gestalt program te ontwikkel waar daar ‘n veilige atmosfeer geskep word vir die leerders en die onderwysers om hulle gevoelens en emosies te deel. Die tweede doelwit was om ‘n kontakproses van inklusie te skep tussen die leerders en hul onderwysers in die grondslagfase.

Nadat die navorser literatuur oor die onderwerp bestudeer het, is daar met kenners op hierdie gebied gekonsulteer. ‘n Deeglike literatuuronderzoek is ook gedoen oor onderwerpe wat verband hou met die navorsingsprobleem. Die program is ontwikkel op grond van die inligting verkry van konsultasie met die kenners, die literatuuronderzoek en die voorlopige verkennende studies.

Die program is eerste geïmplementeer tydens ‘n voorlopige ondersoek by skool A. Na afloop van die voorlopige ondersoek is die program onderwerp aan ‘n veldstudie by skool B. Kwalitatiewe sowel as kwantitatiewe data ontledingsmetodes is gebruik om die data te analiseer. Die resultate wat verkry is van die voorlopige ondersoek sowel as van die veldstudie het daarop gedui dat die program daartoe aanleiding gee het dat onderwysers wat deel was van die eksperimentele groep se bewustheid verhoog het. Die onderwysers wat deel was van die kontrole groep en wat nie die interventions ontvang het
nie se bewustheid het nie verhoog nie. Die resultate van die navorsingsprojek stel die
navorser instaat om ‘n produk te ontwikkell vir verspreiding.

Die studie het ‘n bydra gelewer tot die ontwikkeling van ‘n Gestalt program wat ‘n
veilige omgewing skep waarbinne leerders en onderwysers hulle gevoelens en emosies
kan deel. Die program het ook bygedra tot die daarstelling van ‘n kontakproses van
inklusie tussen die onderwysers en leerders in die grondslagfase. Ten slotte het die
navorsing ‘n program daargestel wat gebruik kan word deur individue in die veld van
onderwys, sielkunde en maatskaplike werk.
KEY TERMS

Gestalt therapy

Program

Contact

Inclusion

Educators

Learner

Foundation phase
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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND AND IMPORTANCE OF RESEARCH

People involved in the upbringing of children may have two wishes for these children. Firstly, that the children should have roots and secondly, that they should have wings. It is important that children should be given the opportunities to reach their highest potential, but that they have strong roots. They must be equipped with a consistent basis of education and skills (McMichael, 1971: 60).

According to Mahlangu (1989:2) education is defined as the leading of a non-adult by an adult to adulthood. This concept implies the educational creation of opportunities for all children and suggests that each child should receive assistance in learning to the limit of his capacity, irrespective of the nature and extent of that capacity.

According to Le Roux (1992:107) human beings educate, are being educated and are dependent on education. From the age of six educators play an important role in the lives of children. The quality of the educational relationship determines the quality of education and consequently the realisation of the learner’s adult personality. The attitude and behaviour of the educator play important roles in forming the learner’s adult personality.

Changes have been and are still taking place in South Africa’s educational system. Outcomes based education, inclusion, abolishment of corporal punishment, staff retrenchments, trade union involvement and disputes are only to mention a few. According to Wheldall and Glynn (1989:51), a common classroom management problem experienced by many educators is the amount of time learners spend waiting for assistance from educators. Apart from the above-mentioned changes, educators also face personal unresolved issues. The educator’s field has a definite effect on his relationship with the learner.
Learners also face a lot of challenges. Their family environment and the community they live in may be characterised by poverty, gangsterism, alcohol or drug abuse and violence. Disabled learners also have to deal with being ridiculed and viewed as dumb by the able community. Being away from their families and living in the schools hostel facilities for the largest part of the school year, pose yet another challenge. According to Wheldall and Glynn (1989:69) disruptive behaviour in the classroom is widely acknowledged as one of the major problems facing many educators. Learners with behaviour problems are a common type of referral to educational psychologists.

The researcher is of the opinion that there is a reciprocal effect between the field of the learner and the field of the educator. The field of the learner affects the quality of contact with the educator. Similarly the field of the educator affects the quality of contact with the learner. According to the researcher the educator-learner relationship is characterised by two contact making processes, namely exclusion and inclusion.

Figure 1 illustrates the proposed contact making process of exclusion. The learner’s field could include of the community, educator, family, fellow learners, friends and restraints caused by a disability. The educator’s field could include the learners, family, spouse, friends, colleagues, senior management and the education department. Any part of the learner’s field can at any time determine his feelings and behaviour in the here and now. This is also true for the educator. Thus any part of the educator’s field can at any time determine his feelings and behaviour in the here and now. Consequently both the learner and the educator bring unfinished business to the educator-learner relationship, causing a situation of no contact (e.g., the learner and educator ignore each other or there is dismissal from class) or a situation of inapplicable contact (e.g., yelling, swearing, accusations) resulting in behavioural problems. The researcher experienced the latter to be the predominant contact making process.

Figure 2 illustrates the proposed contact making process of inclusion. The process of inclusion represents the desirable form of the educator-learner relationship. This process is characterised by concern rather than unfinished business. Webster’s Ninth New Collegiate Dictionary (1983:272) defines concern as “a marked interest arising through a personal tie or relationship.”
Figure 1  Proposed contact making process of exclusion between the field of the learner and the field of the educator
Figure 2  Proposed contact making process of inclusion between the field of the learner and the field of the educator
Fiedler in (Minnie, 1997:114) concludes that children are sometimes disabled by the demands made upon them. In working towards implementing the proposed contact making process of inclusion, the educator will help the learner deal with the demands made upon him by his existential field.

1.2 PROBLEM FORMULATION

The researcher is of opinion that learners in the foundation phase are in the process of emotional development. Their feelings of insecurity, caused by social problems relating to their contact with their existential field, necessitate an educator-learner relationship characterised by concern. In Gestalt terms it means that there should be a contact making process of inclusion between the educators and their learners in the foundation phase.

- The research problem being addressed in this study is that there is no contact making process of inclusion between educators and learners in the foundation phase.

- A further problem is that educators and learners are not aware of their own fields and how these influence their feelings and emotions in the here and now. They are also not aware of how their fields influence one another’s feelings and emotions in the here and now. This awareness forms the basis for the quality of the educator-learner dialogue, but is at the same time dependent on the quality of this dialogue.

From the above problem formulation it is clear that there is a need for a gestalt program that will create a contact making process of inclusion between educators and learners in the foundation phase.

1.3 OBJECTIVES OF THE RESEARCH

According to Webster’s Ninth New Collegiate Dictionary (1983:814) the word objective is defined as “something toward which effort is directed: an aim, goal, or
end of action.” De Vos (1998:384) states that the objective comprises the steps one has to take in order to attain the dream. Mouton and Marais (1990:43-46) discuss research objectives as being exploratory, descriptive and explanatory.

The objective of the proposed research can be formulated as follow:

- To develop a Gestalt program that will establish a contact making process of inclusion between learners and educators in the foundation phase.

1.3.1 Operational objectives

To achieve the objective of the proposed research the following two operational objectives were set:

- The first operational objective is to develop a Gestalt program. The program will assist in creating a safe environment in which the learners and educators can share their feelings and emotions.

- The second operational objective is to establish a contact making process of inclusion between learners and educators in the foundation phase. This contact making process of inclusion can firstly be reached by making them aware of their feelings in the here and now. Secondly it can be reached by making the learners and the educators aware of how their fields influence their feelings and emotions. Thirdly it can be reached by making them aware of how their respective fields influence one another.

1.4 RESEARCH QUESTION

In the proposed study the researcher made use of both qualitative and quantitative research methods. The qualitative component renders itself to the formulation of a research question which focuses on the phenomenon that is being researched.
According to De Vos (1998:384) qualitative research uses an inductive form of reasoning that develops concepts, insights and understanding from patterns in the data. Data is presented in the form of words or quotes from documents and transcripts. The qualitative component renders itself to the formulation of a research question which focuses on the phenomenon that is being researched.

In order to achieve the objective of the research, namely to develop a Gestalt program that will establish a contact making process of inclusion between learners and educators in the foundation phase, it is necessary to identify concepts and principles as applicable to the development of such a Gestalt program.

The following research questions are relevant to this study:

- What are the characteristics of the current educational situation in South Africa?
- What aspects regarding the foundation phase learner are relevant to the development of the Gestalt program?
- What aspects regarding the educator-learner relationship are relevant to the development of the Gestalt program?
- What aspects of play are important in the foundation phase?
- What aspects of group work need to be taken into consideration when developing a Gestalt group work program?
- What are the Gestalt principles underlying a group work program?

1.5 TYPE OF RESEARCH

The researcher made use of the intervention research approach. Intervention research is a combined quantitative and qualitative approach. It is a phase model consisting of six phases, each comprising a series of steps. According to De Vos (1998:384) this type of research allows the researcher the opportunity to complete the research process by following certain predetermined steps. The answer to the research question can be reached in a structured and scientific manner.
De Vos (1998:384) also states that phase models are not rigid. Although phase models are performed in a sequence, some of the activities associated with each phase continue after the introduction of the next phase, and there can sometimes be regression to an earlier phase.

Intervention research consists of the following six phases (De Vos, 1998:384):

- Problem analysis and project planning
- Information gathering and synthesis
- Design
- Early development and pilot testing
- Evaluation and advanced development
- Dissemination

Each of these six phases will be discussed in more detail in chapter 9.

Intervention research allows the researcher to conduct both qualitative and quantitative research. For the empirical part of the research the researcher made use of a qualitative approach. A thorough research of relevant literature, aimed at answering the research questions as put in section 1.4, was done. Based upon the literature research the Gestalt program was developed. A qualitative approach was used to evaluate the program in terms of effectiveness, simplicity, practicality and adaptability. A quantitative approach was used to evaluate the improvement of the educator’s awareness levels as a result of the implementation of the program.

1.6 RESEARCH DESIGN

A research design can be viewed as a blueprint or detailed plan for how a research study is to be conducted. According to Huysamen (1993:10) this detailed plan offers the framework according to which data is to be collected to investigate the research question. De Vos (1998:77) prefers to use the term “research design” for the groups of formulas from which prospective researchers can select one suitable for their specific research goals and objectives.
The researcher also prefers to use the term "research design" to refer to the design by which data will be collected rather than using the term to refer to the process by which research will take place.

1.6.1 Quantitative research design

From a quantitative research approach perspective a research design can be viewed as a blueprint or detailed plan for how a research study is to be conducted. According to Huysamen (1993:10) this detailed plan offers the framework according to which data is to be collected to investigate the research question.

For the purpose of the study the comparison group pretest-posttest design was used. This design was selected as an experimental design that would help to demonstrate if the educator-learner relationship benefited from the proposed gestalt program.

According to De Vos (2001:132) this experimental design elaborates on the one-group pretest-possttest design by adding a control group. This second group receives both the pretest and the possttest at the same time as the experimental group, but it does not receive the intervention. This design can be illustrated as follows:

<table>
<thead>
<tr>
<th>Experimental group: grade 1 class</th>
<th>at school x</th>
<th>intervention</th>
<th>grade 1 class</th>
<th>at school x</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control group: grade 1 class</td>
<td>at school x</td>
<td></td>
<td>grade 1 class</td>
<td>at school x</td>
</tr>
<tr>
<td>Experimental group: grade 3 class</td>
<td>at school x</td>
<td>intervention</td>
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<td>at school x</td>
</tr>
<tr>
<td>Control group: grade 3 class</td>
<td>at school x</td>
<td></td>
<td>grade 3 class</td>
<td>at school x</td>
</tr>
</tbody>
</table>

The gestalt program will be replicated under one more field condition in order to assess the generality of the effects of the program.
1.6.2 Qualitative research design

According to De Vos (1998:80) the qualitative research design differs from the quantitative design in that it usually does not provide the researcher with a step-by-step plan to follow. The researcher will create the qualitative research design best suited for the specific research during the research process.

1.6.2.1 Symbolic interaction

For the purpose of this research the researcher decided to make use of symbolic interaction as a qualitative research design. This research design interprets the meaning that symbols, e.g. actions, signs and words, have for the subject. Webster's Ninth New Collegiate Dictionary (1983:64) defines action as..."the accomplishment of a thing usually over a period of time, in stages, or with the possibility of repetition". According to the researcher the Gestalt program can be viewed as an intervention action that took place in different stages over a period of time. The program also has the possibility of repetition.

When making use of symbolic interaction as a qualitative research design, data will be collected mainly by means of participant observation and interviewing. For the purpose of this study the researcher made use of focus group interviews.

1.6.2.1.1 Focus group interviews

The focus group interview can be seen as the purposeful discussion of a specific topic among individuals with a similar background and common interests. Focus group interviews are conducted as open conversations and enables the researcher to develop concepts, generalizations and theories that are grounded in or reflect the intimate knowledge of the individuals participating in the focus group interview. According to De Vos (2001:317) groups with four to six participants are popular, because such smaller groups are easier to host. Their size, however, limits the range of experiences available.
1.7 RESEARCH PROCEDURE

This research has been done according to the intervention research approach as discussed in section 1.5. The development of the Gestalt program was influenced by information gathered through the preceding phases. The information gathered from the literature research was used in developing the Gestalt program.

Focus group interviews were used as the basis for a qualitative data analysis to determine the educators' opinion regarding the effectiveness, simplicity, practicality and adaptability of the program. A quantitative data analysis was used to assess the improvement of the educators' awareness regarding their own fields and the fields of their learners. The data gathered from the field study does not conform to the requirements for a normal distribution. The Bootstrap test, which is a non-parametric test, was used for statistical analysis. The test does not make assumptions about the data. It measures whether the differences in data are applicable to paired observations such as pre-observation and post-observation. Thus, it can be used successfully with the data gathered from experimental and control groups (Efron & Tibshirani, 1993:56).

1.8 PILOT STUDY

The pilot study forms an integral part of the research process. According to Cilliers (1973:133) a pilot study consists of different aspects. These aspects include a literature review, the experience of experts, preliminary exploratory studies and intensive study of strategic units.

1.8.1 Literature review

Cilliers (1973:179) states that the researcher must review all the available literature relevant to his subject. It will help to orientate him toward whether literature on the specific subject exists, the kind of literature and whether it is freely available. The literature review assists the researcher in the formulation of the research problem as well as in the execution of the planning and the actual implementation of the research.
For the purpose of a pilot study the literature review serves to give the researcher a broad perspective of the prospective investigation.

For the purpose of this study the researcher reviewed literature on subject matter such as Outcomes Based Education, the foundation phase learner, the relationship between educators and their learners, play, group work, Gestalt principles and intervention research.

1.8.2 Experience of experts

Gaining the experience of experts offer many advantages. Since the field of education and psychology is already so broad, educators and psychologists start to specialise. Thus, there is an increasing number of people who have been trained in a specialised area within the field of education and psychology. There is also an increasing number who have undertaken research or who have been active for many years in that specific area (Cilliers, 1973:179).

The first phase of intervention research allows the researcher to gain entry and cooperation from settings. According to De Vos (1988:388) the researcher involves the population in identifying problems, planning the project and implementing the selected intervention. Through consultation with experts, the researcher gathers background knowledge of the specific research problem. The results of this part of the pilot study helped the researcher to orientate herself to the project she had in mind.

The researcher involved educators by gaining their opinions about certain aspects of the current educational situation. By working with the school principals, the researcher gained the co-operation and support necessary to conduct a pilot study, consulting with the educators as experts with experience and specific opinions. The researcher also involved the circuit managers in order to determine in which grade the greatest need for the proposed program has been identified.

Having consulted the experts, the researcher was led to the development of two questionnaires, also based on the broad literature review. The first questionnaire was completed by educators from different schools in Worcester. The aim of the
questionnaire was to measure the true opinion of educators about the current situation in education.

The second questionnaire was sent to Circuit Managers of the Breede River Overberg Educational Management and District Council. The aim of this questionnaire was to determine in which grade the greatest need is felt for the proposed program. The consultation with experts, as one aspect of the pilot study, will be discussed further in chapter 10.

1.8.3 Preliminary exploratory studies

The researcher needs to obtain a clear idea of the practical situation in which the research will take place. This part of the pilot study is important to establish the emphasis of the actual planning of the research project. Preliminary exploratory studies can alert the researcher to possible unforeseen problems which may arise during the research process (Cilliers, 1973:179).

For the purpose of this study the researcher visited the schools beforehand to get an idea of the actual situation in which the program will have to be field tested. The researcher reviewed the physical layout and size of the classrooms, the availability of halls as well as equipment. The researcher also determined from the educators how many learners there are in the grade 1 and grade 3 classes. The researcher made use of a questionnaire to obtain specific class details.

1.8.4 Intensive study of strategic units

This part of the pilot study requires that the researcher should expose sample groups to exactly the same procedures as planned for the main investigation (Cilliers, 1973:179). The researcher made use of school A for the intensive study of strategic units. As part of the pilot study, the grade 1 and grade 3 educators and learners at school A were exposed to the program. This part of the pilot study will be discussed further in chapter 10.
1.9 POPULATION, SAMPLING AND SAMPLING METHODS

1.9.1 Population

According to Arkava and Lane (1983:27) "population" refers to individuals in the universe who possess specific characteristics. Seaberg (1988:240) defines a population as "the totality of individuals, events, organisation units, case records or other sampling units with which the research problem is concerned."

For the purpose of this research the population consists of all the educators and learners in the foundation phase within schools in the Breede River Overberg Region. Since the Gestalt program had to be implemented during the contact time of the educator with their learners, it was impossible to implement the program at all the primary schools within this region. The researcher also needed the permission of the Western Cape Education Department to implement the program during school hours, since it would affect the contact time that the educators have with their learners. The Western Cape Education Department gave the researcher permission to conduct the study at two schools in the Breede River Overberg Region (appendix 1).

1.9.2 Sample and sampling methods

A sample is the element of the population considered for actual inclusion in the study. The sample is studied in an effort to understand the population from which it has been drawn (Arkava and Lane, 1983:27). According to Seaberg (1988:240) a sample is a small portion of the total set of objects, events or individuals which together comprise the subject of the study.

Since the Western Cape Education Department gave the researcher permission to conduct the study in two schools, the researcher had to decide which two schools would be used. For the purpose of this research the researcher made use of non-probability sampling in the form of purposive sampling. According to De Vos (1998:198) purposive sampling is based entirely on the judgement of the researcher. The researcher composes the sample from elements which contain the most characteristic, representative or typical attributes of the population.
Since the judgement of the researcher is critical in this type of sample, the researcher decided to approach two primary schools in the circuit she worked in. The researcher contacted the two school principals with whom she had formed positive relationships. Both are positively orientated towards new programs that can contribute to the improvement of the standards of their schools. The educators and learners in the foundation phase of these two schools are representative of the population.

1.10 ETHICAL ASPECTS

The following ethical aspects were taken into consideration when conducting research within the field of social science (Brewerton and Millward, 2001:64):

- Involving people in research without their knowledge or consent: the educators and learners who participated in the research did so willingly. They were informed about the research beforehand and had the opportunity to refuse participation.
- Coercing people to participate: the participants had the freedom of choice with regard to their participation.
- Withholding from the participant the true nature of the research: the school principals as well as the educators involved in the research were briefed beforehand on the proposed program.
- Deceiving the participant: the school principals as well as the educators were informed beforehand of the true nature of the research.
- Leading participants to commit acts that diminish their self-respect: educators and learners were never forced to participate or to respond to questions or activities. Clearly defined group rules were set to prevent psychological distress due to shame, embarrassment and harm.
- Exposing the participants to physical or psychological distress: the participating educators and learners were free to participate in activities. Never was any activity forced on a participant. The group worker never subjected any of the participants to experiences which could cause them serious or lasting harm.
• Invading the privacy of the participant: the participants were never observed without their knowledge. According to the research regulations set by the Western Cape Education Department, the particulars of the participants and the participating schools may not be revealed.

• Withholding benefits from participants in control groups: although the control group was not subjected to the intervention, they did participate in the focus group interviews from which they gathered valuable information on the program. They were also allowed to communicate with the educators in the experimental group to find out more about the program. The Western Cape Education Department also requested that a copy of the research report be made available to the participating schools. In this way the educators in the control groups were also able to benefit from the program.

1.11 DEFINITION OF MAIN CONCEPTS

For the purpose of this study it is important that certain main concepts should be defined. The definitions of the main concepts presented here serve as a starting point for the reader.

1.11.1 Gestalt therapy

Gestalt therapy views individuals as functioning as a systemic whole comprised of feelings, perceptions, thoughts and a physical body whose processes cannot be separated from the more psychological components. The goals of Gestalt therapy are to teach individuals to take responsibility and to facilitate integration. The focus of Gestalt therapy is on creating awareness of feelings in the here and now (Passons, 1975:18).

According to the researcher the individual is encouraged to explore unfinished business, which is worked through, by means of an experiment. The unfinished business is dealt with in terms of its present relevance. Once it has been dealt with, it recedes to the background.
1.11.2 Program

According to Webster’s Ninth New Collegiate Dictionary (1983:940) a program is...” a printed outline of the order to be followed, of the features to be presented, and the persons participating.” It is also defined as a plan or system under which action may be taken towards a goal.

Within the context of the proposed research the researcher finds the program to compromise a clearly defined outline of the order in which the group sessions will take place. The program also provides a well-structured outline of the mediums and activities to be used.

1.11.3 Contact

Contact is the point where the boundaries between an individual and his environment meet. An individual experiences the environment through his senses, namely sight, hearing, touch, taste and smell. The contact boundary separates the individual and his environment yet also connects the individual and his environment. The contact boundary can thus be seen as a way of joining and both separating (Van De Riet, Korb and Gorrell, 1980:22)

The researcher is of the opinion that the educator and learner are continuously in contact with each other. Through the process of contact and withdrawl there are continuous interaction between the learner and his field as well as between the educator and his field.

1.11.4 Inclusion

According to Webster’s Ninth New Collegiate Dictionary (1983:609) inclusion is...” the act of including or the state of being included.” Inclusion is about recognising and respecting the differences among all learners and building on the similarities. It is about empowering learners by developing their individual strengths and enabling them to participate critically in the process of learning (Education White Paper 6:17).
According to the researcher, inclusion in regards to the proposed research refers to recognising and respecting the differences among learners and their educators as well as incorporating these differences within the contact making process. Through inclusion there should be an improved coherence between the learners and their educators.

1.11.5 Educators

According to Webster’s Ninth New Collegiate Dictionary (1983:396) an educator is... “one skilled in teaching.” An educator is also defined as “a student of the theory and practice of education.” Education is generally defined as... “the leading of a non-adult by an adult to adulthood” (Mahlangu, 1989:2).

The researcher is of the opinion that according to the above definition an educator can be seen as the adult who leads a non-adult, the learner, to adulthood. In this process the educator promotes academic efficiency, happiness and the general adjustment of the learner.

1.11.6 Learner

According to Mahlangu (1989:2) learners differ in many ways. They differ physically, psychologically, genetically and educationally. Webster’s Ninth New Collegiate Dictionary (1983:681) defines learn as “to gain knowledge or understanding of/or skill in by study, instruction, or experience.”

According to the researcher, a learner is thus an individual who gains knowledge or understanding of skill by study, instruction or experience.

1.11.7 Foundation Phase

According to Webster’s Ninth New Collegiate Dictionary (1983:487) foundation refers to “a basis upon which something stands or is supported.”
According to the researcher, the foundation phase is a term used within the educational context and refers to grades one, two and three classes. These classes form the basis from where learning within the school environment starts and develops. Learners in grades one, two and three are, therefore, learners in the foundation phase.

1.12 POTENTIAL PROBLEMS

This study is being done during a time of continuous change in the South African educational system. Ideas, beliefs, curriculums, government requirements and regulations frequently change. This has made it difficult for the researcher to include almost every one of the latest developments.

Potential problems that arose were:

- The participation of selected educators was sometimes prevented or interrupted by leave, meetings or other unforeseen events
- The participation of selected learners was sometimes prevented or interrupted by absenteeism.

1.13 DIVISION OF THE RESEARCH REPORT

According to De Vos (1998:419) a research report can be viewed as the final product of the research process. Darbyshire (1970:1) defines a research report as “a written document produced as a result of procedures undertaken to reveal information.”

For the purpose of this study the report will take the form of a thesis or dissertation that will be submitted to a university. The comprehensive nature of the research objective, namely the development of a Gestalt program that will establish a contact making process of inclusion between learners and educators in the foundation phase,
necessitated extensive literature research. That is why this dissertation consists of 13 chapters. The chapters are divided as follows:

- Chapter 1: Introduction
- Chapter 2: Characteristics of the current educational situation in South Africa
- Chapter 3: The foundation phase learner
- Chapter 4: The educator-learner relationship
- Chapter 5: Play
- Chapter 6: Group work
- Chapter 7: Gestalt principles underlying group work
- Chapter 8: The program
- Chapter 9: Research methodology
- Chapter 10: Pilot study
- Chapter 11: Field study
- Chapter 12: Dissemination
- Chapter 13: Conclusion

1.14 CONCLUSION

According to Gestalt theory an individual can be viewed as existing within a field. The foundation phase learner exists within his or her own field. The foundation phase educator also exists within his or her own field. Both of them bring unfinished business relating to their fields to the classroom. This affects the relationship between educators and their learners. It results in a contact making process of exclusion.

The aim of the proposed program is to create awareness. It is important that the educators should become aware of the unfinished business that their learners bring to the classroom. This awareness will enable the educators to make appropriate contact with their learners. A contact making process of inclusion will lead to an improved educator learner relationship.
CHAPTER 2

CHARACTERISTICS OF THE CURRENT EDUCATIONAL SITUATION IN SOUTH AFRICA

2.1 INTRODUCTION

According to Olivier (2001:1) learners should not be seen as jars to be filled, but rather as lamps to be fuelled, to provide light. The researcher is of the opinion that education and training are central activities of our society. They are of vital interest to every family, community and to the health and prosperity of our national economy. Education is a vehicle through which a nation prepares itself to carry its responsibilities. Outcomes Based Education represents a new paradigm in education. It has not only been controversial in overseas countries, but is becoming extremely controversial in South Africa.

As mentioned in chapter 1, paragraph 1.9.1, the Western Cape Education Department gave the researcher permission to conduct the study at two schools within the Breede River Overberg Region (appendix 1). This necessitates a brief discussion of the characteristics of the current educational situation in South Africa. Chapter 2 will place outcomes-based educational reforms within the context of the broader developments that have been happening in the South African educational system.

2.2 THE DEVELOPMENTS IN SOUTH AFRICAN EDUCATION SINCE 1994

Following the 1994 democratic elections, a non-racial education system based on the principles of equity was instituted. The researcher found that the South African education system changed from a racially differentiated system to a geographically differentiated system. Central to other changes was the fact that the old education system was not providing for the needs of all learners in the country. The old system provided for the needs of passive learners, was driven by examinations and was characterised by a syllabus that was content-based. Timeframes were inflexible, and learners and the public were not encouraged to comment or contribute to the process.
of curriculum development. The elements critical to a successful educational system, namely equity, access, redress and quality assurance, were absent.

According to Pretorius (1998:1) the way people thought about learning had to be changed. The new Department of Education which came into being following the 1994 elections, established educational reform initiatives consisting of commissions, reports and white papers. The initial changes were primarily structural. Changes focusing on the adoption of a new approach to education, namely Outcomes Based Education, followed.

2.3 THE NECESSITY OF A NEW APPROACH TO EDUCATION IN SOUTH AFRICA

Education transformation in countries can be ascribed to various factors. The first factor is the emergence of the global economy characterised by intense competition among countries. International interdependence has replaced national autonomy. Education provision has therefore become vitally important. In order to be economically more competitive, a country should invest in a dynamic workforce. South Africa is a global partner and can, therefore, not be isolated and at the same time hope for a competitive economy (Pretorius, 1998:12).

The second factor influencing education is technological inventions. There is a greater need for the employment of highly skilled workers. The retraining of the current workforce, lifelong education and the creation of a culture of learning have become major educational priorities. South Africa will have to respond to the demands of technological developments in order to ensure high standards of living for its people (Pretorius, 1998:viii).

The third factor is changes in the organisation of work. Many companies are in the process of changing into high performance organisations. In order to stay competitive, South Africa will have to invest in a workforce familiar with the latest technological developments, who can solve problems, communicate well, are creative, have a healthy work ethic, who can participate in managerial processes and decision making, who can work well in a team and can be utilised flexibly (Pretorius, 1998:viii).
According to Pretorius (1998:viii) educationists highlight the following problems with the traditional education model in South Africa:

- The curriculum was too structured with little room for educational initiative.
- Traditional curriculum processes were too restricted and without any stakeholder participation in the decision making process.
- The accent fell on academic education, while skills education fell behind.
- A large gap existed between education in the formal educational sectors and training by employers.
- Too great an emphasis was placed on differentiation in the form of a wide variety of subjects.
- The curriculum was content-based. The educator instructed and the learners memorised.
- The curriculum was educator-centred, rather than learner-centred.
- The achievement of learners was measured in terms of symbols and percentages, which are often no real indication of actual performance.
- Learner achievement was compared to that of other learners and led to excessive competition.

According to the researcher Outcomes Based Education in South Africa has some of the economic accountability features of Outcomes Based Education in other countries. Killen (2001:1) states that the broader purpose of Outcomes Based Education is to assist the transformation process and, therefore, emphasises key elements of accountability like equity, access, redress and quality assurance.

Outcomes Based Education is a model whereby education can be changed incisively. The researcher is of the opinion that if South Africa wants to keep up with the changes in the international economic arena, education will have to be adopted to provide a dynamic workforce. When transition takes place, levels of uncertainty are high. According to Lemmer (1999:17) this transition process has to take into account that in any educational situation one is dealing with the emotional, cognitive and psychological dimensions of children's learning.
2.4 OUTCOMES BASED EDUCATION

Outcomes Based Education is an integrated and holistic process which is learner-centred, results-oriented and based on the belief that all individuals can learn and recognise the prior learning experience (Conserva, 1997:15). It is not a totally new approach to teaching. According to Killen (2001:4) it is the systematic application of a number of educational ideas that have been part of educational practice for many years. Outcomes Based Education has its roots in earlier work on educational objectives, competency-based education, mastery learning and criterion-referenced assessment.

Outcomes Based Education is an approach to planning, delivering and evaluating instruction that requires educators and learners to focus their attention and efforts on the desired end results of education. It encourages educators to use outcomes as a guide to all their instructional decision making by requiring them to clarify and make explicit the desirable outcomes of learning (Killen, 2001:2).

The researcher found that Outcomes Based Education places the learner at the centre of learning. By so doing it changes the relationship of all the stakeholders within the educational system. It is learning based on intended end results, as opposed to traditional input-based learning. Oliver (2001:1) found that it focuses on what the learners want to achieve and then works backwards to determine what is needed to achieve that.

Outcomes based learning is based on the same methodology that is formally and informally applied in the workplace to achieve outcomes. In this way the world of learning and the world of the workplace constitute two sides of the same coin, each representing the same phenomenon, just from a different angle (Olivier 2001:2).

According to the researcher, Outcomes Based Education has implications for educators, parents and other stakeholders. The content-driven approach of the past placed the focus on the educator. Educators aimed to furnish learners with knowledge on subject matter. Sources of information were mainly textbooks and educators. With the Outcomes Based Education approach the educator becomes a facilitator of
learning, who provides guidance to learners to achieve outcomes. This is done by guiding and mentoring learners through learning processes (Olivier 2001:6).

Management of schools also needs to change since they are moving away from rigid timeframes. Another change that has taken place is the inclusion of parents and the community in school governance (Pretorius, 1998: 10). The researcher found that classroom teaching, assessment of achievement, learner advancement, the placement of learners and learning support material are also changing. It further demands of educators to individualise instruction, plan learning support, administer diagnostic assessment and keep extensive records.

According to Pretorius (1998: ix) an outcome is not a great deal of content that a learner has memorised. It is also not a test score, symbol or percentage. It is, however, a visible demonstration. It is something that the learner can do as a result of the entire range of learning experiences and capabilities that underlie it. Outcomes Based Education aims at equipping all learners with the knowledge, competence and orientation needed for success after they leave school.

Clear statements are made about what knowledge, skills, values and attitudes learners should acquire as a result of their learning. These statements are called outcomes, because they indicate what the result of learning should be. There are three types of outcomes, namely critical-outcomes, specific-outcomes and end-product outcomes (Olivier, 2001:33).

The broadest outcomes, and those which are considered to be the most important for all learning, are called critical outcomes. These encompass personal-, thinking- and life skills, which are the abilities that people need to be active, responsible and successful members of society. They provide the means to build a career and make the person more effective in executing a job. (Olivier, 2001:34).

According to Killen (2001:2) the South African government has taken a transformational approach to Outcomes Based Education, with an emphasis on critical outcomes that will ensure that learners gain the skills, knowledge and values that will allow them to contribute to their own success as well as that of their families,
communities and the nation as a whole. These outcomes also provide administrators with some level of control over the outcomes of education and at the same time provide educators with a large degree of freedom to select the content and methods through which they will help the learners achieve those outcomes.

Spady (1994:21) suggested that there are ten fundamental life performance roles, namely learner and thinker, listener and communicator, implementer and performer, problem finder and solver, planner and designer, creator and producer, educator and mentor, supporter and contributor, team member and partner, leader and organiser. The researcher is of the opinion that no matter what major life roles learners face after formal education, they would need to be competent in these interacting life performance roles.

The four main principles of Spady's outcomes-based approach to learning and teaching are ((Kruger & Adams, 1998:6):

- Working backwards from where one wants to finish
- Maintaining a clear focus on significant outcomes
- Providing appropriate time and support for learning
- Maintaining high expectations and standards for all learners to achieve

2.4.1 Critical Outcomes

In South Africa twelve critical outcomes are recognized. These critical outcomes guide all work done in schools and have been identified by the South African Qualifications Authority (SAQA) as crucial to all areas of learning. According to the researcher's work experience, they form the basis of all education and training in
South Africa. These critical outcomes state that each learner needs to be able to (Kruger & Adams, 1998:6):

- Identify and solve problems and make decisions using critical and creative thinking.
- Work effectively with others as members of a team, group, organisation or community.
- Organise and manage themselves and their activities responsibly and effectively.
- Collect, analyse, organise and critically evaluate information.
- Communicate effectively, using visual, mathematical and/or language skills in the modes of oral and/or written presentation.
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.
- Reflect on and explore a variety of strategies to learn more effectively.
- Participate as responsible citizens in the life of local, national and global communities.
- Be culturally and aesthetically sensitive across a range of social contexts.
- Explore education and career opportunities.
- Develop entrepreneurial skills.

These outcomes are broad, because they encompass many years of formal learning. They are also generic because they are not limited to any one subject area. The outcomes can be thought of as cross-curricular, because learners will not achieve these outcomes unless they are addressed in an integrated way across each area of study (Killen 2001:6).
The researcher found that other broad outcomes which contribute to the full personal development of learners have been added to the above. According to these a learner also needs to be aware of the importance of (Kruger & Adams, 1998:7):

- Reflecting on and exploring a variety of strategies of learning more effectively.
- Participating as a responsible citizen in the life of local, national and global communities.
- Being culturally and aesthetically sensitive across a range of social contexts.
- Exploring educational and career opportunities.
- Developing entrepreneurial opportunities.

According to the researcher the critical outcomes have an influence on the kind of learning environment learners need and the kind of activities they must engage in if they are to progress towards achieving the outcomes. It requires learners to be actively engaged with their learning, to work both individually and as part of a group, to interact with learners different from themselves and interact with real world situations.

2.4.2 Specific Outcomes

Specific outcomes are the knowledge, skills and values embedded in the areas of learning. They are context-linked and contribute to the achievement of critical outcomes. Specific outcomes are (Olivier, 2001:37):

- Achievements learners should be able to demonstrate in a specific context in particular areas of learning at a specific level.
- A comprehensive package of achievements to be accomplished in order to constitute a learning program.
- A mode to assess the progress of learners.
- The basis for selecting subject matter needed to achieve outcomes.
• The basis for selecting cognitive learning objectives and technical skills that will enable learners to achieve end-product outcomes, together with assessment criteria.

• Support towards the achievements of unit standards, credits and qualifications.

End-product outcomes refer to the outcomes of learning. An outcome is normally not achievable within one learning period or session. An outcome is achieved once learners have joined and secured critical and specific outcomes in an end product, a service or a decision (Olivier, 2001:42).

Outcomes Based Education provides a learning environment that creates opportunities for learners to experiment, test ideas and reflect on their processes of learning. Learners need a learning environment in which they are required to respect and value the points of view of other’s, engage in constructive debate and develop effective communication skills. The learning must also be linked to their experience of the world and must help them access those parts of the real world that they have yet to encounter for themselves (Oliver, 2001:43). The researcher is of the opinion that Outcomes Based Education clearly identifies what the learner must learn. It provides each learner with the time and assistance to realise his or her potential and achieve to the best of his or her ability.

2.5 COMPARISON BETWEEN THE OLD AND THE NEW APPROACH TO TEACHING AND LEARNING

Table 1 reflects some of the major changes in both thinking and classroom practice that the adoption of Outcomes Based Education will involve (Kruger & Adams, 1998:5).
<table>
<thead>
<tr>
<th>Summary of the old</th>
<th>Summary of the new</th>
</tr>
</thead>
<tbody>
<tr>
<td>From the emphasis on:</td>
<td>To the emphasis on:</td>
</tr>
<tr>
<td>The intentions of the learner</td>
<td>The results of learning</td>
</tr>
<tr>
<td>What the educator will do</td>
<td>What the learner will do</td>
</tr>
<tr>
<td>The educator as a transmitter of knowledge</td>
<td>The educator as a facilitator of learning and personal growth</td>
</tr>
<tr>
<td>Rigidly specified content</td>
<td>Flexible content within general learning areas</td>
</tr>
<tr>
<td>More and more content to be covered each year</td>
<td>The acquisition of key concepts and processes</td>
</tr>
<tr>
<td>What can be learnt in a given time</td>
<td>Flexible time allocations</td>
</tr>
<tr>
<td>The acquisition of knowledge and skills in artificial settings</td>
<td>Quality performance on integrated tasks</td>
</tr>
<tr>
<td>All learners in a class receive the same content</td>
<td>All learners achieve the same outcomes</td>
</tr>
<tr>
<td>Tests and examinations to compare position and grade learners</td>
<td>Assessment in a variety of ways and different situations</td>
</tr>
<tr>
<td>Competition and comparison of learners</td>
<td>Co-operation and support of each learner</td>
</tr>
<tr>
<td>Learning for its own sake</td>
<td>The application of what is learnt</td>
</tr>
<tr>
<td>Learning and assessment are separate entities</td>
<td>Learning and assessment are integrated, through focusing on performance of meaningful tasks</td>
</tr>
<tr>
<td>The criteria for performance not clearly defined</td>
<td>The assessment criteria publicly available, with examples</td>
</tr>
<tr>
<td>No learning is expected beyond the end of the course</td>
<td>Lifelong learning with a continuum from novice performance to expert performance</td>
</tr>
</tbody>
</table>
2.6 TEACHING STRATEGIES FOR AN OUTCOMES BASED EDUCATION CURRICULUM

It became clear to the researcher that the role of educators has changed. In an outcomes-based approach, educators cannot concern themselves exclusively with the learners' intellectual development. Educators are responsible for helping learners develop the skills and dispositions needed to reach their full potential. According to Kruger & Adams (1998:15) the emphasis is on the development of the learners in totality. Educators should be on the lookout for physical, psychosocial and moral factors which may impede the learners' cognitive development and hamper their self-actualisation. At the same time the educators also have to be the therapist, social change agent, confidant and sometimes even the parent.

The most important feature of Outcomes Based Education is that all learners are expected to be successful. It is this feature that determines what content is presented to learners, what learning experiences are made available, how they are assessed, how long learners will engage in learning particular knowledge of skills, and what is valued in the educational process (Killen 2001:11).

Killen (2001:12) has suggested that if educators want all learners to learn well and achieve the significant outcomes, they must follow certain instructional procedures. These instructional procedures are:

- Educators must prepare their learners adequately so that they can succeed. They, therefore, need to understand exactly what they want their learners to learn, to anticipate difficulties that learners might have and plan to minimise these difficulties.

- Educators must create a positive learning environment in which learners know that they will be assisted in their learning no matter how easy or difficult they may find the learning process.

- Educators must help their learners to understand what they have to learn, why they should learn it and how they will know when they have learned it.
• Educators must use a variety of methods of instruction in order to help each learner to learn.

• Educators must provide learners with sufficient opportunities to practise using the new knowledge and skills that they gain, so that under the educators' guidance they can explore and experiment with their new learning, correct errors and adjust their thinking.

• Educators must help all learners to bring each learning episode to a personal closure so that they are aware of what they have learned and where it is leading them.

The researcher has found that within the Outcomes Based Education approach, educators cannot assume that all learners will learn equally well from the same teaching strategy and that all learners will learn the same amount in any fixed period of time. Educators must be flexible in the way that they teach and in the expectations that they have of each learner at any particular time. Killen (2001:16) makes it clear that educators must accept that in most lessons learners will be at different stages of learning and, therefore, they as educators will need to be innovative.

According to Killen (2001:17) there are two basic approaches to learning, namely educator-centred and student-centred. Educator-centred approaches are also referred to as direct instruction or deductive teaching and are characterised by the lecture. The educator controls what is to be taught and how learners are presented with the information they are to learn. The learner-centred approaches place the emphasis on the learners’ role in the learning process. This approach is also referred to as discovery learning, inductive learning or inquiry learning. The educator still sets the learning agenda but has much less direct control over what and how learners learn. The researcher has found that the two approaches differ in terms of what the educator does, the organisation of instruction and the learner involvement. In either approach the educator has a central role both as planner and facilitator of learning.

Educators cannot assume that all learners will learn equally well from a strategy such as small-group discussion, and that all learners will learn the same amounts in any fixed period of time. Therefore, they need to be flexible in the way that they teach and
in the expectations that they have. Educators must also prepare learners to accept difficult goals and to strive to achieve them. If learners are to accept the responsibility for their own learning, the goals need to seem reasonable to them, the outcomes must be desirable and the learners must have a high level of self-confidence and a record of prior success (Killen 2001:18).

Teaching that focuses on students' achievements of particular outcomes should consider the knowledge, skills, attitudes and preconceptions that they have prior to instruction. The researcher is of the opinion that educators must also consider their learners' developmental level as well as other factors that influence the rate at which they can learn. It is also important that educators should consider their own knowledge, skills and attitudes relevant to the outcomes.

2.7 ASSESSMENT

A fundamental part of Outcomes Based Education is the notion that learners should be able to demonstrate their achievements of predetermined outcomes. From work experience the researcher gathered that assessment must be an integral part of educators instructional planning. It must be done against predetermined standards, but it should be on an individual basis after each learner has had adequate time to learn. Killen (2001:21) states that assessment needs to be flexible, equitable and designed specifically to match the outcomes learners are striving to achieve. Tasks must provide genuine opportunities for learners to demonstrate what they have acquired and to help them identify what it is that they still need to learn. It should emphasise problem-solving, thinking and reasoning, because these are fundamentally part of the critical outcomes.

Learning should take place through experiences that are meaningful and valuable. Learners learn best and retain what they have learnt when they engage actively in learning, when they are encouraged to reflect on their experiences and when they have opportunities to communicate with others about what they learn. Assessment should incorporate all these principles so that it becomes a part of the learning process. Educators need to know in advance exactly what it is that they want learners to know
and why they want them to learn it. Only then will assessment be realistic and will educators get a clearer picture of what their learners are achieving (Killen 2001:21).

According to Olivier (2001:6) assessment is done in contextual, integrative, consultative and holistic ways. It is concerned with assessment of knowledge, skills, values and learning processes, how they are integrated into tasks and finally into outcomes. Because of a learner’s participative role, assessment is always a transparent process.

Through work experience the researcher gathered that within the outcomes based framework learners are assessed by means of formative and summative assessment. Formative assessment takes place during the process of learning and its main purpose is to provide feedback to learners on strengths and weaknesses that were identified during the process. Summative assessment is done when the learner is ready to be assessed at the end of a learning programme. Oliver (2001:68) makes it clear that the assessment process is transparent and learners are informed beforehand about the impact it will have on their learning and progress. Those involved in the assessment process are the learner him/herself, the co-learners and the facilitator.

According to Van der Horst & McDonald (2003:166) assessment of learning is an essential part of Outcomes Based Education and should be seen as an integral part of all planning and preparation. Outcomes Based Education assessment is mainly formative, which means that it helps to shape or form the learner through the learning process. The move towards Outcomes Based Education has brought new assessment strategies. It was necessary to look for ways other than objective tests to assess learning outcomes.

Thus, the researcher sees assessment as a continuous activity based on assessment of knowledge, skills, values and achievement of critical outcomes, as well as end-based outcomes. Assessment becomes part of the learning process, as well as a method to measure success. It enables learners to become aware of how well they are at mastering content and principles, communicating, assessing and concluding throughout the learning process.
Cognitive and affective outcomes are often integrated. For instance, the ability to compare or evaluate different responses usually goes hand in hand with the ability to assume responsibility. The affective domain is more difficult to assess because of the personal and internal qualities of affect (Van der Horst & McDonald, 2003:177).

Freidberg & Driscoll (1996:61) present a classification of the assessment options for the affective domain. This classification is presented in table 2.

**Table 2  Classification of the assessment options for the affective domain.**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Assessment Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receiving</td>
<td>Observation of learners’ discussions</td>
</tr>
<tr>
<td></td>
<td>Questionnaires</td>
</tr>
<tr>
<td>Responding</td>
<td>Observation of learners’ participation</td>
</tr>
<tr>
<td></td>
<td>Interviews</td>
</tr>
<tr>
<td>Valueing</td>
<td>Interviews</td>
</tr>
<tr>
<td></td>
<td>Questionnaire</td>
</tr>
<tr>
<td></td>
<td>Essay tests</td>
</tr>
<tr>
<td>Organising</td>
<td>Observation of learners’ choices</td>
</tr>
<tr>
<td>Characterising</td>
<td>Learners’ responsibilities</td>
</tr>
<tr>
<td></td>
<td>Learners’ projects</td>
</tr>
<tr>
<td></td>
<td>Learner debates</td>
</tr>
</tbody>
</table>

2.8  Problems with the implementation of outcomes based education

According to Killen (2001:6) it cannot be expected that a system based on these principles could be introduced on a large scale without some difficulties and without considerable concern from educators and parents. Although many educationalists are in favour of the far-reaching new curriculum, some have expressed fears about its implementation.
One fear is that the innovative curriculum may be wasted because of poor educator preparation. It is the researcher’s opinion that the training of educators must not be rushed, otherwise the result will be a great system with no one to implement it successfully. Some educators disagree with the outcomes that have been mandated. Others disagree with the idea of pre-specifying the outcomes of education (Killen, 2001:3).

The researcher has found that another problem was that very few people understood it, including most of the educators who had to use it. Educators were supposed to use their own teaching materials, although very little was said about the content of what they should teach. According to Le May (2000:23) it also increased the gap between advantaged and previously disadvantaged learners, because it worked well in resourced schools that could afford excellent, committed educators.

There is a lack of support material, and this has given rise to the myth that textbooks have been done away with. There are textbooks, but most schools cannot afford them. There is also a lack of capacity and curriculum support from the national and provincial education departments (Le May, 2000:23).

In spite of the problems experienced with the initial implementation of Outcomes Based Education, the researcher has found that this new approach to teaching and learning still forms the basis of education in South Africa.

2.9 COMPARISON BETWEEN OUTCOMES BASED EDUCATION AND GESTALT

The researcher has discovered that there are definite similarities between Outcomes Based Education and Gestalt as shown in the comparison between Outcomes Based Education and Gestalt (Compare Spady, 1994:6-4, Yontef, 2001:1-37 and Phillipson, 2000:1-7). This comparison is presented in table 3.
### Table 3: Comparison Between Outcomes Based Education and Gestalt

<table>
<thead>
<tr>
<th>Outcomes Based Education</th>
<th>Gestalt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum, instruction and assessment is flexible and has alterable means for accomplishing clearly defined learning “ends”</td>
<td>Therapy is a structured but flexible process for accomplishing a clearly defined therapeutic “end”, namely a Gestalt.</td>
</tr>
<tr>
<td>Time is altered and standards are defined and criterion used that suit the needs of teachers and each individual learner.</td>
<td>According to the principle of singularity each person-situation is unique. Therapy should suit the needs of the specific therapist and learner.</td>
</tr>
<tr>
<td>Mistakes are seen as inevitable steps along the way to learners developing, internalising and demonstrating high-level performance capabilities.</td>
<td>Resistance is seen as an inevitable step along the learner’s way towards reaching a Gestalt.</td>
</tr>
<tr>
<td>Learner achievement is seen as the highest level of performance a learner has been able to reach at any given point in time.</td>
<td>The completion of a Gestalt represents the learner’s acknowledgement of his own inherent potential.</td>
</tr>
<tr>
<td>Learners are allowed to move though a curriculum at a pace they can handle. The educator has to work with what the learner is presenting.</td>
<td>The therapist must work with what the learner is presenting.</td>
</tr>
<tr>
<td>Learner motivation and achievement increase because the learner is expected to perform according to his own potential. This leads to learner empowerment.</td>
<td>Through awareness, therapy empowers the learner to realise his or her inherent potential.</td>
</tr>
<tr>
<td>The focus is on the relationship between the classroom and the outside world. Educators make use</td>
<td>According to the holistic principle, the learner exists within and is influenced by an environment or field.</td>
</tr>
</tbody>
</table>
of themes that are relevant to the learners' environment.

<table>
<thead>
<tr>
<th>The curriculum promotes group work in classrooms. The educator serves as facilitator between learners and learning material.</th>
<th>Within Gestalt group work, the therapist acts as facilitator between group members.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educators must be creative in presenting the learning material to suit the needs of each individual learner.</td>
<td>Therapy is an experimental and creative process to suit the needs of each individual client.</td>
</tr>
<tr>
<td>Educator works with the here and now knowledge of the learner.</td>
<td>Therapy focuses on the here and now experience of the learner. Past experiences influence the here and now.</td>
</tr>
</tbody>
</table>

The researcher concluded that Gestalt principles are applicable in the implementation of Outcomes Based Education. The development of a Gestalt program will contribute to creating an awareness that will empower the learner to realise his or her inherent potential. This will then increase the learner's motivation and achievement that will lead to his or her empowerment.

2.10 PRIMARY SCHOOLS

The researcher has the view that the purpose of a primary school is to provide an environment in which each learner can develop as an individual and as a functioning member of society. Foundation phase learners differ in their mode of learning; therefore educators must vary their teaching styles and their use of teaching materials and resources to suit the developmental needs of these learners.

There are a number of issues within schools and classrooms which are universally recognised as influencing education, such as class size and educator-learner ratio. The size of the class has direct implications for school policy and practice. Educators believe that the quality of teaching and their interaction with learners decline with an increase in the size of the class. According to Lemmer (1999:83) research indicates
that educators experience more positive attitudes towards learners and their work when in smaller classes. Research also indicates that learner achievement in small classes (fewer than 15 learners) will exceed achievement in both average-size classes (about 25 learners) and large classes (more than 30 learners).

A decrease in class size will increase per-learner cost. On the other hand, educators teaching smaller groups of learners are more likely to feel satisfied with their jobs and believe that they are doing better work. Through work experience the researcher became aware that in South Africa educators often have to cope with extremely large classes. Budgetary constraints make reductions in class size virtually impossible. Lemmer (1999:83) has found that the optimum learner-educator ratio in primary schools has been set at 40 learners per one educator.

2.11 CONCLUSION

An investment in education not only has social benefits, but also results in a competitive nation. This is why legislation was passed to move from traditional ways of learning to outcomes-based learning.

The workplace of the twenty-first century is characterised by global competition, cultural diversity, as well as technological and management processes that require workers to think critically and creatively, solve problems and communicate effectively. Therefore, it is therefore imperative that learners are exposed to learning programmes that enable them to fit into a variety of settings.

Outcomes Based Education is about knowing how to position towards content, skills and learning processes, how to build social skills and assess knowledge, skills, values and processes. It leaves the learner with the capacity to reconfigure all of the above in new situations, contexts and settings.

From the comparison between Outcomes Based Education and Gestalt, it has become clear that Gestalt principles are applicable in the implementation of Outcomes Based Education. Therefore, the development of a Gestalt program will fit into the context of Outcomes Based Education. It will assist the new approach to teaching in helping
learners acquire the social skills, values and attitudes necessary for fitting in and coping with a variety of settings.

Chapter 3 will present a brief discussion on the foundation phase learner. Aspects to be dealt with are general nature and growth, fundamental needs of the learner, developmental tasks, attitudes, individual differences and specific problem behaviour.
CHAPTER 3

THE FOUNDATION PHASE LEARNER

3.1 INTRODUCTION

According to the researcher, understanding the normal development and growth of a learner is an essential part of working with him. Two learners of the same age may be at different stages of development. Every learner is an individual with different strengths and weaknesses. According to Blair, Jones & Simpson (1969:49) the period of childhood may be divided into five stages, namely the neonatal period (birth to about four weeks), infancy (four weeks to two years), pre-school (two to six years), middle childhood (six to nine years), and pre-adolescence (nine years to puberty).

Since the Gestalt program will be implemented in the foundation phase it is important briefly to give an exposition of certain aspects pertaining to the foundation phase learner. Chapter 3 will deal with some of the developmental aspects of middle childhood. Different theories of development, such as Erikson and Piaget, will also be discussed. Gestalt perspectives on development will be discussed in chapter 7.

3.2 GENERAL NATURE OF GROWTH

The foundation phase learner falls into the age group six to nine years. An individual at any stage of his development is the product of organic and environmental factors. How he reacts and behaves in all life situations can be explained in terms of these two interacting forces (Blair, et al. 1969:25).

Seven- and eight-year-old children are in a stage of development often called middle childhood. The researcher has found that they attend school and enjoy mastering physical skills. The opinion of their classmates matters more than ever before and they begin to feel the effects of peer pressure. According to Nuttall (1991:1) these learners need adults who care about them and will talk and play with them.
According to Oesterreich (1995:1) six, seven and eight-year-old learners are more likely to stick with a project until it is finished or the problem is solved. They enjoy working on projects with friends. Teamwork and following rules become important. They are fascinated by rules and develop games with extensive rules and rituals.

The following principles regarding growth should be understood by educators (Blair, et al. 1969:50).

- The structure of a muscle group is intact and ready for use before it is competently used. Brain weight is complete by seven or eight years of age, but the learner may not yet be ready to do certain types of abstract thinking.
- The direction of growth is from the general to the specific. Co-ordination of large muscle groups precedes fine muscle control.
- There is a sequence of development in general and specific traits and in various systems of the body. Learners will use egocentric language and develop a concrete scheme for thinking before engaging in abstract thinking.
- Various types of development occur within a given learner at different rates. Thus one learner may be tall for his age, but only average or below in vocabulary development.
- Although the sequence of events in development is nearly the same for all learners, the rates will vary depending upon the learner’s genotype, and the environmental conditions.

Foundation phase learners are at the centre of educational programmes and it is assumed that they learn in rather a different way than older children. That is through play, activity and their own discovery (Chazan, Laing & Harper, 1987:1). The researcher feels that an understanding of the nature or learner development in all aspects is, therefore, necessary in order to appreciate what education to foundation phase learners should be.
3.3 FUNDAMENTAL NEEDS OF THE LEARNER

According to the researcher all learners do have physical needs, such as needs for food, air, liquid, activity and rest. In addition to these physical needs, every learner possesses certain social or personality needs. According to Blair, et al. (1969:51) these needs can also be referred to as sociogenic or learned needs:

- Learners have a need for status: they want recognition and attention and long for the esteem of their educators, parents and peers.
- Learners have a need for security: they want stability and routine in their lives. Too much uncertainty as to how they stand in their group or excessive anxiety as to whether they will pass or fail a course creates a very unwholesome position for them.
- Learners have a need for affection: a learner becomes uneasy and restless when he discovers that his educator does not like him.
- Learners have a need for independence: learners want to take responsibility and make choices which are in accordance with their abilities.

It is the very fact that learners’ social and personality needs are acquired that makes each learner’s motive-need system unique. One learner’s need for security or affection may be higher than another’s. The needs of the learner and the needs of society come together in what can be called developmental tasks. At each period of life, society expects certain accomplishments from the learner. These needs may be thought of as needs created for the learner by the demands of family and society. It is the researcher’s opinion that through the successful accomplishment of these tasks the learner finds the status, security and independence which he seeks.

3.4 DEVELOPMENTAL TASKS

Individual learners develop at different rates as a result of differences in genetic inheritance, environmental factors and learning experiences. Development in one domain also influences development in other domains. Schoeman (2000 (i):29) identified the following developmental tasks of the foundation phase learner:
• Improves in development of physical skills.
• Learns to get along with peers.
• Develops social skills.
• Realises gender roles and acts according to these roles.
• Develops attitudes toward social groups and institutions outside the family environment.
• Develops self-image and perception of himself as individual.
• Gains greater personal independence.
• Develops conscience and moral judgement continuously.
• Is influenced by parents, peers and educators attitude towards life.
• Develops symbolic thoughts.

The following domains of development will be discussed in this chapter, namely physical, cognitive and personality development, self-concept, social, emotional as well as moral development.

3.4.1 Physical Development

Development in the physical domain concerns development of the body, biological growth or maturation. Educators should consider early and late maturation, sexual development, malnutrition and eating disorders, health problems and factors such as substance abuse (Kruger & Adams, 1998:14).

According to Oesterreich (1995:1) foundation phase learners are skilled at using scissors and small tools and enjoy testing muscle strength and skills. They have a good sense of balance, can catch small balls, tie shoelaces and enjoy copying designs and shapes, letters and numbers.

Every activity, from the early use of scissors and crayons to the fine hand-eye coordination demanded by drawings, necessitates a varying degree of motor development. The following are some generalisations about motor development of learners (Blair, e al. 1969:55).
• Learners, especially boys, place a high premium on physical strength and co-ordination. Boys tend to measure their popularity according to their physical strength.

• The growth of muscle mass precedes its functional development. It is not uncommon to find learners who look big enough to be well co-ordinated to be functionally immature in fact.

• Motor skills in one area, such as running or jumping, do not correlate highly with those in other areas, such as manual dexterity.

• There is a slight relationship between a learner’s mental ability and his motor skill.

• The lack of self-confidence may limit a learner’s opportunities for practice in developing motor skills. The learner who is over protected at home often avoids contact games. In so doing he loses both the opportunity for the learning of the physical skills involved and for important social contacts.

According to Nutall (1991:2) large muscles in the arms and legs are more developed than small muscles. Learners can bounce a ball and run, but find it difficult to do both at the same time. There may be quite a difference in the size and abilities of learners. This will affect the way they get along with others and how they feel about themselves. Seven to nine year old learners are learning to use their small muscle skills as well as large muscle skills.

According to Blair, et al. (1969:52) health, energy, rate of growth and general physical fitness contribute both directly and indirectly to success in school and to mental and personality development. The learner who is fatigued may be irritable, the one who is malnourished may lack energy required by school tasks and the one whose level of physical development differs from that of his friends may feel insecure or ashamed. Negative remarks involving physical differences of any kind may deeply hurt a sensitive learner.

The researcher has found that educators in South Africa often have to observe the adverse influences of physical problems and change, negative body image, malnutrition, under-nourishment and serious illness on the academic achievements
and motor development of their learners. Undernourishment and malnutrition make learners tired, apathetic, less responsive and listless. It diminishes the energy they have for social interaction and for participating in social activities. Kruger & Adams (1998:18) found that undernourished learners attract less attention because of their lowered energy levels and therefore they run the risk of being isolated in the classroom.

It is the researcher’s opinion that with the inclusive education approach of Outcomes Based Education more learners with barriers to learning will enter the educator’s classroom. Seriously ill learners in a class can place a burden on the educator. Such learners will need extra academic attention and may be anxious, dependent or depressed. According to Kruger & Adams (1998:19) these learners may fear social stigmatisation, rejection and discrimination. Educators have to help these learners cope with physical problems in such a way that they can lead independent lives.

The perception that a learner has of his or her body may affect his or her psychological well-being. According to the researcher, those learners with a positive body image are generally happier, better adjusted, more extroverted and more successful than their peers who feel less positive about their bodies. A negative body image caused by dissatisfaction with personal appearance and achievement may damage a learner’s self-concept and undermine his or her self-confidence. Kruger & Adams (1998:17) mention that a negative body image can also be caused by physical deformities and disabilities, obesity, being excessively thin, tall or short. This sometimes makes learners reluctant to participate in class projects with enthusiasm.

### 3.4.2 Cognitive Development

Development in the cognitive domain has to do with the intellectual dimension of the individual. This deals with knowledge and understanding of facts, concepts, principles, rules, skills and problem-solving abilities. Human cognition, which includes the processes of perceiving and thinking, develops gradually from birth, through infancy, childhood and adolescence into adulthood. Educators need an accurate picture of what types of thinking learners are capable of at different points
during their schooling. It is necessary for educators to match learning experiences with the current developmental level of their learners (Kruger & Adams, 1998:32).

According to Kruger & Adams (1998:32) there are three key features in all human development:

- Developmental changes are usually quite small and gradually accumulate over a relatively long period.
- Developmental changes are orderly and occur in different individuals in the same overall sequence and pattern.
- Development occurs at different rates in individuals.

Myers (2005:1) states that cognitive development is partly a result of maturation according to a genetically determined plan and partly a result of what is learnt from life experiences. According to the researcher, one of the most influential theories of cognitive development is that of Jean Piaget. Myers (2005:1) states that according to Piaget’s theory learners try to make sense of their world in a natural way. Learners consistently create and test theories to explain the world they observe. At critical points in their development, new ways of thinking or constructing knowledge emerge.

Piaget proposes four stages of cognitive development which reflect the changes in the type of schemes available as a child develops and the way these schemes are organised into cognitive structures. The rate at which an individual progresses through these stages is variable, but the sequence of the stages is the same for all children. These new ways of thinking can be classified in four different stages, namely sensory-motor, pre-operational, concrete and formal operational. Table 4 gives a summary of the four different stages of cognitive development as found in Piaget Theory (Kruger & Adams, 1998:32).

The transition to concrete operations occurs about the time children enter school and continues until adolescence. The foundation phase learner falls into this cognitive developmental stage. At this developmental stage learners are able to reason logically
about situations and events. At this point earlier life events that lacked consistency and order become part of the whole operating system for the learner (Myers, 2005:2).

**Table 4 A summary of the four different stages of cognitive development as found in Piaget theory.**

<table>
<thead>
<tr>
<th>Stage of cognitive development</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensory-motor</td>
<td>At this stage the learners imitates other people, uses simple memory and begins to form simple schemes involving his or her senses and exploratory movements. The learner’s thinking is egocentric, thus the learner assumes that his or her own view of the world is the norm and that everyone else has the same view.</td>
</tr>
<tr>
<td>Pre-operational</td>
<td>At this stage a learner’s construction of knowledge about the world is assisted by the acquisition of symbols, which include gestures, words, drawings, numbers and signs. The ability to carry out mental operations is gradually developing. The learner’s thinking is still egocentric.</td>
</tr>
<tr>
<td>Concrete operations</td>
<td>The learner’s mental operations relate to concrete objects. Learners understand that the world is made up of objects that remain unaltered from one time and place to another.</td>
</tr>
<tr>
<td>Formal operation</td>
<td>At this stage a learner is able to make generalisations about the world and to engage in systematic mental trial and error before taking any physical actions. More complex learning involves abstract concepts and schemes and deals with logical operations and the use of theories.</td>
</tr>
</tbody>
</table>

Three important operations develop during the concrete operations stage, namely causality, classification and s serration. Learners begin to master causality, rather than mistakenly regarding cause and effect as similar. The ability to classify relies on the ability to focus on one specific characteristic in order to place objects into groups.
Serration refers to the ability to sort items into an orderly sequence based on certain criteria, such as size, value, age and so on (Kruger & Adams, 1998:38).

Kruger & Adams (1998:42) make it clear that when teaching the concrete operational learner, it is important that educators should:

- Continue to use concrete props and visual aids, especially when the subject matter is complex.
- Continue to give opportunities for learners to manipulate and test objects. Problem based project work is ideal for this.
- Give brief readings and well-organised presentations. Educators should not progress too far before allowing the learners to put into practice what has been presented.
- Use familiar examples to explain complex ideas.
- Practise classifying and grouping objects and ideas in increasingly complex ways.
- Introduce problems which require logical and analytical thinking.

The researcher found that educators usually feel that the IQ of a learner will provide them with a measure of what the learner can do at present as well as an indication of what he will be able to do in future. Many factors other than intelligence determine school success. The learner's interests and emotional security, for example, influence his performance at all educational levels.

With an increased ability to remember and pay attention, his ability to speak and express ideas can grow rapidly. Things tend to be black or white, right or wrong, great or disgusting, fun or boring to them. He is learning to plan ahead and evaluate what he does. With increased ability to think and reason, he enjoys different types of activities such as games with rules. This learner is still very self-centred, although he is beginning to think of others (Nuttall, 1991:2).

The foundation phase learner may reverse printed letters for example, b and d. He enjoys planning and building activities and reading may become a major interest. He
begins to understand time and the days of the week and is able to distinguish between left and right (Oesterreich, 1995:2).

It is important that educators should have a clear understanding of all the elements that represent mental ability. According to Blair, et al. (1969:56) the growth in mental ability is very rapid during early childhood and the intermediate years. Mental development is a logical conclusion based upon the observation of children’s behaviour such as vocabulary size, language structure, problem solving skills, perceptual speed and immediate memory.

3.4.3 Personality Development

The personality development of the foundation phase learner is characterised by self-concept, emotional development and the development of sensitivity. Therefore their emotions, personalities, identities and self-concepts may therefore exert a considerable influence on their learning experience (Kruger & Adams, 1998:20).

According to the researcher the general conditions existing in the learner’s home have been shown to have an effect upon his or her behaviour and personality. Research indicates (Blair, et al. 1969:67) that democracy in homes was found to produce learners who are active, aggressive, fearless, playful, curious and non-conforming. Learners from homes where parents are authoritarian tend to be quiet, well-behaved, socially unassertive and restricted in curiosity, originality and fancifulness.

According to Blair, et al. (1969:67) there is a positive relationship between aggressive behaviour in learners and the severity of discipline at home. Harsh discipline evokes hostility, which the learner directs towards others. Strict discipline often creates prejudices and anti-democratic attitudes in the learner.

Blair, et al. (969:69) mention that there are numerous factors which account for learners being drawn together with other learners in friendships. The most obvious one is proximity. Other factors which are related to the formation of friendships are age, social class and intelligence. The researcher is of the opinion that learners
become friends to help themselves satisfy some of their own basic social and psychological needs.

3.4.3.1 Erikson’s theory of personality development

Different theories have been developed to help the educator understand the personality development of learners. Erikson (1963; 1980) offers a theory of personality development that places great emphasis on the development of identity and a healthy self-concept. It is based on the assumption that learners in general have the same needs and that the development of the ego or self occurs in response to these needs.

Erikson’s theory divides the human lifespan into eight phases of development. Each of these life spans is characterised by a crisis or major turning point in a person’s life. Each crisis involves a conflict between a potentially healthy and a harmful alternative (Meyer, Moore & Viljoen, 1997:221). Table 5 gives an indication of the eight phases of development proposed by Erikson.

According to Meyer, et al. (1997:222) foundation phase learners belong in the school year stage. They have to deal with the crisis of inactivity versus failure. Learners in this stage can earn recognition for what they do or make. They start to read, write and do sums and thus develop a sense of industry. Meyer, et al. (1997:222) continue to state that during this stage it becomes important for learners to receive assurance that their selves and their identities are significant, important and worthwhile. By learning about aspects they think are important in their culture, they hope to become important and valuable.

According to the researcher, the way in which educators respond to this stage will determine the extent to which a successful resolution of the crises takes place. If the learners feel they are successful and are praised for their efforts, they develop healthy self-concepts, but if challenges are too difficult and result in repeated failure, they may develop lasting feelings of inferiority. Meyer, et al. (1997:222) conclude that those learners who manage to resolve the crisis between industry and inferiority will develop the synthesis of the two, namely feelings of competence.
<table>
<thead>
<tr>
<th>Age</th>
<th>Stage</th>
<th>Ego quality to be developed</th>
<th>Some tasks and activities of the phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1</td>
<td>Infant years</td>
<td>Basic trust versus mistrust</td>
<td>The child develops trust in the mother or central caregiver and in his or her own ability to make things happen. It is important that the child experiences an early secure attachment.</td>
</tr>
<tr>
<td>2-3</td>
<td>Early childhood years</td>
<td>Autonomy versus shame, doubt</td>
<td>During this phase toilet training usually occurs and the child acquires control, but may develop shame if training is not handled properly.</td>
</tr>
<tr>
<td>4-5</td>
<td>Play stage</td>
<td>Initiative versus guilt</td>
<td>Children start to organise activities around some goal. They become more assertive and aggressive. Their activities may lead to feelings of guilt.</td>
</tr>
<tr>
<td>6-12</td>
<td>School years</td>
<td>Industry versus inferiority</td>
<td>All the basic cultural skills and norms, including school skills, are absorbed and practised. The learner is faced with the need to win approval through specific competences.</td>
</tr>
<tr>
<td>13-18</td>
<td>Adolescence</td>
<td>Identity versus role confusion</td>
<td>During this stage adolescents adapt their sense of self to physical changes of puberty. They make important choices and achieve adult-like sexual identity.</td>
</tr>
<tr>
<td>19-25</td>
<td>Early adulthood</td>
<td>Intimacy versus isolation</td>
<td>During this stage most people form one or more intimate relationships that go beyond adolescent love. People often marry and form family groups.</td>
</tr>
<tr>
<td>26-40</td>
<td>Adulthood</td>
<td>Generatively versus stagnation</td>
<td>This stage is usually characterised by the process of bearing and rearing children. The focus is also on occupational achievement or creativity and contributing to the education and training of the next generation.</td>
</tr>
<tr>
<td>41+</td>
<td>Old age</td>
<td>Ego integrity versus despair</td>
<td>The last stage constitutes an integration of earlier phases. It concerns the acceptance and acknowledgment of a basic identity and culminates in ego integrity.</td>
</tr>
</tbody>
</table>
3.4.3.2 Applying Erikson’s theory in the classroom

It is most important that the educator should be aware of the need of the learners to feel competent and worthwhile and to be sensitive to their fears of inferiority. Educators should provide a climate in the classroom in which learners feel so secure that they will risk making mistakes (Kruger & Adams, 1998:23).

Kruger & Adams (1998:23) have found that another way is to give learners work that they can complete successfully while still being challenged. Too much negative assessment and criticism may result in learners developing poor self-concepts, which may lead to poor performance. This in turn may lead to more negative assessment.

The researcher has found that by focusing on activities that boost morale and promote self-esteem, the educator will help the learner to develop feelings of competence. Outcomes Based Education makes ample provision for the application of Erikson’s theory. According to Kruger & Adams (1998:23) the learning areas of Life Orientation, Social Science and Arts and Culture emphasise the building of self-esteem, good interpersonal relationships, survival skills and a healthy lifestyle.

3.4.4 Self-concept

According to Louw, Van Ede & Louw (1998:348) a learner develops a concept of how she/he is (his true self) as well as a concept of how she/he would like to be (his/her ideal self) by the ages of six and seven. By the age of eleven his or her self-evaluation correlates closely with his/her evaluation by peers and educators. His or her knowledge is based on achievements, his or her needs as well as the expectations others have of him or her.

Burns (1982:78) defines self-concept as..."being composed of all the beliefs and evaluations an individual has about him- or herself." In each important aspect of the learners’ lives they will have beliefs about themselves, a self-image and an evaluation of their beliefs, namely their self-esteem. Therefore the self-concept is a global judgement based upon these individual self-images and self-esteem.
It is the researcher’s opinion that learners grow up believing what they hear about themselves. Oaklander (1988:58) makes it clear that a learner may believe he is stupid because his father, while angry, called him stupid out of frustration. He may pick up an underlying, unspoken message that he is clumsy, because his parents laugh at him when he drops things or when they are impatient with his attempts at making things.

Marsh (1990:79) holds a multidimensional and hierarchical view of self-concept. According to this theory a learner’s overall sense of self is called the general self-image. This general self-image is divided into two separate, but related self-concepts, namely an academic and a non-academic self-concept. Physical ability, physical appearance, peer as well as parent relationships influence the non-academic self-concept. Achievements and interactions in specific learning areas determine the learner’s academic self-concept.

Marsh (1990:79) continues to state that these two self-concepts are formed through social interaction and social comparison. Peers, parents and educators indicate to learners their capacities and qualities in particular circumstances. The self-concept of learners also evolves through constant assessment in different situations. They continually assess themselves according to their own standards, by comparison with their peers and according to how they are assessed by significant people, such as their educators and parents.

According to Oaklander (1988:57) the healthy development of a learner’s senses, body, feelings and intellect is the underlying basis for the learner’s sense of self. A learner with a strong sense of self will be able to make good contact with his or her environment and the people in it.

Learners in trouble experience some impairment in their contact functions. The tools that they need for contact are looking, talking, touching, listening, moving, smelling and tasting. These learners are unable to make good use of one or more of their contact functions in relating to educators, parents and other children in their lives or to the environment in general (Oaklander, 1988:57).
Woolfolk (1983:104) gives the following suggestions on how educators can make a difference in their learners' lives:

- Value and accept all learners for their attempts as well as for their accomplishments.
- Create a climate that is physically and psychologically safe for learners.
- Become aware of your own personal biases and expectations.
- Demonstrate appropriate methods of self-criticism, perseverance and self-reward.
- Avoid destructive comparisons and competition.
- Encourage learners to compete with their own prior levels of achievement.
- Teach learners how to encourage one another.
- Help learners set clear goals and objectives.

According to the researcher, it is crucial to learners' development that they should begin to build a positive concept of themselves as individuals and learners. Many factors affect the development of a learner's self-concept, including cognitive and linguistic abilities, physical growth and membership of majority of minority groups. A learner's self-esteem is affected by parental attitudes and behaviour as well as by the self-concepts of parents. Burns (1982:56) is of the opinion that school experiences also greatly influence the development of adequate self-concepts in foundation phase learners. By the time learners enter school they already have a pre-disposition towards achievements or failure, which is related to parental interest, affection and acceptance.

According to the researcher, educators need to consider whether their attitudes and practices are conducive to fostering positive self-concepts in their learners. Educators should enable each learner to achieve a real measure of success rather than be falsely praised for an inadequate performance. Educators should formulate objectives for each learner that are attainable and they should help learners make progress towards that goal. Chazan, et al. (1987:123) support this view by stating that educators should encourage learners to improve on their own previous attainments rather than compete against others. In so doing the educators are likely to assist those with severe learning difficulties to experience a sense of success.
3.4.5 Social and emotional development

Formal entry into the world of school is in a sense the beginning of a new phase of emotional and social development. Educators should recognize that learners of this age still have far to go in their acquisition of emotional control and social competence. Foundation phase learners are able to tolerate and even enjoy the separation from home demanded by compulsory attendance at school. They are relatively self-sufficient and independent, while still showing some degree of dependability and consistency in behaviour both at home and at school (Chazan, et al. 1987:117).

Chazan, et al. (1987:4) further states that social development is concerned with the recognition of interactional skills, behaviour, values and motives which have societal approval and with the development of the learner’s self-concepts. Educators can help the foundation phase learner to move from the stage of seeing others as being there largely to help them achieve their goals to that of realizing the benefits and satisfaction arising from co-operation and the offering of help.

Learners begin to understand about emotional changes between the ages of six and eleven. They learn to interpret facial expressions with greater accuracy, they begin to understand that they can change their emotional state by thinking differently (for e.g., when they feel sad they think of something joyful) and they realise that people can experience more than one emotion at the same time. They also learn how to identify emotions such as anger, sadness and happiness. They become well equipped to control their emotions and hide their feelings (Louw et al., 1998:349-350).

According to Blair, et al. (1969:61) research suggests that emotional behaviour begins even before birth. Learners whose mothers are anxious and highly emotional for a period prior to childbirth, are more likely to have babies who cry more and are more prone to colic. Infants will exhibit responses such as crying and struggling to painful or unpleasant stimuli and pleasant responses such as relaxing and sucking to supportive stimuli.
Before the end of the first year of life, emotional behaviour becomes well differentiated into recognisable expressions of joy, anger and fear. During infancy these emotions are quite similar in their manifestation among children. They begin to take on individuality in the pre-school period. The results of a large number of studies suggest that learners with learning disorders are more likely to experience adjustment problems than their developing peers. In addition to their learning difficulties, these learners experience a high level of peer rejection and consequent loneliness. They also experience a deficit in their sense of coherence as well as multiple emotional problems (Mikulincer, 2005:1).

The researcher has found that being with friends becomes increasingly important to them. Girls want to play more with girls and boys with boys. They may have a best friend as well as an enemy. They have a strong desire to perform well and do what is right. According to Oesterreich (1995:2) learners in the foundation phase begin to see things from another learner’s point of view, but are still very self-centred. They find it difficult to handle criticism or failure and view things as black or white, right or wrong, wonderful or terrible, with very little middle ground. They seek a sense of security in groups and organised play. They generally enjoy caring for and playing with younger children and may become upset when their behaviour or school work is ignored.

Positive evaluation may be helpful in encouraging learners to make a more constructive appraisal of their behaviour and their impact on others than they have achieved so far. Learners who seldom receive any favourable attention or who receive mainly derogatory comments may come to accept it as the acceptable standard (Chazan, et al. 1987:5).

Fears and anxieties experienced by learners at the various age levels can be attributed to learning. This is better known as conditioning (Blair, et al. 1969:62). The child learns to be fearful of objects, persons or situations in a variety of contexts. The learner who has had terrifying experiences in the presence of some object, person or situation tends to be fearful of these same objects or situations thereafter. The learner who has a fear of dogs may have been attacked by a dog and seriously threatened on a previous occasion. A specific educator may have humiliated the learner who fears
educators from then on. The learner who fears examinations has had unsuccessful experiences with examinations and has been made to feel insecure about his abilities.

According to the researcher, learners can be helped to overcome their fears by associating the feared object, person or situation with pleasantness, security, success or another state of well-being. For example, a learner who fears examinations or educators needs successful experiences with examinations or educators.

Some aggressiveness is an acceptable development in learners. It can become a disintegrative emotion when it is not properly controlled. Aggression may be caused by frustration. It can also be caused by aggressive models learners encounter in their environment. The more aggressive the male adult figure in the home, the more aggressive the learner. Some aggressiveness may result from growing up in permissive homes where aggression is allowed and not punished (Blair, et al. 1969:66).

Some learners do not place the blame for their problems on others. Instead they imagine that they themselves are bad, that they have done something wrong, that they are not pretty or smart enough. At some level though, there is a strong will to survive and learners will do what they can to cope. Some learners create fantasies to entertain themselves and make their lives easier and more bearable. Others protect themselves by striking out in some way. It is normally these learners who get the most attention. However, the attention reinforces the very behaviour most hated by the educator or parents (Oaklander, 1988:58).

Learners may act in an aggressive, hostile, angry or hyperactive manner and may withdraw into worlds of their own. Learners may talk as little as possible or not at all. They may become exceptionally overly pleasing. They may wet the bed, have asthma, allergies, stomach-aches, headaches or accidents. According to Oaklander (1988:58) there is no limit to what a learner will do in the attempt to cope with his or her insecurities.

According to the researcher learners in the foundation phase want to do things by and for themselves. They still need adults who should help when asked or when needed.
They also need guidance, rules and limits and assistance in solving problems. Nuttall (1991:2) states that foundation phase learners are beginning to see things from another learner's point of view, but they still have trouble understanding the feelings and needs of other people. It is the researcher's opinion that learners in the foundation phase need more love, attention and approval from parents and educators than criticism.

3.4.6 Moral development

According to Kruger & Adams (1998:14) moral development relates to the development of values, attitudes and norms. It has to do with such moral issues as cheating, bullying and truancy.

The foundation phase learners see a change in how they view the world and their place in it. They lose their subjective viewpoint and begin to become, not only more objective, but also more realistic. The line between fantasy and reality becomes clearer as does the distinction between truth and falsehood (Chazan, et al. 1987:6).

According to the researcher, the learner's moral reasoning has an influence on his or her learning. In the same way, the educator's level of moral reasoning may also impact on his or her classroom decisions. Downey & Kelly (1978: 86) suggest that educators can help the moral development of learners by confronting them with problematic situations which are in conflict with their present moral beliefs.

3.4.6.1 Kohlberg's theory of moral development

Kohlberg's theory proposes three stages of moral development through which all learners move. On the first or pre-conventional level, moral judgement is based solely on the learner's needs and desires. On the conventional level the expectations of society and the law are taken into account. The post-conventional level deals with judgements that are based on abstract, more personal principles (Kohlberg, 1975:671). Every level is subdivided into different stages. Table 6 gives an indication of Kohlberg's stages theory of moral reasoning (Kohlberg, 1975:671).
<table>
<thead>
<tr>
<th>Level 1: Pre-conventional moral reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judgement is based on personal needs and rules made by others.</td>
</tr>
<tr>
<td><strong>Stage 1  Punishment-obedience orientation</strong></td>
</tr>
<tr>
<td>The learner behaves and obeys rules to avoid punishment. An action is judged to be good or bad, right or wrong, by considering whether it will be rewarded or punished.</td>
</tr>
<tr>
<td><strong>Stage 2  Personal reward orientation</strong></td>
</tr>
<tr>
<td>Personal needs determine right and wrong. Favours are returned on a reciprocal basis: ‘I’ll do this for you, if you do that for me.’ A learner will do good to another learner if he or she expects the other learner will return the favour.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Level 2: Conventional moral reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judgement is based on the approval of other learners, family expectations, traditional values, the laws of society and loyalty to one’s country.</td>
</tr>
<tr>
<td><strong>Stage 3  Social approval orientation</strong></td>
</tr>
<tr>
<td>At this stage learners reason that by being nice or good, approval from others is likely. Behaviour and decisions are therefore determined by what pleases, aids and is approved by others.</td>
</tr>
<tr>
<td><strong>Stage 4  Law and order orientation</strong></td>
</tr>
<tr>
<td>At this stage laws are seen as necessary and therefore good. Authority must be respected and the social order maintained.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3: Post-conventional moral reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 5  Social contract orientation</strong></td>
</tr>
<tr>
<td>At this stage people view laws as being open to evaluation. Whether something is good or bad is determined by socially agreed upon standards of individual rights. Laws are no longer obeyed simply because the individual and society believe that these laws guarantee a person’s rights. This kind or morality can be likened to our constitution.</td>
</tr>
<tr>
<td><strong>Stage 6  Universal ethical principle orientation</strong></td>
</tr>
<tr>
<td>The guiding principles for moral behaviour are now chosen by the person. Good and right are new matters of individual conscience and involve abstract concepts of ethics, justice, human dignity and equality.</td>
</tr>
</tbody>
</table>
According to the researcher, Kohlberg’s theory can help educators understand why learners sometimes behave and reason as they do. It also stresses the possibility of enhancing moral development through classroom discussion that allows the learners to examine their own moral thinking and compare it with that of others.

3.5 ATTITUDES

Learners acquire attitudes through experience, which have a pronounced affective component. Attitudes are transmitted through the process of imitation and may have origins early in life. The parent’s bodily posture and facial expression towards an object such as a kind of food or an animal may be transmitted directly to the learner. Existing attitudes are sometimes highly resistant to change. Therefore it is important that desirable social attitudes, attitudes about school, educators, work and the like be learned early in life (Blair, et al. 1969:202).

According to Blair, et al. (1969:199) research has shown that educators are concerned about the existence of negative attitudes, attitudes of indifference and lack of interest in school on the part of their learners. The researcher is of the opinion that the kinds of attitudes a learner has affects his or her school work and learning. If the learner has positive attitudes about educators and likes schoolwork, he or she will experience some success. Blair, et al. (1969:204) suggest that through reinforcement the learner will work more effectively and achieve better results closer to his or her true capability. Negative attitudes toward school and educators signify that his or her interests are aimed elsewhere.

Learners see the tasks to be learned as pleasant and important or as unpleasant and useless. Attitudes about themselves are determiners of the kind of approach which learners takes to a task. Attitudes about successful experiences at school influence learning. Failure at schoolwork creates the feeling of personal inadequacy. It is in the nature of a learner’s ego structure not to accept failure as personal inadequacy, but instead the learner attributes lack of success to educators or schools. This serves to block future learning (Blair, et al. 1969:204).
It is difficult to change attitudes. The learner sees what he wants to see and may distort reality so as to find evidence to support any position he wants to hold. Changing attitudes requires a change in self. Attitudes are closely related with self-concept and with the learner's personal identification. It is, therefore, more easily changed through group processes. An appeal to feelings is necessary for change. It is only by eliciting different feelings that change can be accomplished (Blair, et al. 1969:216).

According to the researcher, learners will more readily accept attitudes which are the result of what they believe to be their own thinking. So it is necessary that educators should know how to lead group sessions skillfully. Attitude is very pervasive and influences personality and personal relationships. It also has a profound influence upon learning at school. Attitudes are goals of teaching in their own right. This means that educators must know how attitudes are formed and can be changed.

3.6 INDIVIDUAL DIFFERENCES IN THE FOUNDATION PHASE LEARNER

Each learner is unique. There are ten unique learner dimensions which educators need to appreciate fully and respond to appropriately (Kruger & Adams, 1998:217). These dimensions are intelligence, culture, group membership, prior learning, language, learning style, socio-economic status, religion, ability or disability and gender. Figure 3 is a schematic representation of these ten dimensions.

3.6.1 Intelligence

Intelligence has been identified as the most important factor in the success or failure of learners. A series of standardised tests was developed which include IQ-, achievement-, diagnostic- and aptitude tests. Test results are often used in schools as a sorting device by which the learners are divided and taught according to their score (Woolfolk, 1995:36).

Jussim (1986: 432) found that categorisation or labelling of learners is problematic. Labels may function as self-fulfilling prophecies. Learners may, irrespective of their
potential abilities, actually perform according to the labels they are given and according to their educators’ expectations of them.

![Diagram of Unique learner and related factors]

**Figure 3** Sources of learner differences.

3.6.2 Ability or disability

According to the researcher, labelling learners into separate classes because of their ability or disability may result in low expectation of certain learners’ performance and consequently low achievement. Jussim (1986: 432) makes it clear that educators should create mixed ability classrooms and groups. Plans and programmes that respond to differences within a whole group should be implemented. Such a class atmosphere will invite participation and provide a wide range of experiences in which learners may succeed.
3.6.3 Cultural differences

Culture can be defined as..."the dynamic norms, traditions, socio-political relationships, language, knowledge, attitudes and values that characterise a particular group of people and guide them to behave in certain ways" (Slavin, 1997:143). Learners learn particular ways of perceiving the world and of behaving from their various cultural groups, and they bring these to the learning situation upon entering school.

Different cultures may be problematic to some educators. It may lead to overgeneralisation about a particular culture, with members of a group being expected to behave in a certain manner simply because one member of that group was previously observed behaving that way (Locke, 1988:131).

According to the researcher, it may manifest itself in the classroom situation in low educator expectations and inappropriate learning programmes for certain learners.

3.6.4 Language differences

Through work experience the researcher has found that communication in many classrooms is complicated by language differences between the educator and the learners, as well as among the learners themselves. Nieto (1996: 87) confirms that the educator’s attitude towards the learner’s language may impact positively or negatively on achievement.

3.6.5 Group membership

According to Woolfolk (1995:159) categorisation of learners into groups based on cultural variables implies that individual behaviour is dependent upon membership of a single cultural group. An individual learner belongs to and identifies with several groups at the same time and is influenced by many cultures. According to the researcher, a learner could be a member of the school choir, the class, a friendship group, sports team and a family, all at the same time.
3.6.6 Prior Learning

Membership of different groups determines the kinds of experience learners have prior to their schooling. Many of these experiences are different from those of their educators and classmates. What learners learn in classroom situations is influenced by what they already know from such prior experiences (Bennet & Dune, 1994:56). According to the researcher, it would be impractical of educators to expect learners with varied prior experiences to benefit from uniform instruction or assessment of learning. What works well for one learner may not necessarily work for another.

3.6.7 Learning style

The learning style refers to the different ways in which individuals approach learning tasks or receive and process information. Educators should try to identify the preferred learning styles of their learners and in so doing become aware of the differences in the educational needs of individuals. This may enable the educator to provide appropriate learning experiences for all. Educators should use their knowledge of learning styles to respond to individual needs rather than respond to stereotypes of group characteristics (Woolfolk, 1995: 76).

3.6.8 Socio-economic status

According to the researcher, South African children are being exposed to numerous threats on an everyday basis. These threats vary from events such as witnessing an accident, being involved in a hijacking, being hospitalised, losing a parent or sibling or being physically abused. Lewis (1999:1) found that learners may also suffer from the symptoms of stress caused by moving house, changing schools or the divorce of parents.

3.6.9 Religion

The concept of religious groups of the learner in the foundation phase is often vague and inaccurate. Prejudiced attitudes are often already developing and derogatory labels are being learned as well as the more accepted names of religious groups.
Educators should have positive and unprejudiced attitudes towards learners from different religious groups and treat them as equals (Saunders, 1982:65).

3.6.10 Gender

During early childhood children learn that boys and girls are expected to behave in different ways. Boys are often encouraged to be active and independent. They must also be strong, brave and masculine. Girls may be encouraged to be quieter and more caring. They are supposed to be weak, passive and feminine (Davenport, 1988:275).

3.7 SPECIFIC PROBLEM BEHAVIOURS

The researcher is of the opinion that behavioural difficulties at this stage do not necessarily mean that a learner is disturbed, but may often indicate that emotional and social development is not progressing smoothly. Most of these difficulties will be of short duration and without lasting significance, but even minor difficulties may be an indication that all is not well with a learner’s emotional and social development. In some cases the problem will be established over a period of months or even years, affecting emotional growth and school progress. This is an indication that the educator should take action.

Educators play an important role in preventing certain behaviour difficulties. Every educator needs to acquire an understanding of the possible causes of emotional or behavioural difficulties, to identify such difficulties at an early stage and to be aware of a range of strategies which may be effective in dealing with them. In the majority of cases, behaviour problems are the result of difficulties in learning or undeveloped social skills (Chazan, et al. 1987:127).

Through work experience the researcher has found that learners sometimes go to extreme measures to survive the best way they can in the “prison” of childhood. It is important that educators should be familiar with certain problematic behaviour displayed by learners in the foundation phase. The following specific problem behaviours will be discussed, namely aggression, anger, hyperactivity, withdrawal, fears, trauma, excessive pleasing, the loner, gangs and jokers.
3.7.1 Types of behaviour

3.7.1.1 Aggression

The researcher has identified the aggressive learner as the one who is often extremely restless, acts impulsively and strikes out at other learners for no apparent reason. Such learners tend to talk loudly, often interrupt and attempt to be domineering. These learners also tease and provoke other learners, eliciting the same behaviour from them. Oaklander (1988:207) has found that some learners are judged as being aggressive when he or she is simply showing anger. Aggressive acts are often also called anti-social acts. This can include destructive behaviours such as vandalism, theft and arson.

According to Oaklander (1988:207) the aggressive learners are those who have deep feelings of rejection, insecurity, hurt and often a diffused sense of selfhood. It is the environment that disturbs them. Internally they lack the ability to cope with an environment that makes them angry and fearful. They are unable to communicate their true feelings in any other way but aggression.

3.7.1.2 Anger and guilt

According to the researcher everybody gets angry. It is an honest and normal feeling. Learners observe anger in the form of violence on television, in the cinema, in playstation games and in police authority. It is what learners do with these feelings of anger that causes all the trouble.

Oaklander (1988:209) has found that learners grow up with the idea that it is unacceptable for them to express their anger. Consequently they learn at a very early age to suppress these feelings. Instead they experience shame or guilt for the angry, resentful feelings that overwhelm them at times.

Guilt is anger turned against oneself rather than directing it at the source of the anger. If the learner cannot express his/her anger and feels guilty, he/she becomes resentful towards parents and educators for his/her unpleasant feeling. Such learners also
readily take on the blame for things that go wrong. Some learners are made to feel ashamed of what they do wrong. Later on in life they begin to feel ashamed of being alive (Oaklander, 1988:277).

According to Oaklander (1988:209) learners find it difficult to express their anger. Their hurt feelings are buried under a layer of anger. It is very threatening and frightening for them to get through the angry surface feelings to allow full expression of their real emotions. They find it easier to express the anger through hitting out, engaging in rebellious acts or by being sarcastic and contradictory in any possible way.

3.7.1.3 Hyperactivity

Hyperactive learners may have trouble sitting still, fidget, sometimes talk excessively, have annoying mannerisms and hit other learners. They cause many kinds of conflict and arguments and are impulsive. Hyperactive learners often have poor co-ordination and muscle control. Consequently they drop and break things. Because they have trouble focussing their attention, they are easily distracted (Oaklander, 1988:222).

Through work experience the researcher has found that it often occurs that hyperactive learners will have severe learning disabilities caused by the impairment of perceptual abilities. They get confused and irritated by the many stimuli in their environment. Parents and educators usually are impatient with these learners. Hyperactive learners often have few friends since they have poor interpersonal relationship skills. Other learners tease them and call them names. Consequently their self-image is usually very poor.

3.7.1.4 The withdrawn learner

Through work experience the researcher has found that parents and educators are generally pleased with such learners, because they cause so little trouble. These learners are only noticed when their shy behaviour becomes exaggerated. They talk as little as possible or may never talk at all. These learners are afraid of joining in or trying new things. They are often alone and have no friends. According to Oaklander
the withdrawn learners are those who suppress their feelings. They have learned to keep their mouths shut. They keep their feelings and experiences buried inside themselves.

3.7.1.5 Fears

Learners are taught not to be afraid, because being afraid is seen as being cowardly. Learners fear more than we realise. Parents and educators tend to explain away fears, rather than accept the feelings of fear of learners. Learners learn to suppress their fears in order to please their parents and educators. Some of the learners' fears are the result of false ideas. Others are based on real situations. Some fears turn into phobias. These fears grow to such proportions that efforts to avoid the things they fear greatly interfere with their lives (Oaklander, 1988:238).

3.7.1.6 Trauma

According to the researcher, different types of events such as divorce, serious illness, death and molestation can cause emotional trauma in learners. Some events are judged to be relatively minor such as witnessing an accident, moving to a new city or school, the arrival of a new baby or the death of a pet. Although seen as minor events, they still affect the learner deeply.

Parents and educators tend to protect the learner by not openly talking to him about events such as divorce or death. Because the learner himself is not ready to face it at the time, he will push the experience away, only to have it emerge later on. Often a learner is unable to express what he is feeling to his parents or educator, because he may be too upset by what has happened. The learner does not want to cause them any more grief and unhappiness (Oaklander, 1988:249).

3.7.1.7 Insecurity and excessive pleasing

Oaklander (1988:261) has found that some learners literally hang on to their parents or educators. These learners physically grab their parents or educators as if to ease their insecure feelings and make themselves feel safer. These learners continuously
3.7.1.10 Jokers

Jokers try to get the best of both worlds and are often prepared to have a laugh during lessons at the educator’s expense, although never to such an extent that it earns the educator’s disapproval. The joker’s success lies in his or her skill and flexibility when attempting to bridge both types of social system. So he or she attempts to show off with behaviour that exemplary learners and gangmembers would not attempt (Pollard, 1985:179).

3.7.2 Self-esteem

It is clear that different types of learner behaviour exist within the primary classroom. This behaviour is a manifestation of the learners’ attempts to maintain their self-esteem, thereby enhancing their self-concept (Pollard, 1987:181).

How a learner feels about himself eventually is determined to a great extent by the early messages he gets about himself from his parents. Learners will select anything from the environment that will reinforce parental messages. How the learner perceives and values himself determines to a great extent how he behaves, copes with life and manages himself (Oaklander, 1988:281).

Learners manifest their low self-esteem in many different ways by winning, needing to win, cheating at games, exaggerated bragging and giving away sweets, money or toys. They reveal numerous attempts at getting attention through acting very silly, teasing others, being the clown in the classroom, blaming others for everything and making excuses for everything. Learners with low self-esteem are uncomfortable with their bodies, how they feel and what they look like (Oaklander, 1988:284).

3.7.3 Understanding causes of behaviour difficulties

According to the researcher, isolated incidents of aggressive or disruptive behaviour are usually identified without long investigation. In cases where the learner is showing a more prolonged pattern of anti-social or withdrawn behaviour, the situation is likely to be more complex.
According to Chazan, et al. (1987:130) such behaviour is related to a combination of factors rather than presenting evidence of a simple association between cause and effect. Temperament as well as congenital, physical, familial and school factors may all play a part in the causation of problem behaviour.

3.7.3.1 Temperamental characteristics

There is a wide range of individual differences in temperament among learners. Temperamental characteristics such as adaptability, intensity of reaction, quality of mood and distractibility have been observed in learners at an early age and may influence the learner’s relationships and responses to stress (Chazan, et al. 1987:130).

According to the researcher, educators should realise that they are likely to get on better with some learners than others. It may sometimes happen that there is a clash between an educator’s own temperament and that of a learner. Chazan, et al. (1987:130) confirms that the early recognition of such a situation may prevent a conflict situation which may lead to outbursts or withdrawal on the part of the learner.

3.7.3.2 Congenital factors

These factors include conditions or events which affect the infant at the pre-natal stage or at the time of birth. Certain kinds of behaviour such as hyperactivity and distractibility are often associated with brain damage. Learners with inconsequential behaviour are those who are easily distracted and who provoke or interfere with others. They also play the clown, tend not to heed correction and generally react very impulsively and foolishly (Rutter, 1977:5).

3.7.3.3 Physical factors

Some learners in the foundation phase are frequently absent on accounts of colds, ear trouble or other illnesses. These absences may be of short duration, but they may result in the learner feeling unsettled at school and experiencing problems with the continuity of his or her school work (Chazan, et al. 1987:133).
According to the researcher, learners with physical or sensory defects or handicaps do not always present emotional or behavioural problems. These learners are usually susceptible to emotional disturbances because of their feelings of being different from others and as a result of the attitude of peers and society towards them. According to Anderson (1973:105) educators can help these learners to adjust to the demands of the ordinary school by having a positive attitude towards them and by liaising with the home and support services. Educators can also guide the other learners in their classes in ways of relating constructively to the handicapped learners.

3.7.3.4 Family structure and influences

The researcher agrees with Brown and Harris (1978: 145) that the behaviour of a learner in the class may be the direct result of a crisis at home. Family background problems such as marital disharmony, parental separation, single parenting or parental ill-health may cause learners to manifest with behaviour problems in school. Although educators can do little to bring about changes in their pupils’ homes, they may be the first to suspect that something is wrong at home. They are in a position to alert the appropriate support services.

3.7.3.5 School factors

According to Brown and Harris (1978: 155) the developmental task of the foundation phase learner may give rise to emotional difficulties. Educators should consider whether their own attitudes, classroom management practices or other internal school factors have any bearing on learners’ behaviour difficulties.

According to the researcher, foundation phase learners may react badly to any negative attitudes shown towards them by an educator. When learners are emotionally upset, an unsympathetic educator can add to the emotional distress.

3.8 CONCLUSIONS

There are important experiences that are needed by all learners prior to formal schooling if they are to adapt to the demands of school. They must learn to work and
find acceptable channels for aggression, acquire social skills, such as sharing, cooperating, and competing, play group games and follow rules, know about books, pictures and numbers, and have some degree of motor skills such as drawing and colouring.

The attitude which a learner displays about himself in relation to schoolwork is a crucial element in readiness. The learner’s self-confidence and attitude towards school are among the important criteria of how well the school has planned for dealing with individual differences and readiness. It is necessary to focus the attention upon the learner, rather than solely upon the subject.

In any one classroom, different learners bring varying experiences, needs and expectations with them to the learning situation. Educators should avoid viewing such differences in the learners’ prior experiences as a deficiency or an obstacle to learning. They should view them as alternative resources for problem solving.

Educators play an important part in shaping the future development of the learners. They will work with learners whose early development has been impaired and who will need skilful help and guidance to overcome their difficulties. The development and implementation of a Gestalt program will assist the educator in becoming aware of the prior experience of the learners as well as their experience in the here and now. Such awareness will help the educator better to understand the unfinished business their learners have to deal with. Educators need to establish a trusting relationship with their learners. This will create a safe environment for the learners to share their unfinished business with their educator.

Chapter 4 will focus on the educator-learner relationship. Aspects that will be discussed are the factors that determine readiness, individual differences, intra-individual differences, first day at school, motivation and classroom climate. There will also be emphasis on aspects such as interaction in the classroom, the learner’s expectations of the educator, classroom management, educator perceptions and an effective outcomes-based educator. Finally the educator-learner relationship will be viewed from a Gestalt perspective.
CHAPTER 4

EDUCATOR-LEARNER RELATIONSHIP

4.1 INTRODUCTION

When an educator faces his or her class for the first time, he or she becomes aware of the tremendous differences amongst the learners. The awareness of differences is not enough to ensure successful teaching. The educator should also know the nature and extent of the differences, how they affect teaching and learning, and the factors that account for the widespread differences.

The researcher is of the opinion that Outcomes Based educators probably spend most of their classroom time working with groups. Traditionally little, if any, of their formal training is devoted to the understanding of group dynamics. The educator who wishes to promote academic efficiency, happiness and adjustment of learners may learn the principles and techniques which help in discovering and improving social interaction within the classroom.

The aim of the Gestalt program is to foster awareness in order to create a contact making process of inclusion between the educators and their learners in the foundation phase. Therefore, it is important to focus more closely on the factors that influence the educator-learner relationship. According to the researcher, these factors can be viewed as the mutual field which affects the field of the educator as well as the field of the learner. The mutual fields and their affects on the contact making process between educators and learners are presented in figure 4.
Figure 4  Mutual field that influences the educator-learner relationship
4.2 FACTORS THAT DETERMINE READINESS

4.2.1 Maturity

According to Blair, et al. (1969:125) maturation takes place without definite efforts to promote it. It is partly genetically determined and takes place even in the face of efforts to prevent it. Maturation and learning operate as dual forces in behaviour change. A learner who has not reached a sufficient stage of mental and physical development will have difficulties in performing school tasks that require a higher level of development.

Actions such as sitting up, crawling, walking, bladder and bowel control and simple manipulative skills are products of maturation. Maturation does not take place in a vacuum. According to Blair, et al. (1969:127) the intellectual functioning seems to suffer permanent setbacks when there is a lack of normal environmental stimulation. When enough stimulation is provided during early development, mental development proceeds positively.

4.2.2 Experience

The learner’s previous experience is a major determining factor in his or her readiness for learning. Existing experiences may make a child more ready for new learning, but there is no assurance that they will do so. The learner’s compliance by sitting through a course or reciting rote material should not be seen as an assurance that the experience has made a real change in his behaviour. Experiences relating to the development of spoken and written language are the most crucial to success in school learning. These are usually the experiences most lacking in culturally disadvantaged learners (Blair, et al. 1969:130).
4.2.3 Relevance of materials and methods of instruction

According to Blair, et al. (1969:132) learners are more ready to respond to material that meets their needs and fits in with their already established interests. Learners are more ready for learning, spelling, reading and writing when they are having fun doing it.

4.2.4 Emotional attitudes and personal adjustment

Numerous learners have sufficient capacity and experience but are still not ready for school learning. According to Blair, et al. (1969:133) a large proportion of learners who are having difficulty in reading show forms of emotional instability. According to the researcher, emotional disturbance is both the cause and effect in the failure of some learners in school. Emotional barriers which block readiness for learning are unmet needs, overprotection, rejection, difficulties at home or previous experiences of school failure.

4.3 INDIVIDUAL DIFFERENCES

The factors that make learners ready for school create individual differences. The researcher therefore argues that it is necessary that the educator should know the level at which each individual learner is functioning in order to prepare school tasks suitable for each level. A large part of the educator’s work consists of working with groups and not with individual learners.

According to Blair, et al. (1969:133) the size and heterogeneity of groups which constitute grade levels or subject matter areas, complicate the problem of dealing with differences among learners. Under such conditions it becomes a problem to provide for differences in the readiness for learning.
4.4 INTRA-INDIVIDUAL DIFFERENCES

Educators are not always aware of the great differences in traits and skills within a given learner. They are sometimes astonished to find a learner that they think of as slow, doing very well in a specific area. Class procedures which provide a given text which all must read or a set of exercises which all must do, violate the principle of readiness (Blair, et al. 1969:162).

According to the researcher, there are great differences in ability, interests, experiences and personality factors among learners. In a given grade educators may find that learners vary in mental abilities, achievements, interests and other aspects which influence school learning. Blair, et al. (1969:162) state that learners also show a great deal of intra-individual differences. A specific learner may be weak in some measures of ability and strong in others. All these differences produce unique individuals.

4.5 FIRST DAY AT SCHOOL

It is vital that educators handle the arrival of new learners with care and sensitivity if they are to settle successfully. Admitting a large number of learners together is not recommended and the lack of individual attention can be very bewildering and distressing to the young learners. The school day is much longer than short playgroup sessions or the half-day nursery class, which many young learners find extremely tiring (Chazan, et al. 1987:187).

Chazan, et al. (1987:187) also mention that the size of the school building and the much larger playground to which they will have access is a potential source of stress for the new learners. The school building is also filled with large numbers of older, bigger learners and a bewildering range of adults. It is wise to confine the new learners to the immediate vicinity of their classroom for the first few days.
If toilet facilities are distant from the classroom, it is advisable to have an older learner accompany new learners for the first few days. This will prevent them from getting lost or being afraid to ask to go because of this uncertainty. Playtimes can also be a source of difficulty for learners. The idea of a fixed compulsory playtime is completely new for learners who may have experienced little or no outside play (Chazan, et al. 1987:188).

The researcher is of the opinion that if learners are to make a successful adjustment to school life, then the same care given and attention paid on their first day at school need to be extended over their next few weeks in school.

4.6 MOTIVATION

The first, and perhaps the most important step in being able to control our own behaviour and to teach others, is to come to understand that the problem of motivation means learning how to direct appropriately the great energies which the individual possesses. The learner who is aroused and interested may learn a great deal, even though the teaching methods and instructional materials are poor. When the learner is pre-occupied with personal concerns, problems, fears and anxieties his energies are directed to these problems and not to the intellectual problems in school (Blair, et al. 1969:180).

The researcher agrees with Petty (1993:7) that the school system could destroy the minds and emotions of foundation phase learners. Learners should not be motivated by fear of failure, but by a desire to succeed. The fear of failure and rejection cause learners to play it safe and withdraw, feeling crushed and lacking in self-confidence, or they retaliate and become disruptive.
4.6.1 Basic elements in motivation

4.6.1.1 Needs and drives

Maslow believes that there are universal needs that people constantly try to satisfy. These needs create tensions in learners and motivate them towards goals that could satisfy the needs. Maslow's hierarchy of needs is presented in figure 5 (Kruger & Adams, 1998:140).

A learner will strive for a need at a higher level only if lower level needs have already been met. If physiological needs such as sleep or food are not met, a learner may not concentrate on or benefit from a group reading activity, which is an educator's attempt to meet a higher level need. A learner's desire to fulfil a lower level need may be in conflict with the educator's aim to use a higher level need as a motivation for learning (Kruger & Adams, 1998:141).

![Maslow's hierarchy of needs](image-url)

**Figure 5** Maslow's hierarchy of needs
According to Blair, et al. (1969:168) a need is..." the lack of something which if present would further the welfare of the organism." It could be a vitamin deficiency or a less tangible condition such as a feeling of wanting security. Drives are inferences made from observed behaviour and are assumed to be the tensions induced by these needs. Drives may be very specific and closely related to the needs which give rise to them, as when a thirsty learner seeks water. Drives may also be unspecific, and reflected only by a heightened state of energy release, as when a rejected learner develops such bizarre psychomotor habits as nail biting, hair pulling or tics.

The learner who craves attention and who has developed a strong drive for attention, will use a lot of energy to achieve the satisfaction of his or her desires. Such a learner may seek attention from his or her educator and fellow learners. If he or she cannot attain it from these sources, he or she will seek it in other ways and from other persons. He or she may gain attention through daydreams or with imaginary playmates (Blair, et al. 1969:169).

Deprivation of needs often produces irritability and hostility. The learner who gets insufficient sleep may be highly irritable, overcritical and quick to argue with the educator or his classmates. The learner who is starved for attention may spend a lot of school time absorbed in efforts to satisfy these social needs. When these attempts fail he will isolate himself from the educator and his group and rely on daydreams (Blair, et al.1969:174).

From the above the researcher makes the assumption that the learner's behaviour at school contains clues of his specific need level. This may offer valuable assistance to the educator in knowing what kinds of school tasks are appropriate and what manipulations of the social group are desirable.
4.6.1.2 Incentives

Incentives are the stimuli that provide what learners want and desire. They may be as tangible as new clothes or as intangible as a word of praise. Incentives can be positive or negative in that learners may either seek or avoid various kinds of stimulation (Blair, et al. 1969:169). The researcher is of the opinion that if the educator offers positive incentives, these will motivate his or her learners to perform better in their schoolwork as well as present fewer behaviour problems.

4.6.1.3 Motives

According to Blair, et al. (1969:169) motives are learned behaviours, which have resulted from the reinforcement of responses produced by drives. Each learner's experience is unique, therefore motives may be individualized. Learners may also reveal their motivational state in such creative acts as drawing, writing and play activities.

Motivation is also affected by the beliefs of learners and attributions of their successes and failures. A lack of motivation can result in learners attributing their failure to factors within themselves over which they have no control. They may come to believe that failure is due to a lack of ability and that no matter how much they try, they will not succeed. Educators have to be cautious in their interaction with these learners so that they do not reinforce these low ability attributions (Kruger & Adams, 1998:141).

According to the researcher, it is likely that learners will be more motivated to try harder if they can see a link between the amount of effort they put in and success in a task. Educators should try to reward effort as well as success, because learners are more likely to try harder if they can see that success is due to effort.

4.6.2 Applying principles of motivation in teaching

The researcher suggests that educators should take proper account of motivational factors such as needs, motives and interests. This will help them control and guide the learner's
behaviour. Educators need to know how to relate schoolwork to the learner's needs and interests. They also need to know how to evaluate the results of teaching methods in terms of their effect upon interest and motivation. According to Blair, et al. (1969:180) research has shown that the social, ego and curiosity motives are the major ones to which an educator can appeal. Motives such as these can come alive in a classroom where educators give learners insight in their progress, use rewards properly, understand the function of punishment, build a desire for learning and apply reinforcement strategically.

According to Blair, et al. (1969:181) a learner's motivation is dependent upon his knowledge of how well he is doing. Feedback has the dual function of providing motivation and a chance for reinforcement to continue work. Educators must realise that their every reaction in response to a student's activity is a kind of feedback. The researcher agrees that educators should make an effort to return work quickly and mark it in such a way that the learner knows exactly what his error is and why it is one. It is especially important that the learner should also receive feedback as to what he did well.

The following factors may operate from time to time in the learning situation, where possessed intrinsic motivation is present (Blair, et al. 1969:187):

- There is a pleasant association between material to be learned and the learning situation.
- The material to be learned allows for a satisfaction of the drive for activity and curiosity and allows the learner to make discoveries for himself and solve problems.
- The learner identifies the learning with persons he admires.
- There is humour in the learning material which serves as a release from boredom.
- The learner takes an active part in the planning of the material to be learned.
According to Blair, e al. (1969:196) the educator should:

- Treat each learner's needs and interests as a unique group of traits and plan activities and incentives accordingly.
- Set up clear-cut goals in which the learner takes an active part, thereby giving the learner a real incentive to learn.
- Help the learner to achieve a sense of success and confidence by providing a clear-cut explanation of the progress, praising deserving work, finding special areas of skill and allowing the learner to develop these skills and display them in the classroom.
- Avoid making school unpleasant by demanding meaningless tasks, by punishment, over-repetition or too much drill work.

### 4.7 CLASSROOM CLIMATE

The researcher defines classroom climate as the psychological and social feeling or atmosphere that exists in each classroom. According to Van Der Horst & McDonald (2003:88) some educators create an atmosphere that is supportive, comfortable, friendly and relaxed. Other educators create atmosphere that is threatening, competitive and tense.

Myers and Myers (1990:55) cluster classroom climate variables into four major groups, namely ecology, milieu, social system and culture. These four clusters interact with one another and have both positive and negative effects on the classroom climate.

- Ecology: This variable refers to the physical aspects of a classroom, for example, the classroom space as a whole, displays on the walls, chalkboards and equipment. In the South African context there is an unlimited variation in classrooms. Through work experience the researcher has found that some educators teach in cramped conditions, noisy locations, windowless classrooms and have outdated or no equipment at all. Other educators enjoy bright, carpeted and quiet classrooms, well-equipped with state of the art materials.
- Milieu: This variable refers to the part of the classroom that emphasizes "feelings" or "interpersonal atmosphere". When both educator and learner have a high degree of satisfaction with what happens in their classroom, a positive climate develops. When they are unhappy or threatened, the climate seems grim and unwelcoming.

- Social system: This variable refers to the formal and informal rules guiding interpersonal relationships in the classrooms. An important aspect is the way in which communication between learners and educators is developed.

- Culture: This variable refers to the values, beliefs, systems and norms existing in the classroom. Aspects included are expectations, educator commitment, clarity of goals and the educator's use of praise, criticism and rewards.

Many of the daily actions of educators and learners affect the classroom climate both positively and negatively. The way in which educators praise and criticize learners is involved, as well as the extent to which learners perceive educators as being impartial, credible sources of information. Learners also need to see educators as predictable, trustworthy people. There is a positive climate in those classrooms where the educators and learners are happier and less stressed and there is a greater desire for participating in learning on the part of the learners (Van Der Horst & McDonald, 2003:89).

4.7.1 The importance of social climate in classrooms

According to the researcher, stimulating interpersonal relations promote desirable content learning and also condition the learner in ways that encourage continued systematic content learning in the future. According to Blair, et al. (1969:296) the social climate in a classroom is based on the quality of the existing interpersonal relationship. The interpersonal relationship affects the amount and kind of subject matter which is learned.

Prior social experience may also have an influence upon various forms of cognitive learning. Persons who have learned to be authoritarian in their dealings with others tend to experience more difficulty in mastering material with a humanitarian content than persons with a more democratic orientation. Persons who have learned to have social
confidence seem to be more creative than those without such confidence (Blair, et al. 1969:297).

Social climate has been demonstrated to have significant effects on attitudes and values. (Blair, et al. 1969:297). According to Wheldall and Glynn (1989:98) responsive social contexts are characterized by the following features:

- They provide opportunities for learners to initiate learning interactions.
- They allow for reciprocal gains in skills between learners and educators.
- They provide learners with feedback that is responsive rather than corrective.
- Control is shared between the less skilled and the more skilled participants.
- The more skilled participants adopt a responsive interactive role.

The researcher is of the opinion that a responsive social context is dependent on a good and mutually rewarding relationship between educator and learners. Wheldall and Glynn (1989:97) make it clear that educators need to tolerate and accept learners errors to ensure that learners take the initiative. Errors provide valuable opportunities for learners to learn strategies of self-correction.

4.8 INTERACTION IN THE CLASSROOM

Any individual classroom encounter between educator and class can be seen as an intersection of the learner’s personal status and the educator’s personal status. Educators and learners act according to the way they see or construct the world around them. The majority of human interaction is symbolic. This means it involves interpretation. When an educator and a learner interact, each of them is constantly interpreting his or her own and the acts of others, and reacting to this interpretation (Delamont, 1983:27).

When this approach is applied to classroom interaction, the researcher has found the relationship of the educator and learners to be a daily give and take situation. The process
is one of negotiation by which everyday realities of the classroom are constantly defined and redefined.

Delamont (1983:30) describes an ecological approach to classroom interaction, which comprises of temporal aspects of classroom interaction, such as the formal organization of the school, the social and educational context and the physical surroundings in which they take place. The location of the school, the spatial relationship between the classroom and the rest of the school and the layout and décor of the classroom itself influence classroom interaction. The official policies on a wide variety of issues such as admission, expulsion, assessment, dress and attendance also influence the classroom interaction.

According to the researcher, the classroom has to be seen against the background of an educational system operating at school, local and national levels. Thus it can be said that the whole school influences the relationship between educator and learner.

4.8.1   Factors that influence interaction in the classroom

4.8.1.1   Learners

Learners are expected to learn and behave in ways that will facilitate learning, whether this is by sitting quietly listening to the educators or by being busy with worksheets. They are expected to have their speech, dress, morals and behaviour monitored and corrected and their state of knowledge constantly examined and criticized (Delamont, 1983:77).

Classroom situations change in the meaning they have for learners. As they change, so will the assessments of learners on how to behave change. According to Delamont (1983:79) learners perceive what is happening in the classroom and communicate this with one another. Together they will define appropriate action.

According to the researcher the learner’s role can be determined by his status in the school as well as in the classroom. Learners know about the importance of their
reputations, which travel before them into each classroom encounter. According to Delamont (1983:86) there are at least three aspects to a learner's reputation, namely ability, effort and behaviour. The learner believed by the educator to have a high ability has a head start in the classroom. Educators encourage their clever learners to think and rethink. Educators differentiate between types of working-class homes by means of visible clues such as speech, clothing, manners and so forth. It is an asset for a learner to be seen as coming from a good home.

It is the researcher's opinion that learners are constantly testing the educator to see if he or she can keep order and whether or not his or her lessons are going to succeed. They also need to discover what their tasks are and what work they are expected to do. They need to find out what they are supposed to do and how little they can get away with. According to Delamont (1983:103) learners must determine what is required in the classroom, since some educators demand only a passive audience while others expect learners to participate in discussions. Where the educator is ambiguous or unpopular, learners may reject the educator's role and combine to disrupt the classroom process.

4.8.1.2 The educator

The researcher regards it as important to separate the attributes of the teaching occupation from the characteristics of any individual person. Teaching is a job, but in becoming an educator one learns to fulfil a role that requires certain ways of behaving, but also allows a certain amount of individual interpretation.

According to Delamont (1983:58) educators come to the classroom with certain common attitudes. Although they do not have similar lifestyles, their everyday classroom life is similar. Against this there are disparities among different branches of the profession. These disparities may depend on the school phase, for example foundation, intermediate or senior. It can also depend on the level of professional qualifications, particularly when the graduate staff receive larger salaries than the certificated staff. School politics,
national politics, religion and educational controversies may lead to some attitudinal
differences amongst teachers.

Delamont (1983:58) further states that the privacy, immediacy and autonomy of the
educator are interdependent. The immediacy refers to the large number of learners
confronting the educator daily. Urgency means that many of the educator's decisions
have to be on the spur of the moment. There is little chance to reflect and get a second
opinion. Both immediacy and urgency affect the educator's privacy.

The educator has power over the learners' knowledge, behaviour, speech and clothing.
The most important resource is the educator's possession of, access to and control over
the learners' knowledge. They define what should and what should not be learnt within
the educational context. Educators have the right to monitor and correct learners orally in
ways that differ from the norms of everyday conversation. Typical educator utterances
such as "About time I heard your voice this morning" and "Well, speak up, don't speak to
your hand" are not acceptable in ordinary conversation, but both seem quite natural when
an educator uses them (Delamont, 1983:56).

The researcher regards it as important that learners must know what they can and cannot
do and what academic work is expected of them. Therefore, the educator must decide
what his or her expectations of the learners are, define them to the class and get his or her
definitions accepted.

4.8.1.3 Inter-relationship between educators' attitude towards their learners and
towards themselves.

The interrelationship between educators' attitudes toward their learners and toward
themselves is shown in figure 6.
Figure 6  Inter-relationships between educators’ attitudes towards their learners and towards themselves

Educators’ attitudes and dispositions towards learners and towards themselves are often influenced by factors such as workload, lack of status, burn-out, difficult learners, poor administration and many other stressors.
4.8.1.3.1 Educators’ attitudes toward learners

According to the researcher, an attitude is a predisposition to act in a positive or negative way toward an idea, a person or an event. It can also be described as a complex mental orientation involving beliefs, feelings, values and dispositions to act in a certain way. According to Kruger & Adams (1998:115) most educators occasionally have a negative attitude toward their learners. This seemingly harmless attitude may have an extremely detrimental effect on their effectiveness as educators.

Low expectations of learners, biases towards or against certain groups and strong likes or dislikes for particular learners may all reduce educator effectiveness and result in ineffective learning. It is important that educators should be aware of such attitudes if they are to cope with their own feelings and beliefs (Kruger & Adams, 1998:115).

Rosenthal and Jacobson (1968:87) have done a series of studies that demonstrated the influence of educators’ expectations, attitudes and feelings on their learners’ behaviour. Their research came to the conclusion that:

- Learners who are expected to do well tend to live up to expectations.
- Learners who are not expected to do well tend to do less well than the first group.
- Learners who make gains despite expectations to the contrary are regarded negatively by some educators.

According to Kruger & Adams (1998:117) the following factors of learner characteristics may affect educator expectations:

- Social class: educators’ attitudes and perceptions towards learners generally follow class lines.
- Ethnic background: with a different home language, different cultural background and sometimes also different philosophies of life, these learners find it difficult to
relate to the mainstream issues and the culturally foreign curriculum with which they are confronted.

- **Family composition:** according to Sprinthall, Sprinthall & Oda (1994:66) educators are inclined to expect both lower academic performance and greater psychological problems from learners coming from single-parent families than they do from those coming from two-parent families. The same attitude and expectation may also apply to learners coming from non-traditional family arrangements such as adoptive, foster, racially mixed or gay families and learners living with neighbours or relatives.

- **Learner temperament:** according to Woolfolk and Brooks (1983:104) there is sufficient evidence to show that educators’ attitudes toward learners can be affected by the learners’ general social skills. Learners with likeable personalities, who are quick to adapt to the educator’s requests and are pleasant to be around, are consistently overrated with regard to their actual abilities. Educators tend to react more positively to likeable learners and less positively to those whom they do not like.

- **Gender:** boys are encouraged to be more dominant, assertive and adventurous, while girls are encouraged to be submissive, docile and complacent. Boys are likely to participate more in interaction with educators, receive more feedback, help and praise from educators, but be reprimanded more often than girls (Sprinthall, et al. 1994:67).

- **Appearance:** educators tend to prefer slender, well-built and attractive learners to obese and less attractive learners. Obese learners are perceived to be more lazy, stupid, dirty and immature.

According to the researcher, an essential part of an educator’s job is to spend time thinking and talking about his or her learners. Educators’ perspectives on learners are a crucial element in classroom interaction. Delamont (1983:63) distinguishes between the theoretical versus the practical perspective and the stereotypical versus the idiosyncratic perspective. The nature and quality of educational theory easily leads to stereotyping
lower-class learners as verbally deprived, while the conventional wisdom of the teaching profession leads to individualizing such as that all learners are different.

According to the researcher, there are certain perspectives held by educators about subgroups of learners, such as “blacks” or “lower class” learners. Sometimes educators form a reference group for one another regarding their perspective of the learner. Conversation among educators about any individual learner can result in individual perception turning into a reputation, which travels before the learner into new classroom encounters.

Petty (1993:59) is concerned that the perceptions of individual educators about specific learners they teach may be crucial in the learner’s school career. Impressions are formed from factors such as dress, hairstyle, facial expressions, posture, gestures, age, ethnic origins, gender as well as what the learner says or his or her speech. The learner’s handwriting, friendship group, previous achievements and reputation may also affect educators.

Likes, dislikes, prejudices and stereotyping would matter less if it were not for the effect on the educator’s expectations of a learner. Educators’ expectations affect the learner’s performance in the direction of a specific expectation. If educators believe a learner to be stupid they will treat such a learner differently, the learner will internalize that judgement and behave accordingly. This is referred to as the self-fulfilling prophecy (Delamont, 1983:64). Petty (1993:59) further states that when educators have made these characterizations, they also tend to make judgements about the thoughts, feelings, attitudes, goals and traits of the learner concerned.

Scruffy and dirty learners will be categorized as coming from poor homes. Poor homes mean low intellectual functioning, lots of siblings, lack of parental involvement and behavioural problems. An educator’s classroom behaviour may be considerably altered by his or her possession of confidential information regarding the learner, such as IQ scores, medical reports and family data (Delamont, 1983:67).
According to the researcher, the educator is constantly observing learners, reacting to them, observing their reactions and so on. The actions of the educator are in part decided by what he or she sees or rather the understanding of what he or she perceives. In general learners want educators to teach and to discipline. Learners want educators to organize an environment in which they can impart information, state problems with clarity and help them to reach agreed solutions.

4.8.1.3.2 Educators’ attitudes toward themselves

Educators' attitudes toward themselves influence the way they feel, think and behave inside and outside the classroom. Such attitudes toward themselves are determined by their self-esteem, self-awareness and self-efficacy:

- Self-esteem

According to Humphreys (1993:54) educators' judgments of themselves determine how they use their aptitudes and abilities. These influence how they get along with others and how productive they are. Self-esteem also affects the educators' creativity, integrity, stability and even whether they will be leaders or followers. These factors have a direct effect on educators' personal and professional effectiveness and will affect their learners. Educators with high self-esteem produce learners with high self-esteem, while educators with low self-esteem tend to be defensive, sensitive to criticism and intolerant of conflicts within the learner.

The researcher views educators with a high self-esteem as independent, open and spontaneous, optimistic, excited, challenged by life and flexible in classroom management. Educators' attitudes towards themselves can either hamper or boost the full actualization of their potential as educators as well as their learners' potential as learners.
• Self-awareness

The process of becoming self-aware entails acknowledging those factors that tend to influence our lives. Educators need to be aware of those aspects of themselves as educators of which they feel proud and which they want to improve even further. Self-awareness and continuous reflection on oneself as a person and as an educator forms an integral part of an educator’s attitude toward himself and the teaching profession (Wittmer & Myrick, 1989: 110).

• Self-efficacy

Educators’ self-efficacy refers to their perceived personal power to influence the learning outcomes of learners and to their confidence that they actually have the teaching ability to make a difference. This has an effect on their attitude towards teaching. An effective educator must feel capable and competent as a facilitator of effective learning in the classroom (Dunkin, 1991:9).

4.8.1.4 Aspirations of the educator

Educators want to open up to their learners those areas of thinking and experience which have enriched their own lives, such as literature, science or art. They want to pass on their knowledge and skills. To help a learner reach a desired goal is part of the aim of all educators. They derive great joy from their learners’ achievements and great satisfaction from having helped the learners to succeed (Salzberger-Wittenberg, Henry & Osborne, 1983:43).

According to the researcher, most educators see their jobs as extending well beyond teaching. Salzberger-Wittenberg (et al. 1983:44) indicates that educators expect themselves to foster personal growth, encourage and give confidence, to be tolerant, considerate, interested in the learners welfare and provide a structure which allows for experimentation as well as security.
According to the researcher, educators often see themselves in the role of a friend. They offer advice, provide companionship and certain social facilities in their spare time. Salzberger-Wittenberg (et al. 1983:44) warns that the educator should be careful not to show favouritism.

4.8.1.5 Fears of the educator

The researcher is aware that educators have many fears regarding teaching. They fear that they will be the targets of critical comments from their learners. Their academic ability, physical appearance and behaviour are likely to be closely studied, constantly appraised and critically reviewed. Therefore it is essential that the educator has sufficient self-awareness and tolerance of his own shortcomings and that he has enough confidence to be able to distinguish between critical comments which are justified and those that arise from spite (Salzberger-Wittenberg, et al. 1983:46).

Salzberger-Wittenberg (et al. 1983:47) further mentions that an educator who is afraid of hostility will avoid making demands on the learners and be unable to face them with unpleasant facts. The educator who is frightened of the expression of anger and envy is merely trying to keep such feelings out of his relationship with his learners. So the learner is forced to store these negative feelings and express them elsewhere, either towards another educator or someone outside the school.

Salzberger-Wittenberg (et al. 1983:44) also mentions that educators have to deal with many tense situations, such as those between learners and themselves and between different learners in their classes. Educators may be afraid of losing their temper, afraid that a disruptive learner will interfere with the work of other learners or that the whole group will get out of hand. Some educators are afraid of having too close a relationship with the learners. They might dread getting over-burdened by their learners' problems and getting too deeply involved.
4.8.1.6 Classroom encounters

Delamont (1983:108) describes two types of classroom encounters, namely the initial and the routine encounter. When an educator faces a new class for the first time, both educator and learners have ideas about what classroom life is like in general, but new rules have to be established for the new relationship. This leads to an exploratory interaction process involving educator and learners, through which a more or less permanent, repeated and predictable pattern of relationships and interactions emerges.

Learners first make observations about the educator, getting a series of hypotheses about the kind of educator they are facing. Afterwards the learners then test their hypotheses. They weigh up the amount of satisfaction to be obtained from the performance of a deviant act against the dissatisfaction likely to be involved in the educator’s response to it, if any (Delamont, 1983:112).

According to Delamont (1983:115) the educator’s first strategy is to impose his or her definition of the situation by talking most of the time. Secondly, the educator teaches. He or she defines the subjects through lecturing and questioning of learners, comparing these to other perspectives. Thirdly, the educator disciplines by making his or her expectations for the classroom explicit. These strategies suggest that the teacher’s behaviour is in accordance with what is expected of him or her by the learners and by society at large.

The learner’s first strategy is to find out what the educator wants and to give it to him or her. Most learners share a basic strategy of pleasing the educator in return for some form of benefit. When there is no desirable benefit in the form of grades, eventual jobs or peace and quiet, the learners turn to disruptive behaviour as their next strategy. The number and type of contributions a learner makes during the lesson is related to his or her perspective of appropriate classroom behaviour. In a less intellectual environment the educator suffers from learners who make instructional strategies difficult (Delamont, 1983:134).
According to the researcher, educators and learners are seen as engaging in negotiations. Both have typical, normal, taken-for-granted strategies, which they adopt regularly. The interaction between educator and learner is a very complex process. A failure to appreciate the complexity of classroom interaction can hinder the best intentioned attempts at changing education.

4.9 THE LEARNER’S EXPECTATIONS OF THE EDUCATOR

The researcher has found that learners had the following expectations of their educators: they expect their educators to be the source of knowledge and wisdom, to be a provider and comforter, to be an object of admiration and envy, to be a judge and an authority figure.

4.9.1 The educator as the source of knowledge and wisdom

Many learners come to school with the expectation that the educator ought to provide concrete answers, have an encyclopedic mind and demonstrate skills to be copied (Salzberger-Wittenberg, et al. 1983:25).

4.9.2 The educator as provider and comforter

Learners expect of the educator to provide in all their needs and wishes. Educators can easily become objects of infantile hopes, someone who will magically cure pain, take away frustration, helplessness or despair and instead, provide happiness (Salzberger-Wittenberg, et al. 1983:28).

4.9.3 The educator as an object of admiration and envy.

Educators have the capacity to install enthusiasm for their subject in learners and have a stimulating and inspiring impact on those learners who come into contact with them.
Learners develop a deep appreciation for the educator and strive to become like the admired educator as far as possible (Salzberger-Wittenberg, et al. 1983:29).

Admiration involves some degree of envy. An envious learner is likely to be good at finding out the educator's weak points and playing on them. The learner may succeed in undermining the educator's confidence, make him feel exhausted, distracted or where envy is powerfully in operation, even unable to think (Salzberger-Wittenberg, et al. 1983:29).

4.9.4 The educator as a judge

While it is part of an educator's function to assess the learners' work, in learners it may lead to a feeling of being constantly watched and judged. The learners' rivalry with one another also prompts the impression of being assessed on a sliding scale ranging from top to bottom, rather than being allowed to progress at their own pace and attaining a certain required standard. If the learner thinks he cannot be the best, he may give up rather than strive to do the best he is capable of. On the other hand, he may find some satisfaction in being the worst. Learners are very conscious of whether their contribution has captured the educator's interest or been disregarded (Salzberger-Wittenberg, et al. 1983:30).

4.9.5 The educator as an authority figure

The role of an educator implies a position of some authority. Part of the job involves making decisions which affect those for whom he is responsible. The educator has to provide a certain setting for his work in terms of space and time and a minimum requirement as regards the behaviour he is willing to tolerate from his learners, as well as a minimum standard of work and effort. Learners wish for a kind but firm educator who has enough belief in the good qualities of his pupils to set high standards, yet is not too stern as to intimidate them or show no sympathy at their inevitable mistakes and human failings (Salzberger-Wittenberg, et al. 1983:30).
4.10 EQUAL OPPORTUNITIES IN THE CLASSROOM

Educators must ensure that all learners feel that they are positively and equally valued and accepted and that their efforts to learn are recognized and judged without bias. Learners must feel that they and the group to which they belong (e.g. ethnic, gender and social-class) are fully and equally accepted and valued by the educator (Petty, 1993:65).

Many educators assume that if they set the same learning activities for the whole class and help anyone who asks for it, learners will deliver similar achievements. Shy students, for example, may need more help than they ask for. The educator should monitor carefully how and to whom they ask questions, use eye contact and smiling, make jokes, give emotional support and so on (Petty, 1993:64).

Petty (1993:64) states that educators should make special provision for learners who use wheelchairs, whose hearing or sight is impaired or who learn very slowly. According to the researcher, every learner deserves his or her fair share of the educator's efforts, but because learners have different needs the educator must treat them differently.

4.11 CLASSROOM MANAGEMENT

Teaching is not only concerned with the facilitating of learning, but the educator is also responsible for creating a harmonious social atmosphere that enhances learning. It requires the educator to help learners learn socially acceptable behaviour that minimizes conflicts in the classroom. This could be challenging since learners bring along individual personalities and perspectives of reality, shaped by their previous encounters with life in their homes and neighbourhoods (Kruger & Adams, 1998:179).

Educators cannot expect learners to like them from the first lesson. Educators and learners have no mutual experience on which to build a personal relationship. Good educator-learner relationships are based on mutual respect. The learner respects the educator for his or her teaching skills, personal qualities, knowledge and professionalism.
The educator respects each learner as an individual. The educator also respects the learner's attempts to learn (Petty, 1993:70).

According to Petty (1993:64) educators can gain personal authority by:

- Showing a genuine interest in each learner's work and making a point of using praise, especially in recognizing a learner's individual contributions or attempts to learn, regardless of his or her previous achievements or innate ability.
- Having a clear set of rules and applying them fairly and consistently, without bearing grudges from one class to the next.
- Using the learners' names.
- Showing ordinary, polite respect for learners by saying 'please' and 'thank you.'
- Never using put-down words or sarcasm.
- Having a professional approach to teaching and its organization (e.g. well-planned and organized lessons, good timekeeping and tidy appearance).
- Being patient.
- Showing an interest in learners as individuals, e.g. smiling, using eye contact and speaking to them 'one to one'.
- Choosing teaching methods which allow learners to make personal contribution.
- Showing an interest in each learner's attitudes, feelings and needs.
- Developing a relaxed and confident style that is not too formal, using humour where appropriate.

The researcher is of the opinion that if rapport is not established, a psychological barrier is created which stops learners from taking part in discussions, asking questions or requesting help. This will affect learners' motivation and teachers' classroom management. According to Kruger & Adams (1998:185) a relaxed classroom environment can be created by:
• Accepting learners unconditionally.
• Making learners understand that one dislikes their misbehaviour, not them as individuals.
• Making learners believe that they are capable of socially acceptable behaviour.
• Making learners feel free to confide in one when they are experiencing personal problems.
• Showing learners that one appreciates their efforts.

The researcher agrees with the above aspects concerning the creation of a relaxed classroom environment and is of the opinion that educators have the power to create a non-threatening classroom, where learners can take risks, venture to express their views and challenge the views of others, including those of the educator.

Some educators experience disciplinary problems. Most of these disciplinary problems in the classroom began before the lesson started. The factors involving motivation should have been given careful consideration. The learners’ work should be interesting, involving plenty of varied activities. The standard of work should not be too difficult or too easy for any learner in the class. The educators should render enough support and reinforcement such as praise and encouragement for learners’ efforts (Petty, 1993:75).

According to Petty (1993:75) the following four aspects need to be in place if educators are to guide their class across the span from chaos to order in the classroom:

• Effective lessons based on a well-conceived curriculum.
• Good organizational skills.
• Good educator-learner relationships.
• Effective discipline.

According to Kruger & Adams (1998:186) even with well-prepared lessons and pro-active classroom management strategies, educators may still encounter misbehaviour by
some learners. Reasons for this include differences in personalities, length of concentration span and physiological conditions.

Good & Brophy (1991: 90) suggest the following strategies for restoring order with as little loss of time as possible:

- Overlook minor misbehaviours: it is not worth disturbing the whole class for some fleeting minor misdemeanour like an isolated whisper between two learners.
- Stop sustained minor misbehaviour: The following ways are suggested:
  o Eye contact: By simply making eye contact with the learner the educator may show disapproval of the behaviour.
  o Touch and gesture: a tap on the shoulder of the learner, shaking the head or placing a finger on the mouth can cause him or her to abandon the behaviour.
  o Physical proximity: by moving closer to the learners’ desks the educator may cause them to stop and listen.
  o Posing questions: a learner whose mind is beginning to wander off can be called to attention by the educator asking him or her a question based on the current activity.
  o Name dropping: by inserting the name of a distracting learner in the explanation the educator may draw his or her attention back to the lesson.

According to the researcher, the management of the physical environment is also important. Non-verbal messages are constantly sent from the educator to the class by the way he or she arranges classroom furniture. Easy movement for the educator and the learners is very important. The educator should also be able to reach any learner in the classroom without disturbing others. Kruger & Adams (1998:191) suggest that where learners must share materials located in one central place, movement to and from there should occur with the least disturbance to others. In overcrowded classrooms this will not be achieved easily. Educators should consider the impact of the physical environment.
4.12 TRANSFEREN CE

According to Salzberger-Wittenberg, et al. (1983:32) it was Sigmund Freud who discovered that feelings that have been experienced in the past are transferred into present relationships. The tendency to repeat past patterns of relating is a universal phenomenon and recurs in any important relationship. According to the researcher, contact with the educator is likely to revive in the learner many of the emotions that he/she experienced in the past in relation to his mother and father.

4.12.1 Transference in the learning situation

According to the researcher, transference in the classroom can take place in two ways. It can take place from the learner to the educator or vice versa. It is important that educators should be aware of the transference taking place.

4.12.1.1 The learner’s transference

The learner who comes to school has been influenced by an inter-play between inner and outer events which will gradually create a very individual and unique pattern of relationships in his mind. It is this internal picture of the world and the relationships between him and others which is transferred into the new situation. It affects the way the learner perceives, interprets and behaves (Salzberger-Wittenberg, et al. 1983:36).

The love and trust with which a learner comes to school is likely in a large measure to be due to his own loving impulses, strengthened by good relations at home rather than being attributable to him- or herself. The suspicion and hostility of a learner may be less readily felt as a personal attack on the educator (Salzberger-Wittenberg, et al. 1983:36).
4.12.1.2 The educator’s transference

The optimal relationship between the educator and the learner is reached when both educator and learner benefit. An educator can grow mentally and emotionally through the stimulus of meeting a variety of challenging learners. Too often educators find themselves feeling exhausted and drained by the demands of their job and deeply dissatisfied with their performance (Salzberger-Wittenberg, et al. 1983:41).

The transference of the educator’s relationship to learners is composed of various elements. The educator’s own childhood desires, wishes, fears, hatreds and loves will enable him to empathize with children. The perception of adulthood which the educator has in his mind, e.g. strong, weak or fragile, as well as the nature of the link between adult and child, e.g. adults purposely frustrating, suppressing and humiliating children, determine the transference which will take place between teacher and learner (Salzberger-Wittenberg, et al. 1983:41).

4.13 EDUCATOR PERCEPTIONS AND INTERPERSONAL RELATIONS

The behaviour of an individual at any moment is a manifestation of how he sees the situation and himself. The behaviour of an educator, like that of everyone else, is a manifestation of his concept of self. The educator’s success in the area of interpersonal relations can be improved by examining the following important issues (Blair, et al. 1969:298):

- Do educators perceive their success as being dependent on the success of their learners?
- Do educators view themselves as active, professionally growing persons?
- Do educators view themselves as emotionally mature?
- Do educators view themselves as people who tolerate and welcome different opinions?
- Do educators view themselves as being able to discuss their personal problems?
The professionally growing educator, regardless of age, will be an active learner who is challenged by the quantity and diversity of what he does not know about the complexities of young learners and their relationships with their peers and adults. The learning educator is someone who can take a disappointing situation and learn something useful from it (Blair, et al. 1969:299).

According to Blair, et al. (1969:299) educators with emotional maturity exhibit significantly more spontaneity, initiative, voluntary social contributions, acts of problem-solving and fewer negative attributes such as conflict with others and boredom. Educators need to develop flexible self-assurance since more than half of their classroom time is spent in facilitating a dynamic working situation for a group of active young learners.

The researcher has found that educators play a crucial role in the mental and emotional development of learners. It is, therefore, essential to examine the attitudes and expectations the teacher brings to the relationship. The educator's convictions will be based on his life experiences and what he has learnt from them.

The educator approaches the learner with a dual perspective. He looks at the learner from the point of view of an adult responsible for educating him. At the same time he has some awareness based on his own experiences of what it is like to be a learner. The educator thus has some preconceptions about the feelings which learners may harbour towards him or her. (Salzberger-Wittenberg, et al. 1983:40).

4.14 HELPFUL INTERACTION BETWEEN EDUCATOR AND LEARNER

It is important that the educator provides and maintains the facilitation of learning, since learning is the specific task for which learners and educators come together. It is a highly diverse task, consisting of the complexity of any subject studied as well as the emotions aroused by the learning situation itself (Salzberger-Wittenberg, et al. 1983:53).
The researcher is of the opinion that if educators are to understand learners, they have to start from a state of not knowing, an interest in finding out by observing, listening and being receptive to both the verbal and non-verbal communications conveyed by the learners. According to Salzberger-Wittenberg, et al. (1983:62) a helpful interaction between the educator and learner consists of the following elements, attention and observation, openness and receptiveness, emotional experience, thoughts about the experience and verbal or non-verbal communication or action.

4.14.1 Attention and observation

Every detail of behaviour is potentially meaningful. The educator should pay attention to the learner’s posture, the way he dresses, his facial expressions, his voice, the way he talks as well as what he says or suppresses. All of these reveal to the educator something about the nature of his relationship and his state of mind. Although it is difficult for an educator to observe in a large group, he may be able to, over a period of time, take note of the group as a whole as well as notice aspects of the behaviour of each learner. (Salzberger-Wittenberg, et al. 1983:62).

4.14.2 Openness and receptiveness

Salzberger-Wittenberg et al. (1983:62) state that educators as well as learners can be affected by other people’s moods. They may feel weighed down and enveloped by the depression of another person or be infected by the gaiety and laughter of a group. Emotional states are transferable and can be transferred from other people to the educator and/or learner. According to the researcher, educators should thus be aware of the learners who irritate them, make them angry, depressed, unable to think and those who make them feel flattered.
4.14.3 Emotional experience

If educators and learners are open to fear, depression, confusion, etc. they will be prepared to have an emotional experience. The educator should avoid absorbing painful emotions and so becoming a martyr who takes upon himself all the suffering of the world. This will only make him an object of exploitation and prevent him from helping the learner to face painful conflicts (Salzberger-Wittenberg, et al. 1983:63).

4.14.4 Thoughts about the experience

Thinking about feelings enables the educator and the learner to have the experience and to apprehend its meaning. This may result in a better understanding of themselves and others. It may lead to personal growth as well as a greater ability to tolerate the emotional pain of others (Salzberger-Wittenberg, et al. 1983:63).

4.14.5 Verbal or non-verbal communication or action

If educators and learners understand the meaning of communication, they will be able to respond in a helpful manner. They may act more appropriately or resist being drawn into action. They may reveal something about the nature of the relationship, that embodies the truth of the emotional experience. In this case the other person will have an experience of emotional pain modulated or softened by the understanding he or she has received. This may eventually make it possible for him to accept and integrate it (Salzberger-Wittenberg, et al. 1983:63).

4.15 AN EFFECTIVE OUTCOMES-BASED EDUCATOR

According to the researcher, communication is a key element in classrooms. The actions and words of educators send messages to their learners about how they value learning. Learners' behaviour sends messages to their educators. Their behaviour or misbehaviour are indicators that they are learning successfully or not. When educators come to
understand learners as individuals, they will become aware of the learners’ needs and will be able to respond to them. The way in which educators interact with their learners, allows them to infer the measure of their capability to make decisions, of taking responsibility and of contributing to the community of the classroom. Van Der Horst & McDonald (2003:107) state that an effective outcomes-based educator will be able to teach self-responsibility as well as manage cultural diversity within the classroom.

4.15.1 Teaching self-responsibility

Self-responsibility means establishing goals for oneself and finding ways to achieve those goals. This is one of the most important learning outcomes that educators can help learners achieve. Learners should be afforded opportunities to establish their own goals and then follow through (Van Der Horst & McDonald, 2003:108).

4.15.2 Managing cultural diversity

The values that learners bring to the classroom are determined by their cultural background. It is important that the expectations for classroom behaviour should be based on cultural norms that are shared by educators and learners. In order to manage cultural diversity educators should know, respect and teach their learners (Van Der Horst & McDonald, 2003:109).

Educators should get to know their learners’ families and communities. From this knowledge ought to come respect for the learners’ learning strengths and realization of the struggles and obstacles they face. Genuine acceptance is a necessary condition for developing self-esteem. Educators can assist learners to maintain a sense of pride in their cultural groups by presenting the accomplishments of particular members of an ethnic group or by bringing that group’s culture into the classroom. It is important that learners should learn about the social and intellectual contributions of various groups, such as their languages and religions (Van Der Horst & McDonald, 2003:109).
Educators should teach their learners how to be proper students. In the foundation phase the educator can teach the learner how to get a turn to speak, how and when to interrupt the educator, how to whisper, how to get assistance in a small group and how to give an explanation that is useful (Van Der Horst & McDonald, 2003:110).

4.16 EDUCATOR-LEARNER RELATIONSHIP FROM A GESTALT PERSPECTIVE

According to Yontef (2001:4) the therapeutic relationship in Gestalt therapy emphasizes the following four characteristics of dialogue:

- **Inclusion**: this means putting oneself as fully as possible into the experience of the other without judging, analyzing or interpreting. Simultaneously one must retain a sense of one’s separate, autonomous presence.

- **Presence**: the Gestalt therapist is responsible for the quality of contact with the client. The therapist expresses him- or herself and shares his or her perspective with the patient. Presence should not be used to manipulate the client to conform to pre-established goals. It should rather be used to encourage clients to regulate themselves autonomously.

- **Commitment to dialogue**: being concerned about the client includes showing interest, empathy and unconditional acceptance of the client. Cognitive concern refers to understanding him or her and affective concern refers ‘to feel with’ him or her.

- **Dialogue is lived**: the client should enjoy coming to therapy and should have the opportunity to experience himself in activities that promote enjoyment and creativity.

According to the researcher, the educator should apply the four characteristics of dialogue in his or her relationship with the learners. The personal educational model of Packard (Le Roux, 1992:112) supports this opinion. According to this model the educator should:
• Support and accept the learner unconditionally. This will create an environment in which the learner can feel safe to trust the educator and to develop a positive self-image.

• Actively listen, communicate and show interest in the learner. The educator can empower the learner through positive communication, for example, “You can succeed if you really try”.

• Allow the learner to explore. Classroom activities should allow him or her to explore the learning material.

• Allow the learner to take responsibility. Activities should be structured to give learners the opportunity to make decisions and take responsibility for their decisions.


TABLE 7 A COMPARISON BETWEEN EDUCATOR-LEARNER RELATIONSHIP AND THE GESTALT THERAPEUTIC RELATIONSHIP

<table>
<thead>
<tr>
<th>Teacher-learner relationship</th>
<th>Gestalt therapeutic relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal educational model (Packard)</td>
<td>Four characteristics of dialogue (Yontef)</td>
</tr>
<tr>
<td>Mistakes are seen as inevitable steps along the way to students developing, internalizing and demonstrating high-level performance capabilities.</td>
<td>Resistance is seen as an inevitable step along the client’s way towards reaching a Gestalt.</td>
</tr>
<tr>
<td>The educator should set rules for the learners. Rules are important for effective classroom management. It also creates a safe environment for the learner to explore learning material and to socialize with other learners.</td>
<td>Limitations give structure and set boundaries to the therapeutic relationship. It offers security and ensures that the child is able to play safely and freely. Limitations ensure the child’s emotional safety.</td>
</tr>
<tr>
<td><strong>Teacher-learner relationship</strong></td>
<td><strong>Gestalt therapeutic relationship</strong></td>
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<tr>
<td>---------------------------------</td>
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<tr>
<td>The educator should support and accept the learner unconditionally. This will create an environment in which he or she can feel safe to trust the educator.</td>
<td>The therapist should show interest, empathy and unconditional acceptance of the client. This will create an environment in which he or she feels safe to trust the therapist with his emotions, feelings and thoughts.</td>
</tr>
<tr>
<td>It is important that the educator should prepare the learner for the termination of dialogue. This will ensure the learner of the educator's interest, empathy and unconditional acceptance.</td>
<td>It is important to prepare the client for termination of sessions. This will ensure the client of therapist's interest, empathy and unconditional acceptance. Terminate sessions with an enjoyable activity. It will encourage the client to come back for therapy.</td>
</tr>
</tbody>
</table>

4.17 CONCLUSION

It may be difficult to realize that in the field of human relationships the educator is quite unable, even if he should wish to do so, to surrender his involvement with emotional conflicts. Educator and learners should learn to appreciate the individuality of each person and to provide a relationship that gives the opportunity for development. The aim should be to increase awareness of the conflicts of human beings by becoming more observant of others and oneself. To learn to observe is necessary and is the basis of discovery.

The school at which the learner spends such a large part of his waking life and the educators who become such influential adults to the learner, have a great responsibility for providing experiences which will encourage trust and thus help the individual to grow. Educators have a responsibility to encourage the development of mature attitudes, to behave as adults capable of concern and thoughtfulness, taking responsibility for their actions, both in their relationships with individuals and groups of learners.
The field of the learner and the field of the educator are being influenced by factors in a mutual field. The development and implementation of the Gestalt program will attempt to create, given the mutual field, a contact making process of inclusion between the fields of the learner and educator.

Chapter 5 will discuss aspects concerning play, such as the importance of play, development of play and how to foster play in the classroom. The chapter will also provide a discussion on the foundation phase learner and play, therapeutic uses of play and the factors that influence play. Chapter 5 concludes with a survey on play for learners with special educational needs and learners from culturally diverse backgrounds. The importance of play for fostering emotional intelligence is also highlighted.
CHAPTER 5

PLAY

5.1 INTRODUCTION

Educators and other care-givers may think that play is something learners do for fun and that it should not be taken too seriously. Learners often take it very seriously. They may concentrate on some game for quite long periods of time and practise it over and over again. The ways in which learners play may have important consequences for other aspects of their development. Play seems to be a very complex phenomenon. According to Davenport (1988:194) it means different things to different learners at different ages.

Learners overflow with all the prerequisites for play. They possess vast resources of energy and curiosity about exciting new experiences and ideas as well as having a rich supply of imagination that pours forth freely as a constant stream of activity. Play is an important activity that helps learners master all their developmental needs (Isenberg & Jalongo, 1993:2).

The Gestalt program is based on Gestalt play therapy. Chapter 5 aims to create awareness of the contributions play can make to the foundation phase learner’s development and socialisation skills. It also serves to motivate why a play therapy group work program is a necessity for establishing a contact making process of inclusion between educators and learners in the foundation phase.

5.2 THE IMPORTANCE OF PLAY

According to Davenport (1988:194) ideas about why learners play have changed enormously during this century. At least three views of what role play has, has developed over time. The first was that play was just a way of passing time for young learners. The second view held that play contributed to the development of cognition. According to the third play is seen as valuable for practising and learning those skills that learners will need as adults.
According to the researcher, the society of today has become increasingly complex and competitive. The learner’s spontaneous play is being replaced with structured activities, both at home and in the school. Rogers & Sawyers (1990:1) confirm that structured activities such as worksheets and drill are not likely to help learners make the most of their childhood. This educational approach will not give learners the skills and attitudes they need to be able to adapt to the demands of the future. It may even prevent learners from enjoying and making the most of their personal and professional lives.

Foundation phase learners are wise, thoughtful and reflective. They are observant and sensitively aware. They are intuitive, resourceful and able to make cognitive leaps of insight that amaze the educator. Most foundation phase learners left to their own devices can play resourcefully on their own or with playmates for long periods. Often this play is investigative and scientific in nature with experimentation taking place (Wasserman, 1990:4).

The researcher agrees with Pieterse (2001:17) that play is the natural way in which the foundation phase learner explores, discovers and eventually masters the world around him. Thus it is vitally important in the development of the learner’s ability at all levels, namely levels of language skills, mobility, hand- and foot-eye co-ordination as well as his social and emotional maturity.

Pieterse (2001:17) states that play has the following value:

- Play is not only a means of learning, it is also a way for the learner to express himself.
- Through play the learner expresses how he sees and experiences the world.
- Play offers the learner a safe environment in which he can dare and explore.
- Playing with other learners helps to develop his social skills.
- The learner learns to share, to be considerate towards others and to realise that he cannot always be the centre of attention.
- Play stimulates the learner’s emotional development and independence.
- The learner gradually learns to be independent and to make his own decisions.
• Play develops the learner’s creativity.
• Playful activities such as running, climbing and throwing a ball contribute towards the learner’s physical development and help him to exercise control over his body.
• Playing is a way of getting rid of excess energy in a positive way.
• Play encourages a learner’s concentration and teaches him to order his thoughts and plan activities.
• Through play a learner gathers information which forms the basis for formal activities (e.g. playing with blocks teaches him that two squares form a rectangle).
• Playing provides many opportunities for problem-solving and teaches the learner to take the initiative to make use of what he already knows and integrate it with his life experiences.

Through work experience gained at a school for the hearing impaired, the researcher has realised that play may be of great help to learners with language difficulties or with other mental or physical disabilities which restrict their ability to talk about their feelings and experiences. According to McMahon (1992:23) the foundation phase learner acquires more social skills and the social influence of the peer group increases. Therapeutic group work will be ideal at this developmental stage. Group work can help learners to deal with difficult emotions with the support of peers who have had similar experiences.

Foundation phase learners do not differentiate between play, learning and work. When they are engaged in play, they are learning and enjoying every minute of it. Young children’s play is spontaneous. The school routine often causes a loss of this spontaneity and curiosity. In the early foundation phase the learners’ drawings all look alike. They no longer enthusiastically go off to school each morning. Tests, awards and grades are offered in an effort to restore motivation to learn (Rogers & Sawyers, 1990:7).
Wasserman (1990:16) is of the opinion that through play, learners in the foundation phase learn what is important. Through play they design experiments, explore, investigate, make decisions, solve problems, create and invent. They grow in their risk taking capabilities, use language more skilfully and relate to one another more successfully. Play has an important role in developing the learner’s cognitive and motor abilities. It empowers the foundation phase learner and is a means for him to cope with past and present concerns. It is the learner’s most useful tool to prepare himself for the future and its tasks.

Through play children learn that they do not need to give up in despair if attempts do not succeed the first time, but that success can be theirs if they persevere. Play has the unique characteristic of dissociating means and ends to permit exploration of their relation to each other. Primary school learners enjoy play and enjoy themselves while doing it. They are encouraged to take risks within parameters of safety that extend their learning horizons (Wasserman, 1990:17).

According to the researcher, play is a means for learners in the foundation phase to work through a variety of interpersonal and social problems. It gives them the opportunity to express their real emotions and manage them. Play may be the only school activity in which emotions such as joy, pain, frustration and anger may be naturally expressed. According to Musselwhite (1986:16) play also allows for integration of the senses. The learner can see, hear and touch a toy simultaneously, fostering additional learning opportunities.

The researcher has found that Gestalt methods of play therapy enable the learner to go deeper more quickly. According to McMahon (1992:55) the Gestalt therapist needs skills to ensure that the learner is not overwhelmed by feelings that are unable to play. When this happens, the therapist needs to know how to respond, so that, rather than leaving pain conscious but unresolved, the learner can play again and continue with his own healing process.
5.3 EXPLANATION OF PLAY

Musselwhite (1986:3) identifies three themes of play, each of which may interact with the other two. Firstly, play can be seen as an intrinsic activity carried out for its own sake. Secondly, play is essentially spontaneous and voluntary. Learners play by choice and not because they are forced to. Thirdly, play includes an element of enjoyment, something that is fun.

The researcher is of the opinion that play touches on every aspect of development and learning. Play is perhaps the only human behaviour that integrates and balances all aspects of human functioning, because it is intrinsically motivated, relatively free of externally imposed rules, it focuses on the process rather than any product and it requires the active involvement of the player. Rogers & Sawyer (1990:2) have found foundation phase learners to be playful by nature. They enjoy playing and will do so whenever they have the opportunity. As an intrinsically motivated behaviour, play may be the most important process through which learners learn to adapt to the world and become more mature.

Isenberg & Jalongo (1993:30) have identified five characteristics of play. Firstly, play is voluntary and intrinsically motivated. During play, learners can choose the content and direction of their activity. They experience play as satisfying because it does not respond to external or emotional demands. Secondly, play is symbolic and meaningful: it enables learners to relate the experiences to their present reality. Thirdly, play is active. In play, learners explore, experiment and investigate people, objects or events. Fourthly, play is rule-bound. In play learners are governed by either explicit or implicit rules. Fifthly, play is pleasurable. In play, learners pursue an activity for the pleasure it brings and not for an external reward.

According to McMahon (1992:1) play is not a mindless filling of time or a rest from schoolwork. Instead it is a spontaneous and active process in which thinking, feeling and doing can flourish, since they are separated from the fear of failure or disastrous consequences. The learners are free to be inventive and creative during play and can assimilate new information and make it part of themselves.
Play also gives the learner a greater sense of autonomy. The foundation phase learner’s needs to play are greater since his autonomy is smaller. During play the learner is in charge. He can fill the gap between reality and desire and has the opportunity to be himself (McMahon 1992:1). According to Rogers & Sawyers (1990:4) the self-esteem and sense of competence of learners are affected by whether they feel they have some control over what happens to them. Learners who have a strong sense of self-worth are much more likely to be well-rounded, mature individuals.

According to the researcher, the learner is allowed to make mistakes during play because it does not have serious consequences. Risks can be taken because the play itself matters more than the results of play. Play needs to take place within a safe boundary, providing both a time and a place, so that the learner knows when play begins, when it ends and when it is time to return to everyday life.

According to Rogers & Sawyers (1990:10) learners who are engaged in play are actively involved. When their actions and awareness merge, they become autonomous thinkers. Play also provides the learners with opportunities to develop the skills of active environment building. Through play learners get the chance to turn things that have been done to them into an activity.

5.4 THE DEVELOPMENT OF PLAY

According to McMahon (1992:22) games with rules become common at this stage. This type of play fits in with the need of learners to learn and practise the rules of social life outside the immediate family order. Learners may play complex imaginative games with dolls and animals. Small world play with miniatures, such as dolls’ houses, animals, Lego, play people, cars, bricks, blocks and construction material, can become very elaborate and sustained from day to day.

During play the learner is the director of all that happens and enters into the pretend world. This helps the learner to restore inner calm and make sense of his or her real situation. Exploratory play is influenced by social values in girls and boys who differ in their interests. Physical play involves the enjoyment and practice of new skills.
Socio-dramatic play increases in sophistication with the growth of social skills (McMahon 1992:22).

According to Rogers & Sawyers (1990:19) symbolic play declines from the ages of seven to twelve and is replaced by an interest in games with rules. The symbolic play that remains is often governed more by rules. Roles assigned during play are more co-ordinated and expanded and even more based on reality. As the learners become more aware of and sensitive to others, they are able to understand another’s role and keep it in mind while at the same time carrying out their own role. Between the ages of seven and about twelve, learners make an effort to win. They may negotiate rules, even while the game is in progress (Rogers & Sawyers, 1990:24).

Games teach the learners on turn taking, the basis of all relationships. Games also reopen doors into the world of pretence and childhood. It reminds the learners of fun and creativity. Games allow learners to be free. According to Teitel (2005:1) it takes the negative stress of socialising out of the social situation, while leaving the positive stress.

Games have rules and structure, which make things safe. Games are projective because they allow the learner to present elements of his or her personality that reveal who he or she really is. Learners spend a large part of their time either trying to fill a role other people want them to fill or avoiding that role. Games remove this stress by telling the learner exactly what his or her role is (Teitel, 2005:3).

Games are a powerful tool for communication. A game not only facilitates listening, but also demands it. The idea of taking turns exemplifies civilised communication behaviour. It is important that learners learn from an early age the skill of waiting for their turn (Teitel, 225:6).

Learners’ development enables them to play in ways that are more and more sophisticated. Movement skills from the pre-school and kindergarten period are combined by the foundation phase learner into complex motor tasks such as cartwheels and backward rolls. Learners may practise them alone or near others, sometimes in combination with social rules. Thus games with rules emerge. Play with
material objects or with other learners as well as creating fantasies is vital to the learning process and is, therefore, vital in school. Play is the principle means of learning in early childhood. According to Chazan, et al. (1987:53) the importance of play as a learning medium diminishes as the learners progress through the education system.

After grade one the opportunity and materials for certain kinds of play generally diminish. Very few classes of eight year olds will have a sand-tray or a doll’s house, although they may have access to board games and construction toys. Some educators of older learners will have made distinctions between work and play to the extent that play is seen as something that actively interferes with learning. So it is withheld to the end of the school day only to be indulged in when work is competed (Chazan, et al., 1987:53).

According to the researcher, learners of all ages find play intrinsically motivating and enjoyable. Therefore educators should examine the play of the foundation phase learners to see what could be usefully incorporated into their classroom learning environment as an integral part of the curriculum.

5.5 FOSTERING PLAY IN THE CLASSROOM

The researcher is of the opinion that educators should foster play in the classroom. Musselwhite (1986:5) identifies four kinds of play:

- Physical play: this play places the focus on action. Play is social, boisterous and often competitive for (e.g. games such as hide and seek or tug-of-war).
- Manipulative play: this type of play focuses on attempts to manipulate, gain control over or master the environment. Toys such as rattles and puzzles can be used during this play.
- Symbolic play: this type of play involves the manipulation of reality. It includes pretend or fantasy play.
- Games: this refers to play that is governed by rules or conventions such as hide-and-seek, card games and board games.
According to Chazan, et al. (1987:61) the two major forms of play which are associated with the foundation phase learner are pretend play for the younger learners, merging into games with rules for the older learners.

5.5.1 Pretend play

5.5.1.1 Explanation of pretend play

Pretend play is also known as fantasy or imaginative play, dramatic or sociodramatic play, symbolic or make-believe play. Pretend play of the foundation phase learner can be a learner on his or her own inventing stories around a doll family in a doll’s house. It can also involve groups of learners constructing and playing with small worlds of their own, using wooden blocks, miniature people and cars or dressing up and adopting roles in large-scale fantasy games. Given the opportunity, learners will use a wide range of art materials to create props for their imaginative games, ranging from masks and swords to model aeroplanes, dinosaurs, robots and so on (Chazan, et al., 1987:61).

5.5.1.2 The value of pretend play

According to Chazan, et al (1987:61) researchers have consistently noted that the encouragement of pretend play is associated with a reduction in learners’ egocentricity. This is due to the fact that many of the games used for pretend play are social in nature and involve groups of learners playing co-operatively.

According to Fein (1981:1110) greater self-control, increased social co-operation, reduced restlessness, less disruptiveness and better concentration have all been related to extensive involvement in pretend play. Learners who have learned to see the other learners’ point of view through make-believe games are less likely to become physically aggressive in behaviour.

Pretend play often motivates learners to read, research, write, draw and print and is often the source of more long-term projects involving the entire class. Throughout the
play the role of the educator is that of observing, initiating, participating, maintaining and extending play (Fein, 1981:1110).

According to the researcher, group pretend play may be very satisfying to a learner, but there is also the possibility of experiencing frustration, conflict of power and being oppressed. This arises out of the social nature of play. With older learners the boundaries around play that keep it safe, are more easily breached when the educator’s presence is distant or missing.

5.5.1.3 Appropriate pretend play

Younger learners indulge in a great variety of large-scale pretend play when given realistic objects and materials to play with, whereas the reverse is true of learners whose play themes show more diversity when the materials to play with are less realistic. A well-stocked doll’s house with realistic contents and dressing-up clothes presents an appropriate way of stimulating pretend play among grade one learners. Older learners may find such provision constraining and would benefit from a range of objects and materials which do not suggest specific functions because of their appearance (Pulaski, 1973:55).

Specific costumes such as those of a nurse, spaceman or fairy may be popular with younger learners, but older learners have much more use for lengths of fabric and a collection of belts and headbands. Old curtains are very popular and lend themselves to a variety of purposes such as head-dresses, cloaks and skirts. Unstructured materials such as cardboard boxes and lengths of fabric are readily available, cheap and easily replaced when they become dirty or worn (Pulaski, 1973:55).

According to the researcher, younger learners enjoy small-scale pretend play such as playing with doll’s houses, farm sets, cars, boats, play people, play animals and clay. Pulaski (1973:56) identifies a great diversity of informal learning that has its starting point in this kind of play:
• Making doll’s house furniture from junk introduces learners to the concept of scale, gives practice in measuring and in manipulative skills and introduces new vocabulary about different items of furniture.
• Play with road layouts and cars can introduce the learners to ideas of mapping.
• Constructional play of all kinds raises problems which can themselves become starting points for new discoveries, ways of extending skills and knowledge in a meaningful context.

5.5.2 Games with rules

5.5.2.1 Explanation of games with rules

There is an enormous variety of games. Some are for a solitary player, some are for groups or pairs and some require organized teams. They can be competitive or co-operative, indoor or outdoor and field or table games. They can rely on chance, strategy, physical skill or a combination of all three (Chazan, et al., 1987:67).

5.5.2.2 The value of games with rules

According to the researcher, games are an excellent means of gaining and maintaining learners’ attention. They involve learners actively rather than passively and involve emotions as well as intellect. Games can be designed to offer learners practice in a whole range of skills, from physical, intellectual, social to emotional. Games assist with practising decision-making skills. Through games learners experience the consequence of their actions. Games allow them to experiment safely with situations and solutions that may be too risky in the real world (Strom, 1981:97).

5.5.2.3 Appropriate games with rules

According to Chazan, et al. (1987:69) the following games with rules can be used:

• Board games: for the youngest learners in the foundation phase, board games should be kept as simple as possible. At first the game should be limited to
two players, for if learners have to wait a long time for their turn they get bored. Other learners will miss their turn and some will give themselves several turns before anyone realizes this.

- Word games: word games are usually games in which the whole class joins. Younger learners can be guided and the game should not go on for too long.
- Computer games: there are many simple game programmes available for practising skills such as spelling, simple addition, subtraction, multiplication and so on.

5.5.3 The importance of play with the learners

According to Stratton (1999:43) one of the most powerful ways of promoting positive relationships is through educator play times with learners. When educators engage in play activities with their learners, the relationship between educators and learners is temporarily made more equal. Instead of the usual hierarchical relationship in which educators dominate or are in charge of what the learner must do in the classroom, the educator may be following the learner’s directions in the play situation.

Through play a relationship of intimacy and trust between the educators and their learners is formed. Educator play with learners fosters positive feelings towards the educator and contributes to a learner’s motivation to learn and please his or her educator. Educators too will find that it makes teaching more fun (Stratton, 1999:43).

The researcher is of the opinion that playing with learners can be a very effective way for educators of promoting close relationships with their learners. It is important though, that educators should be able to set limits and provide structure. If play does get out of hand in a classroom and an educator needs to restore order, this, in itself, is a helpful learning process for the learners. Foundation phase learners are emotionally labile and can have difficulty regulating their emotions. It is helpful for them to learn how to make the transition from fun time to calmer activities.
Educators might fear that learners will not respect an educator who is playful. Some educators are reluctant to sing or be silly because they feel embarrassed and worry that their learners will laugh at them. According to Stratton (1999:43) it is often found that the playful educator has created an environment in which there is more respect in the classroom, because the educators have paid learners the compliment of giving them opportunities to take the lead.

Some educators are concerned that their colleagues or the learners’ parents will perceive their playfulness as unprofessional and not taking their job or the school work seriously. Such fears of disapproval from others can dampen an educator’s efforts to be creative and experiment with playful approaches to teaching (Stratton, 1999:43).

According to some educators there are so many curriculums to cover that there is no time for play. Play with learners should not be perceived as something separate from the curriculum. It should rather be regarded as an integral part thereof. It is a process that enhances learning. It can sometimes be difficult for educators to be playful with learners who are impulsive, aggressive or disrespectful towards the educator. Educators find it difficult to let go of the negative feelings they have about these learners (Stratton, 1999:43).

According to the researcher, educator play can have either a positive or a negative effect on the educator-learner relationship. The educator’s resistance to play can have a negative effect on the mutual field which will contribute to a contact making process of exclusion. This contribution is shown in figure 7. When educators participate in play with their learners it should have a positive effect on the mutual field, which in return will contribute to a contact making process of inclusion. This contribution is shown in figure 8.
Figure 7  Resistance to play and the effect on the contact making process
Figure 8  No resistance to play and the effect on the contact making process
5.6 THE FOUNDATION PHASE LEARNER AND PLAY

Play is the manner in which the learner learns about his or her world. It is essential for his or her healthy development. Play is serious and purposeful. It allows the learner to develop mentally, physically, socially and offers a form of self-therapy, through which confusion, anxieties and conflicts are often worked through (Oaklander, 1988:160).

From around the age of seven learners become more aware of themselves and the effects they can have on the world around them. As the foundation phase learners play roles in games, they learn how other people see them and this influences their ideas about themselves (Davenport, 1988:195).

5.6.1 Characteristics of the foundation phase learner as a client

Schoeman (1996 (i):7) identifies the following characteristics:

- The foundation phase learner has an inability to conceptualise, especially concerning time and space.
- As his or her intellectual abilities are still in the process of development, the foundation phase learner will take longer to gain insight. He or she also experiences problems with feeling empathy for others.
- The learner’s ability to distinguish between fantasy and reality is still in the process of development.
- The learners in the foundation phase has a strong egocentric attitude and thus may act impulsively, seeking attention and self-satisfaction.
- The emotional influences of basic needs, such as thirst or hunger, are considerable.
- The learner’s self-identity is unformed and therefore his knowledge of himself is poor.
- Learners in the foundation phase show no definite pattern in the handling of conflicts or problems.
5.6.2 The educational role of play.

According to the researcher, educators who provide opportunities for play in their foundation phase classrooms, contribute to the healthy social, cognitive and psychological empowerment of young learners.

5.6.2.1 Cognitive development

According to McMahon (1992:20), Freud describes the years between five or six and adolescence as the latency-period, while Erikson calls this the age of industry. Learners’ developmental tasks are to leave their family and make their way in the domain of school and the peer group. If learners are made to feel inadequate compared with others, they may develop feelings of inferiority, which in turn affect the development of skills. The learner’s social play with peers may contribute to these feelings, as well as the degree of success experienced in schoolwork or in the home. Adults other than the parent, such as educators, may be greatly admired and their opinion of the learner may affect the learner’s self-esteem.

The learner’s racial and cultural identity may be affected during the developmental phase. Learners in the foundation phase learn how other learners perceive the colour of their skin, the background of their parents, the language or accent with which they speak (McMahon 1992:20).

Intellectual and linguistic skills at this stage include literacy. Learners will be using concrete operational thought, understanding cause and effect through their observation of the world. They are rarely capable of abstract thinking. The young learners egocentricity mean that they often perceive themselves as the cause of events and therefore tend to blame themselves for the death of a parent or the divorce of their parents. Learners can be reassured by simply explaining to them the reasons for the death of a parent or the divorce (McMahon 1992:20).

The learner’s first attempts to read and write frequently occur during play. Dramatic play seems to be associated with better reading and writing skills in the foundation phase learner. Learners who participate frequently in sociodramatic play and or
fantasy play tend to perform better in terms of perspective ability, social participation and impulse control (Rogers & Sawyers, 1990:63).

Learners in the foundation phase also become aware of the complexities of relationships and need more explanations regarding this. They begin to realise that relationships are conditional and understand the possible feelings and emotions of other people (McMahon 1992:21).

According to Rogers & Sawyers (1990:59) play contributes to learning and cognitive maturity in a number of ways, such as:

- It provides the opportunity for learners to practice new skills.
- It offers numerous opportunities for learners to act on objects and experience events.
- It is an active form of learning that unites the mind, body and spirit.
- It enables learners to transform reality into symbolic representations of the world.
- Through play learners can consolidate previous learning.
- As they play, learners can retain their playful attitude.
- Creativity and aesthetic appreciation is developed through play.
- It enables learners to learn about learning.
- It reduces the pressure that otherwise is associated with having to achieve or the need to learn.

According to Oaklander (1988:165) play is a good diagnostic tool. While the learners are playing, the therapist can observe a great deal about their maturity, intelligence, imagination and creativity. It also allows the therapist to determine the learners’ cognitive organisation, reality orientation, style, attention span, problem-solving abilities and contact skills.
5.6.2.2 Emotional development

The researcher agrees with Rogers & Sawyers (1990:69) that play is a medium for expressing feelings that learners’ may or may not be able to verbalise. Play is also associated with an understanding of self. It is necessary for learners’ to understand themselves in order to be able to express themselves. During play they can examine themselves and their relationship to the environment in a comfortable way and at their own tempo. Through play they get the opportunity to control their world and their feelings. They can express their thoughts, anxieties and fantasies. Learners who play are usually seen as competent, at ease, familiar and in a positive mood.

During play real emotions are expressed. Learners can learn how to draw on these emotions and manage them. Play allows learners to experience joy and pleasure, pain, frustration, anger and exhilaration (Wasserman, 1990: 18). According to Isenberg & Jalongo (1993:37) pretend play assists learners to express feelings in the following four ways:

- Simplify events by creating an imaginary character, plot or setting matching their emotional state.
- Compensate for situations by adding forbidden acts to pretend play (e.g. the learner may eat cookies and ice cream for breakfast in play, but not in reality),
- Validate experiences when learners repeatedly enact unpleasant, frightening experiences to gain control over the resulting emotions.
- Anticipate behaviours and events by pretending that another character, real or imaginary, commits the act and suffers the consequences.

According to Yassenik & Gardner (2004:17) play provides a corrective emotional experience for learners, along with opportunities to develop mastery over disowned feelings. The major therapeutic powers of play is its communicative power, its teaching power, its ego-boosting power and the propensity for self-actualization through the safety and freedom to be oneself in play.
5.6.2.3 Social development

According to the researcher, play helps learners to increase their social competence. Learners’ success in school largely depends on their ability to interact positively with their peers and educators. Isenberg & Jalongo (1993:37) found that through play learners:

- Practise both verbal and non-verbal communication skills by negotiating roles, trying to gain access to ongoing play or appreciating the feelings of others.
- Respond to their peers’ feelings while waiting their turn and sharing materials and experiences.
- Experiment with the roles of the people in their homes, school and community by coming into contact with the needs and wishes of others.
- Experience the points of view of others.

5.6.2.4 Language and literacy development

According to Isenberg & Jalongo (1993:37) play enables learners to practise language and literacy skills in the following ways:

- Communication: pretending to be someone else enables learners to use language in situations they may or may not have encountered.
- Verbal interaction: in play with others learners use language to ask for materials, or a question or to express ideas.
- Play with language: this kind of play dominates the pre-school years and manifests itself in the jokes and games of foundation phase learners.
- Experiment with reading and writing: Learners’ first attempts to read and write often occur during dramatic play as they read environmental print, make shopping lists or play school.
5.6.2.5 Physical development

Play contributes to learners' fine and gross motor development and body awareness as they actively use their bodies in play. Playing with crayons and pencils contributes to learners' refinement of small motor skills. Using their bodies during play, enables them to develop and refine skills and become physically confident, secure and self-assured (Isenberg & Jalongo, 1993:38).

5.7 THERAPEUTIC USES OF PLAY

The researcher found that play has a therapeutic role for those learners who are experiencing social and emotional difficulties in school. Play can also be a useful approach with foundation phase learners who have problems of delayed language or learning difficulties.

According to Chazan, et al., (1987:71) there are several very good reasons why play can be adopted as a means of assisting learners with social and emotional difficulties. Firstly, play activities offer a rich source of social learning opportunities for learners with adjustment problems. In pretend play and games with rules, they are dependent for their success on sharing, co-operation and turn-taking. Secondly, play is an enjoyable activity for educator and learner alike and provides both with an unthreatening and appealing vehicle for learning. Finally, educators are already familiar with the idea of structuring play activities and so, although using play therapeutically may mean altering the emphasis slightly, educators are not required to adopt and implement a whole new repertoire of skills or practice.

5.8 FACTORS THAT INFLUENCE PLAY

5.8.1 Developmental level

In every group of learners at play there are similarities and differences in the levels of development, individual styles and social backgrounds. Until learners have the physical, cognitive, and socio-emotional capabilities required to play in a particular way, no amount of stimulation from the environment can make it happen. Both the
structure and the style of learners’ play become more diverse and more complex as they grow older (Rogers & Sawyers, 1990:73).

5.8.2 Individual differences

Rogers & Sawyers (1990:74) identify five individual learner differences that influence play. Firstly, learners are selective. Each of them has favourite toys and every learner has a different favourite. Learners tend to select those toys that are familiar from past experiences and are organized, transformed and remembered over time. Their toy selection is probably related to their needs at that moment.

Secondly, learners have to be in the mood for play. Their moods are affected by their sense of security. The third difference is that the play styles of learners vary. Individual traits make a difference in their play, the amount of playfulness, sensitivity to the environment and how the environment is used to support the play.

The fourth difference is gender. Throughout early childhood, boys’ play seems to be more boisterous and competitive and usually lasts longer. Girls are more likely to engage in social play in pairs, using art materials and preferring dramatic play. Toy preferences differ between sexes as do the types of roles assumed.

The fifth difference is found in the social background of learners. Culture plays a key role in learners’ play. Learners who are from low income families tend to indulge less in fantasy play, exhibit less diversity and variety in fantasy roles and uses fewer verbal expressions of make-believe.

5.8.3 Environment

The social as well as the physical environment has an impact on the way in which learners play. Their play is affected by their relationships with families, educators and peers. The way in which we treat learners and our attitude towards play make a difference in their play (Rogers & Sawyers, 1990:78).
5.8.4 Parent and learner interaction

According to Rogers & Sawyers (1990:78) research indicates that in general fathers spend less time with their children than mothers, but fathers spend a higher percentage of that time playing. They tend to engage in rough and tumble play. Mothers usually engage in conventional games such as reading to their children or manipulating a toy directly to stimulate the child. They also use play to discuss the functions and appropriate uses of objects, as well as concepts such as size and shape.

5.8.5 Educator and learner interaction

According to Rogers & Sawyers (1990:80), the majority of educator learner interaction occur during art time. Less interaction occur during playtime on the carpet. Yet it has been found that learners spend more time playing on the carpet and spend less time on art activities. This could be interpreted as that the art activities required more supervision or that there is a difference between educator and learner interests.

5.8.6 Peer and learner interaction

The social position, ages and familiarity of learners can make a difference in their play. The less popular, more withdrawn and younger learners play the roles that are low on the hierarchy. In general it has been found that learners display more advanced behaviour when they play with older learners than when they play with others their own age. According to Rogers & Sawyers (1990:82) siblings tend to be equal partners in play.

5.8.7 Toys, materials and learner interaction

The number of toys helps determine how, or even whether, learners interact with one another. In the absence of toys, the social interaction of the learners is more sophisticated, more co-ordinated and extends over longer periods of time. It has also been found that when toys are not available, the number of aggressive acts increase (Rogers & Sawyers, 1990:83).
The types of toys or activities can also make a difference in the types of social and cognitive play interactions. Cars, dress-up clothes and other small vehicles are the basics for foundation phase learners to engage in pretend play. Paints, crayons and scissors lead to non-social constructive play. Clay, sand and water allow learners to engage in non-social functional play (Rogers & Sawyers, 1990:83).

5.8.8 Availability of space and learner interaction

It was found that as the amount of space decreases, the level of social interaction including aggression, increases. Limited space leads to a decrease in activities such as rough and tumble play and running. Traditional playgrounds, containing fixed, conventional equipment, elicit functional play. Creative playgrounds, with a variety of mobile equipment, elicit pretence play. Constructive play is rare on both types of playgrounds, although it is the most common form of indoor play (Rogers & Sawyers, 1990:91).

According to Van Heukelem (2001:7) the size and physical suitability of the room play an important role in group work. The room needs to be big enough to accommodate the group. If the room is too spacious the space needs to be narrowed to create secure boundaries. If learners are familiar with the room, they may feel they have territorial rights in the space. Distractions such as inviting equipment should be stored away and seating needs to be provided for each member. The room needs to communicate an invitation to all learners to feel welcome and included.

5.9 PLANNING OF PLAY

According to McMahon (1992:62) the following two factors should be taken into consideration when planning play:

- Location: the school can be a convenient place for the learner and therapist to engage in play therapy, but the learner’s feelings about school and the particular room to be used need to be considered first.
• Confidentiality: the learner needs to know if the therapist will tell other people about what happens in the play session. It is important that the therapist should be honest about this. The therapist should be aware that it is a mistake to promise to keep secrets. The therapist should also ask the learner’s carers not to question the learner about what took place.

5.10 PLAY SESSIONS

McMahon (1992:63) states the first session, the recording of observations and planning of further sessions are important considerations when starting play sessions.

• The first session: the aim is for the therapist and learner to make contact, for the learner to start exploring the play possibilities and to have enjoyed it enough to want more. The therapist uses the session to get to know the learner. It can be an anxious time for both therapist and learner.

• Recording observations and planning further sessions: Oaklander (1988:67) observes the process of the learner as he or she plays. How does he or she play, how does he or she approach the materials, what does he or she choose, what does he or she avoid?

• Breaks and endings: a learner can feel abandoned when the therapist is away, and earlier feelings of loss and non-containment are often aroused. The learner, therefore, needs warnings and preparation for when the therapist leaves.

5.11 PLAY FOR LEARNER WITH SPECIAL EDUCATIONAL NEEDS

According to McMahon (1992:118) there is a widely held belief that developmentally delayed learners do not play. Because of this belief, many disabled learners lose out on opportunities for pretend or creative activities. If learners normally use play to help them make sense of their world, then a learner with disabilities may be doubly handicapped if this need is not met.
According to the researcher, play is much more than a technique used for intellectual development. It is central to the development of autonomy and mastery. A learner with disabilities, who is unable to achieve this through unaided spontaneous play, needs help from an educator who fosters all the attributes of spontaneous play rather than take them away.

In play for learners with disabilities, the educator has to focus on the importance of using a diversity of roles. Educators tend to be more direct when working with learners who have special needs. These learners may take longer to respond, make less obvious responses and/or initiate less frequently (Musselwhite, 1986:7).

According to McMahon (1992:124) pretend play can be of importance to those learners who have not begun to talk. Make-believe actions such as pretend hair brushing or telephoning can be used, as well as toys, pictures and drawings. Sensory activities including touch, taste and smell can be to the benefit of disabled learners.

The researcher views play as a vehicle for teaching special needs learners typical skills that may be seen as worthwhile in a pre-school environment, such as social skills like sharing and taking turns. It can also be used to teach them academic skills, such as colours, numbers and vocabulary. Play can also be a means of enhancing normalization and helping the learner integrate into the mainstream. It can assist the special needs learner with his development within the family, classroom and community.

A disability may be linked to emotional problems in various ways. It may be that their physical or mental limitations have deprived learners of the opportunity to experience the world or develop their creativity and sense of self through play. It may be that early experiences of neglect or deprivation have led to potentially normal learners being denied opportunities for development, resulting in learning difficulties. It may be that early experiences of separation and loss, of unresolved pain, anger and fear, may leave learners unable to take advantage of present opportunities (McMahon 1992:124).
The following suggestions support the developmental needs of learners with disabilities through play (Isenberg & Jalongo, 1993:48):

- Provide opportunities for learners to practise specific skills: a learner with a physical disability that has to make use of a walker can, for example, participate as a goalie in the class games of soccer.
- Enhance language development: hearing-impaired learners are often reluctant to use language in large group settings. In pretend play settings a hearing-impaired learner has the opportunity to use language during interactions with peers and educators.
- Reduce the effects of stress in learners’ environment: after repeated hospitalization or a family disruption, play provides a powerful vehicle in helping learners to regain a sense of control over their lives.

According to Musselwhite (1986:15) play activities have also been found to reduce undesirable behaviour, including stereotypes such as head-banging or rocking. An adaptive play program can thus simultaneously increase desirable behaviour and decrease undesirable ones. Play may also be helpful to learners with language difficulties, cognitive delays or other mental and physical disabilities, which restrict their ability to talk about their feelings and experiences.

5.12 PLAY FOR LEARNERS FROM CULTURALLY DIVERSE GROUPS

The researcher is of the opinion that play can be used successfully in multicultural classrooms. Isenberg & Jalongo (1993:48) offer the following suggestions that educators can use to realize the potential of play in multicultural classrooms:

- Accept cultural differences of learners: educators should realise that each cultural group is unique and that their child-rearing practices affect learners’ play. Educators should also have respect for families from different economic levels.
• Help learners explore their cultural backgrounds through appropriate play activities and material: learning about the background and culture of the learners help bridge the gap between school and home. Educators need to know what toys learners have at home, what experiences they have had outside the home, for example, going to restaurants. How parents feel about play is also important.

• Be particularly sensitive to gender and racial issues as learners enact familiar roles: the way in which educators communicate messages about what girls, boys and people of colour can do, affects how learners view themselves and their competencies. Educators should ensure that there are culturally diverse toys such as puppets, dolls, puzzles, musical instruments and books in the classroom.

5.13 EMOTIONAL INTELLIGENCE AND PLAY

The concept of emotional intelligence has implications for raising and educating learners. According to Shapiro (1997:3) emotional intelligence was first used to describe the emotional qualities that appear to be important to success. These qualities include empathy, expressing and understanding feelings, controlling one’s temper, independence, adaptability, popularity, interpersonal problem-solving, persistence, friendliness, kindness and respect.

According to Kim (2005:1), emotional intelligence is the ability to perceive accurately, appraise and express emotion, the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge, and the ability to regulate emotions to promote emotional and intellectual growth.

Emotional intelligence is studied in an attempt to extend our understanding of intelligence by going beyond what we traditionally measure through intelligence tests. It extends our understanding of ourselves and our relationship with our environment. Schools can be seen as organic units that grow and develop and within which all the role-players, their actions and their knowledge are interrelated and interact with the
surrounding environment. This is the place where learners can acquire useful knowledge about their future social behaviour through exchanges (McCluskey (i), 1997:1).

Learning in school is a progressive and planned activity. Foundation phase learners are different from adults. They need to be prepared for the adult world at the same time as they need to be protected from it. It seems that with the advent of an electronically networked society, the clear distinction between childhood and adulthood is disappearing. Currently learners are increasingly being subjected to the whole range of emotions known to adults. They are also being subjected to a wide variety of relationships, from the best to the worst (McCluskey, 1997:1).

According to Saphiro (1997:11) the problems of today’s learners can be traced back to the complex changes in social patterns that have occurred lately. These changes include divorce rates, the pervasive and negative influences of the media, the lack of respect for schools as a source of authority and the little time that parents spend with their children. In order for the foundation phase learner to be happy and healthy, it is necessary that educators should change the way these learners think.

According to McCluskey (1997 (i):1), research has shown that the formation of emotional skills is much easier in the formative years from birth to late teens. Although school seems to be the major activity in that age group, emotions rarely have a place in schools. It is only when emotions disrupt the class, that the educator will pay attention to it. Almost all the efforts in school are concentrated on developing cognitive skills like reading, writing and mathematics. It also seems that there is little or nothing in the training of educators that prepares them for equipping learners with emotional skills.

Emotional intelligence can be regarded as personal intelligence. This includes two separate intelligences, namely interpersonal intelligence, which is the ability to understand the feelings and intention of others, and intrapersonal intelligence, which is the ability to understand one’s own feelings and motivations (McCluskey (i), 1997:2).
Learners are subject to ever-increasing pressure as changes in our world accelerate and more and more aspects of life become uncertain. Life expects of them to be flexible and to adapt. Learners find it difficult to be flexible when fear and anxiety are just below the surface. Emotions such as stress, anxiety and anger are known to have serious adverse effects on the physical health of learners (McCluskey (i), 1997:2).

The researcher agrees with McCluskey (1997 (ii):3) that through play the following skills of emotional intelligence can be introduced into schools:

- **Self-awareness**: it is important that learners should be aware of the relationship between thoughts, feelings and actions. They should be able to recognise feelings and put a name to them.

- **Managing emotions**: learners need to be made aware of what is behind feelings. They need to find ways to deal with anger, fear, anxiety and sadness. They also need to learn how to soothe themselves when they are upset. Learners also need to understand what happens when emotions get the upper hand, and how to gain time to judge if what is about to be said or done in the heat of the moment, is really the best option.

- **Empathy**: learners need to understand the feelings of other people in their environment. They must also be aware of the perceptions of these other people. Learners also need to be able to distinguish between what others do or say and personal reactions and judgements.

- **Communication**: learners need to be made aware of what feelings they communicate to other people. Enthusiasm and optimism are contagious as are pessimism and negativity. The ability to express personal concern without anger or passivity is a key asset. Good communication skills will help the learner with the development of quality relationships with other people in his or her environment.

- **Co-operation**: learners need to know how and when to take the lead and when to follow. This is essential for effective co-operation. They also need to recognise the value of the contributions made by others and encourage them to participate. They also need to take responsibility and recognise the consequences of decisions and acts and follow through on commitments.
- Resolving conflicts: learners who are in conflict are generally locked into a self-perpetuating emotional spiral in which the subject of conflict is rarely the key issue. Much of the resolution of conflict calls on using other emotional skills such as self-awareness, managing emotions, empathy, communication and co-operation.

Learners from culturally diverse backgrounds can be at risk when their cultural context is neglected in the assessment of their emotional intelligence. Research has shown that basic emotions such as happiness, surprise, fear, anger, disgust and sadness are universally expressed and recognized. Cultural variations have been documented for a wide range of emotional processes, including judgements of the level of emotional intensity, categorization of emotions, emotional behaviour repertoires and emotion regulation processes (Kim, 2005:1).

Lewkowicz (1999:14) found that foundation phase learners have the ability to make healthy, positive choices about how to think, feel and behave when they are given the tools and context to do so. Choices lead to consequences and the accumulation hereof forms the person one is. Learners have the ability to choose who they want to be by consciously choosing among options.

Since choice is based largely on habit, the foundation phase learner will need guidance at first as well as a great deal of practice to make the right choices. Educators have the opportunity and ability to offer these learners the necessary tools to make positive and healthy choices. Through play the educators can encourage the development of their learners’ emotional intelligence. Participating in a play program can be enjoyable and can help the learners to realise their full potential (Lewkowicz, 1999:15).

According to the researcher, Gestalt theory studies the individual, in this case the foundation phase learner, as a whole. During play therapy the therapist will guide this learner to become aware of his own feelings and those of others. The foundation phase learner will also learn how to function within the bigger environment. Fourie (2002:4) found that the therapeutic process allows the foundation phase learner to
make choices and to take responsibility for his own actions. Gestalt therapy thus contributes to establishing skills of emotional intelligence in this learner.

5.14 CONCLUSION

To make sense of the world is an enormous task for foundation phase learners. They are constantly at risk of being overwhelmed by events or feelings. They bring into play whatever aspect of their ego has been hurt most. To play it out is the most natural self-healing method. By playing out their own feelings and fantasies, learners come to terms with them and achieve a sense of mastery. They can safely express anger and aggression without harming other people or themselves.

Play is an excellent resource tool for parents and educators working with learners who have special needs. Learners who have suffered profound difficulties in their lives may respond quickly to play. Learners whose infancy did not provide good enough mothering remain disintegrated unless they receive containment and primary care in which play forms a part.

In addition to the actual lesson, play provides ongoing classroom opportunities for developing awareness of and active participation in the choice-making process. Through play the foundation phase learners come to realise that each of their thoughts, feelings and behaviours are based on choices that they have made and for which they are responsible. It provides a structure within which these learners can deal more appropriately with the feeling the next time it occurs. Through play the learners can thus become emotionally intelligent.

Play therapy works because play is a learner’s natural means of expressing, communicating and coping with feelings. The therapist provides the play setting within safe boundaries which makes this healing possible. Through attentiveness and reflective listening on the part of the educator, he or she offers the learner a containing relationship in which his or her anxieties can come to the foreground.

Chapter 6 will pay attention to group work. Group work will be addressed from an Outcomes Based Education perspective as well as from a Gestalt perspective.
CHAPTER 6

GROUP WORK

6.1 INTRODUCTION

All learners need to develop a sense of their own autonomy and feelings of increased personal power. Primary school classrooms are places where such growth can flourish or wither. The easiest way for educators to ensure that the learners in the foundation phase have enough opportunities to learn from one another is by using group work in the classroom (Flanagan, 1998:140).

Group work not only appears to be a device for overcoming logistical problems within the modern primary classroom, but also appears to have considerable cognitive and emotional benefits for learners of different ability, gender and race (Galton & Williamson, 1992:45).

The researcher decided on a group work program as a means of involving all the learners and their educator at the same time. Educators face the challenge of teaching large classes on a daily basis. The researcher aimed to keep the size of the group in accordance with what the educators have to deal with on a daily basis. This chapter, therefore, necessitates a discussion on group work.

The researcher has found that group work with regard to Outcomes Based Education has similar characteristics to Gestalt group work. Outcomes Based Education provides a curriculum framework within which group work takes place. Gestalt theory, on the other hand, provides a therapeutic frame of reference for group work. The presentation in figure 9 has been developed by the researcher to show the similar characteristics which will be discussed in this chapter.
Figure 9  Characteristics of Outcomes Based Education as well as Gestalt group work
6.2 GROUP WORK IN THE OUTCOMES BASED CLASSROOM

6.2.1 Definition of a group

According to Brown (1988:2) a group exists when two or more people define themselves as members of it and when its existence is recognised by at least one other. Brown defines ‘other’ in this context as a person or group of people who do not so define themselves (Brown 1988:2).

According to Jaques (2000: 1) a group possesses the following qualities:

- Collective perception: members are collectively conscious of their existence as a group.
- Needs: members join a group because they believe it will satisfy some needs or give them some rewards.
- Shared aims: members hold common aims or ideals that to some extent bind them together.
- Interdependence: members are interdependent inasmuch as they are affected by and respond to any event that affects the members.
- Social organization: a group can be seen as a social unit with norms, roles, statuses, power and emotional relationship.
- Interaction: members influence and respond to one another in the process of communicating. The sense of ‘group’ exists even when members are not present in the same place.
- Cohesiveness: members want to remain in the group to contribute to its well-being and aims and to join in its activities.

None of these characteristics by itself defines a group, but each indicates important aspects. If a group consciously wants to regard itself as a group, it must exist long enough for a pattern of interaction to develop.
6.2.2 Advantages of group work

Group work teaches the learners to co-operate independently of the educator. This enables a greater degree of flexibility of classroom organisation. It forms the base from which the learners can venture out and return as they need. It also forms the base from which the educator can work to provide the best learning experience for the class (Reid, Forrestal & Cook, 1982:5).

Group work is active. It gives the shy learner, who will not contribute in the full class, the chance to contribute in the group. There is a peer-tutoring aspect to most group work. Errors in understanding are ironed out in a relatively supportive atmosphere (Petty, 1993:169).

According to Petty (1993:169) group work is an enjoyable activity in itself and provides numerous opportunities for learning. It tends to hand the responsibility of learning over to the group members. Learners get the chance to practise higher order mental skills such as creativity, evaluation, synthesis and analysis. They also practise skills such as the ability to work and communicate with other group members.

According to the researcher, group work can also create group loyalty, especially if there is an element of competition. In group work the members are being valued and accepted. This has important implications for educators who are trying to change attitudes, values or prejudices.

When learners work in a group they can learn from one another, thereby removing the stigma of failure from slow learners. Learners are given a chance to work at their own pace and become less educator dependent. During group work learners come to respect the strengths and weaknesses of one another. An advantage for educators is that it enables the educator to tailor the range of tasks which are more appropriate to the learners’ needs and abilities (Rowland, 1987:131).

Hall & Hall (1988:228) found that by using group work the class moves towards taking more responsibility for the discipline and problem-solving in the class. Learners provide a great deal of mutual support and they help one another to maintain
a positive view of themselves. Their academic development seemed to improve at the same time as their personal and social skills.

The researcher is of the opinion that group work also benefits the educator. Hall & Hall (1988:228) mention that educators become less forceful, calmer, more learner-centred and view learners in a more positive light. Educators seem to get along better with their learners and allow them to participate more in classroom discussion.

6.2.3 Social and emotional effects of group working

According to Reid et al. (1982:5) group work has beneficial social, emotional and cognitive outcomes. Learners become actively involved in the learning process and a secure and supportive learning environment is provided. Group work can also create an improved relationship between educator and learners.

The way learners perceive themselves is a major determinant of their subsequent behaviour, governing both relationships with other people and the motivation which they bring to a particular task. Working in groups has an important effect on the social identity of learners which is one of the components of every individual learner’s self-concept. A learner’s self-concept will be formed partly by the way in which he or she evaluates the interactions with his or her peers and partly through his or her identification with certain characteristics of the particular group to which he or she may belong (Turner, 1982:46).

When learners sit in groups in a classroom, they are likely to achieve more if they are encouraged to co-ordinate work towards a common shared outcome. The greater proportion of task related conversation within such groups, seems to improve learners’ self-esteem and increases their motivation (Galton & Williamon, 1992:43). According to Hall & Hall (1988:225), when educators organize the lessons so that the learners have to work in groups, there is an increase in the effectiveness in both task-related and socio-emotional areas.
The researcher agrees with Hall & Hall (1988:230) that the foundation phase learners tend to respond more readily to a request for sharing feelings. There is a small minority of educators that seem to be cut off from their feelings so that they can only respond at an intellectual level. One of the advantages of sharing experiences with the whole group is that it assists the individual to become aware of and tolerate a wide range of different experiences.

6.2.4 Group work activities

Table 8 gives a summary of possible group work activities that can take place within the Outcomes Based classroom (Petty, 1993:170).

**Table 8 Summary of possible group work activities**

<table>
<thead>
<tr>
<th>Group activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single tasks</td>
<td>Groups are asked to carry out a task or sequence of tasks, for example, an experiment, a question to an answer or a set of books to research.</td>
</tr>
<tr>
<td>Same, selected and different tasks.</td>
<td>The tasks can be identical for each group or selected by the group from a list of options. Open-ended tasks should be used.</td>
</tr>
<tr>
<td>Group competition</td>
<td>Each group has the same task. The aim is to see which can do it best or fastest or the aim may be simply to compare the different approaches. Group competition can be used for designing an experiment or for answering a set of multi-choice questions.</td>
</tr>
<tr>
<td>The circus</td>
<td>A set of tasks is carried out by each group in a different order. At any given time, each group is carrying out a different task, but by the end of the circus all the groups have completed all the tasks. This group activity is usually used in science lessons. It allows the class to complete tasks for which sets of materials such as science apparatus are not available.</td>
</tr>
<tr>
<td>Group activity</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Buzz groups</td>
<td>Group members are asked to discuss in order to answer a question, solve a problem, draw up ideas for a design or decide on their attitudes to a scenario. The educator should arrange seating so that learners are facing one another. When the educator asks for feedback the learners will express their findings and hear those of the other groups.</td>
</tr>
<tr>
<td>Pyramiding or snowballing</td>
<td>This group activity is a way to extend buzz groups. After a buzz group session in pairs, two pairs combine to make a foursome in order to complete a related activity. If necessary these groups of four can then combine again to create groups of eight.</td>
</tr>
<tr>
<td>Brainstorming</td>
<td>It is a method to produce a large number of creative ideas for evaluations. All ideas are welcomed. No-one is allowed to judge ideas. Combining or improving previous ideas is encouraged.</td>
</tr>
<tr>
<td>Peer-tutoring and peer-checking</td>
<td>Peer-tutoring involves group members teaching one another. It allows the faster learners to teach the slower learner, and gives the slower one the chance to query misconceptions without embarrassment. Peer-checking is one method of peer-tutoring and is an under-utilized activity. Immediately after completing a calculation or diagram, learners are asked to check each other’s work in pairs or in small groups. For e.g., learners are asked to check details in a letter: They check if the address is correct, if it is dated and so forth</td>
</tr>
<tr>
<td>Group seminars</td>
<td>Each group researches a different topic and makes a presentation to the class. One member of the group or all of the group members can explain the group’s conclusions to the rest. Written notes or an overhead projector transparency can be used to give feedback.</td>
</tr>
<tr>
<td>Group activity</td>
<td>Description</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Advocacy</td>
<td>A debating topic is argued in pairs. After a few minutes the pairs are asked to switch ‘sides’ in their argument.</td>
</tr>
<tr>
<td>Empathy</td>
<td>Buzz groups can be asked to create a detailed empathy profile of someone, e.g., a person going to work for the first time.</td>
</tr>
</tbody>
</table>

### 6.2.5 Planning the activity

According to the researcher, group activities have to be planned. Petty (1993:178) feels that the educator must first decide on the objectives of the activity and be sure these can be met through the method of group work. Initially the educator should choose short activities. Each activity should be concrete, clear, concise and structured. The educator should also acquire and prepare the resources in advance.

### 6.2.6 Grouping

According to Petty (1993:179) the activity may determine the size of the group. Table 9 provides a comparison between a large and a smaller group.

**Table 9 COMPARISON BETWEEN LARGE AND SMALLER GROUPS**

<table>
<thead>
<tr>
<th>Larger group</th>
<th>Smaller group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The greater the confidence the group has in its findings, the more likely that it will challenge the educator’s opinion.</td>
<td>There will be more activity.</td>
</tr>
<tr>
<td>It is more likely that the group will interpret the task correctly.</td>
<td>There will be fewer passengers.</td>
</tr>
<tr>
<td>The group will have more experience to draw on.</td>
<td>Decisions will be made faster.</td>
</tr>
<tr>
<td>It will take the educator less time to visit all the groups.</td>
<td></td>
</tr>
<tr>
<td>The decision making process will be slower and the difficulty in achieving consensus greater.</td>
<td></td>
</tr>
</tbody>
</table>
Educators may have a group of no more than about six learners, preferably in a quiet carpeted area of the classroom, for about twenty minutes per session on a regular basis. This can be difficult to arrange in a busy or large classroom, but use could be made of parent helpers or community workers (Chazan, et al., 1987:73).

The researcher is of the opinion that when educators are considering group work, their decisions need to be based on how appropriate the group work is to particular activities and to the age of the learners involved. How and when they are grouped will depend largely on the purpose of the activity and the developing abilities of the learners to determine if they will benefit from certain kinds of group work.

According to Galton & Williamson (1992:42) groups function best when they are of mixed ability. Such groups must include learners from the highest ability group within the class and must be representative of gender and race.

6.2.7 Managing group activities

When educators use groups a great deal, they need to organise the classroom and rearrange the furniture to suit the activities. The classroom furniture needs to be arranged so that learners can easily work in groups. When furniture has to be moved, the educator should give very clear instructions beforehand. Educators must ensure that the task is clearly explained and draw the attention of the learners to the all important summary which should be permanently available to the group (Flanagan, 1998:143).

The educator should not talk to the entire class during group work unless it is unavoidable. When educators visit the groups they should make sure that they do not remain with one group, however interesting its work may be. Body language is important. Smile and signal co-operation rather than judgment. Educators could ask the group to leave a spare chair for them. Educators should position themselves so that they can see the other groups (Petty, 1993:181).
According to Chazan, et al. (1987:73) it is essential that educators should have a plan of the play activities and their sequence over a number of sessions, while remaining sufficiently flexible to respond to the mood and interest of the learners in the group. Effective group work in the classroom concerns not only the capability of each learner to take on different roles within the group according to the nature of the task, but also composition of the other group members. Educators need to be able to categorise learners and to encourage them to analyse for themselves their own performance in order to regulate self-improvement (Brown, 1988:88).

6.3 GESTALT GROUP WORK

6.3.1 Aims in Gestalt group work

According to the researcher, the objective of Gestalt therapy is to facilitate the ability of an individual to experience Gestalt-formation to regulate his own homeostasis around this experience within the here and now. The aim of Gestalt group work is threefold, namely self-support, awareness in contact and integration. Learning can be enhanced through group work. Van Heukelem (2001:1) suggests that the following three steps should be taken into consideration in the process: orienting the students, providing opportunities to practise and providing opportunities to reflect on practice.

Ford-Martin (2005:1) and Van Heukelem (2001:1) agree that group therapy gives learners a safe and comfortable environment in which they can solve problems. They also gain insight into their own thoughts and behaviour. It also allows for opportunity to offer suggestions and support to others. The group experience provides an arena to explore relating and interactive skills. Learners who find it difficult to have interpersonal relationships can benefit from the social interaction that is a basic component of group therapy.

Group work is ideal for learners who need to practise contact skills. It is a safe environment in which present behaviour can be experienced and new behaviour practised. The group can be used to deal with the learners’ projections. It can also be used to examine the learners’ introjects, assisting them to give up what is not suitable (Oaklander, 1988:285).
Friedman (2005:1) states that group therapy has many advantages over individual therapy. Learners are comforted by listening to other learners discussing their problems and realising that they are not alone. Learners gain hope by watching the progress of other learners and experiencing the satisfaction of being helpful to others. It also gives the learners the opportunity to model positive behaviour they observe in others. Trust and cohesiveness develop within the group which improve each group member’s self-confidence and interpersonal skills. Group therapy is cost effective and reduces the time needed by the therapist.

According to Tomasulo, Keller & Pfadt (1995:2) group work has the advantage that a more richly interactive group communication process can take place through facilitation. More learners can be served in the group format. A group allows learners with similar issues to gain support in ways not possible in individual counselling.

Through giving and receiving feedback and experimenting with new behaviours, the participating learners will begin to expand their self-awareness. Group work contributes to the ongoing learning of skills of learners in the here and now, while growing and learning about themselves. It also offers the opportunity for learners to discover how others are experiencing them (Lyons, 1997:3).

The researcher has found that group therapy has some disadvantages. Some learners may be less comfortable speaking openly in a group than in individual therapy. Some group feedback may actually be harmful to members. According to Friedman (2005:1) the process of group interaction itself may become a focal point of discussion, consuming a large amount of time compared with that spent on the actual problems of the learners.

6.3.2 Role of the Gestalt group worker

During group therapy the group worker will attempt to emphasize the common traits among learners so that they can gain a sense of group identity. The researcher agrees with Ford-Martin (2005:2) that through group work the learners realise that others share the same problems. Learners also gain a certain sense of identity and social acceptance from the others in the group. They realise that they are not alone, but are
surrounded by others who have the same anxieties and emotional problems. Witnessing how other learners deal with these problems may supply them with new solutions to their own. Feedback from other learners in the group also offers them a unique insight into their own behaviour.

Young learners with vulnerable contact functions often find a group quite threatening. Initially, they need to learn to trust the group worker before they will be able to project themselves in the presence of other learners. It is the group worker who must set the tone of the group as a place where learners can feel safe and accepted. It is important that the group worker joins in many of the activities, takes turns at playing games, acts out characters or tells stories. The group worker should be alert to and aware of each learner. If a learner is upset or hurt, the group worker needs to be able to sense it. The group should be an environment that learners can trust and where nothing hurtful to any learner will be passed over by the therapist (Oaklander, 1988:290).

Matters discussed by the group remain confidential. In Fritz Perls’s application of his Gestalt approach to group work, the group worker usually works with one group member at a time. It is the group worker’s role to facilitate member participation and interaction, focusing conversation and mediating conflicts among members. The group worker also offers emotional support when needed, facilitates the establishment of group rules and ensures that the rules are followed (Friedman, 2005:1).

According to Doerrmann (1999:3) it is essential that the group worker is well rooted in his or her own personal self. The group worker should have a sound knowledge of Gestalt therapy techniques and strategies. He or she needs to create a structure wherein the awareness of inner and outer contact boundaries is optimised. He or she needs to be imaginative, flexible and intuitive to maximise such an experience. His or her attitude towards the learners in the group will become a model to the group members in dealing with introjections and in arriving at self-nurturance (Baum & Christiansen, 1997:29).
6.3.3 Administrative aspects

The group worker should plan properly to ensure that the available time is fully utilised. The equipment and material should be well prepared in advance. Sometimes the best prepared group session requires adaptation or spontaneous re-direction. The group worker needs to be flexible and responsive to the immediate emerging needs of the learners (Van Heukelem, 2001:5).

6.3.4 Selection of group members

There are many different types of groups. Groups may be homogenous, i.e. having learners with similar diagnostic backgrounds or heterogeneous, i.e. having learners with different emotional needs. Groups can be open or closed to the acceptance of new members after the initial session (Friedman, 2005:1).

The age of the learners influences the planning of the group significantly. The developmental characteristics of a particular age group determine the cognitive, motor, linguistic, gender-specific and social challenges which may be structured for a particular group of learners (Van Heukelem, 2001:6).

6.3.5 The size of the group

According to Ford-Martin (2005:2) the number of group members varies, but is typically no more than twelve. Friedman (2005:1) confirms that the average group has six to twelve members who meet at least once a week. Oaklander (1988:285) is of the opinion that each therapist needs to decide on the size and kind of group that he finds most productive. There cannot be one general rule for all. Groups may be limited to a predetermined or indefinite number of sessions where the group determines when therapy ends (Ford-Martin, 2005:2).

Van Heukelem (2001:6) is of the opinion that for younger learners who are more adult-centred in their interactions, a smaller learner-therapist ratio is suitable. In general the indication is to have smaller groups for young learners. When the groups are bigger it is beneficial to have a co-therapist. It is important that the therapist and
co-therapist are compatible in their working styles and share the same therapeutic objectives. Schoeman (2000 (ii):5) indicated that often practical problems determine that only one therapist is available to attend to a group.

The smaller the group the greater the likelihood of trust and closer relationships among group members. In a larger group there is a sense of competition and a greater differentiation of roles may be expected to occur. The researcher has found that the opportunity for each member to contribute diminishes in inverse proportion to the number of members in the group. The discrepancy in level of participation between high and low contributors is disproportionately greater (Jaques, 2000: 156).

6.3.6 Frequency and duration of the group sessions

Axline (1980:246) mentions in this context that it helps to state the number of sessions that will be held and the time of each session from the onset. Such a structure creates security for the parents, the learners and the therapist and it promotes good attendance.

The time that elapses between group sessions should not be longer than a week. In the case of adolescents, group sessions can be held once a week. In the case of the younger learners in the foundation phase, whose short-term memory is not well developed yet, group sessions should be held twice a week (Schoeman (ii), 2000:6).

The therapist should allow a finishing time for every group meeting. Learners must be given the opportunity to comment on the session and say whatever they need to say to anyone in the room. The learners also report on how they feel at that moment and communicate any appreciation, resentment or wants (Oaklander, 1988:290).

6.3.7 Pre-preparation of group members

According to Schoeman (2000 (ii):6) the group members should know where they will meet, what they will be doing during group sessions, the time they will meet and if there are any costs involved. The members should be prepared as to what will
happen during the session. They need to know that they may learn from one another or it may happen that they could hurt one another.

Corey (1990:320) proposes the following group goals that apply to all the members of the group:

- Members need to learn to communicate needs clearly.
- Each member needs to learn how to deal with others and himself during conflict.
- Each member needs to develop skills in supporting and empowering other members.
- Members need to learn to challenge one another’s boundaries of the neurotic layers.
- Members need to be committed to create community, trust and share.
- Members need to use group resources versus constant dependence on the leader.

6.3.8 Group rules and boundaries

According to the researcher, it is important to establish group rules. Group rules can include rules such as allowing one person to finish talking without being interrupted. The group can be allowed to monitor and enforce these rules. Oaklander (1988:165) considers rules to be an important aspect of therapy. Rules include limitations on time, the abuse of equipment and the playroom, as well as not removing equipment from the playroom. There should also be no physical abuse of the therapist or the learners themselves.

According to Ford-Martin (2005:2) there are no definite rules for groups. Learners are asked to participate to the best of their ability and not to share what goes on in therapy sessions with anyone outside of the group. Learners may also be asked not to see other group members socially outside of therapy because of the harmful effects it might have on the dynamics of the group.
Schoeman (2000 (ii):6) mentions that the group worker should inform the learners that they may be interrupted. The learners should also be informed that they will be held responsible for what they say.

6.3.9 Structure

Group sessions with learners are structured, i.e. the group worker has a good idea of what he or she will be doing in that session. It is important that the group worker should be open, flexible and creative. Oaklander (1988:285) usually begins her group sessions by having the learners make rounds. Each learner is given a chance to report his or her present feelings and awareness. They can also share anything that has happened to them since their last meeting. This allows each learner an opportunity to participate.

It is common to use structured or focused group play techniques when it seems likely that learners will benefit from sharing difficult experiences with one another and realising that they are not alone. Playful tasks and games to help learners feel relaxed and comfortable in a group are used initially, followed by specific games to deal with areas which are causing difficulties. The therapeutic value more often comes from the recognition and communication of feelings rather than directly from the play experience itself (McMahon 1992:49).

6.3.10 Contact with the parents

The parents should be contacted in advance to give permission that their child may participate in group work. They should be informed not to contact the group worker afterwards to get information about what happened during the group session. Parents should also be informed not to confront the learners for that purpose (Schoeman (ii), 2000:6).

According to Van Heukelem (2001:7) parents and learners need to know if the group is going to be discussed with colleagues, supervisors and students. Parents need to be informed when their child will be on a demonstration video. Consent forms need to be signed if the video is earmarked for viewing by other professionals and students.
6.3.11 The learner’s process in the group

Before meaningful therapy can take place the group worker needs to gain insight into the individual processes of the learners. The group worker should structure initial sessions in such a way that he or she becomes familiar with the learners’ processes and for the learners to gain an understanding of one another. Insight and sensitivity into another learner’s process can offer affirmation of his or her own uniqueness to each individual learner within the group (Van Heuken, 2001:5).

Oaklander (1988:287) views the group process as the most valuable aspect of group work with learners. Their interpersonal relations are being displayed by how they experience one another and how they react and relate to one another in the group. It allows the learner to become aware of how he interacts with other learners and to take responsibility for what he does. Learners also learn that other learners have similar feelings and problems.

6.3.12 Maintaining the balance

During group work the therapist should deal with the layers of neuroses and defence mechanisms in order to maintain homeostasis. Rudolph and Thompson (2000:5) mention that according to Fritz Perls there are five layers of neuroses which have to be dealt with during group work. The five layers can be identified as the phoney layer, the phobic layer, the impasse layer, the implosive layer and the explosive layer.

According to Rudolph and Thompson (1996:4) there are five defence mechanisms to deal with during group work. They are introjection, projection, retroflection, deflection and confluence. Jaques (2000:71) also identified eight typical defensive strategies. These are:

- Concer with self-image.
- Stopping of group members from expressing their own ideas.
- Attempts to dominate the discussion.
- Constant attempts to change other group members’ opinions.
- Response always with certainty and force.
- Judgment
- Implication of superiority.
- Avoidance of the expression of feelings.

A more detailed discussion on the layers of neuroses and defence mechanisms will follow in chapter 7.

6.3.13 Techniques in Gestalt group work with foundation phase learners

According to the researcher, activities for large groups should encourage the learners to discuss their experiences and feelings about events. Learners need to be able to identify and express verbally their full range of feelings. If children hear one another speak of their feelings, they tend to feel relieved. Learners should also be given the opportunity to identify their positive feelings.

Shen (2005:4) found that certain learners will naturally be quite vulnerable. Others will provide little indication of an emotional reaction. Educators and counsellors can assist those learners who are timid to verbalize their thoughts and emotions, through the use of other mediums such as puppets chosen by the learner, art, music or stories. Learners should also be taught to respect other learners’ emotions.

Structured group play techniques are used when it seems likely that learners will benefit from sharing difficult experiences with one another, since they discover that they are not alone. In the beginning group games should be playful to help learners relax and feel comfortable. This is followed by specific games to deal with areas which are causing difficulties. The therapeutic value more often comes from the recognition and communication of feelings rather than from the play experience itself (McMahon, 1992:49).

The following techniques can be used in group work to enhance awareness, responsibility and listening skills (Oaklander, 1988:289):
• Tell the learners to speak directly to one another rather than tell the therapist about one another, e.g. “He teased me!” becomes “I don’t like you teasing me!”

• Learners can go around the room making statements to each learner such as “Something I like about you is...; something that bothers me about you is...”

• Learners can be directed to substitute statements for questions. E.g. “Why did you tease me?” really means “I don’t like it when you tease me.”

• The therapist should pay attention to how learners listen to one another. Learners often interrupt, daydream or are disruptive. The therapist can request a learner who interrupts others to leave the room until he or she is ready to return and co-operate.

According to Rudolph and Thompson (2000:7) the following Gestalt techniques can be used to break down the neurotic layers:

• Semantic rules: learners need to give I-messages and avoid blame. Substitute “I can’t” with “I don’t want to”.

• Working in polarities: learners need to know that it is fine to experience polarities within their own world. They are allowed to feel sad and angry that Daddy left Mommy, but they may still miss him and enjoy his phone calls.

• The empty chair technique: this technique can be used when a learner experiences strong emotions towards another learner or adult and feels helpless to express these feelings directly. The learner can face the “empty chair” and pretend that it is the learner or person who causes him so much grief. He can vent his feelings at the empty chair within a safe environment.

• Topdog versus underdog: this technique deals with the duty that one thinks one has versus the fun one wants to have.

• Fantasy games: this facilitates awareness of the learner’s feelings in the here and now.

• Dream work: this technique focuses on the present relevance of the dream content.

• Applause: this activity can be used to build self-confidence.
When projective techniques are used, the focus for group work needs to be centred on the following core principles that (Schoeman (ii), 2000:13):

- enhance awareness
- allows each learner the satisfaction experienced from having shared him- or herself and having been accepted
- works strictly in the present
- neutralize the unfinished issue where neurotic layers are blocking an individual member from experiencing himself in a real sense.

Other techniques that can be used in gestalt group work are (Corey, 1990:335):

- Non verbal language: make the learner aware of eye contact, body language, volume or pitch of the voice, etc.
- Responsibilities: allow each learner to take responsibility for his or her own feelings (E.g.: “I take responsibility for…”)
- Dialogue: allow the learner to create a dialogue between the polarities within himself.
- Rounds: a round is suitable for the beginning of the group. Learners need to get in touch with themselves and with one another (Van Heukelem, 2001:8). Use rounds to give each learner the opportunity to say anything that he or she will not usually verbalise. Each new round should start at a new learner.
- Exaggeration: exaggerate a learner’s attitudes and feelings to make him aware of what he does, feel or say. Allow the learner to overreact. This will create awareness.
- Music: make use of peaceful music in the background and allow learners to share with the group how the music makes them feel.
- Building of self confidence: each learner in the group must say something positive about another one. This technique can be used in combination with applause.

Role play can also be a useful technique. It refers to the enactment of an encounter or relationship, often within an agreed scenario, in order to get inside the human
experience of a problem. Role play is not just about acting. It reveals much about the real feelings and skills of those involved and it is possibly this that makes it so threatening to some (Jaques, 2000:135).

6.4 LIMITATIONS OF GROUP WORK

According to the researcher, group work has certain limitations. Creativity and learning can be essentially personal processes, requiring uninterrupted private thought. Groups can branch off in the wrong direction or they may be dominated by a determined individual. Certain group members may become passengers, letting others take the lead.

Groups involve a level of awareness of self and others’ perceptions that may hardly feature in a pair. Underlying group members’ behaviour there are several personal needs, wishes and behaviour traits that can lead to a climate that is less than open. There are often members to whom openness, trust and intimacy feel risky and where a climate of defensiveness is created (Jaques, 2000:71).

According to Schiffer (1971:119) the foundation phase learner can become confused because the playgroup differs from his experience in the structured, educator-supervised classroom. The playgroup can become a preferred experience and it can be expected that the learner could start to behave in the class as he has been permitted to do in the playgroup. The educator might have difficulty regaining discipline.

6.5 CONCLUSION

It is the responsibility of the school to identify those learners in the foundation phase that maintain themselves with extraordinary difficulty and to initiate therapeutic procedures to help these learners. Learners sometimes need to experience success in the very place which exposed their failure, namely the school.

Through therapeutic group work the learner’s self-image improves and his motivation for learning increases. The completion of unfinished business through Gestalt group work is often accompanied by improved achievement in subjects in which learners
have been deficient. A successful therapeutic experience which takes place in a school
not only alters a learner's perception of school, it also decreases negative feelings
towards learning.

The playgroup is different from the classroom in many ways. The foundation phase
learner discovers that he is free to explore and interact in the playgroup without being
disciplined and without interference. As the learner becomes secure, defensive
behaviour is less necessary.

Since group work forms part of the Outcomes Based Education practices, educators
can use these teaching strategies to create an awareness of individual feelings and
feelings towards one another. By making use of their group work facilitation skills,
educators can thus assist in the social and emotional well-being of the foundation
phase learner.

Chapter 7 provides a discussion on the Gestalt principles underlying the program.
These principles include field theory, here and now, awareness and responsibility,
unfinished business and the layers of neuroses. Attention is also paid to the
therapeutic relationship and homeostasis. At the end of chapter 7 the researcher
presents a working model for Gestalt group work.
CHAPTER 7

GESTALT PRINCIPLES UNDERLYING THE PROGRAM

7.1 INTRODUCTION

According to Ford-Martin (2005:3) Gestalt is a humanistic therapy technique that focuses on gaining an awareness of emotions and behaviours in the present (here-and-now) rather than in the past. Engle & Holliman (2002:177) states that Gestalt therapy focuses on the expression of emotions. This is regarded as important because it allows the formation of a new Gestalt. The therapist does not interpret experiences for the learner and the educator. The therapist, learner and educator work together to help them understand themselves.

According to Doerman (2005:2) Gestalt therapy probably has a greater range of formats than any other therapy technique. Gestalt therapy is practised with individuals, couples, families as well as groups of children. Therapy begins with the first contact. Assessment and screening are done as part of the ongoing relationship between the learner, educator and therapist.

The major goal of Gestalt therapy is self-awareness. Unresolved emotions cannot fade into the background of consciousness, because the needs they represent are never satisfied. During group work the learner and the educator work on uncovering and resolving these interpersonal issues. Both learner and educator identify current emotions, particularly ones that are painful. They are confronted with their unconscious feelings and needs and are assisted to accept and assert those repressed parts of themselves (Doermann, 2005:1).

Since the program for creating a contact making process of inclusion between educators and learners in the foundation phase is based on Gestalt principles, chapter 7 necessitates a discussion of these principles. These principles include the field theory, here and now, awareness and responsibility, unfinished business and avoidance, change, layers of neuroses and defence mechanisms, therapeutic relationship and homeostasis.
7.2 FIELD THEORY

According to Gestalt psychology, foundation phase learners and educators have an inherent tendency to view occurrences as a whole. As human beings, they function as a whole. According to this holistic perspective, body and psyche, as well as the individual and his world, are intertwined (Meyer, Moore, & Viljoen, 1997:37).

The Gestalt field theory sees learner and educator as existing within their own field or environment. According to Aronstram (1994:663) they cannot live without the field and are constantly in contact with the field. The learner and the educator are dependent on their physical fields for water, food, oxygen and other provisions. They simultaneously depend on the social field for love, friendship, acceptance and other social needs. Philipppson (2005:1) makes it clear that learner and educator can thus be defined by their fields and the creative adjustment they make in their fields.

The law of Pragnanz states that the field will form itself into the best Gestalt that conditions will allow. Regardless of their circumstances, foundation phase learners and their educators have an innate drive to self-regulation. As self-regulating organisms they will use everything available in their fields to regulate themselves. Through awareness and dialogue they can spontaneously achieve this drive for self-regulation (Yontef, 2001:13).

Philipppson (2005:2) bases the field theory on the following four principles:

- The principle of organisation: according to this principle the learners’ and the educator’s thoughts, feelings and behaviour are based on their interaction with their field at that moment.
- The principle of singularity: this principle states that each learner-situation field and educator-situation field is unique.
- The principle of changing process: since the field is continuously changing, the learner and the educator must invent new ways of balancing their needs and interests with the possibilities in their field.
- The principle of possible relevance: according to this principle any part of the field is possibly relevant to the situation.

According to the researcher the foundation phase learner and the educator exist within their own fields or environments. These fields have been indicated in chapter one, figure 1 and figure 2. The field is seen as a whole. The parts within the field are in immediate relationship and responsive to one another. No part is untouched by what is happening elsewhere in the field. It is important that the educator should be aware of his own field as well as that of the learner. Within the educator-learner relationship, the fields of both educator and learner meet and influence the feelings and behaviour of both parties.

The learner and the educator exist by differentiating themselves from others and by connecting themselves with others. The existential perspective focuses on the foundation phase learner’s as well as the educator’s existence and relations with each other. It focuses on the joys and sufferings that they directly experience. According to the existential perspective, learner and educator are continuously discovering themselves. Through Gestalt therapy they find a way of being genuine and responsible for themselves. Awareness enables them to choose and organise their own existence meaningfully (Yontef, 2001:9).

7.3 HERE AND NOW

According to Yontef (2001:5) Gestalt therapy emphasises that whatever exists is here and now and the experience is more reliable than interpretation. The learner and the educator are taught the difference between talking about what happened in the past and experiencing what is now. Awareness is always in the here and now, although the content of awareness may be distant. The act of remembering is now. What is remembered is not now.

The now refers to this moment, the therapy hour. Awareness takes place now, thus in the therapy hour. Therapy deals with experiences of the past that are of present importance to the learner and educator. Therapy focuses on experiencing the present situation rather than talking about what occurred in the past. The therapist encourages
the learner and the educator to become aware of immediate needs, meet them and let them fade into the background. The learner and the educator have a constant flow of needs and must be able to satisfy those needs (Doermann, 2005:1).

The researcher agrees with Doermann (2001:1) that clients are encouraged to explore immediate needs and unfinished business, which are worked through, by means of an experiment. Once a need has been acknowledged and dealt with, it recedes to the background. Past unfinished issues may emerge in the foreground and impact on the present. These unfinished issues are dealt with in terms of their present relevance.

Gestalt is an experimental therapy aimed at helping learner and educator make direct contact with their experiences in the immediacy of the moment. The focus on the present does not mean there is no interest in the past. The past is regarded as important only insofar as it is related to the learner’s and the educator’s present functioning (Corey, 1990:320).

In Gestalt groups, learner and educator bring past problem situations into the present by re-enacting the situation as if it were occurring now. The therapist encourages the group members to re-experience these past events by reliving them in the here and now so that the emotions that were repressed can come to the surface. With the support of the therapist and other group members an individual group member can allow himself to experience feelings that he has blocked out from awareness. After having experienced these feelings the group member can now begin to work through some of these feelings that are keeping him in the false layer (Corey, 1990:321).

7.4 AWARENESS AND RESPONSIBILITY

According to Yontef (1993:2) the goal of Gestalt therapy is for the learner and the educator to become aware of what they are doing, how they are doing it and how they can change themselves. At the same time they need to learn to accept and value themselves. It is through a process of exploration and experimentation that learner and educator achieve personal awareness.
In Gestalt therapy the learner and the educator learn to use their internal and external senses fully so they can be self-responsible and self-supportive. It helps both of them to regain the key to their state, the awareness of the process of awareness. It brings self-realisation through here-and-now experiments (Yontef, 1993:2).

Awareness is one of the primary therapeutic tools in Gestalt therapy. It is a form of experience that can be defined as being in touch with one's own existence. When there is full awareness, learner and educator will be in contact with the most important events in their field. This awareness is based on the dominant present need of both of them. It involves that they should know themselves, the current situation they are in and how they are in that situation. When the learner and the educator deny the situation and its demands or their wants and the chosen response, there is a disturbance of awareness (Yontef 2001:11).

Awareness is meaningful when learner and educator are aware of themselves in the world, in dialogue or relationship with the world and with awareness of others. Awareness is cognitive, sensory and affective. Learners and educators who verbally acknowledge their situation but do not really see, know, react and feel in response to it, are not fully aware and are not in full contact. Learners and educators who are aware know what they do, how they do it, that they have options and choose to be what they are (Yontef, 2001:11).

According to the researcher, awareness is a form of experience of being in touch with one's own existence, with what is. It includes knowing the environment, taking responsibility for one's choices, self-acceptance and the ability to make contact. Schoeman (1996:42) agrees that it is important for the learners and the educators to have the opportunity to make sensory contact with the external field. This will allow both learner and educator to observe what is going on around them and to position themselves in the world. Learners and educators who are not in contact with themselves cannot feel comfortable with their corporeality.

The task of the group members within a Gestalt group is to become aware of their experience and to realise the what and the how of such an experience. Through Gestalt therapy group members are assisted to take responsibility for their experiences
and actions, rather than blame others for who and what they are now (Corey, 1990:323).

7.5 UNFINISHED BUSINESS AND AVOIDANCE

According to Corey (1990:323) unfinished business includes unexpressed feelings such as resentment, hatred, rage, pain, hurt, anxiety, guilt and grief. It also includes events and memories that the learner and the educator keep in their background but which needs completion. If this unfinished business is not dealt with, it keeps interfering with awareness in the here and now and with the effective functioning of both learner and educator. The learner as well as the educator can start to exhibit behaviour such as preoccupation, compulsiveness, wariness, oppressive energy and self-defeating behaviour.

The concept of avoidance refers to the methods that the learner and the educator use to keep themselves from becoming aware of unfinished business. It also refers to the means the learner and the educator use to keep themselves from acknowledging the uncomfortable emotions associated with unfinished business (Corey, 1990:324).

7.6 CHANGE

The simplest way to change is through organismic self-regulation. Change happens in an effortless process of recognition of unfinished business and the selection of actions that will lead to Gestalt formation. In Gestalt therapy two kinds of change can be identified. Firstly, there is change within the person in attitudes, feelings, behaviours and expectations. Secondly, there is change within the environment. Therapeutic change must involve the underlying psychological mechanism in order to be effective (Van De Riet, Korb & Gorrell, 1980:70).

According to the paradoxical theory of change one can only change when one is truly oneself. If a client fails while trying to improve and does not change, that person changes only by stopping the attempts at improvement and by allowing him or herself to be exactly what he or she is (Van De Riet, et al., 1980:70).
According to Passons (1975:21) organismic self-regulation happens on several levels. One of these is awareness of physical needs. Self-regulation can also take place in relation to the environment and for internal events. Change cannot occur without awareness. Awareness must be present to clarify the need which dominates in the here and now. Awareness must also be available to the problem solving processes required to satisfy the needs.

7.7 LAYERS OF NEUROSES AND DEFENSE MECHANISMS

7.7.1 Layers of neuroses

The layers of neuroses are layers of the personality that we form like scabs over authentic functioning. Each layer acts as a defence against movement to the next. The layers are consecutive and discrete and need to be worked through in their specific order. It could happen that the learner and the educator have to return to an earlier layer. The layers of neuroses represent the learner’s and the educator’s style of keeping energy contained in order to maintain pretences. The five layers are (Philippson, 2005:14; Yontef 2001:15):

- The phoney layer: During this layer there is limited self-description and limited existence in the world. Actions are marked by trivial, stereotyped behaviour which is not true to their existential field. Role playing takes place and there is a feeling of being meaningless. Conflicts are never resolved since their existence is not acknowledged. The learner and the educator pretend to be what they are not. Conflicts are never resolved since their existence is not acknowledged.

- The phobic layer: The learner and the educator become aware of their insincere games, which mark the phoney layer. They also become aware of the underlying fear, which maintains the phoney games. This is ego-threatening and much energy is invested in avoiding dealing with this issue and to deny the fear. The learner and the educator will avoid the emotional pain that is associated with seeing aspects of themselves that they would prefer to deny.
The resistance of learners as well as educators in accepting themselves come to the fore-ground. This results in an imbalance of their homeostasis.

- The impasse layer: The awareness of the underlying fear, which maintains the phoney behaviour, leads to stronger maintenance of the games. During this stage there is no external support for the learners and their educators and they believe that they cannot support themselves. Self-support forms the basis for self-regulation. When they do not know this, external support becomes a replacement for self-support. By manipulating others they try to cope with this lack of support. This layer is characterised by learners and educators experiencing anxiety. If the environmental support falls away and the phoney games are no longer maintained, they experience an 'impasse' and get stuck in behaviour that inhibits growth. The therapist encourages, supports and challenges learners and educators to stay at the impasse and move into the next layer, which is the implosive layer.

- The implosive layer: If the learner and the educator allow themselves to experience the impasse layer fully, the implosive layer comes into being. The therapist supports them to stay with this layer and move to the next layer. When learner and educator make contact with this layer and their insincere ways, they expose their defences and begin to make contact with their genuine self. The learner and the educator are able to move past this layer by considering alternative behaviours and seeking a change.

- The explosive: This layer refers to the ability of learner and educator to explore alternatives actively and by so doing, finish unfinished business and form a Gestalt. Homeostasis is re-established. Energy is released and the learner and the educator experience balance and well-being. This layer is characterised by an explosion of authentic functioning in the world. The learner and the educator stop pretending to be who they are not (Corey 1990:325).
7.7.2 Defence mechanisms

The concepts of resistance and defence mechanisms are related to the five layers of the personality. Resistance refers to defences developed by the learner and the educator which prevent them from experiencing the here and now in a meaningful and real way. In Gestalt therapy there are five forms of resistance or defence mechanisms which should be dealt with during group therapy. They are (Rudolph and Thompson, 1996:143):

- **Introjections**: These refer to behaviour patterns that are being forced onto the learners by others. The learner and the educator sometimes uncritically accept the beliefs and standards of others without assimilating them and making them congruent with who they are. They passively incorporate what their fields provide. During the initial stages of group work, introjection can be recognised as group members who tend to rely on the therapist to provide structure and direction. These group members will not question the therapist’s rules.

- **Projection**: Projection is the reverse of introjection. In projection the learner and the educator disown certain aspects of themselves by ascribing them to their field. They have difficulty distinguishing between the internal and external worlds. Those attributes of their personality that are inconsistent with their self-image are disowned and projected onto other people. When they see in others the qualities that they refuse to acknowledge in themselves, they avoid taking responsibility for their own feelings and who they are.

- **Retroflection**: This is when the learner and the educator behave towards themselves as they would have liked to behave towards others. Introjections are being acted out towards themselves. During the initial phase of group work the retroflection can be seen in the tendency of some group members to hold back by saying very little and expressing little emotion.
• Confluence: Confluence involves the absence of conflicts. The learner and the educator believe that all other group members experience the same feelings and thoughts. This characterises those group members who have a high need for acceptance. These group members find it difficult to formulate their own thoughts and speak for themselves. They also find it difficult to make genuine contact.

• Deflection: Deflection involves a diminished emotional experience. This occurs when learner and educator ignore their own emotions and problems. They refuse to accept their problems and try to avoid them through humour and questions. The learner and the educator who deflect speak through and for others.

Introjection, projection, retroflection, confluence and deflection represent ways of resisting contact. The learner and the educator use these in attempts to control their fields. These styles of resistance or defence mechanisms focus on the degree to which these processes are in the awareness of learner and educator (Corey, 1990:327).

7.8 THERAPEUTIC RELATIONSHIP

7.8.1 Characteristics of the therapist

The researcher is of the opinion that a therapist should be open and honest with the learner and the educator. According to Oaklander (1988:63), he or she also needs to have a sense of humour to do justice to the playful and expressive group member. The therapist should never force a group member to do or say anything if he or she is reluctant.

According to Van der Merwe (1996:9) the therapist must be in full contact with the group member and should be able to assume the role of the group member too. The therapist’s appearance should not feature too significantly in the work situation and he
or she should dress in a way that creates a comfortable and informal atmosphere. The therapist should be professional, spontaneous and fun.

The therapist must be sensitive to the needs of learner and educator. This will enable him or her to know when to leave the group member to work at his or her own pace and when to be more directive. The therapist’s attitude should convey warmth. Good interpersonal and communication skills and the ability to build a relationship that will form the basis for special therapeutic outlets are necessary. It is also essential that the therapist should posses the ability to listen. The therapist needs to be able to put her own problems aside and to open up all her senses when the learner and the educator communicate (Van der Merwe, 1996:11).

Since Gestalt is an experimental approach, therapists have the opportunity to create their own techniques. These techniques are basically an extension of their personality. The therapists, therefore, need to be familiar with and aware of themselves. Who the group leader is as a person and how he or she functions in the group are critical factors that determine the potency of the leadership (Corey, 1990:331).

7.8.2 The therapeutic relationship

According to the researcher, the therapeutic relationship is a special kind of contact. Crocker (2000:2) states that the therapist meets with the learner and the educator in such a manner that nothing beyond the meeting is desired or sought. The experience of the relationship is one which is experienced as an end-in-itself. The experience involves an appreciation of and a respect for the reality of the other.

Through the processes of Gestalt therapy and in the relationship with the therapist, learner and educator reveal their own unique personal selves. Through the therapeutic process the learner and the educator become aware how they felt in the past when certain things has happened to them, as well as how they feel now as they recall them in the present or the here and now. Through therapy the learner and the educator discover each other’s basic tastes and preferences, what each likes and dislikes, what each hopes for and fears, what goals each want to pursue and at what cost (Crocker, 2000:2).
It is of special concern in Gestalt therapy how the therapist, the foundation phase learner and the educator experience their relationship. This dialogue is a manifestation of the existential perspective on the relationship that exists between the therapist, the learner and the educator. Through dialogue learner and educator can become aware of themselves as well as develop an awareness of each other (Yontef, 2001:4).

The therapist, as well as the learner and the educator, should be fully aware during therapy. The therapist is responsible for the quality and quantity of his or her presence and for knowledge about him- or herself and the patient. He or she is responsible for the consequences of his or her own behaviour and for establishing and maintaining the therapeutic atmosphere (Yontef, 2001:17).

Gestalt therapy guides the learner and the educator to change via emotional and cognitive self-understanding. By using the active, healing presence of the therapist and the relationship based on true contact between learner and educator, an understanding of each other is reached. The therapist engages in dialogue that is straightforward, caring and warm and that promotes acceptance and self-responsibility. Dialogue is based on experiencing the learner and/or educator as he or she really is and should ensure authenticity and responsibility (Yontef, 2001:4).

The Gestalt therapist provides a safe but strong boundary in relation to which the learner and the educator can experiment with developing their own strengths. The therapist can be active, suggest experiments and give feedback. Simultaneously the therapist provides an experience of contact in relation to which learner and educator can draw on their own power (Philipppson, 2000:11).

The individualisation and attention that the group members experience in therapy is in itself therapeutic. Foundation phase learners are honest and sincere in their communication regarding the relationship. If they do not find the sessions enjoyable, they will probably say so, as they are very spontaneous. They may easily become dependent on the therapist (Van der Merwe, 1996:9).

It is the role of the therapist to help learner and educator feel strong within themselves. The learner and the educator should be able to see the world around them
as it really is. The therapist should make the learner and the educator aware that they have choices about how they will live in their world, react to it and manipulate it (Oaklander, 1988:61).

Therapists who work with foundation phase learners need to like children, as they need to establish an accepting, trusting relationship. They can create this trusting relationship by being open, sincere, straight, non-judgemental and accepting. The learner may decide in one session if the therapist is a person to relate to and if he or she can be trusted (Oaklander, 1988:198).

The researcher agrees with Oaklander (1988:62) that the therapist also needs to know something about the way learners develop, grow and learn, he or she should be able to understand the important issues that correspond with particular levels of child development. The therapist also needs to be aware of the different learning disabilities that affect learners. It is also important that he or she is knowledgeable about family systems, environmental influences and is aware of the cultural expectations that rest on learners.

According to Oaklander (1988:161) the therapist should observe the process of the learners as they play. How do they play, how do they approach the materials, what do they choose and what do they avoid? What is their general style? Do they find it difficult to change from one thing to another? Are they well-organised or not? What are their play patterns? The therapist should watch the content of the play. Do they play out themes of loneliness, aggression and/or nurturance? The therapist should also determine what is the contact like within the play itself. Do the learners allow for contact between the objects of play? Do people, animals or items make contact or talk to one another?

Oaklander (1988:161) mentions that the therapist can contribute to the group member’s process by means of the following:

- The therapist can wait and direct the group member’s awareness of objects after the play.
• The therapist can simply direct the group member’s awareness to what he or she is doing.
• The therapist can ask the group member to stop at any point and repeat, emphasise or exaggerate his or her actions.
• The therapist can direct the group member’s awareness to emotions suggested through his or her play or the content of play.
• The therapist can ask the group member to identify with any of the people, animals or objects.
• The therapist may ask the group member to conduct an open dialogue between people, animals or objects.
• The therapist can apply the situation to the group member’s own life.

Oaklander (1988:162) is of opinion that the therapist should, however, not ask the learner and the educator to identify, own or discuss any of the play content if it does not feel comfortable and appropriate or if they are reluctant.

In chapter four it was stated that according to Yontef (2001:4) the therapeutic relationship emphasises the following four characteristics of dialogue:

• Inclusion: this means putting oneself as fully as possible into the experience of both learner and educator without judging, analysing or interpreting. Simultaneously one must retain a sense of one’s separate, autonomous presence.
• Presence: the therapist is responsible for the quality of contact with learner and educator. The therapist expresses him- or herself and shares his or her perspective with learner and educator. Presence should not be used to manipulate either learner or educator to pre-established goals. It should rather be used to encourage them to regulate themselves autonomously.
• Commitment to dialogue: being concerned about learner and educator includes showing interest, empathy and unconditional acceptance of both. Cognitive concern refers to understanding the learner and educator. Affective concern refers to how to empathise with learner and educator.
• Dialogue is lived: both learner and educator should enjoy coming to group therapy sessions and should have the opportunity to experience themselves through activities that promote enjoyment and creativity.

In chapter four the researcher expressed the opinion that educators should apply the four characteristics of dialogue in their relationships with their learners. The personal educational model of Packard (Le Roux, 1992:112) supports this opinion. According to this model the educator should:

• Support and accept the learner unconditionally. This will create an environment in which the learner can feel safe to trust the educator and to develop a positive self-image.

• Actively listen, communicate and show interest in the learner. The educator can empower the learner through positive communication for (e.g. “You can succeed if you really try.”)

• Allow the learner to explore: Classroom activities should allow the learner to explore the learning material.

• Allow the learner to take responsibility: Activities should be structured to give learners the opportunity to make decisions and take responsibility for their decisions.

7.9 HOMEOSTASIS

According to Meyer, Moore & Viljoen (1997: 34) the principle of homeostasis suggests that the energy within a system should be divided among the different components of the system in such a way that equilibrium can be reached. This is a continuing process through which the learner fulfils his or her needs. The process of homeostasis influences each of the individual learner’s needs.

According to Oaklander (1979: 65) and Yontef (2005:14) organismic self-regulation leads to integrating these parts. Organismic self-regulation is the process through which the individual learner tries to reach homeostasis. The field is often
differentiated into polarities which are opposite components that complement or contradict each other.

7.9.1 The Woldt model

The Woldt model as shown in figure 10 provides an explanation of the Gestalt homeostasis cycle. According to Schoeman (1996:56) the Woldt model illustrates how the core of the self is surrounded by the inner contact boundaries, all part of the learner’s intrapsychic makeup. The model includes the learner’s needs and the ground, which is defined as the existential understanding the learner has of himself. The outer layer of the self surrounds the inner core and the inner contact boundaries. This includes all the external factors, which contribute to the learner’s Gestalt formation. The contact making between these layers of the self is essential for meaningful sensory registration.

7.9.1.1 The environment as component of the self

The environment in which the learner exists plays an important role in forming his or her self-concept. According to the Woldt model the environment consists of people, air, food and liquids, others, surroundings, milieu, light and darkness, sounds, places and circumstances. Each of these factors contributes to the individual’s process of Gestalt formation (Schoeman, 1996:56).
Figure 10  Woldt model

(Schoeman, 1996:56)
7.9.1.2 Aspects of the self

According to Latner (1992:1), Schoeman (1996:55) and Yontef (1993:10) the self consists of the following aspects:

- The ego function: it involves identification with acts of choice such as values and interests. The learner and the educator use their ego function to react to contact from the environment. The ego function allows them to make responsible choices and decisions. A poor self-image can create a disturbance in their contact with the environment. The learner and educator who have poor ego functioning should be guided through therapy to a process of self-support.

- The process of self support: the therapist should guide learner and educator to form an understanding of the relationship that exists between the individual and his environment. Both learner and educator should be made aware of the contact boundaries between them and the environment.

- Polarieties within the self: learner and educator exhibit negative as well as positive aspects within their functioning. The therapeutic process should create an awareness of opposites or polarities. Polarieties refer to opposite though complimentary parts. These polarities can be seen as a whole. Examples of such polarities are retroflexion versus action, projection versus energy and excitement, awareness versus introjection, sensation and perception versus desensitization, withdrawal versus confluence, contact versus deflection and egotism.

Oaklander (1988:158) emphasises the importance of working with polarities. Learners should be provided with a number of exercises to acquaint them with the concept of polarities in the self and help them understand that polarities are an inherent aspect of everyone’s personality.
7.9.1.3 Contact

Although the researcher realises that learner and educator are constantly in contact with their fields, there do exist boundaries, which distinguish between the learner and his field as well as between the educator and his field. These boundaries serve to prevent learner and educator from losing their identity. According to Perls in Aronstram (1994:634) the boundaries should be flexible to ensure the correct amount of exchange between the learner and his field as well as between the educator and his field.

The process of contact and withdrawal ensures continuous interaction between the learner and his field as well as between the educator and his field. Through the process of organismic self-regulation, the learner and the educator make use of contact and withdrawal to fulfil their needs or unfinished business (Aronstram, 1994:634).

The educator and learner are continuously in contact with each other. They exist within each other’s fields. Consequently they constantly affect each other’s feelings and behaviour. According to Schoeman (1996:54) their experience of the contact will depend on their own unique process.

To make good contact with one’s field, it is necessary to discover one’s figure-ground. Awareness is a prerequisite for discovering one’s figure-ground and for organismic self-regulation. Thus awareness is essential for making good contact and setting applicable contact boundaries (Yontef, 2001:11).

7.9.1.3.1 Contact boundaries

Learners and educators with good functioning contact boundaries, vary between bonding or contact with the current environment and separation or withdrawal from it. According to Yontef (1993:11) contact boundaries can be shifted by means of two polarities, namely confluence, when there is no further distinction between the self, the environment and isolation, when the individual does not view the environment as important for the development of the self.
In confluence the separation and distinction between the learner and others as well as between the educator and others, becomes so unclear that the boundary is lost. In isolation, the boundary becomes so impenetrable that connectedness of the learner with others as well as of the educators with other learners is lost (Yontef, 1993:11).

7.9.1.3.2 Contact processes

The Woldt model distinguishes between two types of contact processes, namely the process that enhances homeostasis and the process that hinders homeostasis. Processes that enhance homeostasis are concentration, expression, encounter, transaction, integration, closing, differentiation, arousal, acknowledgment, organisation, focus and choice. Processes that hinder homeostasis are anxiety, hyperactivity, hanging on, exclusion, saturation and scattering (Schoeman, 1996:56).

7.9.1.4 Processes of resistance

Resistance is a component of a polarity consisting of an impulse and resistance to that impulse. Seen as a polarity, resistance is an integral part of self-regulation. During therapy the therapist should not avoid resistance, but rather work with the resistance of the learners and educators (Yontef, 2005:15).

The resistance processes that enhance homeostasis are thought and withholding, intuit and caution, imitation and emulation, safety and insulation, merge and empathy softening and lightening. The resistance processes that hinder homeostasis are blame, passivity, numbness, complaint, evasion and inhibition (Schoeman, 1996:56).

Resistance are interruptions in the contact. Learners and educators who show resistance and who have difficulties in making contact or becoming aware, should not be interpreted as not wanting to work on their issues. The Gestalt therapist needs to help them distinguish between “can’t” and “won’t” and to know how the internal barriers to resistance, such as prior learning, anxiety and shame inhibits awareness work (Yontef, 1993:10).
According to Engle & Holiman (2002:176) resistance can be defined as the moment or period during which learner and educator experience an internal conflict involving two or more values, emotions, beliefs, or ways of relating to others. They then focus on ways to protect the self while in such conflict. This conflict behaviour is seen as part of self-protection. Resistance to awareness also refers to an unaware conflict within the learner and the educator. It is a permanent avoidance that limits contact with self of both learner and educator. Resistance to contact refers to the learner’s and educator’s inability to interact with the environment and satisfy their needs.

Resistance also refers to blocked energy. This blocked energy or resistance can manifest in a number of ways such as slouching, looking at the ground or at the sky as a way of avoiding eye contact, tensing one’s body, talking very fast, being emotionally unresponsive and experiencing body sensations, such as a lump in the throat or the shaking of hands and legs (Corey, 1990:327).

According to Van Heuken (2001:3) resistance serves the following purposes:

- The therapeutic relationship is not fully established: the learner as well as the educator may be afraid to do some of the things the therapist suggests. In such a case the therapist should go in confluence with them. The therapist needs to bypass the resistance but still needs to communicate to the learner and the educator that he or she respects their views.

- Some group members feel too inhibited to let their imagination go free: these group members are not consciously resistant. They just do not know how to let go or register their awareness-continuum fully and respond spontaneously.

- Resistance may occur when re-integrating into his own reality imagined/ projected material that was easily expressed in the imaginary realm. Many learners and educators find it difficult to own parts of themselves that they have exposed. The therapist will have to guide learner and educator to broaden their contact boundaries with these realities and thereby increase their self.
They will own parts of themselves, previously unaware of. This leads to self-support and self-regulation.

- Resistance can be caused by the attitude of the therapist who does not respect the contact boundaries of the group members: it is important that the therapist realises that he or she may not inflict his or her goals onto the group members. The therapist should at all times remain in the group members’ phenomenological field.

According to Oaklander (1988:195) learners sometimes become embarrassed if they have to do silly or crazy things, especially when they work in groups. If this happens, the therapist should deal with the particular learner in the manner most appropriate to him or her. The therapist can gently say, “I know this is hard, but do it anyway”. The aim is to move beyond the resistance but still respect it.

It sometimes happens that learners will giggle and/or make disturbing noises to ensure that the other learners and the therapist know for certain that they do not think the activities is a good idea or very clever. When these learners are sure that the therapist and the group are not reacting to this behaviour, they generally start participating in the activity. After this has happened a few times, the resistance tends to disappear (Oaklander, 1988:196).

According to the researcher, some learners and educators might be fearful about letting themselves go in some of the ways suggested by the therapist. It is important that the therapist should deal directly with the fear behind the resistance. Sometimes he or she should allow the learner and the educator to decide for themselves when they are ready to risk letting their barriers down. This resistance may occur during the re-integration into their own reality of imagined projected material that was easily expressed in the imaginary realm. Many learners and educators find it difficult to own parts of themselves that they have exposed.

According to Van Heukenlem (2001:4) some group members will present with the same resistance repeatedly. They may venture along in therapy for a little while and
then choose to break the contact boundary, to move along a little further in their own time when they are ready.

When the learner or educator refuses to do something suggested by the therapist, the therapist can use the resistance as an opportunity for the learner, educator and him- or herself to learn important information about how learner and educator function and how they use self-support to be independent of the therapist (Engle & Holiman, 2002:183).

7.10 A WORKING MODEL FOR GESTALT GROUP WORK

Based on the literature review of the Gestalt principles underlying the proposed program, the researcher has developed a working model for Gestalt group work. This working model is illustrated in figure 11.

According to the researcher, the foundation phase learner as well as the educator comes to school with avoidance of awareness. They make use of their defence mechanisms and contact processes which results in dishomeostasis. They are also unaware of the polarities that exist within themselves. They exist within the phoney -, phobic- or impasse layer of neuroses. Because they find it difficult to deal with their unfinished business in the here and now, they avoid awareness at all costs. This act of avoiding awareness, causes them to develop inappropriate contact boundaries which lead to withdrawal from and isolation of the field.

Through Gestalt group work, the therapist can create a safe environment in which they can become aware of their feelings and emotions in the here and the now. Both learner and educator may feel safe to bring their unfinished business into the foreground so that they can deal with it. Through the group work program learner and educator will become aware of the polarities within themselves and how they can make use of the defence mechanisms and contact processes to promote homeostasis. The therapist can also guide them to function within the implosive layer and to get in touch with their existence.
A working model for Gestalt group work

Figure II
When learner and educator get in touch with their existence they move to a higher level of awareness, which results in organismic-self regulation or homeostasis. This allows learner and educator to function within the explosive layer and to become their true self. Appropriate contact boundaries are maintained with the field.

There is one polarity which has an effect on the contact boundaries, namely the polarity of confluence versus isolation. Confluence is one of the five defence mechanisms used when experiencing resistance. When learner and educator make use of confluence as a defence mechanism, the contact boundary is lost. When learner and educator make use of the polarity of confluence, namely isolation, inappropriate contact boundaries are established, which lead to withdrawal from the field.

Although learner and educator exist within their own fields, they do have an effect on and influence each other’s fields. The aim of the proposed Gestalt group work program is to create awareness between the educator and the foundation phase learner. Thus the therapist needs to provide therapeutic activities that will assist and guide the learner and the educator to terminate avoiding awareness by moving past the phoney-, phobic- and impasse layer of neuroses. It is only through a higher level of awareness that learner and educator will be able to create a contact making process of inclusion. The educator needs to imagine himself as fully as possible in the experience of the learner without judging or interpreting.

7.11 CONCLUSION

Through Gestalt therapy the focus is on what is felt in the present, the here and now. It uses awareness to achieve insight. The learner and educator have to learn how to become acquainted with awareness. The relationship between therapist, learner and educator is important. How they experience their relationship is of special concern.

The Gestalt therapist uses techniques that clarify experience. The therapist will often experiment by trying something new in the therapy session. The process of discovery through experimentation is the end point rather than the feeling or idea or content. The therapist should be aware of the techniques that he uses with the group members.
If the therapist finds that a particular technique is not successful, he should try a
different one to make contact with the learner and the educator's foreground.

Learners generally struggle with skills of self-support and self-identification. As the
learner grows, changes occur in the body, feelings change and the intellectual ability
increases. These changes have an effect on the learner’s concepts and viewpoints and
cause the contact boundaries to become easily diffused. This in turn will affect his
sense of self.

Many learners have limited knowledge of the social environment they live in. When
they are out of touch with themselves, learners often act out. These behaviours may
have a negative impact on the social climate, which surrounds the learner. The
therapist should guide learners to make a transfer from a position of non-
responsibility to one of self-determination. Self-determination implies that learners
have the ability to respond and choose. When they show resistance, this is a measure
of self-assertion. If this is dealt with constructively, growth will take place.

Learners have the ability to differentiate and can, therefore, choose what is perceived
to be right for them at the time. If the choice does not bring about homeostasis the
learners have to re-examine the issue and review the choice. Learners should also be
made aware that there is a certain responsibility, which stems from having committed
to a choice. The ability to take responsibility for one’s choices affirms self-regulation.

The theories underlying the Gestalt program form a valuable basis for creating the
working model of group therapy. Through Gestalt group work learner and educator
will become aware of each other’s fields and how they affect them. They will also
acquire the necessary contact processes to include each other in their respective fields.

In chapter 8 there will be a discussion on the importance of the Gestalt program as
well as on its content. There will also be a referral to the relationship between
Krathwohl’s taxonomy for the affective domain and the Gestalt program.
CHAPTER 8

THE PROGRAM

8.1 INTRODUCTION

The development of the Gestalt program has been influenced by different theories as shown in figure 12. Since the program has been developed within the framework of Outcomes Based Education, it has been influenced by educational theories that have been discussed in chapters 2, 3 and 4. These theories include Spady’s approach to Outcomes Based Education, Piaget’s theory of cognitive development, Erikson’s theory of personality development, Kohleberg’s theory of moral development and Maslow’s theory of motivation. The theories underlying Gestalt group work, as has been discussed in chapter 7, form the primary basis for the program.

The content of the program was planned and structured beforehand. Session one aimed at establishing a relationship with and among the group members. During session two the group worker focused on creating awareness among group members about feelings. The aim of session three was to create an awareness of the group members’ home environment. In session four the researcher aimed at creating awareness of the group members’ family environment.

During session five group members had to become aware of their fears. Session six created awareness of the group members social environment. Session seven aimed at contributing to group co-operation. The last session focused on fun activities. A story was used to terminate the eight sessions.

8.2 IMPORTANCE OF THE PROGRAM

In chapter 1 it was stated that the researcher is of the opinion that there is a reciprocal effect between the field of the learner and the field of the educator. In chapter 7 it was emphasized that the educators should be aware of their own fields as well as of the fields of the learners. The fields of the educator and of the learners influence one
EDUCATIONAL THEORIES

Spady's Outcomes based education
Piaget's theory of cognitive development
Erikson's theory of personality development
Kohlberg's theory of moral development
Maslow's theory of motivation

GESTALT PROGRAM

GESTALT THEORY

Figure 12  Theories that influenced program development
another and have an effect on the feelings and behaviour of both parties. The distinctive fields influence the quality of contact with one another.

According to the researcher, educators sometimes have to play the role of therapist and confidant. They, therefore, need to recognize that learners have feelings and that how they feel and what is going on in their lives, determine to a great extent how much they learn in the classroom. It is important that educators should take time in their classrooms to make contact with their learners so that they can become more aware of learners' unfinished business. According to Oaklander (1988:131), schools and governing bodies must allow time for this in order to facilitate more effective learning.

Learners are often unaware of their distress. It may not be recognized as existing until their parents or educators experience difficulties to interact with them. Discomfort signs may include physical complaints, e.g. loss of appetite, enuresis, nausea, headaches and stomach aches. It may also manifest in strong emotions and reactions e.g. withdrawal, helplessness, grief, isolation, suicidal thoughts and school avoidance. The imaginative thoughts of learners in the foundation phase are more likely to result in negative feelings, which require more time to rectify (Shen, 2005:2).

Educators, on the other hand, come to the classroom with their own unfinished business. The education department, school principal, parents and learners have many expectations of them. Educators have to meet a lot of curriculum and assessment demands. They barely have time left to pay attention to individual needs of learners and to promote joy and self-awareness in the classroom. Educators also need to be treated as human beings and to be given the opportunity to express their feelings (Oaklander, 1988:134).

As has already been discussed in chapter 7, the researcher developed the Gestalt programme to create awareness between educators and their learners. Increased awareness will contribute to the establishing of a contact making process of inclusion as seen in figure 2, chapter 1.
According to Oaklander (1988:58), learners will often take on or act out the characters and descriptions that have been suggested to them. Group therapy will aim at assisting learners to separate themselves from the evaluations, from others and rediscover their own self. It is important to build the learners’ sense of self, strengthen their contact functions and renew their personal contact with their senses, bodies feelings and intellect.

Awareness is so much a part of experience that they are one and the same. As learners in group therapy experience their senses, bodies, their feelings and use their intellect, they regain a healthy attitude toward life. As the learners’ awareness develops the process of examining their options and choices available can begin. They can start to experiment with new ways of being, or dealing with the hidden fears that have prevented them from making new choices that would improve their lives (Oaklander, 1988:58).

Since educators have a lot of unfinished business to deal with themselves, they generally become less capable of recognizing the learners’ emotional needs. They seldom supply appropriate guidance when learners struggle to cope with conflicting emotions. Without the necessary support and help, the learners lives can be disrupted considerably (Shen, 2005:3).

The researcher is of the opinion that by becoming part of the group the educator can make more effective contact with the learners and help them experience the classroom as a safe place. The group work will allow educator and learners to open up to one another as human beings with human problems. It will help the educators to see the learners in a different light. According to Oaklander (1988:312), educators today are discouraged, frustrated and negatively affected by the school system and its demands. Out of frustration, they occasionally project their own negative feelings towards the learners.

Schools offer learners a reassuring environment for regaining a sense of order, security and normalcy. Educators should respect each learner’s readiness. The learner needs to proceed at his or her own pace and readiness level. Educators need to foster a safe climate. The class environment should be accepting and non-judgemental. A
warm and caring school atmosphere should promote the efficacy of counselling interventions (Shen, 2005:4).

Group work has become a standard instructional approach for educators at all levels. By encouraging learners to learn and work together, cooperative learning attempts to create a shift from the paradigm of knowledge transfer from an active educator to passive learners, to one of social constructivism, where knowledge is actively created by learners through social interaction on academic tasks (Mitchell, Rosemary, Bramwill, Solnosky & Lilly, 2005:1).

As mentioned in chapter 5, there is rarely room for emotions in schools. Allowing emotions in schools would, therefore, be a radical change. The proposed programme will help to establish and improve the basic skills related to handling emotions, settling disagreements peacefully and getting along with others. The program can also contribute to the development of human competencies such as self-awareness, self-control and empathy, listening skills, resolving conflicts and co-operation (McCluskey (ii), 1997:2).

According to Kim (2005:3) learners from culturally diverse backgrounds have been identified as being socially withdrawn, emotionally disturbed or delinquent. These learners' conduct needs to be understood within their cultural framework. A learner who is perceived as functioning well socially in one context can be perceived differently in another where different behavioural norms apply. The proposed programme will assist in a better understanding and acceptance of cultural differences.

8.3 THE RELATIONSHIP BETWEEN KRATHWOHL'S TAXONOMY FOR THE AFFECTIVE DOMAIN AND GESTALT PROGRAM

According to McCown, Driscoll & Roop (1996:354) taxonomy is a classification system in which the different levels of classification are built on and include previous levels. Krathwohl designed a taxonomy or classification system specifically for the emotional domain. The five levels in the taxonomy are stated in terms of increasing
levels of complexity in attitudes and emotional responses (Van der Hors & McDonals. 2003:40).

According to the researcher, Krathwohl’s taxonomy for the affective domain (heart, emotions and feelings) is related to Outcomes Based Education in the sense that it reflects some of the learning outcomes that should be reached by learners. The researcher found the taxonomy also to be related to the Gestalt program. Table 10 presents a comparison between Krathwohl’s taxonomy for the affective domain and the Gestalt program, as perceived by the researcher.

**Table 10 Comparison between Krathwohl’s Taxonomy for the Affective Domain and the Gestalt Program.**

<table>
<thead>
<tr>
<th>Level</th>
<th>Emotional domain</th>
<th>Description</th>
<th>Relation to Gestalt program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Receiving or attending</td>
<td>This level involves the learner’s becoming aware of and sensitive to issues. For instance, the learner must listen to the educator.</td>
<td>The goal of the program is to create awareness. Group members become aware of themselves, of one another’s feelings and of cultural differences.</td>
</tr>
<tr>
<td>2</td>
<td>Responding</td>
<td>This level refers to the learner’s motivation to learn. For instance, the learner must be ready to respond to and adhere to rules in the classroom.</td>
<td>Group members must adhere to group rules. The therapist creates a safe environment for the members to respond by sharing their emotions.</td>
</tr>
<tr>
<td>3</td>
<td>Valuing</td>
<td>This level refers to the learner’s expression of a value orientation. It includes acceptance of and commitment to a value.</td>
<td>Group members realize that they can make choices but that they have to take responsibility for their choices. They can, thus, decide on an appropriate value orientation.</td>
</tr>
<tr>
<td>4</td>
<td>Organising</td>
<td>This level refers to the development of a value system. For instance a learner may develop a value system concerning personal relations with members of another cultural group.</td>
<td>Group members are aware of one another’s feelings and learn to value them. They are also aware of cultural differences and learn to value them.</td>
</tr>
</tbody>
</table>
The proposed Gestalt program will contribute to learners attaining the learning outcomes of the affective domain.

8.4 PROGRAM CONTENT

The content of the Gestalt program was based on the literature review as well as on information gathered from the participating educators. The participating educators had to complete a questionnaire (appendix 4) which consisted of two sections: section one contains questions to collect general educator data, while section two consisted of questions that compiled class details.

Each session was structured according to sequential group activities, namely group rules, building of group relationships, sensory contact making, projection, empowerment and termination. The activities and medium used during each session were based on Gestalt therapeutic activities.

8.4.1 Contents of each session

8.4.1.1 Session one

The contents of session one is as follow:

**Group rules**
- Display group rules
- Explain group rules
Building of group relationships

- Game: Ring-a-ring-a-rosy.

Sensory contact making: Sound

- Use a pot, lid and wooden spoon to provide rhythm. Have the group members match the rhythm to the rhyme.

Projection

- Form: Dramatic play
- Medium: Dance and movement
  - CD (live music-Sexy eyes: Die beste eurosokkie treffers van die 90's): Allow group members to dance to the music. Place unprinted newspaper between two group members and have them draw their feelings.
  - CD (slow music- All the love in the world: Richard Clayderman): Allow group members to move to the music. Place unprinted newspaper between the same two group members and have them draw their feelings.

Empowerment: Building of self confidence

- Group worker rewards each group member with coloured self-adhesive circle on the forehead.
- Applause

Termination

- Make use of green worm. Display the whole worm and explain to group members that there will be eight sessions. Each session is represented by a segment of the worm. When the whole worm has been built, the eight sessions will end.
8.4.1.2 Session two

The contents of session two is as follow:

**Group rules**
- Display group rules
- Explain group rules

**Building of group relationships**
- Game: Telephone

**Sensory contact making: Feelings**
- Relaxation: Breathing
- Show posters of three faces: happy, angry and sad. Have group members mime these faces.

**Projection:**
- Form: Biblio-play
- Medium: Incomplete sentences and stories
  - Poster of happy face: I feel happy…
  - Poster of sad face: I feel sad…
  - Poster of angry face: I feel angry…
    - Have the group members take turns in completing the sentences
  - Story (researcher wrote story): “What if I feel sad?” Discuss alternatives
  - Story (researcher wrote story): “What if I feel angry?” Discuss alternatives

**Empowerment: Rounds**
- Have group members compliment one another, e.g. Group member to one next to him or her: “I like you because…”

**Termination**
- Make use of green worm. Display the whole worm and explain to group members that there will be eight sessions. Each session is represented by a
segment of the worm. When the whole worm has been built, the eight sessions will end.

8.4.1.3 Session three

The contents of session three is as follow:

**Group rules**
- Display group rules
- Explain group rules

**Building of group relationships**
- Game: Musical circle (researcher developed game). Play music and when it ends, group members should sit down. Continue exercise but have the music end with shorter intervals.

**Sensory contact making: Sight**
- Show animal pictures (researcher made her own posters): Talk about what the group members imagine the animal thinks, feels and does.

**Projection:**
- Form: Dramatic play
- Medium: Role playing
  - Use coloured cards to determine small groups.
  - Have some of the small groups role-play what they do in the morning before school. The other groups role-play what they do in the afternoon at home.

**Empowerment: Applause**
- Have each group member applaud him- or herself.
- Have group members applaud other group members.
Termination

- Make use of green worm. Display the whole worm and explain to group members that there will be eight sessions. Each session is being represented by a segment of the worm. When the whole worm has been built, the eight sessions will end.

8.4.1.4 Session four

The contents of session four is as follow:

**Group rules**
- Display group rules
- Explain group rules

**Building of group relationships**
- CD with soothing music (I love Paris: Richard Clayderman). Have group members close their eyes and do a breathing exercise.

**Sensory contact making: Touch**
- Have group members touch themselves on the face, head, arms and legs. Discuss their feelings afterwards.

**Projection**
- Form: Creative play
- Medium: Oaklander’s working model
  - Distribute pieces of white paper and have group members do a family drawing. Ask group members to share their drawings with the rest of the group.

**Empowerment: Building of self confidence**
- Group worker and educator reward each group member with a silver self-adhesive star on the forehead. Group worker tell group members how special they are.
Termination

- Make use of green worm. Display the whole worm and explain to group members that there will be eight sessions. Each session is represented by a segment of the worm. When the whole worm has been built, the eight sessions will end.

8.4.1.5 Session five

The contents of session five is as follow:

Group rules
- Display group rules
- Explain group rules

Building of group relationships
- Game: Matching game (Six colours)
- Make cards of the same colour. The number of cards will depend on the size of the group. Hand cards out randomly. Have group members seek other group members with the same colour card. Have those group members sit next to one another for the duration of the session.

Sensory contact making: Taste
- Give each group member a sour sweet to taste.
- Give each group member a sweet-tasting sweet to taste.
- Have the group members compare taste and texture, favourite and less favourite tastes.

Projection
- Form: Creative play
- Technique: Monster Technique
  - Medium: Drawing
○ Work in pairs and have members share their monster-drawings with each other. Ask for volunteers to share their drawings with the whole group.

**Empowerment: Rounds**

- Safe place: Each group member gets the opportunity to tell the rest of the group what or who makes him or her feel safe.

**Termination**

- Make use of green worm. Display the whole worm and explain to group members that there will be eight sessions. Each session is represented by a segment of the worm. When the whole worm has been built, the eight sessions will end.

8.4.1.6 Session six

The contents of session six is as follow:

**Group rules**

- Display group rules
- Explain group rules

**Building of group relationships**

- Game: Matching game (different pictures). Make seven cards of the same pictures. The number of cards will depend on the size of the group. Hand cards out randomly. Have group members seek others with the same colour card. Have those group members sit next to one another for the duration of the session.

**Sensory contact making: Sight**

- Use scrap paper to make binoculars for each group member.
- Place object in the centre of the group and have the group members look at it through the binoculars and without them.
- Discuss what it looks like (bigger versus smaller and near versus far).
Projection
- Form: Dramatic play
- Medium: Improvisation with words
  - Place several items from around the house, that seem, to have no connection, in a box: police hat, telephone, old jewellery, stationery, plastic bucket, old and new magazines.
  - Distribute eight tokens to eight group members and ask them to create a play or scene from these items.

Empowerment: Building of self confidence
- Use soft ball.
- Group worker throws the ball to group members randomly.
- Group member who catches the ball says: “My name is…and I am…”

Termination
- Make use of green worm. Display the whole worm and explain to group members that there will be eight sessions. Each session is represented by a segment of the worm. When the whole worm has been built, the eight sessions will end.

8.4.1.7 Session seven

The contents of session seven is as follow:

Group rules
- Display group rules
- Explain group rules

Building of group relationships
- Game: Taxi –taxi (researcher developed game)
- Group members sit in circle on the floor. One group member sits in the centre of the circle. He or she has soft ball in his or her hand. He or she throws the ball to a group member in the circle. The group member who receives the ball
says “taxi-taxi”. The group member in the centre of the circle asks, “Who is riding in the taxi?” The group member with the ball then has 5 seconds to an answer.

**Sensory contact making: Smell**
- Discuss the nose, nostrils and breathing. Experiment with breathing through the nose, mouth and each nostril. Feel the air with the palm of the hand as it is exhaled.
- Talk about smells: favourite and less favourite.

**Projection**
- Form: Creative play
- Medium: Group drawings
  - Use soothing background music (Warmland: Richard Clayderman)
  - Divide large group into smaller groups by making use of numbered heads. Each group member is given a number from 1-8. All the number ones form a group etc.
  - Give each small group a piece of unprinted news paper. One of the group members starts the drawing. Then at a signal, the drawing is stopped and passed on to the next group member who adds anything to it.
  - Talk about what the completed pictures look like to them.
  - Have group members share their feelings about their contribution a group picture.

**Empowerment: Applause**
- Applause for oneself
- Applause for other group members.

**Termination**
- Make use of green worm. Display the whole worm and explain to group members that there will be eight sessions. Each session is represented by a segment of the worm. When the whole worm has been built, the eight sessions will end.
8.4.1.8 Session eight

The contents of session eight is as follow:

**Group rules**
- Display group rules
- Explain group rules

**Building of group relationships**
- Game: “Let’s play”
- Group worker gives instructions and group members have to mime the instructions:
  - Let’s water the garden
  - Let’s eat an apple
  - Let’s breathe in fresh air
  - Let’s brush our teeth
  - Let’s wash our face
  - Let’s fly like birds

**Sensory contact making: Body movement**
- Group worker gives group members instructions to:
  - Raise one arm
  - Raise both arms
  - Raise one leg and then the other.
  - Turn around
  - Jump
  - Sit down
  - Clap hands
  - Shake head
  - Stamp feet
  - Discuss feelings afterwards
Projection

- Form: Biblio-play
- Medium: Story
  - Story: “Whatever happens”
  - Have the group members take turns telling who loves them

Empowerment: Building of self confidence

- Red stars: Group worker rewards each group member with a self-adhesive red star to his or her forehead. Tell them that they are being loved by someone.

Termination

- Make use of green worm. Display the whole worm and explain to group members that there will be eight sessions. Each session is represented by a segment of the worm. When the whole worm has been built, the eight sessions will end.

8.4.2 Sequential group activities

8.4.2.1 Group rules

The importance of establishing group rules was discussed in chapter 6. The group rules used during each session included rules regarding fellow group members, the group worker, the classroom, conversation and time. The group rules were as follow:

- Fellow group members: Group members should respect their fellow group members. No harm should be done to a fellow group member.
- The group worker: Group members should respect the group worker. No harm should be done to the group worker.
- The classroom: Group members should have respect for their classroom. Nothing should be taken from or be broken in the classroom.
- Conversation: Give each group member a fair chance to give his or her opinion during discussions.
• Time: The duration of the group sessions are only 60 minutes. Group members should take the time into consideration.

8.4.2.2 Building of group relationships

According to Van Heukelem, (2001:5) the relationship between the group worker and group members should be well established. When participating in group work, the group worker and the group members need to strengthen their relationship. Parameters of the group norms, issues regarding confidentiality and everybody’s feeling of inclusion need to be confirmed.

Games as well as breathing and relaxation were the activities used in the proposed program to build group relationships.

8.4.2.2.1 Games

Games bring fun to therapy and have relaxation value. They can also be used for assessment of the learner’s reaction to different situation, and thus, contribute information on the learner’s general functioning and personality. Games also enhance communication and contribute to the development of rapport between the group worker, learners and educator (Van der Merwe, 1996:81).

Games can be used effectively in acquiring social skills. Learners occasionally have trouble taking turns, playing without cheating or losing the game. The way a learner plays a game is a good indication of how he or she is coping in life. Games can teach learners how to relate to others in life (Oaklander, 1988:173).

Through games the group worker will get to know the learner and should succeed in passing any initial resistance. It will also promote mutual trust and confidence. Games are also instrumental in improving contact skills in the actual therapy setting. According to Oaklander (1988:173), an excellent activity for a group situation is to divide the group into smaller ones and have each smaller group play a different game. After a while, the groups each switch to a different game.
The games used in the proposed program were as follow:

- Ring-a-ring-a-rosy
- Telephone
- Musical circle
- Matching game with coloured cards
- Matching game with different pictures
- Taxi-taxi
- Lets play

8.4.2.2  Breathing and relaxation

Physical and emotional tension can cause learners to stiffen muscles, become tense, suffer from headaches and stomach aches and feel tired or irritated. Oaklander (1988:124) found that learners and educators will benefit from providing the former in the classroom many opportunities to relax. Relaxation does not necessarily mean learners must lie down. Bending and stretching exercises can also aid relaxation.

According to Schoeman (1996:54), breathing is an important part of relaxation. Regular and rhythmic breathing will contribute to achieving complete relaxation, not only in body, but also in mind.

The breathing and relaxation activity used in the proposed program is as follow:

- CD with soothing music for breathing exercise

8.4.2.3  Sensory contact making

Learners and educators experience themselves and make contact with their environment through the modalities of sight, sound, touch, taste and smell. As time goes by many individuals lose full awareness of their senses. They start to function as if their bodies, senses and emotions do not exist (Oaklander, 1988:111).
Schoeman (1996:42) is of the opinion that the foundation phase learners need to learn that as part of their socialisation they have to make choices that will be acceptable to the community. It is, therefore, important that they have opportunities to make sensory contact with the external environment.

Many sensory experiences actually involve a combination of senses. It is difficult to provide a single sensory experience that does not involve more than one of them. In the proposed program, the following sensory awareness activities were included: breathing, touch, sight, sound, taste, smell, feelings and body movement.

8.4.2.3.1 Breath work

Breathing is a powerful therapeutic tool. Learners can easily breathe without thinking or being conscious of doing so. This activity provides a means to work on the physical and emotional level. It also provides an excellent means of getting past resistance. A learner’s breathing is an accurate barometer of his or her emotional state. By observing one’s breathing at any given moment, one can discover the degree of excitement, fear, anxiety, grief or calm that one is experiencing (Zimberoff, 2005:1).

On an emotional level, breathing heals the wounds of unresolved trauma in the developmental state in which they were left unresolved. The individual learner is brought to the most intense experience of emotions, from grief and fear to exhilaration. These emotions are linked to his or her deepest core issues (Zimberoff, 2005:2).

8.4.2.3.2 Touch

The skin is the biggest organ of the body but is very often ignored. The foundation phase learner and the educator depend a lot on their sense of touch. When they touch any object they get the feel of what it really is. Touch offers a means for learner and educator to explore their environment. According to Oaklander (1988:110) the ability to discriminate through tactile sensations is an important cognitive function.
The following activities aimed at creating an awareness of touch:

- The group worker had group members touch themselves on the face, head, arms and legs and discuss their feelings afterwards.

8.4.2.3.3 Sight

According to Schoeman (1996:43), sight is the main coordinating sense. It aids the learner to understand the environment around him. When working with sight, the group worker should take into consideration the importance of brightness and darkness, movement, shape and colour.

According to Oaklander (1988:111), foundation phase learners are not afraid to look. By seeing, observing, noticing, examining and inspecting everything, they learn about their world. Blind or visually impaired learners make use of other senses to observe, notice and examine. The learners’ ability to see the environment and the people around them assists them in making effective contact outside the self.

The following activities were done to create awareness of sight:

- Show animal pictures to group members and talk about what they imagine the animals think, feel and do.
- Use scrap paper to make binoculars for each group member. Place object in the centre of the group and have members look at it through the binoculars without them. Discuss what it looks like to them in terms of bigger versus smaller and near versus far.

8.4.2.3.4 Sound

Sound is the beginning of communication. It is the learner’s first attempt at contacting the world. Learners sometimes hear selectively. They do this openly and directly by clamping their hands over their ears when they do not want to listen. Learners sometimes choose to shut themselves off from some of the pleasures of sound, such as
not participating in singing activities. By teaching learners to appreciate sound, the
therapist helps increase their sense of existing in the world. A learner who represses
his hearing faculty, deprives himself of intensive sensory observation and will have
difficulty in making contact with related feelings (Oaklander, 1988:110).

The following activity aimed at creating awareness of sound:

- Use a pot, lid and wooden spoon to provide rhythm. Have the group members
  match the rhythm.

8.4.2.3.5 Taste

The tongue divulges the differences among sweet, bitter, sour and salt. It can also
discriminate among objects that are lumpy, hard, soft, coarse, hot or cold. The tongue
is also used for chewing, swallowing and talking. It also assists in the expression of
emotions, e.g sticking one’s tongue out at someone is a satisfying expression of anger.
By experimenting with these functions, learners will become aware of what the
tongue does (Oaklander, 1988:119).

The following activity was used to create awareness of taste:

- Give each group member a hard, sour sweet and a soft sweet to taste. Have the
group members compare taste and texture, favourite and less favourite tastes.

8.4.2.3.6 Smell

According to Schoeman (1996:45), learners and educators usually have a well-
developed sense of smell. Learners and educators can be taught to use their sense of
smell to gather information about what is happening in their surroundings and to
discriminate between pleasant and unpleasant smells.

The group worker can talk about smells. Talk about favourite and unpleasant smells,
the ones they like and dislike and the memories evoked. A variety of objects with
distinctive aromas can be put into containers. Test if learners can recognize the smells. Ask the learners questions such as, “How would your life change if you couldn’t smell anything at all, for instance when you have a cold and your nose is stuffed” (Oaklander, 1988:120).

The following activity was carried out to create awareness of smell:

- Discuss the nose, nostrils and breathing. Experiment with breathing through the nose, mouth and each nostril. Feel the air with the palm of the hand as it is expelled. Talk about smells that are favourite and unpleasant.

8.4.2.3.7 Feelings

Oaklander (1988:122) found that some learners are not familiar with what feelings are and have limited ability to communicate emotions. It is very helpful to have learners experience with a variety of feelings, in order for them to get in touch with what they are feeling. Learners need to know what kinds of feelings there are and that everyone has feelings. They also need to know that feelings can be expressed, shared and talked about. Only when learners acknowledge feelings and experience them, can they release them.

The following activity was carried out to create awareness of feelings:

- Show the group members posters of three faces, one expressing happiness, one expressing sadness and one showing anger. Have the group members mime these faces and feelings.

8.4.2.3.8 Body Movement

According to Oaklander (1988:131), the way people move their bodies correlates closely with their ability to be assertive and with their feelings of self-support. Body movement and learning are interrelated. Learners with a learning disability also exhibit a developmental delay in motor abilities. These learners may seem clumsy and
awkward and struggle with activities such as riding a bicycle, skipping and tying their shoelaces. This sometimes results in frustrations and unhappiness which aggravates the problem and causes the learner to avoid the very activity he or she needs to engage in.

The following activity aimed at creating awareness of body movement:

- The therapist gives group members instructions to raise an arm, raise both arms, raise one leg, turn around, jump, sit down, clap hands, shake heads and stamp feet. Discuss their feelings afterwards.

8.4.2.4 Projection

When the learner and the educator make use of a projection, they project their own experience onto another person or object. Through projection they isolate those aspects of their field that are important, in the hope that they will satisfy their needs. It is important that learner and educator should use natural media to communicate their responses, in cases where they would otherwise find it difficult to respond verbally (Shoeman, 1996:65).

According to Schoeman (1996:64) projection serves the following purpose:

- It gives the group member space to sort out the expectations of his environment of him.
- It is an attempt by the group member to dispel that which he cannot yet handle.
- It offers the group member a means of maintaining self-respect.
- It offers an escape when the group member is not ready to accept criticism and rejection.

In the proposed program background music was sometimes used during projection activities. The forms of play and related activities and techniques used for projection are summarized in table 11.
TABLE 11  FORMS OF PLAY AND RELATED ACTIVITIES AND TECHNIQUES USED

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8.4.2.4.1  Background music

Music has a calming and reassuring effect. It can be used effectively in group work and can create a new dimension of awareness for both learner and educator. Music sometimes reveals what learner and educator are trying to verbalise (Schoeman, 1996:45).

According to Oaklander (1988:115), research has shown that playing music in the background often stimulates participation and aids in lengthening the learner’s attention span. It also raises the frustration tolerance of the learner. Reality becomes more pleasant and less threatening and the external and internal tensions disappear.

8.4.2.4.2  Biblio-play

Biblio-play takes place when printed or non-printed material is used in a fictitious or didactic manner in therapy. The interaction between the group worker, reading material, individual or group member leads to growth and problem solving (Schoeman, 1996:189).
8.4.2.4.2.1 Incomplete sentences

According to Rudolph and Thompson (1992:115) incomplete sentences can be used to address aspects such as preferences and dislikes, family, friends, aims, wishes and other factors that make the group member happy or unhappy. The completion of such sentences can also be used for further discussion.

The incomplete sentences used in the proposed program were aimed at creating awareness of three basic feelings, namely happiness, sadness and anger.

8.4.2.4.2.2 Stories

Sharing stories is an important method to guide learners to understand themselves, other people and the world in which they live. A learner who has the language to express anger, fear or distress is not only less likely to act out, but also becomes empowered towards solving problems and relieving discomfort. Stories have an important role to play in helping learners manage emotions. It supplies them with images to live up to or to run away from and provides heroes and heroines to illuminate aspects of conduct and character (Rovenger, 2000: 2).

By hearing about others who have also experienced fear of the dark, sadness over the loss of a toy, anger at a brother or sister, embarrassment at being teased or distress at being bullied, learners realise that they are not abnormal, weird or alone. Stories can aid learners in preparing for a new situation by giving them a chance to imagine what it may be like. Stories also offer unique opportunities to open discussion and serve as bridges of communication about feelings and how to cope with them.

In the proposed program, stories were used to heighten awareness of the three basic feelings and to make group members aware of choices and responsibility regarding handling of these feelings. Stories were also used during the last session to make the group members realize that someone loves them. It assisted the group members in becoming aware of people they feel safe with.
8.4.2.4.3 Dramatic play

According to Dunne (1988:139), through dramatic play a distance can be created from the learner’s and the educator’s problems. It presents them with the opportunity to release their emotions while feeling less threatened. Through acting out experiences, both learner and educator come into contact with reality. Having the learner and the educator remember situations through play, it may lead to emotional growth.

8.4.2.4.3.1 Dance and movement

According to Oaklander (1988:127), it is important to have knowledge of the way in which we stand and move, how we use our bodies and what it feels like. During some phase in the learner’s development, something occurs that blocks this process. It may be an illness or a subtle or open disapproval of body enjoyment. It may be criticism for awkwardness or clumsiness. During the first year in school, competition begins in and it could happen that the learner restricts himself further in an attempt to meet the expectations of others.

Dance and movement is a method for teaching learners how to regain their bodies and be comfortable with them. The way in which group members move their bodies, correlates closely with their ability to be assertive and with their feelings of self-support. Dance and movement is a joyful activity, because learners enjoy moving around to various kinds of music (Oaklander, 1988:129).

Through dance and movement group members come into contact with their own bodies, particularly with the muscles in the body. It offers them the opportunity to release emotions in healthy ways that are more beneficial than internalising those feelings. Thus dance and movement can create new dimensions of awareness in the group members (Schoeman, 1996:44).

In the proposed program lively music was played and the group members had to move to the music. The same was done with slow music. After each piece of music they described their feeling and had to draw how it made them feel.
8.4.2.4.3.2 Role-playing

Role-play activities encourage learners to experience what it is like to be someone else and to develop a more profound understanding of how facial expressions, bodily posture and gestures convey messages about their emotions. Suggested activities for the foundation phase learner may include simple mimes such as ‘Who am I?’ or ‘What am I doing?’ (Chazan, et al, 1987:73).

According to the article “Role playing/psychodrama” (2005:1) role-playing was developed by Jacob Moreno, a Viennese psychologist who reasoned that people could gain more from acting out their problems than from talking about them. Role-playing requires: a learner whose problems are being acted out, group members who assume the roles of other people in the learner’s life, other group members who observe and react to the role-play and the group worker.

The group worker acts as a facilitator and offers emotional support to group members. The facilitator also helps the learner gain new insight from the experience. Before role playing starts, the facilitator must prepare the group members for the experience by motivating them and establishing a safe and trusting atmosphere. Afterwards group members discuss their reactions to the role play as well as how it related to their own experiences (Role playing/psychodrama, 2005:1).

In the proposed program group members were divided into smaller groups. Some groups were asked to role-play what they did in the mornings before they went to school. Other groups had to role-play what they did in the afternoons after school. The group worker wanted them to become aware of the daily lives of one another outside of school. By creating such awareness, the group members will be able to relate better to one another because they now have a better understanding of one another.

8.4.2.4.3.3 Improvisation with words

In play acting learners make more use of themselves in the improvisational experience. They use their minds, bodies, senses, feelings and spirit to create a play or act out a situation. Improvisation with words will allow the group members to play
out fantasies, feelings and traumatic situations. According to Oaklander (1988:143) any object can help a group of learners act out an improvised story. A small group can create a whole play from several unconnected items found around the house. Four or five items are sufficient and can be placed in a bag or cardboard box. Improvisation with words will allow the group members to play out fantasies and feelings.

In the proposed program the following items were placed in a box: police hat, telephone, old jewellery, stationery, plastic bucket and old magazines. Learners were divided into smaller groups. Each group had the opportunity to create a play or scene with the items in the box. The aim of this activity was to create awareness of the field of each member.

8.4.2.4.4 Creative play

Creative play manifests in various forms of art and handicrafts. Art is an important medium of communication between the group worker, learner and educator. It is especially valuable to those foundation phase learners whose verbal skills have not yet developed. Art can be relaxing and can, therefore, create a suitable atmosphere for therapy. It offers a means for acquiring information on the world of learner and educator (Allan & Clark, 1984:116).

8.4.2.4.4.1 Monster technique

According to Van Niekerk (1998:65) monsters can be defined as the difficult emotions or behaviour which influence the learner’s and the educator’s level of functioning to such an extent that it becomes uncomfortable or ineffective. These are of both learner and educators personal accusers and are very skilled at convincing them to accept their irrational beliefs.

Schoeman (1996:68) argues that learners project all their unfinished business into their own bodies. They feel it physically as chronic aches or pains. The unfinished business thus creates both physical and other symptoms which represent manifestations of unresolved conflicts. Because of the unfinished business, learners are unable to establish organismic self-regulation.
When implementing this technique in group work the therapist should follow the following steps (Fourie, 2000:2):

- Group members must imagine a monster that lurks in their life situation.
- The group worker can start a discussion with the group members by asking the following:
  - For how long has the monster existed?
  - Are there other people who know about the monster?
  - Is there something about the monster that scares them?
  - Are they prepared to have the monster in their lives and live with it?
  - Can they give the monster a name?
  - How old were they when they first encountered the monster?
  - Is it possible for them to draw or make their feelings about the monster in for example clay?
  - Ask the group members to talk to the monster by placing the monster in an empty chair.

In the proposed program the monster drawings were used to create awareness of what scares the group members and how to deal with their fears.

8.4.2.4.4.2 Oaklander’s working model

In the proposed program group members were asked to draw their families. After having completed their drawings, the following fourteen steps were followed:

- Motivate the learner to share his experience in regards to the drawing with the therapist.
- Have the learner describe the drawing in his or her own words.
- Have the learner elaborate on certain aspects of his or her drawing.
- Ask the learner to describe his or her drawing as if he or she is in the drawing.
- Let the learner choose certain parts in the drawing to identify with.
- Ask questions of the learner to speed up the process.
 Highlight or over emphasize certain parts so that learner’s attention can be focused.

• Have learner create a conversation between two different parts of the drawing.

• Have the learner pay attention to different colours used in the drawing.

• Pay attention to non-verbal body language such as facial expression, voice and body posture.

• Assist the learner to identify and own his drawing.

• Leave the drawing and work with the learner’s unfinished business that were revealed by the drawing.

• Pay attention to missing parts in the drawing.

• Stay with the learner’s fore-ground, with what the learner wants to share.

Through this activity the group worker wanted the group members to become aware of one another's family environment. Such awareness will contribute to better understanding of one another.

8.4.2.4.4.3 Group drawings

Group drawings can contribute to group co-operation or the lack of it and to patience or impatience of a learner. The exercise is usually fun and is enjoyed by most group members. Group drawings also provide insight into the learner's process (Oaklander, 1988:46).

In the specific program it was used to teach better co-operation between group members and to create awareness of one another’s process or way of doing.

8.4.2.5 Empowerment

Because each learner has a critical self, the foundation phase learner experiences everything personally. Each traumatic event in his or her life takes its toll in terms of unexpressed unfinished business and the consequent blame of the self. According to Van Heuken (2001:6) empowerment is an essential outcome of self-regulation.
Contact with other group members leads to the affirmation of the self. In the proposed program the following activities attempted to empower the group members:

- Building of self confidence
- Rounds
- Applause
- Termination

8.4.2.5.1 Building of self confidence

Each group member is given the opportunity to make a positive remark about another group member. This can be combined with applause. After each positive comment group members can applaud (Jansen, 2001:9).

In the proposed program the following activities were used to build the self confidence of group members:

- The group worker rewards each group member with coloured self-adhesive circle on the forehead.
- The group worker and the educator reward each group member with a silver self-adhesive star on the forehead. The group worker tells the group members how special they are.
- The group worker uses a soft ball and throws the ball at the group members randomly. The group member who catches the ball has to say: “My name is...and I am...”
- The group worker rewards each group member with a self-adhesive red star to his or her forehead to tell them that they are being loved by someone.

8.4.2.5.2 Rounds

Group session can be ended by having group members make rounds. Each learner and the educator has a turn to report his or her present feelings and awareness and to make
any comments if they so wish. This technique is useful as it gives every group member the opportunity to participate (Olander, 1988:286).

In the proposed program the following opportunities were given to group members to participate:

- Have group members compliment one another, e.g. "I like you because..."
- Each group member is given the opportunity to tell the rest of the group what or who makes him or her feel safe.

8.4.2.5.3 Applause

Applause can be used for group members who have participated verbally or physically. By giving applause for positive contributions made during group work, it can also lead to empowerment and the building of self confidence (Jansen, 2001:9).

The group can sit in a circle with space cleared in the centre of the floor. One by one the group members go to the cleared space and say their names aloud. The rest of the group loudly claps and so forth. The group members can acknowledge the applause in whatever way they choose (Jansen, 2001:9).

8.4.2.6 Termination

Learners in the foundation phase might have difficulty in accepting the termination of sessions and are usually unable to determine when it is necessary. It is important that the learners should be prepared for the termination of the group sessions. They need to deal with the feelings involved in saying good bye to anyone they came to like and care about (Oaklander, 1988:201).

In the case of this specific program termination need not have the finality it implies. Although the groups sessions end, the group still stays together as a class. The therapist, however, needs to terminate her presence within the group.
In the proposed program a green worm was used for the purpose of termination. The worm consisted out of eight green circles. One of the circles had a face drawn on it. During the first session the therapist introduced the worm and explained to the group members that there would be eight sessions. Each session would be represented by a green circle which forms a segment of the worm. As the sessions progressed the therapist would continue to build the worm. When the whole worm had been built, the eight sessions would end and the therapist would leave.

8.5 CONCLUSION

Outcomes Based Education promotes group work in the classroom. During group work the educator serves as a facilitator between learners and learning material. Since the school is where the learners spend most of their time, it should be a joyful environment in which learners can experience and learn in the broadest sense. Reading and writing are being emphasised to such an extent that educators tend to pay too little attention to the emotional needs of learners.

The emotional needs of learners ought to be given priority in the learning situation. The proposed program will require learners to become actively engaged in the group sessions and to interact with group members different from themselves. They will learn to respect and value other group members’ point of view.

Distressing events in early life often influence the psychological aspects and personality development of the foundation phase learner. It is, therefore, important that learners in this phase receive special attention, including intervention methods aimed at their level of personal and social development. The proposed program has been developed to be used as a form of intervention in schools. Through awareness learner and educator will be equipped to realise their own potential. Awareness will also ensure that educators will have a better understanding of their learners and will be able to include the learners in their field.

In chapter 9 there will be a discussion on intervention research as the research methodology that was used for this research project.
CHAPTER 9

RESEARCH METHODOLOGY

9.1 INTRODUCTION

The nature of the data and the research problem determine the research methodology that will be used. All the data eventually reaches the researcher either in the form of words or numbers. Qualitative research methodologies can be identified as dealing with data that is mainly verbal. Quantitative research methodologies deal with data that is mainly numerical (Leedy, 1993:139).

Researchers sometimes consciously or unconsciously use both quantitative and qualitative research methodologies. The problem that is being researched can be so intricate that a single research approach may not succeed in encompassing the research phenomena in their full complexity. It has, therefore, become necessary that researchers accept quantitative and qualitative research methodologies as complementary (De Vos, 1998:359).

The development of a Gestalt program for creating a contact making process of inclusion between educators and learners in the foundation phase necessitated the researcher to employ both quantitative and qualitative research methodologies. The researcher therefore, has decided to make use of intervention research as a methodology for combining the qualitative and quantitative methodologies. Chapter 9 will discuss the different phases of the intervention research model.

9.2 INTERVENTION RESEARCH

According to De Vos (1998:384) the concept of intervention research grew from the collaboration between the two major pioneers in the field of developmental research, Edwin J. Thomas and Jack Rothman. Developmental research refers to the development
of a technological item essential to a profession such as psychology or social work. Intervention research was developed to address the practical application of developmental research. Most of the questions about practical use addressed in the field of psychology or social work involve some aspects of intervention.

9.2.1 The intervention research model

Intervention research is a phase model consisting of six phases, each comprising a series of steps. According to De Vos (1998:386) phase models are not rigid. Although phase models are performed in a consequential sequence, some of the activities associated with each phase continue after the introduction of the next phase and there can sometimes be a return to an earlier phase.

9.2.1.1 Phase one: Problem analysis and project planning

According to De Vos (1998:386) the first phase of intervention research includes activities that necessarily precede the development of the intervention. The assumption that can be made in the first phase is that there exists a researchable problem that can be addressed by developing the technology the researcher has in mind.

The aim of the activities performed during phase one is to bring about recognition of the existence of the research problem as well as a recognition of the existence of the technology that can be developed to address this. During phase one the researcher should also determine whether relevant interventions already exist. If the existence of relevant intervention has been determined, the researcher should establish if further development is necessary (De Vos, 1998:387).

For the past ten years the researcher has been working as a school psychologist for the Western Cape Education Department. It has been her experience that sometimes learners are referred for psychological counseling, because educators could not deal with the behaviour of these learners in the classroom. Out of this experience grew the presumption
that perhaps educators came to school with unfinished business, which cause them to avoid awareness. Because they find it difficult to deal with their unfinished business in the here and now, they avoid awareness at all cost. As a result they have inappropriate contact boundaries and are unaware of the unfinished business which their learners bring to school. The learners are viewed as being disruptive and consequently are referred to the school psychologist for counseling.

Having analyzed this problem, the researcher decided to develop a Gestalt program which will create a safe environment, in which educators and learners can become aware of their feelings and emotions in the here and the now.

Phase one consists of five steps. These steps are presented in table 12

**TABLE 12 THE FIVE STEPS OF PHASE ONE**

<table>
<thead>
<tr>
<th>Steps</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identifying and involving clients</td>
</tr>
<tr>
<td>2</td>
<td>Gaining entry and co-operation from settings</td>
</tr>
<tr>
<td>3</td>
<td>Identifying concerns of the population</td>
</tr>
<tr>
<td>4</td>
<td>Analyzing identified problems</td>
</tr>
<tr>
<td>5</td>
<td>Setting goals and objectives</td>
</tr>
</tbody>
</table>

- Step 1: Identifying and involving clients

The first step in problem analysis and project planning is to identify a population whose issues are of current and emerging interest to the clients themselves, to researchers and to society. In collaboration with the client the researcher determines the specific targets and goals of the intervention (De Vos, 1998:386).

As has been mentioned in chapter 1 section 1.9.1, the researcher chose, for the purpose of this study, a population consisting of all the educators and learners in the foundation
phase schools in the Breede River Overberg Region. In step 2 the researcher involved the educators by gaining their opinions about certain aspect of the current educational situation.

- Step 2: Gaining entry and co-operation from settings

The second step in problem analysis and project planning is involving members of the population in identifying problems, planning the project and implementing the selected intervention. By working with the people, the researcher gained the co-operation and support necessary to conduct intervention research (De Vos, 1998:388).

In chapter 1 section 1.8.2 it was mentioned that the researcher involved the educators by gaining their opinions about certain aspects of the current educational situation. The researcher worked with the school principals to gain their co-operation to allow consultation with the educators as experts in their fields.

In chapter 1 section 1.8.2, it was also stated that the researcher consulted the experts by making use of two questionnaires that are based on the broad literature review. The first questionnaire was completed by educators from different schools in Worcester and aimed to measure the educators’ true opinions about the current situation in education.

The researcher also consulted with the circuit managers in order to determine in which grade the greatest need for the proposed program exists. The second questionnaire which was sent to Circuit Managers of the Breede River Overberg Educational Management and District Council aimed at determining this need for the proposed program. This aspect of the intervention research approach will be readdressed in chapter 10.

- Step 3: Identifying concerns of the population

According to De Vos (1998:388) intervention researchers must avoid imposing external views on the problem and its solution. The researcher must attempt to understand the
issues that are of importance to the members of the population. To achieve a better understanding of what is important to them, the researcher can make use of surveys, personal contact methods and community forums.

For the purpose of this research the researcher tried to understand the issues of importance to the population, by using the results of the surveys that were conducted during step 2 to gain entry and co-operation from the schools. The results of these surveys will be discussed in chapter 10.

- Step 4: Analyzing identified problems

By answering certain questions the researcher can determine why the problem exists and why interventions have not succeeded or been attempted. The following questions help to guide the researcher in the process of analyzing the identified problems:

- What is the nature of the discrepancy between the ideal and the actual conditions that define the problem?
- To whom is the situation a problem?
- What are the negative consequences of the problem for the affected individuals?
- Who benefits from conditions as they are now?
- How do they benefit?
- Who should share the responsibility for solving the problem?
- What behaviours need to change for members of the population to consider the problem solved?
- What conditions need to change to establish or support necessary change?
- Does the problem reside in the behaviour of key individuals, in the immediate physical or social environment, with broader structural conditions, with governmental or business policies?
The researcher analyzed identified problems by making use of the results of the surveys that were conducted during step 2 to gain entry and co-operation from the schools. As mentioned in step 3 these results will be discussed in chapter 10.

- Step 5: Setting goals and objectives

The final step in phase one is the setting of goals and objectives. As indicated in chapter 1 objective refers to four different aspects. The first aspect is the problem toward which effort is directed. Secondly, it refers to an aim, goal or end of action. The third aspect is the steps one has to take in order to attain the ideal. The fourth and last aspect indicate objectives as being exploratory, descriptive and explanatory.

Objectives can, therefore, be seen as the specific steps that have to be taken to reach the goal. In Chapter 1 the researcher stated that the objective of the proposed research is to develop a Gestalt program that will establish a contact making process of inclusion between learners and educators in the foundation phase.

9.2.1.2 Phase two: Information gathering and synthesis

Rothman and Thomas (1994:31) mention that when the researcher plans the intervention research project it is essential to discover what others have done to understand and address the problem. Gathering such knowledge means that the researcher will have to identify and select the relevant knowledge and use integrated and appropriate sources of information.
Phase two consists of three steps. These steps are presented in table 13

**Table 13**  
**He Three Steps of Phase Two**

<table>
<thead>
<tr>
<th>Steps</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Using existing information sources</td>
</tr>
<tr>
<td>2</td>
<td>Studying natural examples</td>
</tr>
<tr>
<td>3</td>
<td>Identifying functional elements of successful models</td>
</tr>
</tbody>
</table>

- Step 1: Using existing information sources

According to De Vos (1998:390) a literature review consists of an examination of selected empirical research, reported practice and identified innovations relevant to the particular concern under study. Researchers who choose intervention research must look beyond the literature of their particular field and try to establish new linkages between concepts and methods of various disciplines.

As mentioned in chapter 1 section 1.8.1, the researcher reviewed literature on subject matters such as Outcomes Based Education, the foundation phase learner, the relationship between educators and their learners, play, group work, Gestalt principles and intervention research.

- Step 2: Studying natural examples

The researcher can collect information by observing how community members faced with the problem under discussion have attempted to address it. He or she can interview people who have actually experienced the problem or who have knowledge of it to gain insight into which interventions may or may not succeed. It is also useful to study unsuccessful programs and practices (Rothman & Thomas, 1994:33).
The researcher studied natural examples by using the results of the surveys that were conducted during step 2 of phase 1 to gain entry and co-operation from the schools. These results will be discussed in chapter 10.

- Step 3: Identifying functional elements of successful models

De Vos (1998:392) feels that by studying successful and unsuccessful models or programs that have attempted to address the problem, the researcher identifies potentially useful elements of an intervention. In order to analyze the features of the programs and practices that have previously addressed the problem, the researcher can ask the following questions:

- Is there a model program, policy or practice that has been successful in changing targeted behaviours and outcomes?
- What made a particular program, policy or practice effective?
- Is there a model program, policy or practice that was unsuccessful?
- What caused it to fail?
- Which events appeared to be critical to success or failure?
- What conditions may have been critical to success?
- What specific procedures were used?

The researcher made use of the literature review as mentioned in step 1 of phase 2 in order to identify the functional elements of successful models.

9.2.1.3 Phase three: Design

Design as described by Thomas (1989:582) refers to the planned and systematic application of relevant scientific, technical and practical information to the creation and assembly of innovation. The design phase, phase three, consists of two steps. These steps are presented in table 14.
TABLE 14  THE TWO STEPS OF PHASE THREE

<table>
<thead>
<tr>
<th>Steps</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Designing an observational system</td>
</tr>
<tr>
<td>2</td>
<td>Specifying procedural elements of the intervention</td>
</tr>
</tbody>
</table>

- Step 1: Designing an observational system

According to De Vos (1998:393) the researcher must design a natural way to observe events related to the problem, discover the extent thereof and detect effects following the intervention. The members of the population most affected by the problem should be involved in specifying the behaviours and environmental conditions that need to be changed.

The observational system consists of the following three parts:

- Definitions of the behaviours or products associated with the problem are defined in operational terms.
- Examples and non-examples of the behaviours or products are provided to help discriminate among occurrences of the behaviour or product.
- Scoring instructions are prepared to guide the recording of desired behaviours or products.

According to Rothman and Thomas (1994:35) the type or measurement system to be chosen by the researcher depends on factors such as:

- The number of individuals and behaviours to be observed
- The length of the observation sessions.
- The length of intervals within the session.
- The availability of trained observers.
The preliminary results gained from the observation system help to guide the researcher with the selection of procedures and their refinement.

As mentioned in chapter 1 section 1.5, intervention research allows the researcher to conduct both qualitative and quantitative research. Chapter 1 section 1.5 also indicated that for the empirical part of the research the researcher made use of a qualitative approach in the form of a literature review, mentioned in step I of phase 2. Based upon the literature research the Gestalt program was developed.

According to chapter 1 section 1.5, a qualitative approach was used to evaluate the program in terms of effectiveness, simplicity, practicality and adaptability. Focus group interviews were used for this purpose. A quantitative approach was used to evaluate the improvement of the educator’s awareness levels as a result of the implementation of the program. The Bootstrap test, which is a non-parametric test, was used for statistical analysis. The focus group interviews as well as the results of the Bootstrap test will be discussed in chapter 11.

- Step 2: Specifying procedural elements of the intervention

The procedural elements should be specified in enough detail so that they can be replicated by other typically trained change agents. It has been found that the procedural elements of an intervention often become part of an eventual practise model which is the final product of the research (De Vos, 1998:394).

The researcher made use of the literature review mentioned in step I of phase 2 to specify procedural elements of the intervention.
9.2.1.4 Phase four: Early development and pilot testing

According to Rothman and Thomas (1994:36) this phase includes the development of a prototype or preliminary intervention, conducting of a pilot study and application of design criteria to the preliminary intervention concept.

Phase four consists of three steps. These steps are presented in table 15.

**Table 15** THE THREE STEPS OF PHASE FOUR

<table>
<thead>
<tr>
<th>Steps</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Developing a prototype or preliminary intervention</td>
</tr>
<tr>
<td>2</td>
<td>Conducting a pilot test</td>
</tr>
<tr>
<td>3</td>
<td>Applying design criteria to the preliminary intervention concept</td>
</tr>
</tbody>
</table>

- Step 1: Developing a prototype or preliminary intervention

The researcher must now select and specify intervention procedures. The researcher must also select a mode of delivering the prototype for use in pilot testing at this stage. The mode of delivery can be through workshops, telephone consultation, peer-mediated instruction or other ways of communicating the intervention to the target market.

The researcher identified school A as the school in which the pilot test would be conducted. The school’s principal had to be contacted beforehand to give his permission. The researcher also contacted the Western Cape Education Department for approval of the research.

After gaining the permission of the principal of school A, the researcher held a meeting with the educators who would participate in the pilot test. In chapter 1 section 1.8.3, the researcher discussed how she conducted the preliminary exploratory studies. According to chapter 1 section 1.8.3, the researcher visited the schools beforehand to get an idea of
the real situation in which the program would have to be field tested. The physical layout and size of the classrooms, the availability of halls as well as equipment was assessed. The educators had to complete a questionnaire which the researcher used to determine specific class details.

- Step 2: Conduct a pilot test

According to De Vos (1998:395) pilot tests are designed to determine whether the intervention will succeed. Pilot tests are implemented in settings convenient for the researcher. These settings are somewhat similar to ones in which the intervention will be implemented. The results of the pilot tests help to determine the effectiveness of the intervention. It is also used to identify elements of the prototype which may need to be revised.

As mentioned in chapter 1 section 1.8.4, the researcher made use of school A for the intensive study of strategic units. As part of the pilot study the grade 1 and grade 3 educators and learners at school A were exposed to the program. This part of the pilot study will be discussed further in chapter 10.

- Step 3: Applying design criteria for the preliminary intervention concept

The following questions guide the researcher with the design of interventions that are subjected to pilot testing (De Vos, 1998:396):

- Is the intervention effective?
- Is it replicable by typical end-users?
- Is it simple to use?
- Is it practical?
- Is the intervention adaptable to various contexts?
- Is it compatible with local customs and values?
In chapter 1 section 1.7 it is mentioned that focus group interviews were used as a qualitative data analysis method to determine the educators’ opinions regarding the effectiveness, simplicity, practicality and adaptability of the program. If the program is found to lack some of the criteria, it could be redesigned.

9.2.1.5 Phase five: Evaluation and advanced development

Research methods should be used in the evaluation phase of intervention research to provide outcome information as an integral part of a research process. Evaluation follows development and contributes to further design and development as necessary. It proceeds ultimately to adoption of the intervention and widespread implementation of the intervention (De Vos, 1998:397).

Phase five consists of four steps. These steps are presented in table 16.

**TABLE 16 THE FOUR STEPS OF PHASE FIVE**

<table>
<thead>
<tr>
<th>Steps</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Selecting an experimental design</td>
</tr>
<tr>
<td>2</td>
<td>Collecting and analyzing data</td>
</tr>
<tr>
<td>3</td>
<td>Replicating the intervention under field conditions</td>
</tr>
<tr>
<td>4</td>
<td>Refining the intervention</td>
</tr>
</tbody>
</table>

- Step 1: Selecting an experimental design

According to Morse, 1994:223) the choice of an experimental design will depend upon the purpose of the study, the nature of the research question and the skills and resources available to the researcher.
In chapter 1 section 1.6.1, the researcher indicated that she made use of the comparison group pretest-posttest design. The comparison group pretest-posttest design is selected as an experimental design that will help to demonstrate if the educators-learner relationship benefited from the proposed Gestalt program.

- Step 2: Collecting and analyzing data

Data is collected and analyzed on a continuous basis. The ongoing recording of data and outcomes helps to determine when initial interventions should be implemented and whether additional procedures are necessary (De Vos, 1998:397).

The focus group interviews as well as the Bootstrap test mentioned in step 1 of phase 3, indicate that an observational system will be designed and used to collect and analyze data.

- Step 3: Replicating the intervention under field conditions

When the intervention is replicated under various field conditions, it assists in assessing the generality of the effects of the intervention. At this stage of the research process, instructions, manuals and other tangible forms of the prototype will have been developed, tested and revised.

The intervention was field tested at school B. The result of the field test was employed to develop instructions, manuals in the form of a guide, transparencies and a DVD for dissemination.

- Step 4: Refining the intervention

Rothmand and Thomas (1994:39) make it clear that the researcher must use the results of full field testing to resolve problems with the measurement system and intervention.
Adaptations in the language, content and intervention methods are sometimes necessary to produce desired outcomes for the whole target market.

In step 3 of phase 5 it was indicated that the intervention was field tested at school B. The result of the field test was used to refine the intervention.

9.2.1.6 Phase six: Dissemination

Once the intervention has been field tested and evaluated it is ready to be disseminated to the target markets. The dissemination phase consists of five steps. These steps are presented in table 17.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preparing the product for dissemination</td>
</tr>
<tr>
<td>2</td>
<td>Identifying potential markets for the intervention</td>
</tr>
<tr>
<td>3</td>
<td>Creating a demand for the intervention</td>
</tr>
<tr>
<td>4</td>
<td>Encouraging appropriate adaptation</td>
</tr>
<tr>
<td>5</td>
<td>Providing technical support for adopters</td>
</tr>
</tbody>
</table>

The researcher plans to market the program to various target markets. A suitable brand name and price still have to be decided on. Marketing strategies have to convince the target markets that they will benefit from implementing the proposed program. The process of dissemination will be discussed in more detail in chapter 11.

9.3 THE RELEVANCE OF INTERVENTION RESEARCH

According to the researcher, intervention research was seen as the best possible research methodology to use for the development of the Gestalt program. Intervention research allowed the researcher to make use of both qualitative and quantitative research methods.
It is also a phase model which allowed the researcher to complete the research process in a systematic manner. As has been mentioned in the introduction of chapter 9, the development of a Gestalt program necessitated the researcher to make use of both quantitative and qualitative research methodologies.

The researcher made use of qualitative research methodologies in the form of a literature review, a questionnaire which gathered class data and eventually focus group interviews as part of symbolic interactionism. These results and data were used in the development and evaluation of the pilot test as well as the actual field study.

The researcher made use of quantitative research methodologies in the form of a questionnaire to assess the educators' awareness. The data gathered from these questionnaires was analyzed by making use of the Bootstrap test. The results of these tests were used to evaluate and refine the intervention.

It was the researcher's initial idea to develop a product in the form of a program which can be employed by target markets within the field of education, psychology or social work. Intervention research allowed the researcher to develop such a product and to disseminate it to the different target markets.

9.4 AN INTEGRATED REPRESENTATION OF THE COURSE OF THE RESEARCH PROCESS

An introduction to the research process was presented in chapter 1, while in chapter 9 intervention research as the research methodology selected for the purpose of this research was discussed and explained. The research process as discussed in chapter 1, the intervention research process as discussed in chapter 9 and the practical implementation thereof was assembled by the researcher to give an integrated and holistic representation of the course of the research process, as illustrated in table 18.
<table>
<thead>
<tr>
<th>Chapter 1 Research process</th>
<th>Practical implementation</th>
<th>Chapter 9 Intervention research process</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Background and importance</td>
<td>Work experience gained from working as a school psychologist.</td>
<td>• Phase 1 step 1: Identifying and involving clients.</td>
</tr>
<tr>
<td>• Problem formulation</td>
<td>Researcher formulates problem from work experience.</td>
<td>• Phase 1 step 3: Setting goals and objectives.</td>
</tr>
<tr>
<td>• Objectives of the research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pilot study</td>
<td>Educators, principals and circuit managers complete questionnaires.</td>
<td>• Phase 1 step 2: Gaining entry and cooperation from settings.</td>
</tr>
<tr>
<td>o Experience of experts</td>
<td></td>
<td>• Phase 1 step 3: Identifying concerns of the population.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Phase 1 step 4: Analyzing identified problems.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Phase 2 step 2: Studying natural examples.</td>
</tr>
<tr>
<td>• Research question</td>
<td>Researcher does a literature review.</td>
<td>• Phase 2 step 1: Using existing information sources.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Phase 2 step 3: Identifying functional elements of successful model’s.</td>
</tr>
<tr>
<td>• Pilot study</td>
<td>Researcher develops program.</td>
<td>• Phase 3 step 1: Designing observational system.</td>
</tr>
<tr>
<td>o Preliminary exploratory studies</td>
<td></td>
<td>• Phase 3 step 2: Specifying elements of program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Phase 4 step 1: Developing prototype or preliminary intervention.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Phase 4 step 3: Applying design criteria</td>
</tr>
</tbody>
</table>

**Population, sampling and sampling methods**

| • Pilot study | Researcher implements program at school A | • Phase 4 step 2: Conducting a pilot test |
| o Intensive study of strategic units | | |
| • Research design | Researcher evaluates implementation at school A | • Phase 4 step 3: Applying design criteria. |
| | | • Phase 5 step 1: Selecting experimental design |
| | | • Phase 5 step 2: Collecting and analyze data |

**Population, sampling and sampling methods**

| • Field test | Researcher implements program at school B | • Phase 5 step 3: Replicating the intervention under field conditions. |
| • Research design | Researcher evaluates implementation at school B | • Phase 5 step 4: Refining the intervention |

**Research report**

| Researcher prepares guide, transparencies and DVD | Phase 6 steps 1-5: Dissemination |
9.5 CONCLUSION

The research problem that was being addressed in this study was very complex. A single research approach would not have succeeded in encompassing the research problem in its entirety. Therefore, the development of a Gestalt program for creating a contact making process of inclusion between educators and learners in the foundation phase necessitated the researcher to make use of both quantitative and qualitative research methodologies. Intervention research was seen as being the best possible research methodology to achieve the research objective of developing a Gestalt program.

Chapter 10 will give a discussion on the pilot study. The results of the pilot study will also be presented in chapter 10.
CHAPTER 10

PILOT STUDY

10.1 INTRODUCTION

In chapter 1 section 1.8 it was indicated that the pilot study forms an integral part of the research process. Chapter 1 section 1.8 identified the pilot study as consisting of different aspects. These aspects include a literature review, the experience of experts, preliminary exploratory studies and intensive study of strategic units. The literature review has been discussed in chapter 1 and chapter 9. Chapter 10 will focus on the remaining three aspects of the pilot study, namely the experience of experts, preliminary exploratory studies and intensive study of strategic units.

10.2 PILOT STUDY

10.2.1 The experience of experts

In chapter 1 section 1.8.2 it was mentioned that relying on the experience of experts offers many advantages to the researcher. There are increasing numbers of educators who have been trained in a specialized area within the field of education. There are also an increasing number of these who have undertaken research or who have been active for many years in the field of education.

In chapter 1 section 1.8.2 it was stated that by consulting with experts, the researcher has gathered background knowledge about the specific research problem. The results of this part of the pilot study has assisted the researcher to orientate herself to the project she had in mind.
10.2.1.1 The experience of experts: educators

The experts were educators from schools in Worcester. They were approached by means of a personal interview with their school principals. The principals accepted responsibility for distributing the questionnaires among their staff members and collecting the completed questionnaires.

The questionnaire (appendix 2) consisted of two sections: section one contains questions in respect of demographic information about the respondents, while section two consists of statements that attempt to measure the educators’ true opinions on the current situation in education. An example of a questionnaire item is presented in figure 13.

Teachers are familiar with the principles of outcomes based education.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Figure 13** A sample of a questionnaire item

The statements in section two were based on the literature review as well as the researcher’s teaching experience.

10.2.1.1.1 Results

The raw data obtained from consulting with the experts consists of demographic information in respect of each respondent, measurements of a range of statements based on the literature review, as well as the researchers’ teaching experience. Only 178 of the possible 243 questionnaires could be used.

The summarized data is presented in the form of frequency distributions in tables 19 to 30. The frequency distributions in tables 19 to 30 show the demographic data on the
respondents. They consisted of 178 individuals of whom 141 are educators, 22 are head of departments, 9 are deputy-principals and 6 are principals.

Mainstream schools (132 respondents) as well as special schools (46 respondents) participated in the pilot study study. There were more female than male respondents. The majority of respondents were younger than 45 years and speaks Afrikaans as their home language. White and coloured respondents form 97, 8% of the population group. Tables 22 and 23 indicate that the highest qualification of the majority of respondents' as well as their educational training is a diploma. Only 14, 6% of the respondents have fewer than 5 years teaching experience. Many of the respondents, 48, 9%, teach more than 31 children per class. The majority of the respondents are married and are affiliated to a trade union.

**TABLE 19 FREQUENCY DISTRIBUTION OF THE AGE OF THE RESPONDENTS**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Younger than 30 years</td>
<td>23</td>
<td>12,90</td>
</tr>
<tr>
<td>30-35</td>
<td>27</td>
<td>15,20</td>
</tr>
<tr>
<td>36-40</td>
<td>37</td>
<td>20,80</td>
</tr>
<tr>
<td>41-45</td>
<td>42</td>
<td>23,60</td>
</tr>
<tr>
<td>46-5042</td>
<td>29</td>
<td>16,30</td>
</tr>
<tr>
<td>Older than 50 years</td>
<td>20</td>
<td>11,20</td>
</tr>
<tr>
<td>Total</td>
<td>178</td>
<td>100,00</td>
</tr>
</tbody>
</table>
### Table 20: Frequency Distribution of the Home Language of the Respondents

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans</td>
<td>171</td>
<td>96.10</td>
</tr>
<tr>
<td>English</td>
<td>6</td>
<td>3.40</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>0.60</td>
</tr>
<tr>
<td>Total</td>
<td>178</td>
<td>100.00</td>
</tr>
</tbody>
</table>

### Table 21: Frequency Distribution of the Population Group the Respondents Belong To

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>1</td>
<td>0.60</td>
</tr>
<tr>
<td>Coloured</td>
<td>79</td>
<td>44.40</td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
<td>1.70</td>
</tr>
<tr>
<td>White</td>
<td>95</td>
<td>53.40</td>
</tr>
<tr>
<td>Total</td>
<td>178</td>
<td>100.00</td>
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</tbody>
</table>

### Table 22: Frequency Distribution of the Highest Qualification of the Respondents

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Frequency</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Grade 9- grade 12</td>
<td>10</td>
<td>5.60</td>
</tr>
<tr>
<td>Diploma</td>
<td>111</td>
<td>62.40</td>
</tr>
<tr>
<td>Degree</td>
<td>27</td>
<td>15.20</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>30</td>
<td>16.90</td>
</tr>
<tr>
<td>Total</td>
<td>178</td>
<td>100.00</td>
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</table>
### TABLE 23 FREQUENCY DISTRIBUTION OF THE EDUCATION TRAINING OF THE RESPONDENTS

<table>
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<tr>
<th>Respondents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>30</td>
<td>16,90</td>
</tr>
<tr>
<td>Diploma</td>
<td>146</td>
<td>82,00</td>
</tr>
<tr>
<td>None</td>
<td>2</td>
<td>1,10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>178</strong></td>
<td><strong>100,00</strong></td>
</tr>
</tbody>
</table>

### TABLE 24 FREQUENCY DISTRIBUTION OF THE TEACHING EXPERIENCE OF THE RESPONDENTS

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Frequency</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Fewer than 5 years</td>
<td>26</td>
<td>14,60</td>
</tr>
<tr>
<td>5-10 years</td>
<td>15</td>
<td>8,40</td>
</tr>
<tr>
<td>11-15 years</td>
<td>42</td>
<td>23,60</td>
</tr>
<tr>
<td>16-20 years</td>
<td>36</td>
<td>20,20</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>59</td>
<td>33,10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>178</strong></td>
<td><strong>100,00</strong></td>
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</tbody>
</table>

### TABLE 25 FREQUENCY DISTRIBUTION OF THE POST LEVEL OF THE RESPONDENTS

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>141</td>
<td>79,20</td>
</tr>
<tr>
<td>Head of department</td>
<td>22</td>
<td>12,40</td>
</tr>
<tr>
<td>Deputy principal</td>
<td>9</td>
<td>5,10</td>
</tr>
<tr>
<td>Principal</td>
<td>6</td>
<td>3,40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>178</strong></td>
<td><strong>100,00</strong></td>
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</tbody>
</table>
### TABLE 26  FREQUENCY DISTRIBUTION OF THE TYPE OF SCHOOL OF THE RESPONDENTS

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mainstream school</td>
<td>132</td>
<td>74,60</td>
</tr>
<tr>
<td>Special school</td>
<td>46</td>
<td>25,80</td>
</tr>
<tr>
<td>Total</td>
<td>178</td>
<td>100,00</td>
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</table>

### TABLE 27  FREQUENCY DISTRIBUTION OF THE AVERAGE NUMBER OF CHILDREN PER CLASS OF THE RESPONDENTS

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Frequency</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Fewer than 10</td>
<td>33</td>
<td>18,50</td>
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<tr>
<td>10-20</td>
<td>13</td>
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<tr>
<td>21-30</td>
<td>45</td>
<td>25,30</td>
</tr>
<tr>
<td>31-40</td>
<td>48</td>
<td>27,00</td>
</tr>
<tr>
<td>41-50</td>
<td>38</td>
<td>21,30</td>
</tr>
<tr>
<td>More than 50</td>
<td>1</td>
<td>0,60</td>
</tr>
<tr>
<td>Total</td>
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<td>100,00</td>
</tr>
</tbody>
</table>

### TABLE 28  FREQUENCY DISTRIBUTION OF THE GENDER OF THE RESPONDENTS

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>58</td>
<td>32,60</td>
</tr>
<tr>
<td>Female</td>
<td>120</td>
<td>67,40</td>
</tr>
<tr>
<td>Total</td>
<td>178</td>
<td>100,00</td>
</tr>
</tbody>
</table>
Table 29 represents the frequency distribution of the marital status of the respondents. The categories "Single," "Married," "Divorced," "Widow," and "Total" are listed with their corresponding frequencies and percentages.

Table 30 represents the frequency distribution of the post level of the respondents. The categories "SADTU," "SATU," "CTPO," "Other," "None," and "Total" are listed with their corresponding frequencies and percentages.

Table 31 represents the frequency distribution for the statements in section two of the questionnaire. The categories "FALSE" and "SOMETIMES TRUE" represent opinions that disagree with the statements. The categories "OFTEN TRUE" and "TRUE" represent opinions that agree with the statements. The researcher made use of a 4-point scale instead of a 5-point scale to avoid having respondents indicate an uncertain response.
### TABLE 31  FREQUENCY DISTRIBUTION OF SECTION 2: NEEDS ASSESSMENT

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Statement</th>
<th>Disagree</th>
<th>Sometimes True</th>
<th>Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>2.1</td>
<td>Educators are familiar with the principles of outcomes based education</td>
<td>15</td>
<td>8,40</td>
<td>74</td>
<td>41,60</td>
</tr>
<tr>
<td>2.2</td>
<td>Educators know how to implement outcomes based education</td>
<td>19</td>
<td>10,70</td>
<td>75</td>
<td>42,10</td>
</tr>
<tr>
<td>2.3</td>
<td>Educators experience problems with the implementation of outcomes based education</td>
<td>13</td>
<td>7,30</td>
<td>61</td>
<td>34,30</td>
</tr>
<tr>
<td>2.4</td>
<td>Educators have received enough training in the principles of outcomes based education</td>
<td>75</td>
<td>42,10</td>
<td>58</td>
<td>32,60</td>
</tr>
<tr>
<td>2.5</td>
<td>Educators have received enough training the implementation of outcomes based education</td>
<td>75</td>
<td>42,10</td>
<td>64</td>
<td>36,00</td>
</tr>
<tr>
<td>2.6</td>
<td>Outcomes based education training was presented by experts</td>
<td>57</td>
<td>32,00</td>
<td>74</td>
<td>41,60</td>
</tr>
<tr>
<td>2.7</td>
<td>Educators have knowledge of their learners' physical needs</td>
<td>11</td>
<td>6,20</td>
<td>64</td>
<td>36,00</td>
</tr>
<tr>
<td>Nr.</td>
<td>Statement</td>
<td>Disagree</td>
<td>Agree</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------</td>
<td>----------</td>
<td>-------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>False</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sometimes true</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Often true</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>True</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.8</td>
<td>Educators have knowledge of their learners’ emotional needs</td>
<td>18</td>
<td>10,10</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>33,70</td>
<td></td>
<td>69</td>
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<td></td>
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<td>38,80</td>
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<td>69</td>
<td></td>
</tr>
<tr>
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<td></td>
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<td>17,40</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>100,00</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>2.9</td>
<td>Educators have knowledge of their learners’ environment</td>
<td>11</td>
<td>6,20</td>
<td>68</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>38,20</td>
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<td>30,90</td>
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<td></td>
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<td>24,70</td>
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<td>44</td>
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<td>100,00</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>2.10</td>
<td>Educators have knowledge of their learners’ family structure</td>
<td>17</td>
<td>9,60</td>
<td>73</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>41,00</td>
<td></td>
<td>61</td>
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<tr>
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<td>34,30</td>
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<td>27</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15,20</td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
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<td>178</td>
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<td>100,00</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>2.11</td>
<td>Educators have knowledge of the individual learner’s level of functioning</td>
<td>8</td>
<td>4,50</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>30,30</td>
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<td>71</td>
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<td>39,90</td>
<td></td>
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<td>100,00</td>
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<td>100</td>
<td></td>
</tr>
<tr>
<td>2.12</td>
<td>Educators have knowledge of the individual learner’s potential</td>
<td>4</td>
<td>2,20</td>
<td>42</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>23,60</td>
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<td>78</td>
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<td>43,80</td>
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<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>2.13</td>
<td>Educators have been trained to deal with the learners’ emotional needs</td>
<td>46</td>
<td>25,80</td>
<td>71</td>
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</tr>
<tr>
<td></td>
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<td>25,30</td>
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<td>100,00</td>
<td></td>
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<tr>
<td>2.14</td>
<td>Educators experience a positive relationship with their learners</td>
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<td>2,80</td>
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<td></td>
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<td></td>
<td></td>
<td>100,00</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>2.15</td>
<td>Educators have knowledge of their own physical needs</td>
<td>2</td>
<td>1,10</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8,40</td>
<td></td>
<td>53</td>
<td></td>
</tr>
<tr>
<td></td>
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<td>29,80</td>
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<td>108</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>60,70</td>
<td></td>
<td>60</td>
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</tr>
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<td></td>
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<td>100,00</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>2.16</td>
<td>Educators have knowledge of their own emotional needs</td>
<td>3</td>
<td>1,70</td>
<td>12</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>6,70</td>
<td></td>
<td>54</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>30,30</td>
<td></td>
<td>109</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>61,20</td>
<td></td>
<td>61</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>178</td>
<td></td>
<td>178</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>100,00</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>2.17</td>
<td>Educators have knowledge of their own environment</td>
<td>0</td>
<td>0,00</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2,80</td>
<td></td>
<td>35</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>19,70</td>
<td></td>
<td>138</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>77,50</td>
<td></td>
<td>77</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>178</td>
<td></td>
<td>178</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>100,00</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Nr.</td>
<td>Statement</td>
<td>Disagree</td>
<td>Agree</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------</td>
<td>----------</td>
<td>-------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>False</td>
<td>Sometimes true</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.18</td>
<td>Educators experience a negative relationship with their learners</td>
<td>69</td>
<td>38,80</td>
<td>49,40</td>
<td>16</td>
</tr>
<tr>
<td>2.19</td>
<td>Educators have knowledge about the causes of a negative relationship with their learners</td>
<td>12</td>
<td>6,70</td>
<td>43,30</td>
<td>53</td>
</tr>
<tr>
<td>2.20</td>
<td>Educators would like to have positive relationships with their learners</td>
<td>0</td>
<td>0,00</td>
<td>3,40</td>
<td>9</td>
</tr>
<tr>
<td>2.21</td>
<td>Educators know how to establish a positive relationship with their learners</td>
<td>4</td>
<td>2,20</td>
<td>50,28,10</td>
<td>76</td>
</tr>
<tr>
<td>2.22</td>
<td>Educators experience more disciplinary problems than in the past</td>
<td>3</td>
<td>1,70</td>
<td>10,5,60</td>
<td>24</td>
</tr>
<tr>
<td>2.23</td>
<td>Educators have more behavioural problems than in the past</td>
<td>4</td>
<td>2,20</td>
<td>10,5,60</td>
<td>32</td>
</tr>
<tr>
<td>2.24</td>
<td>Educators have knowledge about the causes of the disciplinary problems</td>
<td>11</td>
<td>6,20</td>
<td>45,25,30</td>
<td>60</td>
</tr>
<tr>
<td>2.25</td>
<td>Educators have knowledge about the causes of their learners’ behavioural problems</td>
<td>14</td>
<td>7,90</td>
<td>58,32,60</td>
<td>74</td>
</tr>
<tr>
<td>Nr.</td>
<td>Statement</td>
<td>Disagree</td>
<td>Agree</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------</td>
<td>-------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>False</td>
<td>Sometimes true</td>
<td>Often true</td>
<td>True</td>
</tr>
<tr>
<td>2.26</td>
<td>The educator’s emotional state has an effect on his/her relationship with the learners</td>
<td>10</td>
<td>5,60</td>
<td>34</td>
<td>19,10</td>
</tr>
<tr>
<td>2.27</td>
<td>Educators bring their personal problems to school</td>
<td>52</td>
<td>29,20</td>
<td>82</td>
<td>46,10</td>
</tr>
<tr>
<td>2.28</td>
<td>Educators know how to deal with their personal problems</td>
<td>4</td>
<td>2,20</td>
<td>59</td>
<td>33,10</td>
</tr>
<tr>
<td>2.29</td>
<td>Educators have enjoyed teaching</td>
<td>8</td>
<td>4,50</td>
<td>45</td>
<td>25,30</td>
</tr>
<tr>
<td>2.30</td>
<td>Educators currently enjoy teaching</td>
<td>24</td>
<td>13,50</td>
<td>66</td>
<td>37,10</td>
</tr>
<tr>
<td>2.31</td>
<td>Educators experience stress related to the behaviour of the learners</td>
<td>2</td>
<td>1,10</td>
<td>23</td>
<td>12,90</td>
</tr>
<tr>
<td>2.32</td>
<td>Educators experience stress related to the expectations of the education department of them</td>
<td>0</td>
<td>0,00</td>
<td>31</td>
<td>17,40</td>
</tr>
<tr>
<td>2.33</td>
<td>Educators experience stress related to the implementation of outcomes based education</td>
<td>10</td>
<td>5,60</td>
<td>31</td>
<td>17,40</td>
</tr>
<tr>
<td>Nr.</td>
<td>Statement</td>
<td>Disagree False</td>
<td>Disagree Sometimes true</td>
<td>Agree Often true</td>
<td>Agree True</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-------------------------</td>
<td>------------------</td>
<td>------------</td>
</tr>
<tr>
<td>2.34</td>
<td>Educators experience stress related to the expectations of the schools principal of them.</td>
<td>35</td>
<td>19,70</td>
<td>60</td>
<td>33,70</td>
</tr>
<tr>
<td>2.35</td>
<td>Educators experience stress related to the expectations of the schools governing body of them.</td>
<td>47</td>
<td>26,40</td>
<td>78</td>
<td>43,80</td>
</tr>
<tr>
<td>2.36</td>
<td>Educators experience stress related to unresolved disputes</td>
<td>30</td>
<td>16,90</td>
<td>61</td>
<td>34,30</td>
</tr>
<tr>
<td>2.37</td>
<td>Educators are disappointed with their career choice</td>
<td>58</td>
<td>32,60</td>
<td>78</td>
<td>43,80</td>
</tr>
</tbody>
</table>

Statement 2.1 to 2.6 represent educators’ opinions regarding outcomes based education. Half the respondents are unfamiliar with the principles of outcomes based education and 52, 8% do not know how to implement outcomes based education. The reason for this could be the lack in training of educators in outcomes based education. The majority of respondents, 74,7%, indicated that they have not received enough training in the principles of outcomes based education and 78,1% have not received enough training in the implementation of outcomes based education. It is also the majority’s view, 73, 6%, that outcomes based education training was not presented by experts.

Statement 2.7 to 2.14 and 2.18 to 2.25 represent educators’ opinions regarding their knowledge of and experience with their learners. Although more than half the respondents have knowledge of their learners’ physical and emotional needs, there are still 42, 2% of them who do not have knowledge of their learners’ physical needs and
43.8% who do not have knowledge of their learners' emotional needs. A large number of educators, 44.4%, seem to be unfamiliar with their learners' environment and more than half the teachers, 50.6%, do not have knowledge of their learners' family structure. The majority of respondents, 74, 1%, have knowledge of the learners' individual potential, but 65, 7% have not been trained to deal with their learners' emotional needs. More than half the respondents, 73, 0%, are of the opinion that they enjoy a positive relationship with their learners, while 96, 7% indicated that they would like to have a positive relationship with them. Half the respondents do not have knowledge of the causes of the negative relationship with their learners and 30, 3% do not know how to establish a positive relationship with them. It is evident that teachers experience more disciplinary, 92, 2%, and behavioural problems, 92, 7%, than in the past. Although the majority of respondents do have knowledge of the causes of their learners' behavioural and disciplinary problems, there are still 31, 5% that do not have this knowledge, and 40, 5% do not have knowledge of the causes of their learners' behavioural problems.

Statements 2.15 to 2.17 and 2.26 to 2.37 represent educators' opinions regarding their own needs and experiences. The results indicate that educators' do have knowledge of their own physical and emotional needs as well as their environment. Although the majority of teachers, 75, 3%, are of the opinion that educators do not bring their personal problems to school, there are still 24, 7% that feel otherwise. Of the total population group 75,2% agreed that the educator's emotional state does have an effect on his or her relationship with the learners, and 35.8% indicated that educators do not know how to deal with their personal problems. In comparison with the 70, 2% of the respondents who have enjoyed teaching, only 50 and 5% currently enjoy teaching. A number of factors cause stress for educators. The most stressful factor seems to be the behaviour of learners (86, 0%), followed by the expectations of the education department of them (82, 6%), the implementation of outcomes based education (77, 0%), unresolved disputes (48, 9%), the expectations of the school principal of them (46, 0%) and the expectations of the school's governing body of them (29, 8%). In spite of all the stressful factors, 76, 4% of the respondents are not disappointed with their career choice.
According to the survey the main cause of stress for educators seems to be the behaviour of the learners, followed by the expectations of the education department, the implementation of outcomes based education, unresolved disputes, the expectations of the school principal and the expectations of the school’s governing body. Educators also indicated that they do not know how to deal with their learners’ emotional needs.

10.2.1.2 The experience of experts: circuit managers

The experts also included the 10 circuit managers of the Breede River Overberg Educational Management District Council. They were approached by means of a personal interview with the head of their department. The head of the department accepted responsibility for distributing the questionnaires (appendix 3) among the Circuit Managers. The completed questionnaires had to be mailed back to the researcher. The Circuit Managers received a letter (appendix 3) which explained the purpose of the research as well as provided a date by which the completed questionnaires had to reach the researcher. Self addressed envelopes were included.

The questionnaire consisted of two sections: section one contains questions on certain demographic facts concerning the respondents, while section two consists of statements that attempt to determine in which grade the greatest need for the proposed program is experienced.

10.2.1.2.1 Results

Only 4 completed questionnaires were received. The frequency distributions in tables 32 to 37 show the demographic facts regarding the respondents.
### TABLE 32  
**FREQUENCY DISTRIBUTION OF THE AGE OF THE RESPONDENTS**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Younger than 30 years</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>30-35</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>36-40</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>41-45</td>
<td>1</td>
<td>25,00</td>
</tr>
<tr>
<td>46-50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Older than 50 years</td>
<td>3</td>
<td>75,00</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>100,00</td>
</tr>
</tbody>
</table>

### TABLE 33  
**FREQUENCY DISTRIBUTION OF THE HOME LANGUAGE OF THE RESPONDENTS**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans</td>
<td>4</td>
<td>100,00</td>
</tr>
<tr>
<td>English</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>100,00</td>
</tr>
</tbody>
</table>

### TABLE 34  
**FREQUENCY DISTRIBUTION OF THE HIGHEST QUALIFICATION OF THE RESPONDENTS**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower than grade 12</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Degree</td>
<td>1</td>
<td>25,00</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>3</td>
<td>75,00</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>100,00</td>
</tr>
</tbody>
</table>
TABLE 35  FREQUENCY DISTRIBUTION OF THE TEACHING EXPERIENCE OF THE RESPONDENTS

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 5 years</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5-10 years</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11-15 years</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16-20 years</td>
<td>1</td>
<td>25,00</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>3</td>
<td>75,00</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>100,00</td>
</tr>
</tbody>
</table>

TABLE 36  FREQUENCY DISTRIBUTION OF THE GENDER OF THE RESPONDENTS

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>3</td>
<td>75,00</td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>25,00</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>100,00</td>
</tr>
</tbody>
</table>

TABLE 37  FREQUENCY DISTRIBUTION OF THE GRADE IN WHICH THERE IS THE GREATEST NEED FOR A PROGRAM THAT WILL PROMOTE A CONTACT MAKING PROCESS OF INCLUSION BETWEEN LEARNERS AND EDUCATORS.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>1</td>
<td>25,00</td>
</tr>
<tr>
<td>Grade 2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grade 3</td>
<td>1</td>
<td>25,00</td>
</tr>
<tr>
<td>Grade 4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grade 5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grade 6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grade 7</td>
<td>1</td>
<td>25,00</td>
</tr>
<tr>
<td>Grade 8</td>
<td>1</td>
<td>25,00</td>
</tr>
</tbody>
</table>
Table 37 indicates that 50% of the respondents indicated that the proposed program should be implemented in the foundation phase (grade 1-3). According to these respondents it is important that a relationship of trust should be established as early as possible between the educator and the learner. One respondent indicated that learners in grade 7 would benefit from the proposed program. Such a program would help these learners deal with the uncertainty regarding their self-esteem, values and physiological changes. The remaining respondent indicated that the establishment of a relationship of trust is of importance to the learners in grade 8 since they are experiencing a transition from primary school to secondary school. According to the survey educators are unfamiliar with the principles of outcomes based education and do not know how to implement the system. The reason for this could be the lack in training of educators in regards to outcomes based education.

10.2.2 Preliminary exploratory studies: school A

In chapter 1 section 1.8.3 it was stated that the researcher needed to obtain a perception of the practical situation in which the research would take place. The researcher visited school A beforehand to ascertain the conditions in which the program would have to be pilot tested. During her visit at school A, the researcher assessed the physical layout and size of the classrooms, and the availability of halls as well as equipment. The researcher asked the educators to complete a questionnaire (appendix 4) from which she could determine specific data pertaining to the class.
10.2.2.1 Results

School A is situated in Worcester. The school environment is characterized by alcohol and drug abuse, family violence, molestation, malnutrition and poverty. The language of instruction at the school is Afrikaans. All the learners in grade 1 and grade 3 speak Afrikaans at home. The number of learners who received more time in grade 1 at the end of 2004 is 19 and those who received more time in grade 3 is 2. In grade 1 there are 17 learners with learning barriers and in grade 3 there are 19 learners with learning barriers. According to the family structure of the grade 1 class, 21 learners come from families where they are not being raised by their biological parents. Foster parents, step parents, guardians and adoptive parents take care of these learners. In grade 3 there are 19 learners who are not being raised by their biological parents. The parents of 28 learners in grade 1 are divorced. In grade 3 there are 25 learners whose parents are divorced.

A summary of the class data for learners in grade 1 and grade 3 is presented in table 38

**Table 38  Data of Grade 1 and Grade 3 Classes in School A**

<table>
<thead>
<tr>
<th>Class information</th>
<th>Grade 1a</th>
<th>Grade 1b</th>
<th>Total (1a + 1b)</th>
<th>Grade 3a</th>
<th>Grade 3b</th>
<th>Total (3a+3b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of learners in class</td>
<td>42</td>
<td>44</td>
<td>86</td>
<td>37</td>
<td>38</td>
<td>75</td>
</tr>
<tr>
<td>Number of boys in class</td>
<td>21</td>
<td>23</td>
<td>44</td>
<td>13</td>
<td>19</td>
<td>32</td>
</tr>
<tr>
<td>Number of girls in class</td>
<td>21</td>
<td>21</td>
<td>42</td>
<td>24</td>
<td>19</td>
<td>43</td>
</tr>
<tr>
<td>Age deviation:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Younger than six years</td>
<td>9</td>
<td>8</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Six years</td>
<td>24</td>
<td>27</td>
<td>51</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Seven years</td>
<td>8</td>
<td>8</td>
<td>16</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Eight years</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>25</td>
<td>18</td>
<td>43</td>
</tr>
<tr>
<td>Older than eight years</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>42</td>
<td>44</td>
<td>86</td>
<td>37</td>
<td>38</td>
<td>75</td>
</tr>
<tr>
<td>Class data</td>
<td>Grade 1a</td>
<td>Grade 1b</td>
<td>Total (1a + 1b)</td>
<td>Grade 3a</td>
<td>Grade 3b</td>
<td>Total (3a+3b)</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------</td>
<td>----------</td>
<td>-----------------</td>
<td>----------</td>
<td>----------</td>
<td>--------------</td>
</tr>
<tr>
<td>Learning barriers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Epilepsy</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cerebral palsy</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Physical disability</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hard of hearing</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Deafness</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Autism</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Partial sight</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Blindness</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cognitive (mild)</td>
<td>0</td>
<td>8</td>
<td>8</td>
<td>17</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>Cognitive (severe)</td>
<td>1</td>
<td>16</td>
<td>17</td>
<td>17</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of more time learners

|                  | 9  | 10 | 19 | 0  | 2  | 2  |

Family structure

<table>
<thead>
<tr>
<th></th>
<th>Grade 1a</th>
<th>Grade 1b</th>
<th>Total (1a + 1b)</th>
<th>Grade 3a</th>
<th>Grade 3b</th>
<th>Total (3a+3b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological parents</td>
<td>35</td>
<td>30</td>
<td>65</td>
<td>24</td>
<td>32</td>
<td>56</td>
</tr>
<tr>
<td>Foster parents</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Step parents</td>
<td>0</td>
<td>9</td>
<td>9</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Guardians</td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>8</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Adoptive parents</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>44</td>
<td>86</td>
<td>37</td>
<td>38</td>
<td>75</td>
</tr>
<tr>
<td>Class data</td>
<td>Grade 1a</td>
<td>Grade 1b</td>
<td>Total (1a + 1b)</td>
<td>Grade 3a</td>
<td>Grade 3b</td>
<td>Total (3a+3b)</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------</td>
<td>----------</td>
<td>----------------</td>
<td>----------</td>
<td>----------</td>
<td>---------------</td>
</tr>
<tr>
<td>Marital status of parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>38</td>
<td>20</td>
<td>58</td>
<td>12</td>
<td>38</td>
<td>50</td>
</tr>
<tr>
<td>Divorced</td>
<td>0</td>
<td>16</td>
<td>16</td>
<td>12</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Separated</td>
<td>0</td>
<td>8</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Single parent</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>9</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Living together</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>44</td>
<td>86</td>
<td>37</td>
<td>38</td>
<td>75</td>
</tr>
</tbody>
</table>

| Home language of the learners |          |          |                |          |          |               |
| Afrikaans            | 42       | 44       | 86             | 36       | 38       | 74            |
| English              | 0        | 0        | 0              | 0        | 0        | 0             |
| Xhosa                | 0        | 0        | 0              | 1        | 0        | 1             |
| Other                | 0        | 0        | 0              | 0        | 0        | 0             |
| Total                | 42       | 44       | 86             | 37       | 38       | 75            |

10.2.3 Intensive study of strategic units

In chapter 1 section 1.8.4 it was stated that this part of the pilot study involves the exposition of a few cases from the population to exactly the same procedures as planned for the main investigation by the researcher. For this purpose the researcher made use of school A. As part of the pilot study the grade 1 and grade 3 educators and learners at school A were exposed to the program. Group work was done over a period of eight sessions with 44 learners and their educator in grade 1b and 37 learners and their educator in grade 3a.

Before the program was implemented, the educators that formed part of the experimental group, as well as the control group at school A, had to complete a questionnaire (appendix 5) to determine their awareness levels regarding their learners and their relationship with them. The results of this questionnaire served as the pretest. After
completing the eight sessions, the educators had to complete the same questionnaire to determine if there was an improvement in their awareness. The results of this questionnaire served as the posttest. The data gathered from these questionnaires was analyzed using the Bootstrap test. These results will be presented in chapter 11. The researcher also held a focus group interview with the educators that formed part of the experimental group as well as those in the control group. The results of the focus group interview will also be presented in chapter 11.

10.3 CONCLUSION

From the pilot study it became clear that many educators do not have knowledge of their learners’ physical or emotional needs. They are also unfamiliar with their learners’ environment and do not have knowledge of their learners’ family structure. The educators also indicated that they have not been trained to deal with their learners’ emotional needs.

From the pilot study it is evident that educators experience more disciplinary and behavioural problems than in the past. There is also a need for respondents to have knowledge of the causes of their learners’ behavioural and disciplinary problems. The majority of the experts agreed that the educator’s emotional state does have an effect on his or her relationship with the learners and a few indicated that educators do not know how to deal with their personal problems.

By doing a preliminary exploratory study the researcher was able to assess the school’s facilities as well as gather class information. This data was used in developing activities for the Gestalt program.

Chapter 11 will discuss how the intervention was replicated under field conditions. The results of the intensive study of strategic units at school A will also be presented.
CHAPTER 11

FIELD STUDY

11.1 INTRODUCTION

A comprehensive survey of the literature on Outcomes Based Education, the foundation phase learner, the educator-learner relationship, play, group work and Gestalt theory underlying group work was presented in the previous 8 chapters. In chapter 9 the intervention research process was discussed. In chapter 10 the researcher described how she conducted the pilot study. Phase 5 of the intervention research allows for replicating the intervention under field conditions.

It is important that the Gestalt program for creating a contact making process of inclusion between educators and learners in the foundation phase should be replicated under field conditions. The results of the field study are used to refine the intervention as well as prepare it for dissemination.

11.2 REPLICATING THE INTERVENTION UNDER FIELD CONDITIONS

Phase 5 of the intervention research process was discussed in chapter 9. When the Gestalt program is replicated under various field conditions it helps to assess the generality of the effects of the program. The Gestalt program was field tested at school B.

11.2.1 Preliminary exploratory study

In chapter 1 section 1.8.3, it was stated that the researcher needed knowledge of the actual practical situation in which the research would take place. The researcher visited school B beforehand to ascertain the actual conditions in which the program would have to be pilot tested. During her visit at school B, the researcher assessed the physical layout and size of the classrooms, the availability of halls as well as equipment. The researcher
asked the educators to complete a questionnaire (appendix 4) from which she could determine specific class data.

11.2.1.1.1 Results

School B is situated in Ceres. The school environment is characterized by a multi-cultural social environment. Some of the learners come from home environments that are characterized by alcohol abuse, poverty and malnutrition. Other learners come from home environments that are characterized by wealth and stability. The languages of instruction at the school are Afrikaans and English. There are, however, learners in grade 1 and grade 3 whose home language is Xhosa.

The number of learners who received more time in grade 1 at the end of 2004 is 4 and those who received more time in grade 3 is 2. In grade 1 there are 29 learners with learning barriers and in grade 3 there is 1 learner with learning barriers. According to the family structure of the grade 1 class, 4 learners come from families where they are being raised by the biological parents. Foster parents, step parents, guardians and adoptive parents take care of the other learners. In grade 3 there are also 4 learners who are not being raised by their biological parents. The parents of 13 learners in grade 1 are divorced. In grade 3 it seems that there are no learners whose parents are divorced.

A summary of the class information for learners in grade 1 and grade 3 are presented in table 39.

**Table 39**  Data of grade 1 and grade 3 classes in school B

<table>
<thead>
<tr>
<th>Class information</th>
<th>Grade 1a</th>
<th>Grade 1b</th>
<th>Total (1a+1b)</th>
<th>Grade 3a</th>
<th>Grade 3b</th>
<th>Total (3a+3b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of learners in class</td>
<td>29</td>
<td>29</td>
<td>58</td>
<td>25</td>
<td>27</td>
<td>52</td>
</tr>
<tr>
<td>Number of boys in class</td>
<td>18</td>
<td>18</td>
<td>36</td>
<td>13</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>Number of girls in class</td>
<td>11</td>
<td>11</td>
<td>22</td>
<td>12</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>Class data</td>
<td>Grade 1a</td>
<td>Grade 1b</td>
<td>Total (1a+1b)</td>
<td>Grade 3a</td>
<td>Grade 3b</td>
<td>Total (3a+3b)</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------</td>
<td>----------</td>
<td>---------------</td>
<td>----------</td>
<td>----------</td>
<td>---------------</td>
</tr>
<tr>
<td>Age deviation:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Younger than six years</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>• Six years</td>
<td>26</td>
<td>17</td>
<td>43</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>• Seven years</td>
<td>3</td>
<td>11</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>• Eight years</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>• Older than eight years</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>27</td>
<td>47</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
<td><strong>29</strong></td>
<td><strong>58</strong></td>
<td><strong>25</strong></td>
<td><strong>27</strong></td>
<td><strong>52</strong></td>
</tr>
<tr>
<td>Learning barriers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Epilepsy</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>• Cerebral palsy</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>• Physical disability</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>• Hard of hearing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>• Deafness</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>• Autism</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>• Partial sight</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>• Blindness</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>• Cognitive (mild)</td>
<td>28</td>
<td>0</td>
<td>28</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>• Cognitive (severe)</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
<td><strong>0</strong></td>
<td><strong>29</strong></td>
<td><strong>1</strong></td>
<td><strong>0</strong></td>
<td><strong>1</strong></td>
</tr>
<tr>
<td>Number of more time learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Biological parents</td>
<td>28</td>
<td>26</td>
<td>54</td>
<td>22</td>
<td>26</td>
<td>48</td>
</tr>
<tr>
<td>• Foster parents</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>• Step parents</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>• Guardians</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>• Adoptive parents</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
<td><strong>29</strong></td>
<td><strong>58</strong></td>
<td><strong>25</strong></td>
<td><strong>27</strong></td>
<td><strong>52</strong></td>
</tr>
</tbody>
</table>
11.2.2 Comparison between school A and school B

Table 40 gives a comparison between class data of school A and school B.

**TABLE 40 COMPARISON BETWEEN CLASS DATA OF SCHOOL A AND SCHOOL B**

<table>
<thead>
<tr>
<th>Class data</th>
<th>School A</th>
<th>School B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 1</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Number of learners</td>
<td>86</td>
<td>75</td>
</tr>
<tr>
<td>Learning barriers</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>More time learners</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>Family structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Biological parents</td>
<td>65</td>
<td>56</td>
</tr>
<tr>
<td>- Other</td>
<td>21</td>
<td>19</td>
</tr>
<tr>
<td>Marital status of parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Married</td>
<td>58</td>
<td>50</td>
</tr>
<tr>
<td>- Divorced</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td>- Separated</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>- Single parent</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>- Living together</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Home language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Afrikaans</td>
<td>86</td>
<td>74</td>
</tr>
<tr>
<td>- English</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>- Xhosa</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>- Other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Language of instruction</td>
<td>Afrikaans</td>
<td></td>
</tr>
<tr>
<td>Class data</td>
<td>School A</td>
<td>School B</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Home environment</td>
<td>• Alcohol abuse</td>
<td>Multi cultural social environment:</td>
</tr>
<tr>
<td></td>
<td>• Drug abuse</td>
<td>• Home environments characterized by</td>
</tr>
<tr>
<td></td>
<td>• Family violence</td>
<td>alcohol abuse,</td>
</tr>
<tr>
<td></td>
<td>• Molestation</td>
<td>poverty and</td>
</tr>
<tr>
<td></td>
<td>• Malnutrition</td>
<td>malnutrition.</td>
</tr>
<tr>
<td></td>
<td>• Poverty</td>
<td>• Home environments characterized by</td>
</tr>
<tr>
<td></td>
<td></td>
<td>wealth and stability.</td>
</tr>
</tbody>
</table>

11.2.3 Field test

The field test consisted of the Gestalt program that was implemented at school B, in grade 1b and grade 3b. Group work was done with 29 learners and their educator in grade 1b and 27 learners and their educator in grade 3b.

Before the program was implemented the educators that formed part of the experimental group, as well as the control group at school B, had to complete a questionnaire (appendix 5) to determine their awareness levels regarding their learners and their relationship with them. The results of this questionnaire served as the pretest. After completing the eight sessions the educators had to complete the same questionnaire to determine if there was an improvement in their awareness. The results of this questionnaire served as the posttest. The data gathered from these questionnaires was analyzed using the Bootstrap test. The researcher also held a focus group interview with the educators that formed part of the experimental as well as the control group.
11.3 RESULTS OF THE PILOT TEST AND FIELD TEST

11.3.1 Frequency distribution

The raw data obtained in the study consists of demographic data of each respondent, as well as measurements of a range of awareness statements. The data was then summarized in order to gain an overall impression of the manner in which the responses are distributed.

The summarized data is presented in the form of frequency distributions in tables 41 to 52. The frequency distributions in tables 41 to 52 show the demographic data of the educator respondents. The population consisted of 8 educators.

**TABLE 41** FREQUENCY DISTRIBUTION OF THE AGE OF THE EDUCATOR RESPONDENTS.

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Younger than 25 years</td>
<td>0</td>
<td>0,00</td>
</tr>
<tr>
<td>25-35</td>
<td>0</td>
<td>0,00</td>
</tr>
<tr>
<td>36-45</td>
<td>1</td>
<td>12,50</td>
</tr>
<tr>
<td>46-55</td>
<td>6</td>
<td>75,00</td>
</tr>
<tr>
<td>56-65</td>
<td>1</td>
<td>12,50</td>
</tr>
<tr>
<td>Older than 65 years</td>
<td>0</td>
<td>0,00</td>
</tr>
</tbody>
</table>

**TABLE 42** FREQUENCY DISTRIBUTION OF THE HOME LANGUAGE OF THE EDUCATOR RESPONDENTS.

<table>
<thead>
<tr>
<th>Home language</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans</td>
<td>8</td>
<td>100,00</td>
</tr>
<tr>
<td>English</td>
<td>0</td>
<td>0,00</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0,00</td>
</tr>
</tbody>
</table>
### Table 43  Frequency distribution of the population group of the educator respondents.

<table>
<thead>
<tr>
<th>Population group</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>0</td>
<td>0,00</td>
</tr>
<tr>
<td>Coloured</td>
<td>4</td>
<td>50,00</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0,00</td>
</tr>
<tr>
<td>White</td>
<td>4</td>
<td>50,00</td>
</tr>
</tbody>
</table>

### Table 44  Frequency distribution of the highest qualification of the educator respondents.

<table>
<thead>
<tr>
<th>Highest qualification</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower than grade 9</td>
<td>0</td>
<td>0,00</td>
</tr>
<tr>
<td>Grade 9- Grade 12</td>
<td>0</td>
<td>0,00</td>
</tr>
<tr>
<td>Diploma</td>
<td>8</td>
<td>100,00</td>
</tr>
<tr>
<td>Degree</td>
<td>0</td>
<td>0,00</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
<td>0,00</td>
</tr>
</tbody>
</table>

### Table 45  Frequency distribution of the educational training of the educator respondents.

<table>
<thead>
<tr>
<th>Education training</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>0</td>
<td>0,00</td>
</tr>
<tr>
<td>Diploma</td>
<td>8</td>
<td>100,00</td>
</tr>
<tr>
<td>None</td>
<td>0</td>
<td>0,00</td>
</tr>
</tbody>
</table>
### Table 46  Frequency Distribution of the Teaching Experience of the Educator Respondents.

<table>
<thead>
<tr>
<th>Teaching experience</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 5 years</td>
<td>0</td>
<td>0,00</td>
</tr>
<tr>
<td>5-10 years</td>
<td>0</td>
<td>0,00</td>
</tr>
<tr>
<td>11-15 years</td>
<td>0</td>
<td>0,00</td>
</tr>
<tr>
<td>16-20 years</td>
<td>0</td>
<td>0,00</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>8</td>
<td>100,00</td>
</tr>
</tbody>
</table>

### Table 47  Frequency Distribution of the Post Level of the Educator Respondents.

<table>
<thead>
<tr>
<th>Post level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>6</td>
<td>75,00</td>
</tr>
<tr>
<td>Head of department</td>
<td>2</td>
<td>25,00</td>
</tr>
<tr>
<td>Deputy principal</td>
<td>0</td>
<td>0,00</td>
</tr>
<tr>
<td>Principal</td>
<td>0</td>
<td>0,00</td>
</tr>
</tbody>
</table>

### Table 48  Frequency Distribution of the Type of School of the Educator Respondents.

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mainstream school</td>
<td>8</td>
<td>100,00</td>
</tr>
<tr>
<td>Special school</td>
<td>0</td>
<td>0,00</td>
</tr>
</tbody>
</table>
### Table 49  Frequency distribution of the average number of learners per class for the educator respondents.

<table>
<thead>
<tr>
<th>Average number of learners per class</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 10</td>
<td>0</td>
<td>0,00</td>
</tr>
<tr>
<td>10-20</td>
<td>0</td>
<td>0,00</td>
</tr>
<tr>
<td>21-30</td>
<td>4</td>
<td>50,00</td>
</tr>
<tr>
<td>31-40</td>
<td>2</td>
<td>25,00</td>
</tr>
<tr>
<td>41-50</td>
<td>2</td>
<td>25,00</td>
</tr>
<tr>
<td>More than 50</td>
<td>0</td>
<td>0,00</td>
</tr>
</tbody>
</table>

### Table 50  Frequency distribution of the gender of the educator respondents.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>0</td>
<td>0,00</td>
</tr>
<tr>
<td>Female</td>
<td>8</td>
<td>100,00</td>
</tr>
</tbody>
</table>

### Table 51  Frequency distribution of the marital status of the educator respondents.

<table>
<thead>
<tr>
<th>Marital status</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>0</td>
<td>0,00</td>
</tr>
<tr>
<td>Married</td>
<td>4</td>
<td>50,00</td>
</tr>
<tr>
<td>Divorced</td>
<td>4</td>
<td>50,00</td>
</tr>
<tr>
<td>Widow</td>
<td>0</td>
<td>0,00</td>
</tr>
<tr>
<td>Widower</td>
<td>0</td>
<td>0,00</td>
</tr>
</tbody>
</table>
Table 52  Frequency distribution of the trade union affiliation of the educator respondents.

<table>
<thead>
<tr>
<th>Trade union affiliation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>SADTU</td>
<td>4</td>
<td>50,00</td>
</tr>
<tr>
<td>SATU</td>
<td>3</td>
<td>37,50</td>
</tr>
<tr>
<td>CTPO</td>
<td>0</td>
<td>0,00</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0,00</td>
</tr>
<tr>
<td>None</td>
<td>1</td>
<td>12,5</td>
</tr>
</tbody>
</table>

11.3.2  Non-parametric test

11.3.2.1  Bootstrap test

The data gathered from the study does not conform to the requirements for a normal distribution. In chapter 1 section 1.7 it was mentioned that the Bootstrap test, which is a non-parametric test, was used for statistical analysis.

11.3.2.1.1  Hypotheses

According to the null hypothesis the means of the experimental group are equal to those of the control group. There is, therefore, no difference between them. It says this in statistical terms such as:

\[ H_0: M_{EXP} = M_{CG} \]

The alternative hypotheses are as follow:

Hypothesis one states that the mean values of the scores of the whole group of respondents in the experimental group’s first rating are less than the mean values of their
scores on the second rating. The intervention in the form of the Gestalt program will lead to an increase in the scores of the second rating.

$H_1: M_{\text{EXP}_1} < M_{\text{EXP}_2}$

Hypothesis two states that the mean values of the scores of the whole group of respondents in the control group’s first rating are equal to the mean values of their scores on the second rating. The educators in the control group were not subjected to the intervention in the form of the Gestalt program.

$H_2: M_{\text{CG}_1} = M_{\text{CG}_2}$

Hypothesis three states that the mean values of the scores of the whole group of respondents in the experimental group’s second rating are greater that the mean values of the scores of the whole group of respondents in the control group’s second rating. The educators in the experimental group were subjected to the intervention in the form of the Gestalt program, while the educators in the control group were not subjected to the intervention in the form of the Gestalt program.

$H_3: M_{\text{EXP}_2} > M_{\text{CG}_2}$

11.3.2.1.2 Bootstrap test results

There was an improvement from the pre-measurement to the post-measurement for the experimental group. In some instances the improvement was of great significance. Questions 2.1, 2.3, 2.4 and 2.11 showed a significant increase in the awareness of the educators. Intervention in the form of the Gestalt program created a heightened awareness among the educators in the experimental group. It can thus be stated that $H_1: M_{\text{EXP}_1} < M_{\text{EXP}_2}$ could be accepted.
The pre-measurement and the post-measurement of the control group remained the same. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Slight deviations were caused by chance. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same. It can thus be stated that $H_2: M_{CG1}=M_{CG2}$ could be accepted.

Apart from question 2.13 the post measurement of the experimental group's second rating is greater than the mean values of the scores of the control group's second rating. It can thus be stated that $H_3: M_{EXP2}>M_{CG2}$ could be accepted.

11.3.2.1.2.1 Graphs as means of presenting Bootstrap test results

The Bootstrap data analysis is presented in the form of graphs. The following graphs are presented for each questionnaire statement:
Bootstrap

Bootstrap means
Vertical bars denote 0.95 bootstrap confidence intervals

Graph 1  Question 2.1: Educators are aware of their learners’ physical needs.

There was a significant improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware of their learners’ physical needs.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
Bootstrap

Bootstrap means
Vertical bars denote 0.95 bootstrap confidence intervals

Graph 2  Question 2.2: Educators are aware of their learners' emotional needs.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware of their learners' emotional needs.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
Graph 3  Question 2.3: Educators are aware of their learners’ environment.

There was a significant improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware of their learners’ environment.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
Graph 4  Question 2.4: Educators are aware that the love and trust with which learners come to school are likely to be due to their own loving impulses, strengthened by good relations at home.

There was a significant improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware that the love and trust with which learners come to school are likely to be due to their own loving impulses, strengthened by good relations at home.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
**Bootstrap**

Graph 5  Question 2.5: Educators are aware of their learners’ family structures.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware of their learners’ family structures.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
Graph 6  Question 2.6: Educators are aware of the differences among their learners.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware of the differences among their learners.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
Graph 7  **Question 2.7**: Educators are aware of the individual learner’s level of functioning.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware of the individual learner’s level of functioning.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
**Bootstrap**

Graph 8  Question 2.8: Educators are aware of the individual learner's potential.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware of the individual learner's potential.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
**Bootstrap**

Graph 9  
**Question 2.9:** Educators are aware of the differences in traits and skills of a given learner.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware of the differences in traits and skills of a given learner.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
Graph 10  Question 2.10: Educators are aware of their learners' interests.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware of their learners' interests.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
**Bootstrap**

Graph 11    Question 2.11: Educators are aware that learners have different strategies for gaining attention, e.g. daydreaming and imaginary playmates.

There was a significant improvement from the pre measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware that learners have different strategies for gaining attention, e.g. daydreaming and imaginary playmates.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
Graph 12  Question 2.12: Educators are aware that their learners’ behaviour at school contains indications of unmet needs.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware that their learners’ behaviour at school contains indications of unmet needs.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
Graph 13  Question 2.13: Educators are aware of the correlation between their learners’ emotional state and academic performance.

There was no improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program did not create a heightened awareness among educators of the correlation between their learners’ emotional state and academic performance.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
**Bootstrap**

*Vertical bars denote 0.95 bootstrap confidence intervals*

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**Graph 14**  **Question 2.14:** Educators are aware that learners bring their personal problems to school.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware that learners bring their personal problems to school.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
Bootstrap

Graph 15  2.15: Educators are aware of their own physical needs.

There was no improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program did not create a heightened awareness among educators about their own physical needs.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
Bootstrap

Graph 16  Question 2.16: Educators are aware of their own emotional needs.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware of their own emotional needs.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
Bootstrap

Graph 17  Question 2.17: Educators are aware of their own environment.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware of their own environment.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
**Bootstrap**

Graph 18 Question 2.18: Educators are aware of their own family structure.

There was no improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program did not create a heightened awareness among educators about their own family structure.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
Graph 19  Question 2.19: Educators are aware that their own childhood desires, wishes, fears, hate and love will enable them to empathize with learners.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware that their own childhood desires, wishes, fears, hate and love will enable them to empathize with learners.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
**Bootstrap**

Graph 20    **Question 2.20:** Educators are aware of their own potential.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware of their own potential.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
Graph 21  Question 2.21: Educators are aware that their perception of adulthood, e.g. as strong, weak or fragile, will determine the transference which will take place between educator and learner.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware that their perception of adulthood, e.g. strong, weak or fragile, will determine the transference which will take place between educator and learner.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
**Bootstrap**

Graph 22  Question 2.22: Educators are aware that their perception of the link between adult and child will determine the transference which will take place between educator and learner.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware that their perception of the link between adult and child will determine the transference which will take place between educator and learner.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
Bootstrap

Graph 23  Question 2.23: Educators are aware what causes a positive relationship with their learners.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware what causes a positive relationship with their learners.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
**Bootstrap**

Graph 24  **Question 2.24:** Educators are aware what causes a negative relationship with their learners.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware what causes a negative relationship with their learners.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
**Bootstrap**

Graph 25  Question 2.25: Educators are aware of how to establish a positive relationship with their learners.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware of how to establish a positive relationship with their learners.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
Bootstrap

Graph 26 Question 2.26: Educators are aware that their every reaction in response to a learner’s activity is a type of feedback.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware that their every reaction in response to a learner’s activity is a type of feedback.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
**Bootstrap**

Bootstrap means
Vertical bars denote 0.95 bootstrap confidence intervals

Graph 27 Question 2.27: Educators are aware that their learners' motivation is dependent upon their knowledge of how well they are faring.

There was no improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program did not create a heightened awareness among educators that their learners' motivation is dependent upon their knowledge of how well they are faring.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
Bootstrap

Graph 28 Question 2.28: Educators are aware that the social climate in a classroom is based on the quality of the existing interpersonal relationship.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware that the social climate in a classroom is based on the quality of the existing interpersonal relationship.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
**Bootstrap**

Bootstrapping means
Vertical bars denote 0.95 bootstrap confidence intervals

**Graph 29**  Question 2.29: Educators are aware what causes disciplinary problems in their classes.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware what causes disciplinary problems in their classes.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
Graph 30  Question 2.30: Educators are aware what causes their learners' behavioural problems.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware what causes their learners' behavioural problems.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
Bootstrap

Graph 31  Question 2.31: Educators are aware of how to deal with their learners' behavioural problems.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware of how to deal with their learners' behavioural problems.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
Bootstrap

Graph 32  Question 2.32: Educators are aware that their emotional state has an effect on their relationship with the learners.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware that their emotional state has an effect on their relationship with the learners.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
Bootstrap

Graph 33 Question 2.33: Educators are aware that the learners’ emotional state has an effect on their relationship with the educator.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware that the learners’ emotional state has an effect on their relationship with the educator.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
**Bootstrap**

Graph 34  Question 2.34: Educators are aware that they bring their personal problems to school.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware that they bring their personal problems to school.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
**Bootstrap**

Graph 35   Question 2.35: Educators are aware that any individual classroom encounter between themselves and their learners can be regarded as an intersection of their learners’ personal status and their own personal status.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware that any individual classroom encounter between themselves and their learners can be regarded as an intersection of their learners’ personal status and their own personal status.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not
subjected to the intervention it was expected that their measurement should remain the same.

**Bootstrap**

![Bootstrap Means Graph]

**Graph 36**  **Question 2.36:** Educators are aware that the layout and décor of the classroom itself influence classroom interaction.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware that the layout and décor of the classroom itself influence classroom interaction.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not
subjected to the intervention it was expected that their measurement should remain the same.

**Bootstrap**

![Bootstrap graph](image)

**Graph 37** Question 2.37: Educators are aware that learners are constantly testing them to see if they can maintain discipline, and whether or not their lessons are going to succeed.

There was no improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program did not create a heightened awareness among educators that their learners' are constantly testing them to see if they can maintain discipline, and whether or not their lessons are going to succeed.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not
subjected to the intervention it was expected that their measurement should remain the same.

**Bootstrap**

![Bootstrap means graph](image)

Vertical bars denote 0.95 bootstrap confidence intervals

**Graph 38**  Question 2.38: Educators are aware that their perspective on their learners is a crucial element in classroom interaction.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware that their perspective on their learners is a crucial element in classroom interaction.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not
subjected to the intervention it was expected that their measurement should remain the same.

**Bootstrap**

![Bootstrap means graph]

**Graph 39**  
**Question 2.39:** Educators are aware of how to deal with their personal problems.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware of how to deal with their personal problems.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not
subjected to the intervention it was expected that their measurement should remain the same.

**Bootstrap**

![Bootstrap means graph]

Vertical bars denote 0.95 bootstrap confidence intervals

**Graph 40**  Question 2.40: Educators are aware that their contact with educators is likely to revive in the learners many of the emotions that they have experienced in the past in relation to their mother, father and other care givers.

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware that their contact with the educators is likely to revive in the learners many of the emotions that they experienced in the past in relation to their mother, father and other care givers.
There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.

11.3.2.1.2.1.1 Constructs

Three constructs were measured, namely learner’s field, educator’s field and educator learner relationship. Questions 2.1 -2.14 measured the learner’s field while questions 2.15-2.22, 2.34 and 2.39 measured the educator’s field. The educator learner relationship was measured by questions 2.23-2.33, 2.35-2.38 and 2.40.
Graph 41  Construct 1: Learner's field (1)

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware of their learner’s field.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
Graph 42 Construct 2: Educator's Field (1)

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware of their own environment or field.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
**Graph 43  Construct 3: Educator learner relationship (1)**

There was an improvement from the pre-measurement to the post-measurement in the experimental group. Intervention in the form of the proposed program made educators more aware of the factors that affect the educator-learner relationship.

There was no significant change in the pre-measurement and the post-measurement of the control group. Apart from the intervention in the form of the proposed program there were no other external or environmental factors involved that could influence the awareness of the members of the control group. Since the control group was not subjected to the intervention it was expected that their measurement should remain the same.
11.3.3 Focus group interviews

The focus group interviews in this research were used to support the statistical analysis.

11.3.3.1 Participants

The participants are all educators in the foundation phase at the two participating schools. Table 53 gives a broad profile of the educators who participated in the focus group interviews.

**Table 53 A broad profile of the educators participating in the focus group interviews.**

<table>
<thead>
<tr>
<th>Participants</th>
<th>Focus group interviews</th>
<th>Educate</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>School A</td>
<td>Grade 1-3</td>
<td>All participants are female. Ages vary between 36 and 55 years. Educating experience vary from 11 to more than 20 years of experience. Well qualified (at least a diploma). One head of department.</td>
</tr>
<tr>
<td>1-4</td>
<td>School B</td>
<td>Grade 1-3</td>
<td>All participants are female. Ages vary between 46 and 55 years. All the participants have more than 20 years of experience. Well qualified (at least a diploma). One head of department.</td>
</tr>
</tbody>
</table>

Two groups with four educators each participated in the focus group interviews. Although smaller groups are easier to host they limit the range of experiences available.
11.3.3.2 Process of focus group interviewing

One interview was held with each group at their respective schools. The interviews were scheduled for the afternoon so that they did not interfere with the educators contact time with their learners. Questions were structured from the general to the specific. Questions of greater significance are placed at the beginning and those of lesser significance near the end. The researcher made use of the following interview guide:

- **Introductory question**

The researcher introduced the general topic of discussion, namely the Gestalt program. These questions were intended to foster conversation and interaction among the participants.

- **Key questions**

The following five key questions were asked:

- What do you think of the program?
- What do you think of the activities in the program?
- What do you think of the effectiveness of the program?
- What do you think of the simplicity of the program?
- What do you think of the adaptability of the program?

- **Ending question**

According to De Vos (2001:319) this question closes the discussion. The summary question is asked after the interviewer has given a short summary of the key question and important ideas of the discussion. He or she then asks the participants whether the summary is adequate. This is followed by the interviewer’s review of the purpose of the
study. The final question by the interviewer will be asked to ascertain that the participants have not missed anything.

The focus group interviews were tape recorded. Participants were informed at the outset that the discussion was to be recorded in order to capture everyone’s comments. Confidentiality was also assured at the outset. A safe atmosphere was created which allowed the participants to share their feelings and perceptions without needing to be apprehensive of exposure.

The researcher also made it clear to the participants that it is of great value to research when differing points of view are expressed from the outset of the group interview. Participants were encouraged to contribute both positive and negative points of view.

11.3.3.3 Supportive data gathered from focus group interviews

The transcribed version of the tape recorded interviews is presented in appendix 6. Table 54 represents a summary of the discussion of the four key aspects evaluated in this program.

**Table 54**  **FOUR KEY ASPECTS EVALUATED**

<table>
<thead>
<tr>
<th>Key aspects</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>Enjoyable</td>
</tr>
<tr>
<td></td>
<td>Different</td>
</tr>
<tr>
<td></td>
<td>Learners participated freely</td>
</tr>
<tr>
<td></td>
<td>Suitable for learners with learning barriers.</td>
</tr>
<tr>
<td></td>
<td>Created awareness</td>
</tr>
<tr>
<td>Key aspects</td>
<td>Categories</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Effectiveness</td>
<td>Learners shared emotions</td>
</tr>
<tr>
<td></td>
<td>Educators became aware</td>
</tr>
<tr>
<td></td>
<td>Educators also shared emotions</td>
</tr>
<tr>
<td></td>
<td>Importance of play was realized</td>
</tr>
<tr>
<td></td>
<td>Learners with learning barriers also participated</td>
</tr>
<tr>
<td></td>
<td>Educators find program to be a necessity</td>
</tr>
<tr>
<td>Simplicity</td>
<td>Program was simple</td>
</tr>
<tr>
<td></td>
<td>Educators will be able to implement such a program</td>
</tr>
<tr>
<td>Adaptability</td>
<td>Program is adaptable to other class situations and phases</td>
</tr>
</tbody>
</table>

From the focus group interviews it became clear that the educators considered the program to be effective, simple and adaptable. The program also made them aware of their learners’ environment as well as the emotions their learners projected.

11.4 PROBLEMS EXPERIENCED

The following two problems were experienced:

- The participation of selected educators was sometimes prevented by sick leave or scheduled meetings.
- The availability of the group worker was sometimes prevented by other meetings and activities scheduled on her behalf by her employers.

11.5 CONCLUSION

The results of the Bootstrap test indicated that the awareness of educators improved from the pretest to the posttest. There was also a difference in the level of awareness between educators from the experimental group and the educators from the control group. The level of awareness of the educators in the experimental group increased while the level of awareness of educators in the control group remained the same.
The results of the focus group interviews indicated that the participating educators thought that the program was successful. They judged the program as complying with the elements specified in phase 3 step 2 of the intervention research process.

The results of the field study as presented in this chapter show that the Gestalt program has been evaluated and found ready for implementation. Chapter 12 will give a brief review of the final phase of intervention research, namely dissemination.
CHAPTER 12

DISSEMINATION

12.1 INTRODUCTION

In chapter 1 section 1.3, it was stated that the objective of the research is to develop a Gestalt program that will facilitate a contact making process of inclusion between educators and learners in the foundation phase. In chapter 10 how the program was subjected to a pilot test was discussed. In chapter 11 how the Gestalt program was subjected to a field test was discussed. The result of the pilot test as well as the field test was presented in chapter 11. The results of these tests indicated that the program is ready for dissemination.

Dissemination is seen as the last phase of the intervention research process. Chapter 12 will give a brief synopsis of the steps involved in dissemination.

12.2 DISSEMINATION

Developing the Gestalt program is not enough. It is important that the program should be utilized. Without proper dissemination, the Gestalt program as developed by the researcher will probably not be implemented or be integrated with other interventions. It may also become so distorted that that its intention or basic features are altered from what was developed in the first place (De Vos, 2001:398).

Since it is the researcher’s aim to disseminate the Gestalt program, chapter 12 will be focussing on different aspects regarding dissemination. According to Rothman and Thomas (1994:39) several operations help to disseminate the field tested and evaluated Gestalt program to other target audiences more successfully:
• Preparing the product for dissemination.
• Identifying potential markets for the intervention.
• Creating a demand for the intervention.
• Encouraging appropriate adaptation.
• Providing technical support for adopters.

12.2.1 Preparing the product for dissemination.

In preparing the Gestalt program for dissemination, aspects such as deciding on a brand name, establishing a price and setting standards for the program’s use should be addressed.

12.2.1.1 Choosing a brand name

According to De Vos (2001:399) a brand name helps to identify the intervention from similar interventions. Foster (1994:106) defines a brand image as the collection of association and ideas attributed to a brand by people in the market. The researcher decided on the following brand name for the Gestalt program:

“It’s my life – A Gestalt awareness”

The researcher found the brand name to be appropriate since the aim of the program was to create awareness of the group members’ fields. The educator gets the opportunity to become aware of their learners’ fields and the learners get the opportunity to become aware of their educator’s field. They not only become aware of the existence of one another’s lives, but also of their own existence.

12.2.1.2 Establishing a price

According to Foster (1994:150) establishing a price for a product is a complex matter with different implications for different people. The price of the intervention will affect
the ways in which the intervention will interest the target group. Price also needs to be
c onsidered through the whole of the development of the intervention. An early
connection is needed between designing an intervention of a certain standard and then
considering the price, or designing down to a price from the beginning. The researcher
decided from the beginning to design down to a price.

According to De Vos (2001:399) the intervention should be priced right when attempting
to penetrate a market segment. The goal of the Gestalt program is widespread adoption
with little necessity for ongoing technical support. The researcher decided to set the price
low in order to reflect the modest developmental costs. The program also requires a
limited budget for people who would like to adopt it. The researcher aimed at keeping it
affordable for the target group which includes educators, social workers, school
psychologist and students in the fields of psychology or education. During the
development of the activities included in the program the researcher tried to use materials
that were easy and inexpensive to acquire.

12.2.1.3 Setting standards for use

The researcher provided the basis for maintaining the integrity of the Gestalt program by
setting guidelines for using it. The researcher is of the opinion that members of the target
group who would like to implement the program will have to be trained first.
Consequently, the researcher developed guidelines which can be used by members of the
target group. The guidelines are issued with a set of transparencies as well as a DVD. The
researcher will facilitate the training sessions.

12.2.2 Identifying potential markets for intervention

In determining the target market for the intervention, the researcher has asked the
following questions (De Vos, 2001:400):

- Which people can benefit personally from the intervention?
• Who, with the use of the intervention, could contribute most to solving the problem?
• Is the goal of dissemination broad-based adoption?
• Which market segments if they were aware of it, would most likely adopt and benefit from the intervention?
• Which media approach would be most appropriate and feasible to inform the targeted market segment?

The researcher has provided the following answers to each of the above questions:

• Which people can benefit personally from the intervention?
  o Learners in the foundation phase.
  o Educators in the foundation phase.

• Who, with the use of the intervention, could contribute most to solving the problem?
  o The education departments.
  o Psychologists working for the education department.
  o Social workers working for the education department.
  o Students in the field of education, psychology or social work who plan on pursuing a career in education.
  o Educators

• Is the goal of dissemination broad-based adoption?
  o The goal of dissemination is broad-based. The researcher is of the opinion that all the primary schools in South Africa can benefit from such a program. With the approval of the education departments the researcher would like to disseminate the program to primary schools.
• Which market segments, if they were aware of it, would most likely adopt and benefit from the intervention?

  o Education departments.
  o Education management and development centres.
  o Primary schools.

• Which media approach would be most appropriate and feasible to inform the targeted market segment?

  o Radio and television interviews.
  o Printed media such as pamphlets.

De Vos (2001: 401) suggests that it may be helpful to identify potential early adopters of the intervention. Their implementation of the intervention may encourage other target group members to adopt the program. Early adopters’ potential influence may be associated with their relatively greater resources, sophistication, education and willingness to try innovative practices.

The researcher is of the opinion that school A and school B could be the early adopters of the program. Their use of the program may encourage other target group members to invest in it. The willingness of these schools to try a new program that could benefit both their educators and learners in the foundation phase may set an example for other target group members.

12.2.3 Creating a demand for intervention

Marketing should take into account what is known, make an assessment of what is likely to happen in the future and then evolve a set of guidelines for actions which will lead to improved performance. According to Foster (1994:7) marketing can be defined as the management process responsible for identifying, anticipating and satisfying customer
requirements profitably. Marketing begins before the production process when it researches the design, styling and performance of the product or service that is needed and then continues to explore the potential demand that could exist.

The researcher determined through a preliminary study that there is a need for the intervention. The researcher plans on promoting an awareness of this need by making use of direct marketing techniques, such as personal visits to education departments, education managements and development centres and schools.

12.2.4 Encouraging appropriate adaptation.

Adaptation of the intervention sometimes occurs when the target market modifies the intervention to suit their conditions. The content and the format of the intervention may be modified or deleted and new elements may be added. Although some changes may result in a loss of the program’s effectiveness, the adaptation of the intervention should be encouraged. The disseminator should, however, monitor the process and outcome to determine whether the intervention continues to meet established standards (De Vos, 2001:402).

The education departments, schools and education management and development centres that buy the program might may certain adjustments to meet their own unique needs. The researcher will have to monitor this process.

12.2.5 Providing technical support for adopters

The disseminator should provide technical support for the adopters. The researcher is the primary knowledgeable expert on the intervention and should offer adopters assistance with adapting the program to meet their specific needs. The researcher should also offer support to the target market with its implementation (De Vos, 2001:402).
In monitoring the adjustments that are being made, the researcher should provide technical support where and when needed. The researcher should provide assistance to the target market with adjustments. It would also be beneficial if the researcher could provide support to the target market with the implementation of the program.

12.3 CONCLUSION

Intervention research makes provision for the researcher not only to develop an intervention but also to utilize the program. Dissemination is the last phase in this research process. It is required of the researcher to choose a suitable name for the program, establish a price and set standards for its use. The researcher also has to identify target markets and create a demand for the intervention. Finally the researcher has had to encourage appropriate adaptation and provide technical support for those in the target market who would like to adopt the program.

Chapter 13 will present the conclusions that were drawn from this research study as well as the contributions that were made by the research project.
CHAPTER 13

CONCLUSION

13.1 INTRODUCCION

At the end of the research process it is important to draw some general conclusions about the research project. Chapter 13 presents the conclusion of each chapter. At the end a comprehensive survey on this research project will be provided.

13.2 CONCLUSION OF EACH CHAPTER

The comprehensive nature of the research objective, namely the development of a Gestalt program that will establish a contact making process of inclusion between learners and educators in the foundation phase, necessitated extensive literature research.

13.2.1 Chapter 1: Introduction

Chapter 1 gave a detailed exposition of the research process. The research problem was formulated and the objectives of the research were set. In this chapter the researcher argued that an individual can be viewed as existing within a field. According to the researcher, the foundation phase learner exists within his or her own field. The foundation phase educator also exists within his or her own field. The researcher was of the opinion that both of them bring unfinished business relating to their fields to the classroom which affects the relationship between educator and learners. The inappropriate contact due to low levels of awareness results in a contact making process of exclusion.

The aim of the proposed program was to create awareness. The researcher was of the opinion that it is important that educators become aware of the unfinished business that their learners bring to the classroom. According to the researcher, this awareness will
enable them to make appropriate contact with their learners. This in turn will lead to a contact making process of inclusion and result in an improved educator learner relationship.

13.2.1.1 Justification

The contents of chapter 1 could be justified as follow:

- Objectives of the research

The objectives of the research were determined during phase 1 step 5 of intervention research. During phase 3 and phase 4 the program was developed. During phase 5 step 4 the program was evaluated and found to have established a contact making process of inclusion between learners and educators in the foundation phase.

- Research question

During phase 2 of intervention research, a thorough literature investigation was done. This provided answers to the research questions.

- Type of research

In chapter 9 the ways in which the researcher made use of the intervention research process as the research methodology was discussed.

- Research design

Firstly, during phase 4 step 3 the researcher applied the design criteria. Secondly, during phase 5 step 1 the researcher selected the experimental design. Thirdly, during phase 5 step 2 the researcher collected and analyzed the data. Fourthly, during phase 5 step 4 the researcher refined the intervention.
• Research procedure

In chapter 9 table 19 gives an integrated and holistic representation of the research procedure.

• Pilot study

During phases 3 and 4 of intervention research the researcher designed an observational system, specified the elements of the program, developed a prototype, applied the design criteria and conducted a pilot test.

• Population, sampling and sampling methods

During phase 4 and phase 5 of intervention research the researcher made use of probability sampling in the form of purposive sampling.

13.2.2 Chapter 2: Characteristics of the current educational situation in South Africa

Chapter 2 aimed at presenting a discussion on the characteristics of the current educational situation in South Africa. It became clear from the literature review that an investment in education not only has social benefits, but it also develops the population into a competitive nation. This is why legislation was passed to move from traditional systems of learning to outcomes-based learning.

The workplace of the twenty-first century is characterized by global competition, cultural diversity, as well as technological and management processes, that require workers to think critically and creatively to solve problems and communicate effectively. It is, therefore, imperative that learners are exposed to learning programmes that enable them to function effectively in a variety of settings.
Literature indicated that Outcomes Based Education is about knowing how to position towards content, skills and learning processes, how to build social skills and assess knowledge, skills, values and processes. It leaves the learner with the capacity to reconfigure all of the above in new situations, contexts and settings.

The researcher found there were similarities between Outcomes Based Education and Gestalt. This led to the conclusion that Gestalt principles are applicable in implementing Outcomes Based Education. The development of a Gestalt program will, therefore, fit into the context of Outcomes Based Education. It will assist the new approach to teaching in helping learners acquire the social skills, values and attitudes necessary for functioning effectively in a variety of settings.

13.2.3 Chapter 3: The foundation phase learner

Chapter 3 presented the reader with a discussion on different developmental aspects regarding the foundation phase learner. According to the literature there are important experiences prior to formal schooling that are essential for all learners if they are to adapt to the demands of school. They must learn to work and find acceptable channels for aggression; acquire social skills, such as sharing, co-operating and competing; play group games and follow rules; be introduced to books, pictures and numbers; and develop some degree of motor skills, such as drawing and colouring.

From chapter 3 it became clear that the perception which a learner has about himself in relation to schoolwork, is a crucial element in readiness. The learner's self-confidence and attitude to school are among the important criteria that prove how well the school has planned for dealing with individual differences and readiness. Thus, it is necessary to focus the centre of attention upon the learner rather than solely upon the subject.

The researcher has experienced that different learners bring varying experiences, needs and expectations with them to the learning situation. Educators should avoid perceiving
such differences in the learners’ prior experiences as a deficiency or an obstacle to learning. They should regard them as alternative resources for problem solving.

The researcher is of the opinion that educators should become aware of the important role they play in shaping the future development of the learners. They will work with learners whose early development has been impaired and who will need skilful help and guidance to overcome their difficulties. According to the researcher, the development and implementation of a Gestalt program will assist the educator in becoming familiar with the learners’ prior experience as well as their experience in the here and now. Such awareness will help the educator better to understand the unfinished business his or her learners have to deal with. Educators need to establish a relationship of trust with their learners. This will create a safe environment for the learners to share their unfinished business with their educators.

13.2.4 Chapter 4: Educator-learner relationship

The researcher is of the opinion that educators and learners should learn to appreciate the individuality of each person. They should form a relationship that provides the opportunity for development. The aim should be to increase awareness by becoming more observant of others and oneself.

From the literature it was clear that the educators who become such influential adults in the lives of learners, have a great responsibility for providing experiences which will encourage trust and, thus, help the learners to grow. Educators have a responsibility to encourage learners to develop mature attitudes, to behave as adults capable of concern and thoughtfulness and take responsibility for their actions, both in their relationships with individuals and groups of learners.

From the literature the researcher found that the field of the learner and the field of the educator are being influenced by factors in a mutual field. The development and
implementation of the Gestalt program will attempt to create, given the mutual field, a contact making process of inclusion between the fields of both learner and educator.

13.2.5 Chapter 5: Play

It is an enormous task for foundation phase learners to make sense of their world. They are constantly at risk of being overwhelmed by events or feelings. The literature made it clear that foundation phase learners bring into play whichever aspect of their ego has been hurt most. To play it out is the most natural self-healing method. The researcher's experience within the field of play therapy alerted her that by playing out their own feelings and fantasies, learners come to terms with them and achieve a sense of mastery. They can safely express anger and aggression without harming other people or themselves.

According to the literature review, play is an excellent resource tool for parents and educators working with learners who have special needs. Learners who have suffered profound difficulties in their lives may respond quickly to play. Learners whose infancy did not provide good enough mothering, remain disintegrated unless they receive containment and primary care. Play forms part of primary care and provides the learners with the necessary containment to achieve a sense of integration.

Play provides ongoing classroom opportunities for developing awareness of and active participation in the process of choice. It was found in the literature that through play the foundation phase learners come to realise that each of their thoughts, feelings and behaviours are based on a choice that they have made and for which they are responsible. It provides a structure within which the learners can deal more appropriately with the feeling the next time it occurs. From the literature it was also concluded that through play the foundation phase learners can become emotional intelligent.

According to the researcher, play therapy is effective because play is learners' natural means of expressing, communicating and coping with feelings. The therapist provides the
play setting within safe boundaries which makes this healing possible. Through attentiveness and reflective listening, the therapist offers the learner a containing relationship in which the learner’s anxieties can come to the foreground.

13.2.6 Chapter 6: Group work

It is the opinion of the researcher as well as the literature that it is the responsibility of the school to identify those learners in the foundation phase that manage themselves with extraordinary difficulty. It is also the responsibility of the school to initiate therapeutic procedures to help these learners. Learners sometimes need to experience success in the very place in which their failure happened, namely the school.

The researcher found that through therapeutic group work the learner’s self-image improves and his motivation for learning increases. The completion of unfinished business through Gestalt group work is often accompanied by improved achievement in subjects in which learners were deficient. According to the literature a successful therapeutic experience which takes place in a school, not only alters a learner’s perception of school, but it also decreases the learner’s negative feelings towards learning.

According to the literature the playgroup is different from the classroom in many ways. In the playgroup the foundation phase learner discovers that he is free to explore and interact without being disciplined and without interference. As the learner becomes secure defensive behaviour is less necessary.

The researcher is of the opinion that since group work forms part of the Outcomes based education system, educators can use these teaching strategies to create an awareness of individual feelings and feelings towards one another. According to the researcher, educators can thus assist in the social and emotional well-being of foundation phase learners by making use of their group work facilitation skills.
13.2.7 Chapter 7: Gestalt principles underlying the program

Through Gestalt therapy the focus is on what is felt in the present, the here and now. It uses awareness to achieve insight. According to the researcher, the learner and educator will learn how to become alert to awareness. The researcher also perceives the relationship between therapist, learner and educator as important.

According to literature on Gestalt therapy, the Gestalt therapist implements techniques that clarify experience. The therapist will often experiment with a new activity in the therapy session. The process of discovery through experimentation is the goal rather than the feeling or idea or content. The therapist should be aware of the techniques that he uses with the group members. If the therapist finds that a particular technique is not successful, he should try a different technique to make contact with the learner and the educator's foreground.

From the literature review, it became clear that learners generally struggle with skills of self-support and self-identification. As the learner grows, changes occur in the body, feelings change and the intellectual ability increases. These changes have an effect on the learner's concepts and viewpoints and causes contact boundaries to become easily diffused. This in turn will affect his sense of self.

According to the researcher, many learners have limited knowledge of the social environment they live in. When they are out of touch with themselves, learners often act out. These behaviours may have a negative impact on the social climate which surrounds the learner. The therapist should persuade the learner to make a transfer from a position of non-responsibility to one of self-determination. Self-determination implies to a learner that he has the ability to respond and choose. When the learner shows resistance, this is a measure of self-assertion. If this is dealt with constructively, growth will take place.

Learners have the ability to perceive and differentiate and can, therefore, choose what is best for them at a given time. If the choice does not bring about homeostasis, the learner
has to return to the issue and review the choice. Learners should also be alert that there is a certain responsibility, which stems from having committed to a choice. The ability to take responsibility for one's choices affirms self-regulation.

The researcher found that the theories underlying the Gestalt program form a valuable basis for creating the working model of group therapy. Through Gestalt group work the learner and the educator will become aware of each other's fields and how they affect them. They will also acquire the necessary contact processes to include each other in their respective fields.

13.2.8 Chapter 8: The program

According to the discussion in chapter 6, Outcomes Based Education promotes group work in the classroom. During group sessions, the educator serves as a facilitator between learners and learning material. Since the school is an environment in which learners need to spend most of their time, the researcher feels that it should be joyful, a place where the learners can experience and learn in the broadest sense. Reading and writing are being emphasized to such an extent that educators tend to pay scant attention to the emotional needs of the learners.

The researcher is of the opinion that the emotional needs of the learners ought to be given priority in the learning situation. The Gestalt program required the group members to become actively engaged in the group sessions and to interact with group members different from themselves. They learned how to respect and value other group members’ points of view.

Distressing events in early life often influence the psychological makeup and personality development of the foundation phase learner. According to the researcher, it is, therefore, important that learners in the foundation phase receive special attention, including intervention methods aimed at their level of personal and social development. The Gestalt program was developed to be used as a form of intervention in schools. Through
awareness the learner and the educator will be empowered to realise their own potential. Awareness will also ensure that the educator will have a better understanding of his learners and will be able to include the learners in his field.

13.2.9 Chapter 9: Research methodology

Chapter 9 presented the reader with a brief discussion on the intervention research process. According to the researcher, the research problem that was being addressed in this study was very complex. The researcher was of the opinion that a single research approach would not have succeeded in encompassing the research problem in its entirety.

The development of a Gestalt program to create a contact making process of inclusion between educators and learners in the foundation phase necessitated the researcher to make use of both quantitative and qualitative research methodologies. Intervention research was ascertained to be the best research methodology to achieve the research objective of developing a Gestalt program.

13.2.10 Chapter 10: Pilot study

In chapter 10 there was an exposition of how the pilot study was conducted. From the pilot study it became clear that many educators do not have knowledge of their learners physical and/or emotional needs. They are also unfamiliar with their learners' environment and family structures. The educators also indicated that they have not been trained to deal with their learners' emotional needs.

From the pilot study it is evident that educators experience more disciplinary and behavioural problems than in the past. There is also a need for respondents to acquire knowledge of the causes of their learners' behavioural and disciplinary problems. The majority of the experts agreed that the educator's emotional state does have an effect on his or her relationship with the learners and a few indicated that educators do not know how to deal with their personal problems. By doing a preliminary exploratory study, the
researcher was able to assess the school's facilities as well as gather information on the class. This data was used in the development of activities for the Gestalt program.

13.2.11 Chapter 11: Field study

In chapter 11 the way in which the field study was conducted was described. The results from both the intensive study of strategic units and the field study were presented in chapter 11. The results of the Bootstrap test indicated that the awareness of the educators improved from the pretest to the posttest. There was also a difference in the level of awareness between educators from the experimental group and those from the control group. The level of awareness of the educators in the experimental group increased while the level of awareness of those in the control group remained the same. The results of the focus group interviews indicated that the participating educators were of the opinion that the program was successful. They perceived the program as complying with the elements specified in phase 3 step 2 of the intervention research process.

13.2.12 Chapter 12: Dissemination

Intervention research makes provision for the researcher not only to develop an intervention but also to utilize it. Chapter 12, therefore, necessitated a brief discussion on dissemination as the last phase in this research process.

The dissemination process required of the researcher to choose a suitable name for the program, establish a price and set standards for its use. The researcher also had to identify target markets and create a demand for the intervention. Finally the researcher had to encourage appropriate adaptation and provide technical support for those in the target market who wish to adopt the program.
13.3 OVERALL CONCLUSION OF THE RESEARCH PROCESS

Changes have and are still taking place within the South African educational system. Outcomes Based Education brought about changes in aspects such as curriculum, assessment and classroom management practices. The educator learner ratio has also increased over the past few years. Consequently, educators have to deal with a large number of learners in their classrooms on a daily basis. The changes in education policy, has created additional responsibilities for the educator in terms of curriculum, assessment and classroom management. Apart from the additional work responsibilities, educators also have responsibilities at home and in the community.

The changes in education policy also affect the learners. They have to become familiar with new learning strategies, more group work activities and more assignments for continual assessment. Because of the increasing educator learner ration, learners have to cope with sharing their educators with many other learners, all of them demanding attention from their educator. Changes also take place in the learners’ social environment.

From the above it is clear that educators and learners come to school every day with unfinished business. Because of all the new and changing responsibilities, educators are sometimes ignorant of their learners’ emotional needs. Through her work experience as a school psychologist, the researcher identified the necessity for an intervention program that would create a safe environment in which the educators would be alerted to their learners’ emotional needs. Educators also needed to become aware of how their fields affect the field of the learner.

After reviewing some literature on the research problem, the researcher consulted with experts on the subject. It was the experts’ opinion that there is a need for such a program, especially in the foundation phase. A thorough literature research was done on topics relating to the research problem, such as the changes that are occurring in South African education, the foundation phase learner, the relationship between educators and their learners, play, group work and Gestalt principles underlying group work. Based on the
information gathered from consulting with the experts, the literature review and the preliminary exploratory studies, the researcher developed the program.

The program was pilot tested at school A. After completing the pilot study and collecting the required information, the program was tested under field conditions at school B. The educators at school A and school B were subjected to 8 group work sessions over a period of time.

Qualitative and quantitative data analysis procedures were employed to analyze the data. Symbolic interaction in the form of focus group interviews were used as a qualitative data analysis technique. The pretest-posttest experimental design accompanied by questionnaires was used for gathering quantitative data. The quantitative data was analyzed by making use of the Bootstrap test.

The results from the pilot test as well as from the field test indicated that the program increased the awareness levels of the educators who formed part of the experimental group. The awareness of the educators who formed part of the control group, who did not receive the intervention, remained the same. The results from the focus group interviews showed that the participating educators evaluated the program as being successful and effective. The results of the research project allowed the researcher to continue developing a product for dissemination. The product consists of guidelines, transparencies and a DVD that will be disseminated to different target markets.

13.4 CONTRIBUTION OF RESEARCH

- The research study succeeded in achieving the research objectives. A Gestalt program was developed to assist in creating a safe environment in which learners and educators can share feelings and emotions. The program also contributed to creating a contact making process of inclusion between educators and learners in the foundation phase. The educators and the learners in the foundation phase of school A and school B became more aware of how their fields influence their
feelings and emotions and also how their respective fields influence the fields of one another.

- A thorough literature research provided answers to the research questions as formulated in chapter 1 section 1.5.

- The research provided literature on how a Gestalt approach can contribute to better the educator-learner relationship.

- The program provided learners with mediums and activities for developing awareness and expressing their feelings and emotions in the here and now.

- The program provided educators with mediums and activities for becoming more aware and expressing their feelings and emotions in the here and now.

- The program empowered educators to deal with their learners' emotional needs and behavioural problems.

- The program empowered educators to deal with the stressors in their work environment.

- The research study provided a program that can assist professionals and other individuals in the field of education, psychology or social work.

13.5 FUTURE RESEARCH

The research study contributed by adding a practical tool for educators within the foundation phase. Future research could include the following:

- Extending and adjusting the program to be of value in other phases as well.
• Extending and adjusting the program to be of value in different phases in special needs schools.

• Extending and adjusting the program to be of value in creating a contact making process of inclusion between educators of a specific school. The aim is to create improved teamwork amongst these educators.

13.6 CONCLUSION

As a school psychologist, the researcher is involved with the upbringing of children. Through the undertaking of this research project and the development of the Gestalt program the researcher has provided them with the opportunity to reach their highest potential.

As a school psychologist the researcher is also involved in supporting educators. Through this research project, developing the program, the researcher has provided educators with the opportunity to become aware of their learners' emotional needs. In so doing the researcher has empowered educators to reach their highest potential as caregivers and educators.
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APPENDIX 1

From: Ronald S Cornelissen
To: Fourie, Alia
Date: 8/23/05 2:55PM
Subject: Permission to conduct research

Dear Ms Fourie

Your request to conduct research in Western Cape Schools has been approved. Attached herewith is the letter granting this approval.

Yours

Ronald S. Cornelissen
Ms Alma Fourie
P.O. Box 747
WORCESTER
6850

Dear Ms A. Fourie

RESEARCH PROPOSAL: A GESTALT PROGRAM FOR ESTABLISHING A CONTACT MAKING PROCESS OF INCLUSION BETWEEN LEARNERS AND EDUCATORS IN THE FOUNDATION PHASE.

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators’ programmes are not to be interrupted.
5. The Study is to be conducted from 23rd August 2005 to 23rd September 2005.
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December 2005).
7. Should you wish to extend the period of your survey, please contact Dr R. Cornelissen at the contact numbers above quoting the reference number.
8. A photocopy of this letter is submitted to the Principal where the intended research is to be conducted.
9. Your research will be limited to the following schools: RK Primary School (Worcester) and Gericke Primary (Ceres).
10. A brief summary of the content, findings and recommendations is provided to the Director: Education Research.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

   The Director: Education Research
   Western Cape Education Department
   Private Bag X9114
   CAPE TOWN
   8000

We wish you success in your research.

Kind regards.

Signed: Ronald S. Cornelissen
for: HEAD: EDUCATION
DATE: 23rd August 2005
APPENDIX 2

EDUCATOR-LEARNER RELATIONSHIP

Dear Sir/Madam

I am a D.Diac (play therapy) student at UNISA doing research on the relationship between educators and their learners. This research project is being done under the supervision of Dr. J. P. Schoeman. The results of the research can be used to help school psychologists and other professionals involved in education, to better understand the factors that affect the relationship between teachers and their learners. It will also provide school psychologists and other professionals with valuable information regarding the needs of teachers.

The questionnaire consists of two sections. Section 1 has questions to obtain some general information. Question 1.3 will determine if there are different needs among the different population groups. Section 2 consists of statements that attempt to measure your true opinion about the current situation in education.

I will appreciate it greatly if you would complete the following questionnaire. It will only take approximately 15 minutes of your time. Your answers will be treated confidentially.

Thank you very much for your co-operation.

Alma Fourie
SECTION 1: DEMOGRAPHIC INFORMATION

1.1 Make a cross (x) in the square that represents your age.

<table>
<thead>
<tr>
<th>Age Group</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Younger than 30 years</td>
<td>1</td>
</tr>
<tr>
<td>30-35</td>
<td>2</td>
</tr>
<tr>
<td>36-40</td>
<td>3</td>
</tr>
<tr>
<td>41-45</td>
<td>4</td>
</tr>
<tr>
<td>46-50</td>
<td>5</td>
</tr>
<tr>
<td>Older than 50 years</td>
<td>6</td>
</tr>
</tbody>
</table>

1.2 Make a cross (x) in the square that represents your home language.

<table>
<thead>
<tr>
<th>Language</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans</td>
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</tr>
<tr>
<td>English</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
</tr>
</tbody>
</table>

1.3 Make a cross (x) in the square that represents your population group.

<table>
<thead>
<tr>
<th>Group</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>1</td>
</tr>
<tr>
<td>Coloured</td>
<td>2</td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
</tr>
<tr>
<td>White</td>
<td>4</td>
</tr>
</tbody>
</table>

1.4 Make a cross (x) in the square that represents your highest qualification.

<table>
<thead>
<tr>
<th>Qualification</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower than grade 9</td>
<td>1</td>
</tr>
<tr>
<td>Grade 9- Grade 12</td>
<td>2</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
</tr>
<tr>
<td>Degree</td>
<td>4</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>5</td>
</tr>
</tbody>
</table>

1.5 Make a cross (x) in the square that represents your education training.

<table>
<thead>
<tr>
<th>Training Type</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>1</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>None</td>
<td>3</td>
</tr>
</tbody>
</table>

1.6 Make a cross (x) in the square that represents your teaching experience.

<table>
<thead>
<tr>
<th>Experience</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 5 years</td>
<td>1</td>
</tr>
<tr>
<td>5-10 years</td>
<td>2</td>
</tr>
<tr>
<td>11-15 years</td>
<td>3</td>
</tr>
<tr>
<td>16-20 years</td>
<td>4</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>5</td>
</tr>
</tbody>
</table>
1.7 Make a cross (x) in the square that represents your post level.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of department</td>
<td>2</td>
</tr>
<tr>
<td>Deputy principal</td>
<td>3</td>
</tr>
<tr>
<td>Principal</td>
<td>4</td>
</tr>
</tbody>
</table>

1.8 Make a cross (x) in the square that represents your type of school.

| Mainstream school | 1 |
| Special school    | 2 |

1.9 Make a cross (x) in the square that represents the average number of children per class that you teach.

| Fewer than 10 | 1 |
| 10-20         | 2 |
| 21-30         | 3 |
| 31-40         | 4 |
| 41-50         | 5 |
| More than 50  | 6 |

1.10 Make a cross (x) in the square that represents your gender.

| Male     | 1 |
| Female   | 2 |

1.11 Make a cross (x) in the square that represents your marital state.

| Single    | 1 |
| Married   | 2 |
| Divorced  | 3 |
| Widow     | 4 |
| Widower   | 5 |

1.12 Make a cross (x) in the square that represents your trade union affiliation.

| SADTU (SADOU) | 1 |
| SATU (SAOU)   | 2 |
| CTPU (KPO)    | 3 |
| Other         | 4 |
| None          | 5 |
SECTION 2: NEEDS ASSESSMENT

This section contains statements regarding teachers and their work situation. Each statement is followed by a 4-point scale. You can simply make a cross (x) in the square that represents your true opinion about each of these statements.

EXAMPLE:

Teachers feel they should have more leave credits.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>X</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

STATEMENTS

2.1 Teachers are familiar with the principles of Outcomes Based Education.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

2.2 Teachers know how to implement Outcomes Based Education.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

2.3 Teachers experience problems with the implementation of outcomes based education.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
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<td>4</td>
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</tbody>
</table>

2.4 Teachers have received enough training in regards to the principles of Outcomes Based Education.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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</tbody>
</table>
2.5 Teacher have received enough training in regards to the implementation of Outcomes Based Education.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
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<tr>
<td>1</td>
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</tbody>
</table>

2.6 Outcomes Based Education training was presented by experts.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
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<tbody>
<tr>
<td>1</td>
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</table>

2.7 Teachers have knowledge of their learners’ physical needs.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
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2.8 Teachers have knowledge of their learners’ emotional needs.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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2.9 Teachers have knowledge of their learners’ environment.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
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<tr>
<td>1</td>
<td>2</td>
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2.10 Teachers have knowledge of their learners’ family structures.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
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<tr>
<td>1</td>
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2.11 Teachers have knowledge of the individual learner’s level of functioning.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
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</table>
2.12 Teachers have knowledge of the individual learner’s potential.

<table>
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<tr>
<th></th>
<th>FALSE</th>
<th>SOMETIMES</th>
<th>OFTEN</th>
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</table>

2.13 Teachers have been trained to deal with the learners’ emotional needs.

<table>
<thead>
<tr>
<th></th>
<th>FALSE</th>
<th>SOMETIMES</th>
<th>OFTEN</th>
<th>TRUE</th>
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</table>

2.14 Teachers experience a positive relationship with their learners.

<table>
<thead>
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<th></th>
<th>FALSE</th>
<th>SOMETIMES</th>
<th>OFTEN</th>
<th>TRUE</th>
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<td>4</td>
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</table>

2.15 Teachers have knowledge of their own physical needs.

<table>
<thead>
<tr>
<th></th>
<th>FALSE</th>
<th>SOMETIMES</th>
<th>OFTEN</th>
<th>TRUE</th>
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</tbody>
</table>

2.16 Teachers have knowledge of their own emotional needs.

<table>
<thead>
<tr>
<th></th>
<th>FALSE</th>
<th>SOMETIMES</th>
<th>OFTEN</th>
<th>TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

2.17 Teachers have knowledge of their own environment.

<table>
<thead>
<tr>
<th></th>
<th>FALSE</th>
<th>SOMETIMES</th>
<th>OFTEN</th>
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<tbody>
<tr>
<td></td>
<td>1</td>
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</tr>
</tbody>
</table>

2.18 Teachers experience a negative relationship with their learners.

<table>
<thead>
<tr>
<th></th>
<th>FALSE</th>
<th>SOMETIMES</th>
<th>OFTEN</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
2.19 Teachers have knowledge about the cause of a negative relationship with their learners.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

2.20 Teachers would like to have positive relationships with their learners.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

2.21 Teachers know how to establish a positive relationship with their learners.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

2.22 Teachers experience more disciplinary problems than in the past.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

2.23 Learners have more behavioural problems than in the past.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

2.24 Teachers have knowledge about the cause of the disciplinary problems

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
2.25 Teachers have knowledge about the cause of their learners’ behavioural problems.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

2.26 The teacher’s emotional state has an effect on his/her relationship with the learners.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

2.27 Teachers bring their personal problems to school.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

2.28 Teachers know how to deal with their personal problems.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

2.29 Teachers have been trained to deal with the learners’ emotional needs.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

2.30 Teachers enjoyed teaching.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
2.31 Teachers currently enjoy teaching.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

2.32 Teachers experience stress related to the behaviour of the learners.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

2.33 Teachers experience stress related to the expectations of the education department of them.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

2.34 Teachers experience stress related to the implementation of outcomes based education.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

2.35 Teachers experience stress related to the expectations of the school principals of them.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

2.36 Teachers experience stress related to the expectations of the school's governing body of them.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
2.37 Teachers experience stress related to unresolved disputes.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

2.38 Teachers are disappointed with their career choice.

<table>
<thead>
<tr>
<th>FALSE</th>
<th>SOMETIMES TRUE</th>
<th>OFTEN TRUE</th>
<th>TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
APPENDIX 3

EDUCATOR-LEARNER RELATIONSHIP

I am a D.Diac (play therapy) student at UNISA doing research on the relationship between educators and their learners. This research project is being done under the supervision of Dr. J. P. Schoeman.

I am aware that educators face a lot of challenges. Changes have been and are still taking place in South Africa's education system. Outcomes Based Education, inclusive education and the abolition of corporal punishment are only to mention a few. Apart from these changes, educators also face unresolved personal issues.

Learners also face a lot of challenges. Their family environment and the community they live in may be characterised by poverty, gangsters, alcohol, drugs and violence.

I am of opinion that there is an interaction between the field of the learner and the field of the educator. The objective of my proposed research is to develop a program, which will establish a contact making process of inclusion between learners and educators.

In order to determine the grade in which there is the greatest need for such a program, I would appreciate it if you could complete the attached questionnaire. The completed questionnaire can be returned in the included self-addressed envelope. It should however reach me before Friday 11 October 2002. You can also fax the completed questionnaire to 023-3474011. If you have any questions regarding the proposed research project please contact me on 0829773123.

Thank you very much for your contribution to my research project.

Alma Fourie
30 September 2002
QUESTIONNAIRE

SECTION 1: DEMOGRAPHIC DATA

1.1 Make a cross (x) in the square that represents your age.

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Younger than 30</td>
<td>1</td>
</tr>
<tr>
<td>30-35</td>
<td>2</td>
</tr>
<tr>
<td>36-40</td>
<td>3</td>
</tr>
<tr>
<td>41-45</td>
<td>4</td>
</tr>
<tr>
<td>46-50</td>
<td>5</td>
</tr>
<tr>
<td>Older than 50 years</td>
<td>6</td>
</tr>
</tbody>
</table>

1.2 Make a cross (x) in the square that represents your home language.

<table>
<thead>
<tr>
<th>Language</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans</td>
<td>1</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
</tr>
</tbody>
</table>

1.3 Make a cross (x) in the square that represents your highest qualification.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower than grade 12</td>
<td>1</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Degree</td>
<td>3</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>4</td>
</tr>
</tbody>
</table>

1.4 Make a cross (x) in the square that represents your teaching experience.

<table>
<thead>
<tr>
<th>Years</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 5</td>
<td>1</td>
</tr>
<tr>
<td>5-10 years</td>
<td>2</td>
</tr>
<tr>
<td>11-15 years</td>
<td>3</td>
</tr>
<tr>
<td>16-20 years</td>
<td>4</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>5</td>
</tr>
</tbody>
</table>
1.5 Make a cross (x) in the square that represents your gender.

<table>
<thead>
<tr>
<th>Male</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>2</td>
</tr>
</tbody>
</table>

SECTION 2: NEEDS ASSESSMENT

2.1 Indicate in which grade there is the greatest need for a program that will promote a contact making process of inclusion between learners and educators.

<table>
<thead>
<tr>
<th>Grade1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade2</td>
<td>2</td>
</tr>
<tr>
<td>Grade3</td>
<td>3</td>
</tr>
<tr>
<td>Grade4</td>
<td>4</td>
</tr>
<tr>
<td>Grade5</td>
<td>5</td>
</tr>
<tr>
<td>Grade6</td>
<td>6</td>
</tr>
<tr>
<td>Grade7</td>
<td>7</td>
</tr>
<tr>
<td>Grade8</td>
<td>8</td>
</tr>
<tr>
<td>Grade9</td>
<td>9</td>
</tr>
<tr>
<td>Grade10</td>
<td>10</td>
</tr>
<tr>
<td>Grade11</td>
<td>11</td>
</tr>
<tr>
<td>Grade12</td>
<td>12</td>
</tr>
</tbody>
</table>

2.2 Motivate why you selected the specific grade in question 2.1
2.3 Indicate which of the following schools will benefit from such a proposed program.

<table>
<thead>
<tr>
<th>School Name</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agterwitzenberg Primary School</td>
<td>1</td>
</tr>
<tr>
<td>Alfred Stamper Primary School</td>
<td>2</td>
</tr>
<tr>
<td>Bella Vista High School</td>
<td>3</td>
</tr>
<tr>
<td>Bella Vista Primary School</td>
<td>4</td>
</tr>
<tr>
<td>Boplaas Primary School</td>
<td>5</td>
</tr>
<tr>
<td>Boy Müller Primary School</td>
<td>6</td>
</tr>
<tr>
<td>Ceres Primary</td>
<td>7</td>
</tr>
<tr>
<td>Ceres Secondary School</td>
<td>8</td>
</tr>
<tr>
<td>Charlie Hofmeyer High School</td>
<td>9</td>
</tr>
<tr>
<td>De Eike Primary School</td>
<td>10</td>
</tr>
<tr>
<td>Driefontein Primary School</td>
<td>11</td>
</tr>
<tr>
<td>De Meul NGK Primary School</td>
<td>12</td>
</tr>
<tr>
<td>Drosdy SSKV Primary School</td>
<td>13</td>
</tr>
<tr>
<td>Fairfield Primary School</td>
<td>14</td>
</tr>
<tr>
<td>Gericke Primary School</td>
<td>15</td>
</tr>
<tr>
<td>H.T.S Drosdy</td>
<td>16</td>
</tr>
<tr>
<td>Klein Preuss Primary School</td>
<td>17</td>
</tr>
<tr>
<td>Koelfontein Primary School</td>
<td>18</td>
</tr>
<tr>
<td>Koue Bokkeveld Primary School</td>
<td>19</td>
</tr>
<tr>
<td>Kromfontein NGK Primary School</td>
<td>20</td>
</tr>
<tr>
<td>Montrouge NGK Primary School</td>
<td>21</td>
</tr>
<tr>
<td>Morrisdale Primary School</td>
<td>22</td>
</tr>
<tr>
<td>Paardekloof NGK Primary School</td>
<td>23</td>
</tr>
<tr>
<td>Piet Hugo Gedenk NGK Primary School</td>
<td>24</td>
</tr>
<tr>
<td>Rietfontein Primary School</td>
<td>25</td>
</tr>
<tr>
<td>Rosendal Primary School</td>
<td>26</td>
</tr>
<tr>
<td>Skurweberg Secondary School</td>
<td>27</td>
</tr>
<tr>
<td>Tandfontein Primary School</td>
<td>28</td>
</tr>
<tr>
<td>Tulbagh High School</td>
<td>29</td>
</tr>
<tr>
<td>School Name</td>
<td>Page</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Twee Jongengesellen Primary School</td>
<td>30</td>
</tr>
<tr>
<td>Voorsorg NGK Primary School</td>
<td>31</td>
</tr>
<tr>
<td>Waveren High School</td>
<td>32</td>
</tr>
<tr>
<td>Worcester Secondary School</td>
<td>33</td>
</tr>
</tbody>
</table>
APPENDIX 4

EDUCATOR-LEARNER RELATIONSHIP

Dear Sir/Madam

I am a D.Diac (play therapy) student at UNISA doing research on the relationship between educators and their learners. This research project is being done under the supervision of Dr. J. P. Schoeman. The results of the research can be used to help I am doing research on the relationship between educators and learners in the foundation phase. The results will give an indication of the efficiency of the program.

The questionnaire consists of two sections. Section 1 has questions to obtain some teacher data. Section 2 consists of questions that attempt to gather class data.

I will appreciate it greatly if you would complete the following questionnaire. Your answers will be treated confidentially.

Thank you very much for your co-operation.

Alma Fourie
Section 1

Teacher Information

1. Surname: ...........................................

2. Name: .............................................

3. Name of your school: ..............................

4. Make a cross (X) in the square that represents your gender.

   Male
   Female

5. Make a cross (X) in the square that represents your age.

   Younger than 25 years
   25 – 35 years
   36–45 years
   46 – 55 years
   56 – 65 years
   Older than 65 years

6. Make a cross (X) in the square that represents your home language.

   Afrikaans
   English
   Other (specify)

7. Make a cross (X) in the square that represents your highest qualification.

   Matric/Grade 12
   College
   University

8. How many years of teaching experience do you have? .................................

9. How many years of teaching experience teaching grade 1 do you have?..............
Section 2

Class Information

1. How many learners are there in your grade 1 class? .............................................

2. How many boys are there in your grade 1 class? ......................................................

3. How many girls are there in your grade 1 class? ......................................................

4. Indicate the age deviation of the learners in your grade 1 class.

<table>
<thead>
<tr>
<th>Age deviation</th>
<th>Number of learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Younger than six years</td>
<td></td>
</tr>
<tr>
<td>Six years</td>
<td></td>
</tr>
<tr>
<td>Seven years</td>
<td></td>
</tr>
<tr>
<td>Eight years</td>
<td></td>
</tr>
<tr>
<td>Older than eight years</td>
<td></td>
</tr>
</tbody>
</table>

5. Indicate the number of learners with learning barriers.

<table>
<thead>
<tr>
<th>Learning barriers</th>
<th>Number of learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epilepsy</td>
<td></td>
</tr>
<tr>
<td>Cerebral palsy</td>
<td></td>
</tr>
<tr>
<td>Physical disability</td>
<td></td>
</tr>
<tr>
<td>Hard of hearing</td>
<td></td>
</tr>
<tr>
<td>Deafness</td>
<td></td>
</tr>
<tr>
<td>Autism</td>
<td></td>
</tr>
<tr>
<td>Partial sight</td>
<td></td>
</tr>
<tr>
<td>Blindness</td>
<td></td>
</tr>
<tr>
<td>Cognitive (mild)</td>
<td></td>
</tr>
<tr>
<td>Cognitive (severe)</td>
<td></td>
</tr>
</tbody>
</table>

6. How many more time learners are there in your grade 1 class? .........................

7. Indicate the family structure of the learners in your grade 1 class.

<table>
<thead>
<tr>
<th>Family structure</th>
<th>Number of learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological parents</td>
<td></td>
</tr>
<tr>
<td>Foster parents</td>
<td></td>
</tr>
<tr>
<td>Step parents</td>
<td></td>
</tr>
<tr>
<td>Guardians</td>
<td></td>
</tr>
<tr>
<td>Adoptive parents</td>
<td></td>
</tr>
</tbody>
</table>
8. Indicate the **marital status** of the parents.

<table>
<thead>
<tr>
<th>Marital status</th>
<th>Number of learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td></td>
</tr>
<tr>
<td>Divorced</td>
<td></td>
</tr>
<tr>
<td>Separated</td>
<td></td>
</tr>
<tr>
<td>Single parent</td>
<td></td>
</tr>
<tr>
<td>Living together</td>
<td></td>
</tr>
</tbody>
</table>

9. Indicate the **home language** of the learners.

<table>
<thead>
<tr>
<th>Home language</th>
<th>Number of learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Xhosa</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

10. What is the **language of instruction** at you school?

11. Indicate with a cross (X) if the learners’ **home environment** is characterised by one or more of the following.

<table>
<thead>
<tr>
<th></th>
<th>Number of learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gangsterism</td>
<td></td>
</tr>
<tr>
<td>Alcohol abuse</td>
<td></td>
</tr>
<tr>
<td>Drug abuse</td>
<td></td>
</tr>
<tr>
<td>Family violence</td>
<td></td>
</tr>
<tr>
<td>Molestation</td>
<td></td>
</tr>
<tr>
<td>Malnutrition</td>
<td></td>
</tr>
<tr>
<td>Poverty</td>
<td></td>
</tr>
</tbody>
</table>
Section 1

Teacher Information

1. Surname: ............................................

2. Name: .............................................

3. Name of your school: ............................................

4. Make a cross (X) in the square that represents your **gender**.

<table>
<thead>
<tr>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
</tr>
</tbody>
</table>

5. Make a cross (X) in the square that represents your **age**.

<table>
<thead>
<tr>
<th>Younger than 25 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 – 35 years</td>
</tr>
<tr>
<td>36 – 45 years</td>
</tr>
<tr>
<td>46 – 55 years</td>
</tr>
<tr>
<td>56 – 65 years</td>
</tr>
<tr>
<td>Older than 65 years</td>
</tr>
</tbody>
</table>

6. Make a cross (X) in the square that represents your **home language**.

<table>
<thead>
<tr>
<th>Afrikaans</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>Other (specify)</td>
</tr>
</tbody>
</table>

7. Make a cross (X) in the square that represents your **highest qualification**.

<table>
<thead>
<tr>
<th>Matric/Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
</tr>
<tr>
<td>University</td>
</tr>
</tbody>
</table>

8. How many years of **teaching experience** do you have? ............................................

9. How many years of teaching experience **teaching grade 3** do you have? .......................
Section 2

Class Information

1. How many learners are there in your grade 3 class?

2. How many boys are there in your grade 3 class?

3. How many girls are there in your grade 3 class?

4. Indicate the age deviation of the learners in your grade 3 class.

<table>
<thead>
<tr>
<th>Age deviation</th>
<th>Number of learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Younger than six years</td>
<td></td>
</tr>
<tr>
<td>Six years</td>
<td></td>
</tr>
<tr>
<td>Seven years</td>
<td></td>
</tr>
<tr>
<td>Eight years</td>
<td></td>
</tr>
<tr>
<td>Older than eight years</td>
<td></td>
</tr>
</tbody>
</table>

5. Indicate the number of learners with learning barriers.

<table>
<thead>
<tr>
<th>Learning barriers</th>
<th>Number of learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epilepsy</td>
<td></td>
</tr>
<tr>
<td>Cerebral palsy</td>
<td></td>
</tr>
<tr>
<td>Physical disability</td>
<td></td>
</tr>
<tr>
<td>Hard of hearing</td>
<td></td>
</tr>
<tr>
<td>Deafness</td>
<td></td>
</tr>
<tr>
<td>Autism</td>
<td></td>
</tr>
<tr>
<td>Partial sight</td>
<td></td>
</tr>
<tr>
<td>Blindness</td>
<td></td>
</tr>
<tr>
<td>Cognitive (mild)</td>
<td></td>
</tr>
<tr>
<td>Cognitive (severe)</td>
<td></td>
</tr>
</tbody>
</table>

6. How many more time learners are there in your grade 3 class?

7. Indicate the family structure of the learners in your grade 3 class.

<table>
<thead>
<tr>
<th>Family structure</th>
<th>Number of learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological parents</td>
<td></td>
</tr>
<tr>
<td>Foster parents</td>
<td></td>
</tr>
<tr>
<td>Step parents</td>
<td></td>
</tr>
<tr>
<td>Guardians</td>
<td></td>
</tr>
<tr>
<td>Adoptive parents</td>
<td></td>
</tr>
</tbody>
</table>
8. Indicate the **marital status** of the parents.

<table>
<thead>
<tr>
<th>Marital status</th>
<th>Number of learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td></td>
</tr>
<tr>
<td>Divorced</td>
<td></td>
</tr>
<tr>
<td>Separated</td>
<td></td>
</tr>
<tr>
<td>Single parent</td>
<td></td>
</tr>
<tr>
<td>Living together</td>
<td></td>
</tr>
</tbody>
</table>

9. Indicate the **home language** of the learners.

<table>
<thead>
<tr>
<th>Home language</th>
<th>Number of learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Xhosa</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

10. What is the **language of instruction** at you school? .....

11. Indicate with a cross (X) if the learners’ **home environment** is characterised by one or more of the following.

<table>
<thead>
<tr>
<th>Condition</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gangsterism</td>
<td></td>
</tr>
<tr>
<td>Alcohol abuse</td>
<td></td>
</tr>
<tr>
<td>Drug abuse</td>
<td></td>
</tr>
<tr>
<td>Family violence</td>
<td></td>
</tr>
<tr>
<td>Molestation</td>
<td></td>
</tr>
<tr>
<td>Malnutrition</td>
<td></td>
</tr>
<tr>
<td>Poverty</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 5

EDUCATOR- LEARNER RELATIONSHIP

Dear Sir/Madam

I am a D.Diac (play therapy) student at UNISA doing research on the relationship between educators and their learners in the foundation phase. This research project is being done under the supervision of Dr. J. P. Schoeman. The results will give an indication of the efficiency of the program.

The questionnaire consists of two sections. Section 1 has questions to obtain some teacher data. Section 2 consists of awareness statements regarding the relationship between the educator and their learners.

I will appreciate it greatly if you would complete the following questionnaire. Your answers will be treated confidentially.

Thank you very much for your co-operation.

Alma Fourie
SECTION 1: DEMOGRAPHIC DATA

1.1 Make a cross (x) in the square that represents your age.

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Younger than 25 years</td>
<td>1</td>
</tr>
<tr>
<td>25-35</td>
<td>2</td>
</tr>
<tr>
<td>36-45</td>
<td>3</td>
</tr>
<tr>
<td>46-55</td>
<td>4</td>
</tr>
<tr>
<td>56-65</td>
<td>5</td>
</tr>
<tr>
<td>Older than 65 years</td>
<td>6</td>
</tr>
</tbody>
</table>

1.2 Make a cross (x) in the square that represents your home language.

<table>
<thead>
<tr>
<th>Language</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans</td>
<td>1</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
</tr>
</tbody>
</table>

1.3 Make a cross (x) in the square that represents your population group.

<table>
<thead>
<tr>
<th>Population Group</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>1</td>
</tr>
<tr>
<td>Coloured</td>
<td>2</td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
</tr>
<tr>
<td>White</td>
<td>4</td>
</tr>
</tbody>
</table>

1.4 Make a cross (x) in the square that represents your highest qualification.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower than grade 9</td>
<td>1</td>
</tr>
<tr>
<td>Grade 9-Grade 12</td>
<td>2</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
</tr>
<tr>
<td>Degree</td>
<td>4</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>5</td>
</tr>
</tbody>
</table>

1.5 Make a cross (x) in the square that represents your educational training.

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>1</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>None</td>
<td>3</td>
</tr>
</tbody>
</table>

1.6 Make a cross (x) in the square that represents your teaching experience.

<table>
<thead>
<tr>
<th>Experience Duration</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 5 years</td>
<td>1</td>
</tr>
<tr>
<td>5-10 years</td>
<td>2</td>
</tr>
<tr>
<td>11-15 years</td>
<td>3</td>
</tr>
<tr>
<td>16-20 years</td>
<td>4</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>5</td>
</tr>
</tbody>
</table>
1.7 Make a cross (x) in the square that represents your post level.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of department</td>
<td>2</td>
</tr>
<tr>
<td>Deputy principal</td>
<td>3</td>
</tr>
<tr>
<td>Principal</td>
<td>4</td>
</tr>
</tbody>
</table>

1.8 Make a cross (x) in the square that represents your type of school.

<table>
<thead>
<tr>
<th>Mainstream school</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special school</td>
<td>2</td>
</tr>
</tbody>
</table>

1.9 Make a cross (x) in the square that represents the average number of children per class that you teach.

<table>
<thead>
<tr>
<th>Fewer than 10</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-20</td>
<td>2</td>
</tr>
<tr>
<td>21-30</td>
<td>3</td>
</tr>
<tr>
<td>31-40</td>
<td>4</td>
</tr>
<tr>
<td>41-50</td>
<td>5</td>
</tr>
<tr>
<td>More than 50</td>
<td>6</td>
</tr>
</tbody>
</table>

1.10 Make a cross (x) in the square that represents your gender.

<table>
<thead>
<tr>
<th>Male</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>2</td>
</tr>
</tbody>
</table>

1.11 Make a cross (x) in the square that represents your marital status.

<table>
<thead>
<tr>
<th>Single</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>2</td>
</tr>
<tr>
<td>Divorced</td>
<td>3</td>
</tr>
<tr>
<td>Widow</td>
<td>4</td>
</tr>
<tr>
<td>Widower</td>
<td>5</td>
</tr>
</tbody>
</table>

1.12 Make a cross (x) in the square that represents your trade union affiliation.

<table>
<thead>
<tr>
<th>SADTU (SADOU)</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>SATU (SAOU)</td>
<td>2</td>
</tr>
<tr>
<td>CTPO (KPO)</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
</tr>
<tr>
<td>None</td>
<td>5</td>
</tr>
</tbody>
</table>
SECTION 2: AWARENESS ASSESSMENT

This section contains awareness statements regarding the relationship between educators and their learners. Each statement is followed by a 7-point scale anchored with 'Unaware' and 'Aware'. As an educator, rate your awareness on the 7-point scale.

EXAMPLE:

Educators are aware that their learners need love and attention.

<table>
<thead>
<tr>
<th>Unaware</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>X</th>
<th>6</th>
<th>7</th>
<th>Aware</th>
</tr>
</thead>
</table>

STATEMENTS

2.1 Educators are aware of their learners’ physical needs.

<table>
<thead>
<tr>
<th>Unaware</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Aware</th>
</tr>
</thead>
</table>

2.2 Educators are aware of their learners’ emotional needs.

<table>
<thead>
<tr>
<th>Unaware</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Aware</th>
</tr>
</thead>
</table>

2.3 Educators are aware of their learners’ environment.

<table>
<thead>
<tr>
<th>Unaware</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Aware</th>
</tr>
</thead>
</table>

2.4 Educators are aware that the love and trust with which learners come to school is likely to be due to their own loving impulses, strengthened by good relations at home.

<table>
<thead>
<tr>
<th>Unaware</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Aware</th>
</tr>
</thead>
</table>

2.5 Educators are aware of their learners’ family structures.

<table>
<thead>
<tr>
<th>Unaware</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Aware</th>
</tr>
</thead>
</table>

2.6 Educators are aware of the differences among their learners.

<table>
<thead>
<tr>
<th>Unaware</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Aware</th>
</tr>
</thead>
</table>
2.7 Educators are aware of the individual learner’s level of functioning.

<table>
<thead>
<tr>
<th>Unaware</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Aware</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.8 Educators are aware of the individual learner’s potential.

<table>
<thead>
<tr>
<th>Unaware</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Aware</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.9 Educators are aware of the differences in traits and skills of a given learner.

<table>
<thead>
<tr>
<th>Unaware</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Aware</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.10 Educators are aware of their learners’ interests.

<table>
<thead>
<tr>
<th>Unaware</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Aware</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.11 Educators are aware that learners have different strategies for gaining attention, e.g. daydreaming and imaginary playmates.

<table>
<thead>
<tr>
<th>Unaware</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Aware</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.12 Educators are aware that their learners’ conduct at school contains indications of unmet needs.

<table>
<thead>
<tr>
<th>Unaware</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Aware</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.13 Educators are aware of the correlation between their learners’ emotional state and their academic performance.

<table>
<thead>
<tr>
<th>Unaware</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Aware</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.14 Educators are aware that the learners bring their personal problems to school.

<table>
<thead>
<tr>
<th>Unaware</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Aware</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.15 Educators are aware of their own physical needs.

<table>
<thead>
<tr>
<th>Unaware</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Aware</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.16 Educators are aware of their own emotional needs.

Unaware 1 2 3 4 5 6 7 Aware

2.17 Educators are aware of their own environment.

Unaware 1 2 3 4 5 6 7 Aware

2.18 Educators are aware of their own family structure.

Unaware 1 2 3 4 5 6 7 Aware

2.19 Educators are aware that their own childhood desires, wishes, fears, hate and love will enable them to empathize with learners.

Unaware 1 2 3 4 5 6 7 Aware

2.20 Educators are aware of their own potential.

Unaware 1 2 3 4 5 6 7 Aware

2.21 Educators are aware that their perception of adulthood, e.g. as strong, weak or fragile, will determine the transference which will take place between educator and learner.

Unaware 1 2 3 4 5 6 7 Aware

2.22 Educators are aware that their perception of the link between adult and child will determine the transference which will take place between educator and learner.

Unaware 1 2 3 4 5 6 7 Aware

2.23 Educators are aware what causes a positive relationship with their learners.

Unaware 1 2 3 4 5 6 7 Aware

2.24 Educators are aware what causes a negative relationship with their learners.

Unaware 1 2 3 4 5 6 7 Aware
2.25 Educators are aware of how to establish a positive relationship with their learners.

<table>
<thead>
<tr>
<th>Unaware</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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2.26 Educators are aware that their every reaction in response to a learner's activity is a type of feedback.

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2.27 Educators are aware that their learners' motivation is dependent upon their knowledge of how well they are progressing.

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2.28 Educators are aware that the social climate in a classroom is based on the quality of the existing interpersonal relationship.

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2.29 Educators are aware what causes disciplinary problems in their class.

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2.30 Educators are aware what causes their learners' behavioural problems.

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2.31 Educators are aware how to deal with their learners' behavioural problems.

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2.32 Educators are aware that their emotional state has an effect on their relationship with the learners.

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2.33 Educators are aware that the learners’ emotional state has an effect on their relationship with the educator.

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2.34 Educators are aware that they bring their personal problems to school.

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2.35 Educators are aware that any individual classroom encounter between themselves and their learners can be seen as an intersection of their learners’ personal status and their own personal status.

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2.36 Educators are aware that the layout and décor of the classroom itself influence classroom interaction.

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2.37 Educators are aware that learners are constantly testing them to see if they can maintain order, and whether or not their lessons are going to succeed.

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2.38 Educators are aware that their perspective on their learners are a crucial element in classroom interaction.

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2.39 Educators are aware how to deal with their personal problems.

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2.40 Educators are aware that contact with the educators is likely to revive in learners many of the emotions that they experienced in the past in relation to their mother, father and other care-givers.

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