

**TEACHER - PUPIL RELATIONSHIP
OF THE HYPERACTIVE
JUNIOR PRIMARY SCHOOL CHILD**

by

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(ii)

DECLARATION

I, Gonasagri Govender, declare that this dissertation is my own work and that all sources I have used or quoted have been indicated and acknowledged by means of complete references. This dissertation has not been submitted before for any degree or examination in any other University.



G. GOVENDER

DURBAN

APRIL 1995

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SUMMARY

In this dissertation, the relationship of the junior primary hyperactive pupil and his or her teachers was researched, to investigate which behavioural aspects of hyperactive behaviour are present in children who are labelled as hyperactive.

In the literature study, the researcher gathered information on hyperactivity and focused on the symptoms of hyperactivity.

The relationships of the junior primary school child were investigated. The researcher focused on the teacher-pupil relationships and indicated the importance of trust, authority, understanding, experience and involvement in relationships.

In the empirical research, a qualitative empirical study was undertaken. Three teachers and six children from the junior primary phase were chosen to participate in the research study. Three children were identified as hyperactive and three children did not exhibit, according to their teachers, any behavioural disorders.

The researcher implemented the Marschak Interaction Method to evaluate interaction between the teachers and the children. By using both semi-structured and unstructured questions, the researcher was able to gather data on teacher's knowledge and attitude about hyperactivity.

(v)

The value of the study lies in the aspects which were identified regarding the interaction between teachers and hyperactive children. It was found that teachers interact differently with children who are hyperactive and with children who do not exhibit behaviour problems.

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CHAPTER ONE

PROBLEM STATEMENT, AIMS AND PLANNING OF THE STUDY

1.1 INVESTIGATING THE PROBLEM

1.1.1 Introduction

Although education is continuously devising new ways of improving and exploring new methods, which allow for individual development, it still seems that it does not cater for exceptional individuals. The need for understanding "misfits", as such individuals are often called, might steadily be increasing through the years.

Within a group of children who seem to be different, is a sub-group of children who exhibit behaviour such as a lack of concentration and excessive motor activity. These children are often labelled as "hyperactive" (Bauermeister, Berrios, Jimenez, Acevedo & Gordon, 1990:9). This disorder is estimated to occur in about three percent of the childhood population (Guevremont, Du Paul & Barkley, 1990:51).

The so called "hyperactive child" although showing signs of being able to cope with a given task, is restless and inattentive and exhibits unpredictable behaviour. They seem to be extremely restless, inattentive, distractible, have a short attention span, are excitable, moody and impulsive, but have not

necessarily medically been diagnosed as having "attention deficit syndrome with hyperactivity", which is the term used in the DSM IV, to describe hyperactivity.

The term "hyperactive" as a layman's term will be used for the purposes of this research project, as it is a popular term used by teachers and laymen, for children who exhibit the above-mentioned behaviour.

This research plans to investigate relationships which the teacher forms with children in their classroom.

1.1.2 Becoming Aware of the Problem

Like most primary school teachers, I found myself teaching certain children who were impossible to manage in the classroom situation. These children exhibited behaviour such as short attention span, distractability, impulsiveness, clumsiness and a low activity level (daydreaming).

My initial attitude to the behaviour of the children was that they are sometimes difficult, that it would be necessary to be patient and that they would eventually adapt to the classroom situation.

This attitude however soon proved fruitless. As time passed, there was no improvement in the children's behaviour. This led to frustration on the sides of such children and of the teacher.

The more punishment was tried, for instance by sending the child out of the classroom in order to obtain discipline and attention, the more frustrating the situation became. Punishment had no affect on the children's behaviour. Even isolating the children served no purpose, for this did not deter them from disrupting classroom routine. All these forms of punishment only seemed to intensify the behaviour of restlessness and inattentiveness.

The responses in the teacher-pupil relationship were thus different from that of the normal teacher-pupil relationship. I became aware that the behaviour of the "hyperactive" child influenced the quality of our relationship.

Although my initial awareness of this situation led me to believe that I was comparatively still an inexperienced teacher, I soon discovered that handling children who were extremely restless and inattentive was a problem being experienced by other teachers, who had many years to their credit in the teaching profession.

1.1.3 Analysis of the Problem

1.1.3.1 Introduction

Children who display restlessness and inattentiveness in a classroom, have usually not all been medically diagnosed, but often display some of the symptoms of attention deficit syndrome

with hyperactivity.

The researcher realised that the undiagnosed child with attention deficit syndrome, or the "hyperactive child", as referred to in this study, will be lost within the category of delinquency to the detriment of himself, if his situation, including his relationships, are not investigated and the acquired knowledge brought under the educator's attention.

1.1.3.2 Preliminary Study

Before examining the relationship of the teacher and "hyperactive" children, the researcher wanted to verify how many and which of the behavioural aspects described to hyperactivity are present in children who are labelled as "hyperactive" by their teachers.

Four teachers and eight children participated in a preliminary study. The eight children from junior primary classes were identified by the researcher, in conjunction with their teachers as pupils who exhibited behaviour which made it impossible to control them in the classroom situation, thus as "hyperactive" in the teacher's opinion. The teachers were given the Conners Behaviour Rating scale (Safer, 1976:81) to complete, in order to determine which behaviour facets the children display. The Conners Behaviour Rating scale is included as Appendix 1 in this study. A short exposition of this scale will be given before describing how it was implemented.

a) The Conners Behaviour Rating Scale

The Conners Behaviour Rating scale (Safer, 1976:81) sets out to measure various behaviours, that is :-

Restlessness or overactivity

Excitability or impulsivity

Disturbing other children

Failing to finish things/has short attention span

Daydreaming

Constant fidgeting

Inattentiveness or distractability

Demands to be met immediately

Isolating themselves from other children

Crying often and easily

Quick and drastic mood changes

Temper outbursts or unpredictable behaviour

Teachers were asked to rate the different behaviour facets of the children which have been observed on a four point scale. A total of 15 points or more means that a child, according to Ross (1980:153), can be diagnosed as hyperactive.

b) Implementing the Conners Behaviour Rating Scale

As mentioned in paragraph 1.1.3.2, in order to establish which behaviour aspects were displayed by the children, from the junior primary classes of a certain school, the teachers of the

classes were asked to carefully study the Conners Behaviour Rating scale and indicate which of the behaviour trends were exhibited by the identified children.

Eight children had to be rated on a four point scale, that is:

0 = None

1 = Little

2 = Substantial

3 = Very much

The following occurrence of the different facets of the scale could be made from the teachers ratings of the eight children observed :-

i) Restlessness

The teacher found that **six** of the eight children observed, could not sit still but tended to move from side to side on the chair.

ii) Excitability/Impulsivity

Six children were found to be extremely impulsive, in that they tended to act without reflecting; for example, they tended to shout out answers without first considering whether or not it was the appropriate answer. Furthermore, the children did not wait their turns, whether it was when answering a question or when it was time to leave or enter a classroom.

iii) **Disturbing other Children/Fails to Finish Things**

All the children tend to disturb other children around them, in that they cannot work quietly without touching children around them or things such as pens, pencils and rulers that belong to children around them.

iv) **Short Attention Span**

Five of the eight children were found to have a short attention span, two children were substantially inattentive and one child showed better ability to give attention. Inattention was due to the fact that the children were easily distracted to surrounding stimuli, which included other children passing the classroom or any other noise or even children in the same classroom sneezing or coughing. Their attention was quickly distracted to irrelevant stimuli.

v) **Daydreaming**

Six of the eight children often tended to be lost in thought.

vi) **Constant Fidgeting**

Seven of the eight children were found to be constantly fidgeting and one child displayed substantial signs of fidgeting. This fidgeting included fidgeting with the stationery on their desks or even in their desks.

vii) Inattentiveness/Easily Distracted

Seven of the eight children were found to be easily distracted to irrelevant stimuli, in that they could not, it seems, sustain attention to the task on hand.

For example, once a reading lesson became more difficult or the children found the story boring, they then began to engage in paging through the book or looking at the pictures. Only one child was slightly less distracted to irrelevant surrounding stimuli.

viii) Demands had to be met Immediately

Only one child showed signs of **extreme** or **excessive impatience**, in that his demands had to be met immediately; for example, if a group of children were busy with an art lesson and had to share crayons, and if this child needed a particular colour crayon, he demanded it immediately, even though the other children were not finished with the crayon. Another **five** children showed **substantial signs** of this type of behaviour, and one child sometimes exhibited limited signs of such behaviour. The other two children showed no signs that their demands had to be met immediately.

ix) Isolating Themselves

Both on the playground and in the classroom, **six** of the children showed **no signs** of isolating themselves, while **one** child showed a slight intention of isolating himself.

x) Crying Often/Easily

Three of the eight children under observation did not cry easily, while **three** children tended to cry a little and **two** of the children showed **substantial signs of crying easily**.

xi) Mood Changing

Four children tended very often to show changes in their moods; for example, they were talkative and happy and suddenly for no apparent valid reason, tended to sulk. The other four children exhibited almost insignificant signs of mood changes.

xii) Temper Outbursts

Four of the children displayed greater amounts of temper outbursts, in that they tended to get into fights with peers over minor issues or even displayed temper outbursts while interacting with their teachers. One child showed substantial signs of temper outbursts, while the other three children exhibited limited signs of such behaviour.

The following table (Table 1.1) represents the accumulated points, with regard to the different types of behaviour :-

Table 1.1 : Conners Behaviour Rating Scale

TYPE OF BEHAVIOUR	CHILD ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	ACCUMULATED TOTAL
1. Restlessness	3	3	3	3	3	3	3	3	24
2. Excitability	3	3	3	3	3	3	1	2	21
3. Disturbing other children/ fails to finish things	3	3	3	3	3	3	1	2	21
4. Short attention span	3	3	2	1	3	3	3	2	20
5. Daydreaming	3	2	3	3	3	3	3	1	21
6. Constant fidgeting	3	3	3	3	3	3	3	2	23
7. Inattentiveness/easily distracted	3	3	3	3	3	3	3	3	24
8. Demands had to be met immediately	2	2	3	2	2	2	0	1	14
9. Isolating himself	0	0	0	0	1	0	0	0	1
10. Crying often/easily	2	1	0	1	0	0	1	2	7
11. Mood changing	3	3	3	3	1	1	1	1	16
12. Temper outbursts	3	3	3	3	3	2	1	0	18
TOTAL COUNT OF EACH CHILD	31	29	29	28	28	26	20	19	

c) Interpretation of the Results of Table 1.1

As mentioned in paragraph 1.1.3.2, according to Ross (1980:153), a child has to have a score of 15 points or more on the Conners Behaviour Rating scale, in order to be classified as hyperactive. The scores of the eight children observed are from

the highest to the lowest scores, as follows :-

<u>CHILD</u>	<u>POINTS</u>
--------------	---------------

Child one	31
Child two	29
Child three	29
Child four	28
Child five	28
Child six	26
Child seven	20
Child eight	19

It seems that children exhibit restless behaviour, inattentiveness and constant fidgeting most of all. The lowest score was that of isolating themselves.

If we look at aspects of behaviour which are most commonly found in the children, that is restlessness, inattentiveness and constant fidgeting, it is easy to see why we can label them as hyperactive, although they have not medically been diagnosed as having attention deficit disorder with hyperactivity.

1.2 STATING THE PROBLEM

The Conners scale indicates that hyperactivity, as a definition of behaviour consisting of the mentioned twelve aspects, does occur in children. Often, these children, although having been

referred for medical treatment, are not medically diagnosed or treated. Having to cope with hyperactive children in the classroom situation is a reality. Relationships between teachers and hyperactive children will probably look different from that with "ordinary" or "normal" children, that is, with children without the mentioned behaviour problems (restlessness, impulsivity etc.). Knowing more about the relationship between hyperactive children and teachers is thus important.

It becomes necessary to investigate the relationships of the hyperactive children with their teachers, to get to know how teachers experience hyperactive children and accordingly, lay down guidelines for teachers, regarding relationship forming with hyperactive children.

The research question which arose from the above preliminary study is, what aspects of the relationship of hyperactive junior primary pupils with their teachers, can be identified?

1.3 AIMS OF THE STUDY

The aim of the study is, to establish what (how) the relationship of the **hyperactive** junior primary pupils with their teachers looks like.

The researcher intends to briefly outline the research design employed in collecting the data required to assess the teacher-pupil relationship.

1.4 RESEARCH DESIGN

An idiographic research design was employed. This is a uniquely descriptive research which centres on the individual, that is, qualitative research, which was used to collect the necessary data. Six children from the junior primary phase were chosen to participate in this research project. Three of the children were "normal", that is, they did not manifest problem behaviour, and three of the children seemed to display hyperactive characteristics, as in accordance with the Conners Behaviour Rating scale. Interaction between a teacher and a normal and hyperactive child from three different classes were compared through the Marschak Interaction Method. Both semi-structured and unstructured questions were used in interviews with teachers to elicit information on their relationships with hyperactive children. An objective knowledgeable outside person was asked to evaluate teacher-pupil interactions according to the given dimensions, to ensure the reliability of the research.

Seeing that the terms hyperactivity, junior primary school and relationships will be referred to frequently in this study, it becomes necessary to explain these terms.

1.5 EXPLANATION OF TERMS

1.5.1 Junior Primary School

Between the ages of six and twelve years, the child spends in

primary school (Vrey, 1979:85). This phase of education, that is, primary school, is made up of the junior primary phase, that is, class one to standard one and consists of children from about age six to eight years and the senior primary phase, that is, standard two to standard five and consists of a group of children from about age nine to thirteen years of age. This study is concerned with children in the junior primary phase of education.

1.5.2 **Hyperactivity**

According to Campbell (1985:409), hyperactive children are overactive, impulsive and inattentive. There exists a common cluster of behaviours among hyperactive children, namely short attention span, distractability, restlessness, overactivity, poor judgement, impulsive reaction, low tolerance of frustration, irritability, poor perceptual and conceptual abilities, serious academic and social difficulties and defective memory (Xue-Rong, 1989:499; Van der Meere, van Baal & Sergeant, 1989:441). The DSM IV (1994:84) mentions the following symptoms : such children, "often fidgets or squirms in seat, leaves seat when expected to be seated, runs about or climbs excessively, difficulty playing quietly, acts as if 'driven by a motor' and talks excessively".

According to Ross (1980:249), whatever definition of the term hyperactivity is used, it ultimately refers to the fact that a child moves around more often than other children with whom he

or she is compared to. As has been stated previously, the hyperactive child can be diagnosed as having an inability to control or modify behaviour. They are unable to sit or follow directions continuously. Further, this child more often than not, fails to finish anything he has started (Flack, 1987:12).

For the purpose of this study, hyperactivity refers to a condition where the child is excessively active, that is, the activity level of the child exceeds the established norm, as Ross (1980:235) also defines the hyperactive child.

It should be noted that children who have been medically diagnosed as having attention deficit syndrome with hyperactivity and who receive medical treatment, have not been included.

1.5.3 Relationships

A relationship refers to a particular affinity between two people. Relationships are important in childhood and are the basis for self-esteem, the ability to relate to others and for the development of deviant personality, in the case of negatively formed relationships (Duck, 1986:150).

From birth, the child is situated in a life-world made up of other people, objects and ideas. He constantly interacts with these aspects of reality and we can therefore speak of contact. The child's interaction with these aspects of reality, is

implied by the term "relationships". Relationships are important, because it is through interacting with reality, that the child orientates himself to his life-world (Vorster & de Meillon, 1991:12). Through this interaction, various relationships are formed and the child comes to know and understand his world (Vrey, 1979:20).

1.6 PLANNING OF THE STUDY

An exposition of the following chapters and specific context will now be given.

Chapter Two

Chapter two focuses on an integrated portrayal of certain aspects of hyperactivity from the literature. This includes the various symptoms of hyperactivity, that is, off task behaviour, impulsive reactions, excessive motor activity, poor responses, an inability to retain academic material and poor speech development. These various symptoms are defined and discussed by the researcher. Further, the formation of the self-concept and the development of this self-concept in hyperactive children is discussed. Finally, the external aetiology of hyperactivity, that is, environmental cause and how these environmental causes may influence the relationships of the hyperactive child, is also discussed.

Chapter Three

In chapter three, the different developmental aspects, that is, social, cognitive, affective and physical are investigated. These various developmental aspects provide the background for understanding the relationships of trust, authority and understanding. In the light of these aspects of a relationship, the researcher discusses the parent-child and teacher-pupil relationship. The characteristics of a negative and positive teacher-pupil relationship is also researched.

Chapter Four

In chapter four, an exposition of the empirical research design is given. The researcher firstly discusses the idiographic research method. The characteristics of the qualitative research method as a data collecting technique is discussed. Secondly, observation through the MIM and the dimensions elicited, task-description, selection of tasks, sequence presentation and implementation of tasks is also discussed. Finally, interviews as a data collecting method through semi-structured and unstructured questions is discussed. The parents of the three hyperactive children were also interviewed through unstructured questions, so as to form a history of the children.

Chapter Five

This chapter deals with the empirical study. The researcher used the Marschak interaction method (Marschak, 1980:1-9) and semi-structured interviews to investigate the teacher's relationship with three hyperactive and three "normal" children, that is, children not manifesting any problems. A description of the interaction between hyperactive children and teachers and "normal" children and teachers, is given. The researcher also asked a knowledgeable outside person to evaluate the teacher-pupil interactions, according to the given dimensions.

Chapter Six

In chapter six the researcher comes to conclusions regarding the literature and empirical research. Firstly, a synopsis of the study is made. The researcher then discusses the synthesis of the findings of the literature in the empirical study, that is, findings regarding chapter two on hyperactivity, findings regarding chapter three on the relationships of the junior primary school child and findings regarding teacher-pupil interactions. Thereafter, in the light of these findings, the researcher attempts to make recommendations with regard to relationships of hyperactive children and teachers.

CHAPTER TWOHYPERACTIVITY**2.1 INTRODUCTION**

In this chapter the researcher intends giving an integrated portrayal of certain aspects of hyperactivity from the literature. This will include a description of the symptoms of hyperactivity, the self-concept of the hyperactive child, the aetiology of hyperactivity and its influence on the relationships of the hyperactive child.

2.2 HYPERACTIVE BEHAVIOUR**2.2.1 Introduction**

Hyperactivity is a developmental disorder, of which the onset is from approximately the age of two to six years (Sagvolden & Archer, 1989:53; Pisterman, Mc Grath, Firestone, Goodman, Webster & Mallory, 1989:628) and occurs in about three to five percent of the childhood population (Guevremont et al., 1990:51; Horn, Wagner & Ialango, 1989:109) and may disappear later or during adolescence. However, some researchers estimate that one third to one half of hyperactive children do not outgrow their hyperactivity (Goldstein & Goldstein, 1992:6; Henker & Whalen, 1989:218).

Prior to the twentieth century, hyperactivity was relatively an unknown disorder. Today society is becoming increasingly aware of the hyperactive or so-called over-active child. It is only in the last two decades that hyperactivity has become known as a recognised diagnostic category (Conrad, 1976:9). The medically accepted term for hyperactivity is "attention deficit syndrome with hyperactivity" (DSM IV, 1994:84). This research project will not focus on children who have medically been diagnosed as having attention deficit syndrome with or without hyperactivity, as already stated in paragraph 1.1.1. It will however, describe hyperactive behaviour as behaviour recognised by teachers and laymen, as hyperactive.

There are many symptoms which characterise hyperactive behaviour. Different researchers emphasise different symptoms. This researcher will describe a few symptoms which are described by more recent researchers. The symptoms which will be described, are those which can also be recognised by the layman.

2.2.2 Symptoms of Hyperactivity

According to the Oxford dictionary (4th ed. 299), a symptom refers to a change in body or its functions, indicating presence of disease or a sign of existence of something.

Hyperactive children have been described as always on the run,

restless, fidgety and unable to sit still (Wicks-Nelson & Israel, 1991:185; Campbell, 1985:406-407; Maccoby, 1980:170). They squirm, wriggle, tap their fingers and elbow their classmates (Wicks-Nelson & Israel, 1991:185; Sagvolden & Archer, 1989:25). The quality of their motion often seems different from ordinary activity by being excessively energetic, haphazard, disorganised and lacking goals (Wicks-Nelson & Israel, 1991:186; Greenhill, 1989:604-605). They also appear to have problems regulating their actions according to the wishes of others or to the demands of the particular situation (Wicks-Nelson & Israel, 1991:185). Greenhill (1989:604-605) describes hyperactivity as a developmentally inappropriate degree of gross motor activity, impulsivity and inattention in school or home settings. This behaviour also interferes seriously with the goals of those people around them. Greenhill (1989:604-605), Pope, Bierman & Mumma (1989:263), Goldstein (1989:2) and Van der Meere, Van Baal & Sergeant (1989:410) state further that hyperactivity can be defined as a cluster of problems, including inattention, over-arousal, impulsivity and difficulty with delay of gratification.

The symptoms described in the DSM IV (1994:83-84), as associated with attention deficit disorder with hyperactivity, mentions that such children fail to give close attention, have difficulty sustaining attention, do not seem to listen, do not follow through instruction, have difficulty organizing tasks and activities, are reluctant to engage in tasks that require sustained mental effort, lose things, are easily distracted, forgetful, fidget or squirm in

their seats, leave their seats when expected to be seated, run about or climb excessively, have difficulty playing quietly, act as if "driven by a motor", talk excessively, blurt out, have difficulty awaiting their turn and interrupt others.

The inability to meet situational demands in an appropriate fashion due to the hyperactive children's high levels of activity, impulsivity and distractibility, impairs their social development in that they are unable to play in a group because they tend to dominate the situation by telling their peers what to do or pulling and pushing them around. Peer interactions sometimes reflect extreme aggressive behaviour (Lambert, 1990:46; Pope et al., 1991:669), emotional development is affected in that they are unable to delay gratification and have to have their needs immediately satisfied. Academic development is affected in that their inability to pay attention affects recall of academic material which seriously hampers development. The inability to sustain attention is usually noted as learning problems in hyperactive children. Therefore, hyperactive children present a problem to themselves, their families and the school (Biederman & Steingard, 1989:587; Chee, 1989:372).

The researcher could not describe all the above-mentioned symptoms. The following symptoms of hyperactivity is a combination of the different symptoms as described by different researchers and will now be defined and then be described, as they present themselves in

hyperactive children :-

- off task behaviour
- impulsive reactions
- excessive motor activity
- poor responses
- inability to retain academic material
- poor speech development

2.2.2.1 Off-Task Behaviour

a) Definition

Off-task behaviour refers to an inability to sustain attention to a given task. In order for a child to be **engaged** in a task, the task has to be specified, so that the necessary persistence and concentration can take place (Sagvolden & Archer, 1989:40).

When the child's attention is interrupted and he is distracted to some other behaviour; for example, the child engages in looking around the room or playing with his pencil or any other behaviour where the child is not engaged in the task at hand, such a child can be said to be **off-task**. The necessary attention to complete the task is missing. However, a child can whistle or hum while working, kick his legs and even stop using his pencil and still remain "on-task", as long as he maintains eye contact with the task

that he presently engages in.

It is the eye contact which will essentially determine whether the child is "on-task" or "off-task" (Guevremont et al., 1990:68).

b) **Off-Task Behaviour in Hyperactive Children**

The hyperactive child is characterised by not making appropriate eye contact with his or her task. Hyperactive children are also known for slower task performance and task inefficiency, which seems to be caused by their impulsive manner of responding and impairment of focusing attention (Van der Meere et al., 1989:410; Bräuer, 1991:14).

It therefore seems that the hyperactive child's inability to sustain attention results in him being "off-task".

2.2.2.2 **Impulsive Reaction to Stimuli**

a) **Definition**

"Impulsiveness" can be described as a reckless and hurried style of decision making or can be seen to signify the uncontrolled expression of instinctual impulses (Sagvolden & Archer, 1989:5).

b) Impulsive Reaction in Hyperactive Children

Hyperactive children are impulsive in the sense that they do not adequately consider what they should do before they act. Further, hyperactive children find it difficult to inhibit their reactions when it is necessary, as they are not good at accepting delayed gratification (Sagvolden & Archer, 1989:5; Douglas, 1991:115, Valett, 1974:2).

The impulsive behaviour of hyperactive children seems to be connected to an underlying inability to focus and sustain attention and to resist impulsive responding during academic and social tasks (Chee, 1989:372). This can be seen in different ways of acting of hyperactive children. They have, for instance :-

- i) Difficulty in thinking before they act (Goldstein, 1989:8). This seems to be due to the hyperactive children's high level of activity. This high level of activity is not because of the hyperactive children's vigorous interest in the world but because of their limited and disordered ability to pay attention to what they are doing (Douglas, 1991:16).
- ii) They have difficulty weighing up the consequences of their past behaviour (Goldstein, 1989:8; Bräuer, 1991:15) in that they are impulsive. This makes them seem unable to anticipate what is going to happen and so hyperactive children tend to

get into danger without realising it (Douglas, 1991:17).

- iii) They have difficulty following rule governed behaviour although they may be well aware of a rule and be able to explain it (Goldstein, 1989:8). This seems to be due to the hyperactive child's lack of inhibition, which in turn leads to excessive motor output (Gorestein & Mammato, 1989:620).

All these mentioned aspects lead to impetuous unthinking behaviours and children who do not learn from their experiences (Goldstein, 1989:8).

The child's impulsive reaction to stimuli often makes it impossible for the hyperactive child to focus his attention on tasks at hand. Consequently in his "excitement", that is, his distraction to irrelevant stimuli, the child does not consider his action. This is often to the detriment of himself. Therefore, this inability to follow rule governed behaviour, brings the hyperactive child to the attention of those he interacts with. It is not so much the child's distress to himself, but rather his distress to others, which brings him to the attention of those around him.

2.2.2.3 Excessive Motor Activity

a) Definition

Excessive motor activity can be distinguished from normal activity in that the activity level is such that the child seems to be "driven". The level of the child's movement is such that it can be distinguished from the activity level of his peers. The nature of this behavioural problem is no longer seen as general motor excessive behaviour, but more in terms of a deficit in regulation of motor activity in specific situations (Wicks-Nelson & Israel, 1991:195).

Since there is no clear dividing line between normal and abnormal levels of activity and activity levels are known to vary from situation to situation, it becomes necessary to consider the overall level of activity or the inappropriateness, in relation to the context of the activity (Sagvolden & Archer, 1989:3).

b) Excessive Motor Activity in Hyperactive Children

It has been found that hyperactive children tend to be excessively restless and easily aroused. They have difficulty in controlling bodily movement, especially in situations in which they are required to sit still. Whether happy or sad, the speed and intensity with which they go to the extreme of their emotion, is

much greater than that of their same age peers (Goldstein, 1989:9).

It can thus be said that the hyperactive child is in constant motion, that is, always physically active, always on the run, restless, fidgety and unable to sit still (Wicks-Nelson & Israel, 1991:186). It seems that this syndrome is most clearly recognisable in hyperactive children.

2.2.2.4 Poor Responses

a) Definition

Responses have to do with the ability to control and consider before reacting to stimuli. In order for a child to be able to respond appropriately in a particular situation, it is necessary that he pay attention to what he is being told (Goldstein & Goldstein, 1992:130).

b) Poor Responses in Hyperactive Children

The child who seems to be hyperactive, responds differently to similar tasks. He may be happy at one minute and the next minute he would be crying and screaming for no apparent reason. His responses to the same task are unpredictable. The hyperactive child also seems to experience difficulty in sticking with any activity for long, the child very often begins a task but never

completes the task (Goldstein, 1989:20). It seems that this could be attributed to the deficits in self control experienced by hyperactive children (Guevremont et al., 1990:52).

Therefore it seems that the hyperactive child's responses definitely depend on the frame of mood that he is in. This frame of mood will then determine his attitude to the completion of a task. It should be noted, however, that the lack of inhibition, as demonstrated by the hyperactive child, in turn leads to excessive motor output and an impaired ability to focus attention (Gorestein & Mammato, 1989:620) and this then seems to make responses of the hyperactive child unpredictable.

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It seems that the different symptoms are interwoven and influence one another. How the child responds; for example, shout out of turn, is a behavioural problem which is also linked to his inability to concentrate for long periods of time. This potential inability to pay attention or concentrate on a given task, which inflicts the hyperactive child, seems to cause poor responses in his relationships (Guevremont et al., 1990:56).

According to Douglas (1991:103), the attention problem is at the root of hyperactive children's difficulties. This attention problem affects the children's ability to respond when you talk to them or tell them to do something, this then affects learning and schoolwork and also affects their social relationships.

2.2.2.5 Inability to Retain Academic Material

a) Definition

The ability of processing information leads to memory, that is, the ability to recall information when required (Goldstein 1989:166).

b) The Inability to Retain Academic Material in Hyperactive Children

Inattention or the inability to sustain attention, is possibly the core symptom of hyperactivity (Bräuer, 1991:14; Lambert, 1990:46). This inability to respond to stimuli correctly, is an attentional problem, that does not allow hyperactive children to process information and therefore, they do not have the opportunity to store and recall all information (Goldstein, 1989:160; Goldstein & Goldstein, 1992:130).

Therefore, due to the child's hyperactivity, there will, it seems, be deficits in the child's processing of information, which will lead to fragmented, un-coordinated and disorganised processing of information.

2.2.2.6 Poor Speech Development

a) Definition

Everything that a child learns is to a certain extent dependent upon his knowledge and control of language (Vrey, 1979:25; Goldstein & Goldstein, 1992:127). The environment that the child finds himself in, will to a large extent influence the development of his language (Vrey, 1979:134). Poor speech development, it seems, can lead to frustration and inattention, as the child is not on the same level of communication skills as his peers (Accardo, Blandis & Whitman, 1991:177).

b) Poor Speech Development in Hyperactive Children

The hyperactive child is known to have delayed language development, which causes difficulty in communication (Accardo et al., 1991:242; Klopper, 1983:11). It often seems as though the children who exhibit restless behaviour cannot concentrate and either do not finish their sentences and thoughts or they seem to fall over their words or sometimes take longer to say what they intend to say (Douglas, 1991:17; Goldstein & Goldstein, 1992:127).

It has been found that a higher population of hyperactive children present speech and language problems than the "normal" population of children (Goldstein, 1989:164). Hyperactive children with

speech and language problems typically present difficulty in three areas. Firstly, they have difficulty with covert speech, in that hyperactive children tend to "shout out" rather than stop and reason for themselves before answering, secondly they have problems with overt speech, as they do not appear to develop the capacity to carry on an internal conversation, thirdly hyperactive children seem to lack the ability to reason and solve problems because they do not develop communication skills. This seems to be due to the hyperactive child's delay in language development, which tends to make the hyperactive child act impulsively without thinking. Lastly, hyperactive children have difficulty connecting thought and reasoning and expressing this thought and reasoning (Goldstein, 1989:19-20).

It therefore seems that hyperactive children experience delays in development of language. This language impairment can be attributed to development immaturity, rather than a basic deficit per se (Sagvolden & Archer, 1989:15).

The researcher now intends discussing the self-concept of the child because the self-concept of any child forms the centre of his development (Vrey, 1979:47).

Self-concept has to go with the way in which a person sees himself. The hyperactive child will have an exceptional view of himself as he experiences himself as different from others (Vrey, 1979:29).

This view is a reflection of how other people see a person (Vrey, 1979:45). This would most probably influence the quality of his relationships. For this reason the researcher deems it necessary to describe how the self-concept of the hyperactive child looks.

2.3 THE SELF-CONCEPT AND HYPERACTIVITY

2.3.1 The Forming of a Self-Concept

2.3.1.1 Introduction

The child is orientated towards growing up and becoming self-sufficient. In order to attain adulthood, the child has to be helped, guided and supported by education. In this process of "growing up", the type of experiences will determine whether the child esteems or despises, accepts or rejects himself (Vrey, 1979:29). Therefore, how the child experiences life will determine whether or not he develops a positive self-concept or a negative self-concept. The self-concept can be seen to refer to a configuration of convictions concerning oneself and attitudes towards oneself that are dynamic and of which one normally is aware or may become aware.

Once a person becomes aware of the self, conceptions of an own identity arise (Vrey, 1979:45).

2.3.1.2 The Process of Forming of the Self-Concept

According to Vrey (1979:47), the self-concept comprises three mutually dependent components :-

- a) Identity
- b) Action
- c) Self-esteem

The self-concept is always highly meaningful to the person concerned, whether it is based on high or low self-esteem. In order for the child to grow into adulthood, he has to develop a definite self-image or self-concept. The formation of a self-concept can therefore be seen as a pedagogical category, as no child can conceivably become an adult unless he has a definite self-image or self-concept (Vrey, 1979:47-48).

In order for a child to form a positive self-concept or self-image, he needs the support, help and guidance of the adult (Vrey, 1979:15). The child needs to be taught to accept and love himself, in order for this positive self-concept to actualise. The child needs to know that he is wanted, loved, understood, secure and supported (Vrey, 1979:77-78; Mc Gee & Cradock, 1990:4).

2.3.1.3 The Development of a Self-Concept of the Hyperactive Child

According to Goldstein (1989:118-119) and Mc Gee & Cradock (1990:3), many factors influence the way a child feels about himself. These factors include the manner in which he is parented and his relationships with those he interacts with. Since the child does not often evaluate himself, he usually responds in a manner that reflects how he has been dealt with by others. As this study focuses on the relationship between teachers and hyperactive children, it is important to take special note of the fact that the self-concept develops in interaction with others.

Without realising it, it may be that the hyperactive children's parents and teachers undermine the child's self-esteem through negative feedback related to competence and work; for example, "can't you do anything right?" and "don't do that!".

Therefore, depending on the relationships the hyperactive child has formed, the reaction of significant others to his behaviour largely influences his self-esteem. The young child who has been severely restricted by his parents, criticised and blamed by his teachers, ridiculed or simply ignored by his friends, because of his lack of conformity to rule governed behaviour, can develop a low self-esteem or low self-concept with serious damage to his personality.

It seems that the hyperactive child has a poor self-concept because of conflict in his social, academic and family functioning (Guevremont et al., 1990:52).

This poor self-concept seems to be due to the fact that hyperactive children are known to have delayed speech development and to be accident prone (Douglas, 1991:17), which it seems, makes them socially clumsy and out of control, which causes others to avoid them.

In the family situation the hyperactive child needs more attention in that he has to be told what to do and is constantly on the go. The hyperactive child therefore requires more attention than other members in the family and this it seems can cause problems, as often this attention is not positive attention, in that the child is reprimanded for his actions.

In his environment, the hyperactive child, on account of his problem, has more negative outcomes, therefore he is faced with significantly greater social, emotional and psychological difficulties (Biederman & Steingard, 1989:589), which can negatively affect the self-concept.

This negativity is also well demonstrated in the classroom. In the classroom, the child is constantly being told to "sit still" or "pay attention" and he is constantly faced with demands to inhibit

physical activity. His over-activity frequently results in increased pressure by the teacher on the child. This then often leads to a marked degree of frustration for both teacher and the child, especially when given tasks are incomplete (Goldstein, 1989:20).

These negative interactions cause hyperactive children to develop less confidence in their abilities than normal children (Hill, 1989:12). The hyperactive children begin to see themselves in a more negative light, that is, the children are made to feel "different" and incapable of understanding and behaving like normal children.

It is only through positive co-operative experiences that positive social behaviours can be fostered, which have significant impact on young children's self-esteem (Hill, 1989:14). These positive co-operative experiences are very often missing in the environment that the hyperactive child finds himself in.

In order to understand the nature of the hyperactive child's condition, which will lead to better understanding of their relationships, it is necessary to discuss some of the main causes of hyperactivity.

2.4 AETIOLOGY OF HYPERACTIVITY

2.4.1 Introduction

The causes of hyperactive behaviour can, according to Taylor (1986:47), be mainly either internal or external in nature. Hyperactive behaviour seems to be internal in nature, when a biological basis for the syndrome exists. It is genetically transmitted. It is due to a neurological disorder or due to organic brain dysfunction.

On the other hand, hyperactivity can be caused by other aspects, that is, by factors such as environmental influences (Sagvolden & Archer, 1989:257).

The internal causes of hyperactivity might be relevant when the child has been medically diagnosed as being hyperactive. As this study concerns itself with children who have not been medically diagnosed as hyperactive, the external causes of hyperactivity are relevant and therefore will be discussed.

As a social being; the child develops his behaviour in accordance to the particular behaviour patterns within the relationship that he is exposed to. Thus, during the past twenty years, the importance of interpreting data within the context of the child's socio-cultural environment, has increasingly been recognised

(Bauermeister et al., 1990:9). The researcher now intends discussing the external causes of hyperactivity. Special reference to the hyperactive child will constantly be made.

2.4.2 Environment as a Cause of Hyperactivity

In the environment of the lower socio-economic section of the population, a number of factors seem to contribute to a more stressful environmental climate (Sagvolden & Archer, 1989:257; Kapp, 1991:30). Amongst others, differential rearing, that is, lack of imposing rule governed behaviour in deprived environments, often appears to determine hyperactivity and learning deficits, as does overcrowding and/or malnutrition.

It thus seems, according to several researchers such as Taylor (1986:143), Sagvolden & Archer (1989:362), Heffron, Martin, Welsh, Perry & Moore (1987:384) and Anolik (1983:489), that the environment does play an important role in determining or even worsening hyperactivity.

This researcher will shortly discuss the following important environmental aspects, which are emphasised in the literature regarding leading to hyperactive behaviour, or strengthening

hyperactive behaviour :-

- Broken homes
- Alcohol and drug abuse
- Unemployment
- The extended family

The influence of these aspects on the relationships of the hyperactive child, will also be discussed, seeing that the whole context of the home is influenced by these circumstances.

2.4.2.1 **Broken Homes**

a) Introduction

Broken homes must be seen as a home with a one parent family, due to marital separation or divorce.

Research has found that children from broken homes are from a low socio-economic class, where mothers head single parent households. Such households are characterised by instability in personal lives. There seems to be family disharmony, psycho-social stress and a history of less stable job-keeping (Campbell, 1986:218). This environment creates a tense family atmosphere and must have an influence on the children in the home, as how the parent interacts

with the child will determine and shape the behaviour of the child (Bräuer, 1991:70, Jacobvitz, 1988:38).

b) The Influence of Broken Homes on the Relationships of the Hyperactive Child

Children imitate all aspects of other people's behaviour. The mere fact that a child learns the language of his environment, proves the importance of imitation. The child learns to model his behaviour on those around him (Vrey, 1979:138).

The home environment, as has been discussed, leads to poor parent-child relationships, as there is a lack of communication, due to stress in the home environment. This leads to a negative family climate, which can be associated with continuing difficulties in relationships (Campbell, 1986:218). This kind of situation does not allow for the child's potential and positive self-image to develop, as there is an absence of a positive role model on which the child can model his behaviour.

The presence of such disruption in family life, correlates highly with the occurrence of hyperactivity (Sagvolden & Archer, 1989:87).

It has also been found that this type of relationship will be found in broken homes because of the negative family climate and poor mother-child relationships, which often lead to the development of

hyperactivity in the child (Campbell, 1986:217; Barkley, 1987:177; Fergusson, Horwood & Shannon, 1984:773).

2.4.2.2 Alcohol and Drugs

a) Introduction

The, excessive use of intoxicating substances, is another major factor causing family problems. The misuse of such substances in a family where a child is hyperactive, causes more distress for such a child. It therefore seems that children who are already predisposed to hyperactivity, will act accordingly under stressful environmental pressures (Kisamore, 1988:16).

It is a well accepted fact that the child's model for handling situations, people and groups is based on his parent's conduct. The child needs to be accepted and respected in his environment so that he can learn to accept and respect his self-image. This parental support is essential for the child to become independent (Vrey, 1979:101). However, in an environment that is not stable, such as where alcohol and drugs are misused, it is unlikely that the child can find the necessary stability for development. In such a non-supportive environment, the child does not experience healthy relationships with the family (Kapp, 1991:124).

b) The Influence of Alcohol and Drugs on the Relationships of the Hyperactive Child

The hyperactive child requires constant routine and needs to know what to expect each day. The hyperactive child needs reinforcers to improve his behaviour (Sagvolden & Archer, 1989:282). Therefore, consistency is necessary in the parent-child relationship. This is definitely lacking in an environment of substance abuse. In such homes, there are no formal rules and rules are made to suit the occasion.

Research has shown that in environments where there is no stability, as in the case of homes where drug abuse occurs, there is a lack of continuity in parenting, which leads to the impairment of normal development of activity and attention (Sagvolden & Archer, 1989:9). This then leads to the development of abnormal behaviour, as seen in children who are excessively active.

This quality of family interaction in homes where substance abuse occurs, can lead to emotional adjustment problems, poor academic performance and anti-social behaviour (Sagvolden & Archer, 1989:87), as displayed by the hyperactive child.

2.4.2.3 Unemployment

a) Introduction

As a result of adverse socio-economic environmental conditions, which are usually caused by unemployment, the environment becomes disrupted. Family stability is necessary for positive child development and poor family organization has a negative outcome on child development (Sagvolden & Archer, 1989:86).

A child whose physical and emotional needs are not met, cannot be expected to develop to his full potential. A child needs a sense of belonging, understanding, support and security. These needs have to be satisfied, if a relationship is to be formed (Vrey, 1979:78) and independence achieved.

Parents who are unemployed, seem to react negatively towards their children. They do not provide the stimulation or nurturance necessary to ensure healthy intellectual and emotional development. Therefore, the child's potential cannot develop fully (Kapp, 1991:30) as there is a greater discord and disruption, which may cause or even heighten the expression of hyperactivity (Bräuer, 1991:74).

b) The Influence of Unemployment on the Relationships of the Hyperactive Child

Parent-child interaction plays an important role in the course of hyperactivity (Sagvolden & Archer, 1989:17; Goldstein & Goldstein, 1992:56).

There is a need for a great deal of patience and understanding, when dealing with the hyperactive child. However, in an environment of continuous stress and financial problems, the child is denied this attention because parents are pre-occupied with the problem of unemployment. Therefore, it seems that there is an insufficient parent-child involvement, which is necessary in the relationship with the hyperactive child (Douglas, 1991:69).

2.4.2.4 **The Extended Family**

a) Introduction

In the lower economic strata of society, the extended family is made up of members with no family link, such members could be individuals who are taken into the family, so as to provide some financial help. Unmarried mothers often leave it to their grandmothers to supplement income through menial tasks. In addition to this, it is often the case that there are a number of

unemployed members in the family, which creates instability in the family.

In such stressed families, it is not difficult to see why parent-child relationships can be conflict ridden (Bhana, 1984:124). In this type of extended family under discussion, it seems that the parent-child relationships can be characterised by conflict, as parents' intentions are often not in the best interests of the child, as parents are more pre-occupied with their personal lives and financial problems. As a result, parents are unable to offer sufficient feelings of love and security (Conlee, 1986:67). It seems that in these families there is insufficient parent-child interaction. This does not allow for emotional and psychological needs which is necessary for normal child development.

b) The Influence of the Extended Family on the Relationships of the Hyperactive Child

The extended family, as described above, shows that there is insufficient contact between parent and child, as there is no stable role model for the child to adopt, seeing that family also consists of a number of non-members, who may only be part of the family for short periods of time.

Further, in this situation there is insufficient contact between parents and child. As a result, bringing up the child becomes the

responsibility of everyone. Responsible child rearing practices are lost and the child is left to grow up in an atmosphere where normal stability in the family life is missing. Such an abnormal family atmosphere does not allow for normal family child development, as child rearing in an overcrowded environment will have an effect on child development (Sagvolden & Archer, 1989:257). This is more so in the case of the hyperactive child, as he is in need of constant attention.

It seems that where parents establish low levels of positive contact, that is, they do not act particularly warmly or affectionately towards the child, then such behaviour probably confuses the child and causes stress. Such behaviour leads to the obvious effects of devaluing the child and, at an early age, it would be surprising if this did not lead to dysfunctional behaviour and a paralysingly low self-esteem (Duck, 1986:132).

The home situation has been discussed. As far as the school situation is concerned, the hyperactive child needs a loving, caring and trusting environment which, together with motivation from those around him, can help him achieve his full potential.

2.5 CONCLUSION

The researcher has tried to present a total view of the hyperactive child in this chapter, by describing the symptoms of hyperactivity, by explaining how the self-concept of the hyperactive child is formed and lastly by giving an overview of some of the external causes of hyperactivity.

In the next chapter, the researcher plans to place the hyperactive child in context, by describing his functioning in one of the important relationships in his lifeworld, that is, with his teacher.

CHAPTER THREE

RELATIONSHIPS OF THE JUNIOR PRIMARY SCHOOL CHILD, WITH REFERENCE TO THE TEACHER-PUPIL RELATIONSHIP

3.1 INTRODUCTION

In chapter two, the researcher has already discussed the different symptoms of hyperactivity, how hyperactivity affects the self-concept of the child and the part played by the environment in causing or contributing to the development of hyperactivity.

In this chapter, the researcher intends discussing the different developmental aspects of the primary school child, as relationships are better understood if the phases of the primary school child are known.

3.2 THE DIFFERENT DEVELOPMENTAL ASPECTS OF THE PRIMARY SCHOOL CHILD

3.2.1 Introduction

According to educators, late childhood is the elementary or primary school age. It is the time when the child is expected to learn the rudiments of knowledge that are considered essential for successful adjustment to adult life. It is also the time when certain essential skills are expected to be learned, both in the curriculum of the school and in the extra-

curricular activities provided by the school (Hurlock, 1968:264).

The primary school years are a period during which major changes in the child occur. Primary school children are very young, inexperienced and compliant (Vorster & de Meillon, 1991:67).

The primary school child is in a stage of late childhood development, that is, between six to twelve years of age (Hurlock, 1968:12).

The different aspects of the primary school child, which will be discussed, are his social, cognitive, affective and physical development.

3.2.2 Social Development

3.2.2.1 Definition of Social Development

Social development can be defined as the ability to co-operate, understand the feelings of others in interpersonal relationships and communicate spontaneously (Vorster & de Meillon, 1991:70).

3.2.2.2 Social Development in the Junior Primary School Child

At the junior primary stage of social development, the peer group relationship is important for psychological development. Peer relationships contribute to the socialisation of children.

At this stage of development, children select peers who are like them in age, sex and socio-economic status. Acceptance by peers, contributes to good social adjustment. They tend to choose friends that they are comfortable with and they see friendships as involving give-and-take (Papalia & Olds, 1993:476; Clark & Drewry, 1985:251). However, non-acceptance or isolation from the peer group can result in psychological damage, which adversely affects the child's self-concept (Hurlock, 1978:283-284).

3.2.3 Cognitive Development

3.2.3.1 Definition of Cognitive Development

Cognitive development can be defined as the ability of logical thought process (Vorster & de Meillon, 1991:69). This logical thought process develops and improves as the child grows older.

3.2.3.2 Cognitive Development in the Primary School Child

According to Piaget, primary school children are at the stage of concrete operations, which means that they are capable of logical thought about concrete problems, objects and events (Vrey, 1979:93).

At the junior primary stages of development, children become less egocentric and more proficient at tasks requiring logical reasoning, such as conversation. However, their reasoning is

largely limited to the here and now (Papalia & Olds, 1993:435).

Regarding their memory, there is also a great improvement because short-term memory capacity increases rapidly at this junior primary stage of development and children become more adept at using mnemonic strategies, such as rehearsal, organisation, elaboration and external aids. At this stage of cognitive development, an improvement in linguistic abilities can also be observed (Papalia & Olds, 1993:435).

3.2.4 Affective Development

3.2.4.1 Definition of Affective Development

Affective development can be defined as an emotional linkage between the child and significant people in his environment (Hurlock, 1968:215).

3.2.4.2 Affective Development in the Primary School Child

At the primary school stage of childhood development, emotions play important roles in children's lives, through the influence they have on children's personal and social adjustments (Hurlock, 1978b:221).

As the child grows older, the ability to control his emotions increases (Vorster & de Meillon, 1991:69). However, psychological maltreatments, such as a lack of trust, love and

acceptance, can result in damage to children's behavioural, cognitive, emotional or physical functioning and may prevent them from fulfilling their potential (Papalia & Olds, 1993:447).

3.2.5 Physical Development

3.2.5.1 Definition of Physical Development

Physical development can be defined as the increase in height and body mass (Vorster & de Meillon, 1991:68).

3.2.5.2 Physical Development in Primary School Children

Social development influences children's behaviour directly, by determining what they can do and indirectly by influencing their attitudes towards themselves and others, thus affecting the kind of personal and social adjustments they make (Hurlock, 1978b:132).

Although physical development is less rapid during the junior primary stage of development, there is a definite improvement in co-ordination, manifested by the ability to write, run, jump, play ball and ride a bicycle.

During this period, individual differences, intelligence, appearance and talent become more apparent (Vorster & de Meillon, 1991:68).

Due to improved motor development, both boys and girls can engage in a wider range of motor activities than pre-schoolers. Both boys and girls excel in motor skills (Papalia & Olds, 1993:394).

All human beings form relationships, therefore it now becomes necessary to discuss two important relationships of the junior primary school child, namely the parent-child relationship and the teacher-pupil relationship.

3.3 RELATIONSHIPS

3.3.1 Introduction

In order for the child to survive, he has to form relationships with his world (Vrey, 1979:21). It is essential then for a child to orient himself in relation to the world. This involvement with the world is possible only if he has formed meaningful relationships (Vrey, 1979:77).

3.3.2 Definition of a Relationship

The word "relationship" or "relation" refers to a connection between referents. The child is always totally involved in forming relationships. This is formed between the child as one pole and the referent, that is, parent, teachers, peers, objects and things on the other hand (Vrey, 1979:20-66; Du Plooy & Kilian, 1984:75).

3.3.3 Characteristics of Relationships

The child is shaped by relationships, that is, relationships provide role models for the child (Mc Gee & Cradock, 1990:19-21).

Therefore, the child needs to feel loved, valued, protected and encouraged and to try, without the threats of condemnation when they fail. Then the child will be shaped into a confident secure person, take risks, explore and form relationships because of the positive self-concept that has developed (Vrey, 1979:76; Mc Gee & Cradock, 1990:3-21).

Therefore, healthy relationships are characterised by a blend of genuine love, acceptance and a willingness to let another person develop his own identity and make his own decisions (Mc Gee & Cradock, 1990:61). This gives the child increased control of his world and lets him actualise his potential.

According to Griessel, Louw & Swart (1993:53), relationships have a quality of understanding, trust and authority. These needs of the child are pre-conditions for growth towards independence (Vrey, 1979:77; Landman, Kilian, Swanepoel & Bodenstein, 1985:6).

In addition to the characteristics of understanding, trust and authority, the characteristics of involvement, attribution of meaning and experience will determine the quality of the

relationship, that is, a positive or negative relationship and will also be discussed.

The researcher has endeavoured to discuss the four dimensions of behaviour, that is, alertment to the environment, promoting attachment, aiding in coping with stress and guiding purposive behaviour, used to elicit particular types of adult-child interaction patterns, according to Marschak (1980:3-4) in conjunction with the characteristics of trust, authority, understanding, involvement, experience and attribution of meaning. It is in this researcher's opinion, that the themes are inter-related and need not be discussed in isolation of each other.

3.3.3.1 Involvement

Involvement refers to the extent to which a child becomes engrossed in a situation (Vorster & de Meillon, 1991:15).

In the educational situation, both teacher and pupil are involved in a common activity, that is, teaching and learning in order to achieve a particular aim (Gunter, 1982:41), that is, the development of a responsible adult. Without this involvement, it is impossible to assist the child to become a proper adult (Landman, van der Merwe, Pitout, Smith & Windell, 1985:1).

Each child comes to the learning situation as a unique individual. If the teacher wants to teach the child about reality, he has to involve the child in the learning situation by confronting the child with the learning content (Dreyer & Duminy, 1990:86-89).

Through involvement with the child, the teacher is able to guide purposive behaviour in the child. Through this goal directed guidance, the child is able to become what he or she ought to be, that is, a responsible human being (Landman et al., 1992:89).

According to Fogel & Melson (1988:462), it has been observed that teacher involvement and thus goal directed guidance, differs in different ability groups. Children viewed as high-ability often get more attention from the teacher, are criticised less often and are encouraged and guided to rephrase their answers when they respond incorrectly. In contrast, low-ability children are more often ignored or less involved in the lesson. When they give a wrong answer, the teacher is more likely to call on another child. This differential treatment of involvement tends to encourage and guide the high-ability child and discourage the child viewed as low-ability.

3.3.3.2 Attribution of Meaning

The attribution of meaning refers to the cognitive component of relationships and implies activities such as recognising,

knowing and understanding, which enables the child to orientate himself and to progress towards adulthood. The attribution of meaning cannot be detached from emotions (the affective aspect) or values (the normative) (Vorster & de Meillon, 1991:14).

By being able to help the child attribute meanings to situations, the teacher will be able to alert the child to his or her environment. According to van der Stoep & van der Stoep as cited in Dreyer & Duminy (1990:87), the first basic "situation" that the child finds himself in, is that the child does not know. Through deliberate confrontation of the child with carefully selected learning content he or she comes to know reality and is consequently alerted to his environment.

The teacher who has the interest of both the child and society at heart, will alert the child to his or her environment by guiding and directing the child positively towards acceptable behaviour in terms of his cognitive, affective and normative abilities (Landman, van der Merwe, Pitout, Smith & Windell, 1992:90/144), thus enabling the child to attribute meanings to situations.

3.3.3.3 Experiencing the Child

A child's feelings about or emotional experience of a situation, shapes his evaluation of that situation and may determine the quality of a relationship (Vorster & de Meillon, 1991:14). Therefore teachers need to be sensitive to the needs of children

and need to respond to these needs positively (Cook, Tessier & Armbruster, 1987:119). In so doing, teachers will also be helping the child cope with a situation that may be stressful. By responding positively to the needs of the child, teachers can promote attachment in their relationship with the child. This is necessary for children to develop a positive attitude. By developing a positive attitude towards the school and his teachers, the child will experience school positively and is most likely to progress. Negative experiences in the classroom create barriers to effective learning, as these unpleasant experiences lead to a low opinion of the school and may thus lead to a negative inclination to learning and concomitant low achievement (Dreyer & Duminy, 1990:164).

3.3.3.4 **Trust**

In a relationship a unique inter-relatedness exists between authority, understanding and trust, that is, a relationship of authority is inconceivable without a relationship of trust. The child's needs for direction prompts him to reach out for an adult who he will accept only in a relationship of mutual trust. The child needs to trust and know that he is wanted and cared for. This trust is a pre-requisite for good inter-personal relations that will lead the child to independence (Griessel, Louw & Swart, 1993:53; du Plooy & Kilian, 1984:81-82).

The major affective needs of the child during his primary school years is the desire to be loved, valued, wanted and approved of.

In an atmosphere of distrust these needs cannot be fulfilled and undesirable emotional disturbances can develop. These reactions are normally expressed as fear, anxiety and jealousy (Dreyer & Duminy, 1990:39). In an atmosphere of emotional disturbances, guiding the child towards a particular educational goal, would have negative consequences, thus defeating the purpose of guiding the child in his progress towards intellectual independence, which is an essential component of adulthood (Gunter, 1982:20-21).

3.3.3.5 Authority

A trusting relationship makes it possible for authoritative guidance and the child's compliance. In this authoritative relationship, the child allows himself to be taught the significance of his actions and learns to accept responsibility (Landman, Kilian, Swanepoel & Bodenstein, 1985:8) and realises that without authority, adulthood cannot be reached (du Plooy & Kilian, 1984:89). Through his position of being in authority, the teacher is able to assist, support and guide the child in his needs (Gunter, 1982:37). Through this assistance, support and guidance, it becomes possible for the teacher to alert the child to his environment and help the child overcome his shortfalls.

No educative teaching will take place if mutual trust, authority and understanding are replaced by distrust, hate and anxiety (Griessel et al., 1993:53).

3.3.3.6 Understanding

The child needs understanding from his adults. His educators must be patient and must try to understand what he is, even when he makes mistakes. The child may not be able to formulate this need, but it is still important (Vrey, 1979:78).

It is necessary for the teacher to understand that all children want to learn and experience success, however, not all children have the will to succeed, therefore the child has to be made aware of the need to pay attention. This can be achieved by guiding the child towards particular educational goals (Dreyer & Duminy, 1990:98-100/118).

Through his trusting and authoritative being with the child, it is possible for the teacher to understand the child being unique.

The understanding encounter enables the adult to understand that each child, in becoming an adult, is different from any other.

Through his understanding, the adult acknowledges the child's right to be different but also what each child's particular difference is and in so doing, helps the child to progress towards adulthood (Landman et al., 1985:9). Seeing that the first relationship of the child is that with his parents and that this forms a basis for other relationships, the parent-child relationship will shortly be discussed, before discussing

the teacher-pupil relationship.

3.3.4 The Parent-Child Relationship

3.3.4.1 Introduction

Although it can be argued that the child grows physically, intellectually and socially, despite anything that parents do, these growth processes impose certain requirements and limitations on parents on what methods they can use and how effective these methods of child rearing will be with children at different developmental levels. Nevertheless, parent-child rearing practices do have an impact on the outcome of their children's social behaviour (Fergusson, Horwood & Shannon, 1984:773).

The quality of the parent-child relationship, particularly in a changing society, has a direct bearing on how the child adapts to the changes and deals with challenges that confront him in his everyday life (Parsotham, 1992:2). The quality of the parent-child relationship might have a direct impact on other relationships, such as the teacher-child relationship.

3.3.4.2 Definition of Interaction

According to Sutherland (1989:212), interaction refers to the reciprocal dependence of the effects of one factor on the levels of one or more others.

Stratton and Hayes (1992:96), defines interaction as a situation in which one thing reciprocally affects another, such that an exchange takes place.

3.3.4.3 Interaction between Parent and Child

It is a well documented fact (Mc Gee & Cradock, 1990:20-21) that children learn through observing and imitating adults. All adults possess a set of means, ends and beliefs, concerning ways to ensure their goals for their children are met.

According to Sigel (1984:51), many researchers found that **warm, supportive sensitive and consistent care** giving plays an important role in healthy child development. The way in which the parents interact with the child will influence the personality development of the child (Clayer, Ross & Campbell, 1984:153).

Parents need to be **actively involved in educating** their children, so as to gain better knowledge and understanding of their children (Nel & Urban, 1990:13).

The ways parents interact with their children are important because this will influence the child's developmental process. A negative parent-child relationship can produce a child who believes himself to be helpless; for example, if the child has been allowed to be helpless repeatedly, and has **experienced little mastery, he will believe himself to be helpless in new**

situations (Sigel, 1984:51). If the child is not allowed to make or help with decision-making, when the opportunity to take decisions does arise, the child will be incapable of doing so. This helplessness will also be visible in other relationships, such as the teacher-pupil relationship.

The parent-child relationship should further be investigated by asking how far the parents **accommodate** their children (Pollock, 1983:97). All children need their environment to remain **predictable** (Maccoby, 1980:188). This is especially so in the case of the impulsive child. It is essential that hyperactive children have **regular predictable schedules** with well established routines of eating, sleeping and playing and be accommodated in this sense.

Significant interaction problems between parent and child can result due to the child's hyperactivity (Breen & Barkley, 1988:266). If the parent can gain the child's trust and make him aware that he is understood, a positive relationship can be fostered.

In every situation, the living and becoming child attributes meanings, experiences the situation and becomes involved in the situation in order to ensure self-actualization (Vorster & de Meillon, 1991:14).

In order for a positive parent-child relationship to develop, the parent and child should understand each other. The parents

should be involved in the child's welfare. The parent's involvement leads to a co-experience of the child's experience. The parent gives meaning to these co-experiences in an empathetic manner. Without this understanding and empathy, the parent and child cannot love each other (Vrey, 1979:95).

If the parent does not understand the child, the child retreats and the parents will no longer know him and the parent-child relationship will be severely hampered (Vrey, 1979:94-95).

The child has the ability to attribute meaning to situations. This involves recognising, knowing and understanding, which enables the child to orientate himself and to progress towards adulthood. If the child experiences uncertainty or fear in a situation, he will experience the situation as unpleasant (Vorster & de Meillon, 1991:14).

Parents are experienced men and women who are more knowledgeable about society's conventions than children (Dean, Malik, Richard & Stringer, 1986:617), therefore they have to assume full responsibility for guiding and accompanying their children to adulthood. The exercise of this authority helps the child, who is in need of support and security, to venture into the beckoning world and progress towards adulthood (du Plooy & Kilian, 1984:82).

In order to acquire independence, the child needs to experience trust and through this trusting relationship, to be taught the

difference between right and wrong. The parents need to reveal to the child their willingness to care for him as someone in need. This is also indicative of the freedom offered to the child to become someone in his own right (du Plooy & Kilian, 1984:82-83).

A relationship which is extremely important in the life of the child, is his relationship with his teacher. By virtue of his vocation, the teacher, as adult, has to help, support, accept and encourage so that the child can achieve self-actualization in society (Vrey, 1979:205).

According to research done by Marschak (1980), certain dimensions of the parent-child interaction influence the child's personality formation. The dimensions identified by Marschak, which should be present in interaction between adult and child, are attachment, purposeful behaviour, alertness to the environment and stress reduction (1980:238). Each of these dimensions will shortly be described, according to Marschak's interpretation.

3.3.4.4 Alertment to the Environment

This dimension of interaction refers to the direction given by parents to children, to focus on their tasks. It is however, important to note that if affection between parent and child is not present, a child's alertness, thus interest in the environment, diminishes (Marschak, 19980:238).

To stay alert to the environment, children need direction and being made aware of their environment. They also need personal and frequent affection from a care-giver.

3.3.4.5 Stress Reduction

In this dissertation, the concepts stress and frustration are used synonymously.

The normal child's reaction to stress seems to be influenced largely by parental reactions (particularly the mothers) in various stressful situations (Marschak, 1980:41). If a child receives empathy and confidence in his own resources, he will adapt the inner adaptive ways of handling stress, which best suit him as an individual (Marschak, 1980:41).

By stepping in during stressful situations, for instance, by giving verbal hints, helping a child carefully little by little, not to remove the appeal or challenge of a task, a child's tolerance for stress can be strengthened (Marschak, 1980:43).

3.3.4.6 Attachment

Attachment indicates the emotional bond between two people, but usually refers to the infant's emotional dependence on its caregiver (Sutherland, 1990:38).

A mother's first feeling of affection is an indication of her sense of closeness to the child (Marschak, 1980:26). It seems that the conscious sense of "specialness" pervades the relationship.

In early infancy, affection between parent and child finds non-verbal expression in playful activities (Marschak, 1980:26).

As a child becomes older, affection will be expressed non-verbally, as well as verbally. Concern for each others interests and goals and desire to help, are examples of how affection will become clear in a relationship.

In an atmosphere of encouragement and security, affection can be expressed and will have an effect on both parties.

3.3.4.7 Purposeful Direction

Purposeful direction indicates movement. The parents readiness to let go of a child and direct him or her towards adulthood is an indication of them directing a child purposefully. Over-directing, however, according to Marschak (1980:27), does not usually encourage the child's playful fantasy, as his need to play, imagine and explore may be repressed. Purposeful direction can easily balance into a situation, as a child, whose

feelings and happiness are more important to parents than his successes, will feel lost.

Purposeful directing means directing a child to follow instruction and also develop self-control, to become mature and responsible. According to Marschak (1980:28) a child who has not purposefully been directed may show immature and irresponsible behaviour in his later life.

Adequate direction should encourage the child to explore and experiment and to develop his own unique individuality while being aware of and willing to abide by adult expectations and demands.

All the above-mentioned dimensions of parent-child interactions are interwoven and need to be present to help the child form adequate relationships with their parents and other adults.

The positive as well as negative aspects of the teacher-pupil relationship will now be discussed.

3.3.5 The Teacher-Pupil Relationship

3.3.5.1 Introduction

The main role of the teacher in the classroom is to transmit knowledge and to know his pupils as individuals (Vorster & de Meillon, 1991:27).

All classroom interactions are rooted in relationships developed in the classroom and in teacher-pupil relationships (Kutnick, 1988:3). Success or failure in the classroom can depend largely on teachers' competences. Research has shown that a teacher who creates a classroom atmosphere of fear and tension, is likely to fail in the task of teacher (Vorster & de Meillon, 1991:28).

Therefore, if a teacher does not have the necessary understanding of hyperactive children and does not adapt his style of teaching to their specific needs, he may fail in teaching hyperactive children as well as establishing a relationship of trust with them.

3.3.5.2 The Importance of the Teacher-Pupil Relationship

As already discussed in paragraph 3.3, a relationship implies first of all, some sort of intermittent interaction between two people, involving interchange over an extended period of time. The interchanges have some degree of mutuality, in the sense that the behaviour of each takes account of the behaviour of the other.

However, this mutuality does not necessarily imply "co-operation" in its everyday sense (Hinde, 1979:14). This is especially so in the case of the teacher-pupil relationship. This may be due to the fact that relationships between people are seldom static because individuals are essentially dynamic in nature (Hinde, 1979:35).

The role of the school is to foster the development of effective relationships that would eventually put the child on the path to independence (Vorster & de Meillon, 1991:28-29; Gunter, 1990:168).

The overall context in which student's behaviour occurs, such as the school or even the home, constitutes a powerful determinant of behaviour. Within their two main environments, children affect and are affected by significant others (Margalit & Almougy, 1991:406; Margalit, Shulman & Aukonina, 1991:362).

The teacher (as the significant other) -pupil relationship is one in which the teacher is in authority and has more power than the child. In order for such a relationship to work, it is necessary to have love, trust and respect, which should be mutual in the relationship (Vrey, 1979:74-77).

Educational research has been intensively occupied with the teacher-pupil relationship (Petillon, 1983:223) and has found that this teacher-pupil relationship can seriously be affected by behavioural problems, which interferes with the smooth operation of the classroom (Henry, 1976:2).

3.3.5.3 Interaction Between Teacher and Pupil

The classroom is a structured environment with an expectation that the child will engage in academically orientated activities and will remain on task (Altepeter & Breen, 1992:745).

In this classroom situation, it is usually the hyperactive child who comes to attention because they are distressing to others rather than solely because of their own distress. Their behaviour persistently offends against accepted standards, in that, they tend to be disruptive to people around them (Goldstein & Goldstein, 1992:5; Blackwell & Halverson, 1980:551).

Within the classroom, the child is expected to conform with classroom rules (Margalit, 1989:41) and to comply with certain standards of behaviour (Murphy & Hicks-Stewart, 1991:387).

In exhibiting resistance to social demands and displaying domineering behaviour towards other children in the classroom, hyperactive children tend to become disruptive, as they have difficulties complying with the requests and prohibition of teachers (Leverton, 1989:19-20).

The hyperactive child then becomes a behaviour management problem in the classroom (Silver, 1990:396) resulting in limited interaction between teachers and pupil (Alves & Gottlieb, 1986:82).

As the teacher is continuously being faced with a larger number of pupils in the classroom, he is under pressure to cater for individual needs. He may therefore resort to forming quick impressions, which lead to the creation of polarized identities of pupils (Kutnick, 1988:19), that is, grouping children into

groups capable and incapable of task completion. In so doing, the teacher tends to avoid the hyperactive child because he has become aware of the fact that hyperactive children disrupt classroom organisation.

The quality of interpersonal relations between the teacher and pupil is affected and often this is to the detriment of the hyperactive child.

3.3.5.4 Characteristics of a Negative Teacher-Pupil Relationship

1. When there is lack of mutual understanding between pupil and teacher, then there can be no positive student-teacher interaction and it will often be found that there is a frequency of **criticism** by the teacher (Goldstein & Goldstein, 1992:140-141).
2. In order for this aspect of mutual understanding to function satisfactorily, it is necessary that the classroom climate cater not only for the educational needs of the child but also for his **emotional needs** (du Plooy & Kilian, 1984:109-110). It has been observed that teachers tend to be less involved with children who are hyperactive (Alves & Gottlieb, 1986:77).
3. Negative teacher attention, such as reprimanding the child for unimportant issues; for example, bending over to pick

up a pen or book while the teacher is teaching, is not productive. Negative attention, that is, reprimands for minor incidents, merely reinforce behaviour which needs changing (Kelly, 1979:5), in the case of this research project, hyperactive behaviour.

4. Reprimands do not increase or improve attending behaviour or lead to an improvement in academic performance (Eddowes & Aldridge, 1990:29-30).
5. Negative attention is employed when the teacher employs physical contact, that is, slapping the child or verbally controlling the child by calling of names or even facial expressions, such as a grimace. The employment of this negative behaviour does not create the ideal classroom climate. On the other hand, positive attention can be achieved through physical contact, such as a pat or verbally; for example, a smile (Kelly, 1979:13).

This positive attention leads to less disruptive behaviour (Ashmore & Brandinsky, 1986:13; Goldstein & Goldstein, 1992:82).

6. There can be no effective development of an inter-relationship if there is emotional abuse, which is often initiated in the form of verbal abuse of excessive demands on a child's ego, which in turn affects his self-concept (Conlee, 1986:67).

It is a well accepted fact today that labels stigmatise the child and this cannot positively contribute to the teaching/learning environment. Stigmatization is known to have lasting negative affects on the emotional development of the child.

Therefore, a teacher should at all costs avoid labelling children (Wilson, 1986:7), that is, calling them names. This labelling can very often result in a self-fulfilling prophecy (Epstein & Karweit, 1983:33), that is, if the child is made to feel stupid, he will automatically behave as such.

The teacher's prime obligation is to foster a positive attitude in his pupils and this is only possible when the teacher really tries to understand the unique situation of every individual child (Griessel et al., 1993:26).

It seems from the aforesaid, that the following aspects are characteristic of a negative teacher-pupil relationship :-

- a) Senseless reprimanding of a child.
- b) Not giving attention, such as avoiding the child's answers because it is time-consuming.
- c) Name-calling.
- d) Negative non-verbal behaviour.

- e) Emotional abuse, such as making excessive demands on the child, while the teacher is aware of the abilities of the individual child.
- f) Lack of understanding the individual child, that is, the inability of the teacher to understand the behaviour problems of the child. Obviously such behaviour inhibits the relationship of trust, authority and understanding.

Mistrust between child and teacher does not encourage a more intimate sense of trust that is necessary for both educator and educand, to move nearer to each other. In a relationship of mistrust, the child is treated as an object and not respected as co-human. In such a relationship, the educator is not accessible to the child and the child's needs and helplessness are not on the educator's priority list (du Plooy & Kilian, 1984:82).

In a relationship without authority and sympathetic authoritative guidance, adulthood can never be attained. Without authority, no education can take place. Authority does not imply force, suppression or punishment (du Plooy & Kilian, 1984:89-90). In a negative pupil-teacher relationship, there is no encouragement to progress towards adulthood.

In a relationship without understanding, it is not possible for the teacher to understand the uniqueness of each individual child. If there is no understanding, the teacher cannot

understand how each child interprets, designs and unfolds his positive potentialities and also what significance (meaningfulness) the child attaches to these potentialities (Landman et al., 1985:9).

In a negative teacher-pupil relationship, the teacher does not participate in trust, understanding and authority and therefore the teacher cannot lead the child progressively closer to proper adulthood (Landman et al., 1985:6).

3.3.5.5 Characteristics of a Positive Teacher-Pupil Relationship

1. As described in chapter two, in order for a healthy self-concept to develop, it is essential that the child be **accepted** by those he interacts with, so that he can learn to accept himself. This forms the basis of a positive self-concept. In the light of this evidence, a healthy relationship is one characterised by love, security, self-giving, acceptance, trust and esteem (Vrey, 1979:74).

There is considerable evidence within the educational literature to support the claims that primary school pupils who maintain more positive self-concepts likewise perform at higher levels of achievement, and lower achievers tend to operate from more negative appraisals of self (Wilson, 1986:5; Johnson, 1991:51; Lewis & Lawrence-Patterson, 1989:225). In the light of this evidence, the teacher

needs to instill confidence in children, so as to allow for the development of a positive self-image.

2. A positive self-image can be achieved through **praise**. With younger children, praise can influence effort and ability (Barker & Graham, 1987:65; Johnson, 1991:3). In the junior primary phase of education, praise improves self-esteem. However, teachers are less likely to pursue an answer or a question with children who are over-active, assuming that it will take longer to arrive at the appropriate answer or a question, with children who are overactive, assuming that it will take longer to arrive at the appropriate answer and create disruption (Henker & Whalen, 1989:217; Johnson, 1991:5; Goldstein & Goldstein, 1992:82). It is this researcher's opinion, that differential teacher treatment of normal and over-active pupils results in the latter being provided with a less stimulating environment. This leads to the development of a negative self-concept as the child is made to feel incapable, in participating in class discussions.
3. The child thus needs to feel wanted in the classroom. This can depend a lot on the type of learning environment that the teacher sets out, that is, the **atmosphere** created should be one of unconditional **mutual acceptance, trust and respect** (Vorster & de Meillon, 1991:29). If the classroom conditions are **positive, that is, warm, trusting and loving**, the child will come to see himself more and more as

the teacher sees him (Please, 1986:255; du Plooy & Kilian, 1984:82-83), which is in a positive light.

4. It is necessary for the teacher to remember that through **positive communication**, a message is transmitted and the receiver of that message, that is the pupil, must understand what is expected of him. **Communication** includes the giving of instruction and directions that are clear both to the giver and receiver of the message (Goldstein & Goldstein, 1992:140-142; Curzon, 1985:69). Therefore, it is essential that the teacher makes it clear what he expects of the pupils and also determines if the pupil knows what is expected of him, so as to avoid misinterpretations. Misinterpretations lead to frustration and failure (Felton & Wood, 1989:3) on the part of both teacher (Reeve, 1990:70) and pupil.

This can in turn intensify behaviour problems, as there is a lack of understanding.

5. In order to achieve a positive relationship with the pupil, it becomes necessary for the teacher to look at himself and decide whether he is rigid and uncaring in his approach or if he is **flexible and approachable** (Vorster & de Meillon, 1991:29). For an effective forming of a relationship between teacher and pupil to take place, it is necessary for the teacher to be **sincere and trusting**.

6. In so doing, the teacher needs to show **commitment** to helping children see themselves as capable, valuable, responsible and having personal dignity as part of their uniqueness (Wilson, 1986:14).

The teacher's role can be seen as one that provides the hyperactive child with a structure for integrated co-operative activities, between pupils and teachers, that is conducive to learning. This can lead to improved attitudes among peers and higher rates of positive social communicative and play behaviour (Cole, Meyer, Van der Cook & Mc Quater, 1986:160).

3.4 CONCLUSION

If the teacher does not accept the child as a **unique individual**, who needs to be **cared for, encouraged, praised and wanted**, then the teacher would be failing in his duties as an educator. In such a relationship, **understanding** is missing. If the teacher does not participate in this trust, understanding and authority, the teacher cannot progressively lead the child to adulthood (Landman et al., 1985:6).

In this chapter the researcher explained the differential developmental levels of the primary school child and the importance of the parent-child and teacher-pupil relationship. The researcher also discussed the fundamental characteristics of the parent-child relationship as described by different

researchers. Thereafter, the teacher-pupil relationship was discussed, with reference to the characteristics of a positive and negative teacher-pupil relationship.

In chapter four, the researcher intends to explain the empirical research design employed in this research project.

CHAPTER FOUR

THE EMPIRICAL RESEARCH DESIGN

4.1 INTRODUCTION

In chapter two, the researcher attempted to explain the symptoms and aetiology of hyperactivity and in chapter three the various developmental aspects of the child, the parent-child relationship and in particular, the teacher-pupil relationships were discussed.

However, before empirically researching the quality of the relationship between the hyperactive children and their teachers, it is necessary to describe the research designs which were employed. A definition of the term research design will now be given. The different methods which were employed to research the teacher-pupil relationship of the hyperactive child will then be discussed. Thereafter, media which were used, will be discussed.

4.1.1 Definition of the Term Research Design

According to Sellitz, as cited in Mouton & Marais (1993:32), a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.

Research design can also be defined as a phase of study which

includes the total planning for an investigation, which includes sampling plans and data collection techniques (Sanders & Pinhey, 1983:35) and the analysis of specific data or information with the view to solving a particular problem (Vorster & de Meillong, 1991:209).

4.1.2 Empirical Research Design Employed

In this particular research project, the idiographic research method was employed in the collection of data. The collection of data was done through a qualitative study, in which interviews, through unstructured and semi-structured questions and observation, through the Marschak Interaction Method, were employed. The media which were applied in the process will now be discussed.

4.1.3 The Idiographic Research Method

4.1.3.1 Definition

According to Mouton & Marais (1993:48), idiographic research is concerned with the unique, imminently defined content of the real event. Thus, idiographic research can be said to be a science of the event. Through this research method, attention is paid to the single unique event or phenomenon and its structural coherence. This research approach is used to emphasise that which is unique or distinctive in a situation or an event.

In this research project, it is the relationship of hyperactive children and their teachers which is unique or distinctive and is being researched.

Different media were employed to gather the information and will later on be discussed. As has been mentioned, the idiographic research method is a qualitative research method.

The researcher will now discuss the qualitative approach to research.

4.1.4 The Qualitative Approach

4.1.4.1 Definition of Qualitative Approach

The qualitative approach to research can be defined as a representation of facts in a narration with words (Schumacher & Mc Millan, 1993:14).

4.1.4.2 Characteristics of Qualitative Research

Qualitative designs typically investigate behaviour as it occurs naturally in non-contrived situations and there is no manipulation of conditions or experiences. This lack of constraints by predetermined categories of analysis, contributes to the depth, openness and detail of qualitative research. In this sense, qualitative designs are non-experimental and data consists of words, that is, a verbal description, rather than

numbers (Schumacher & Mc Millan, 1993:37; Patton, 1990:13; Tuckman, 1988:388-389).

Qualitative research designs are less structural in nature. This means that specific procedures which are followed are often identified **during** the research rather than **specified ahead** of time. Data gathering and data analysis go hand in hand. Each step thus depends on prior information collected during the study; for example, as in case studies (Schumacher & Mc Millan, 1993:37; Sanders & Pinhey, 1983:356).

Design flexibility is an important feature of qualitative research as this allows the researcher to adjust the direction of the inquiry, based on the ongoing of collection and thinking about the data (Best & Khan, 1993:186-187).

Qualitative inquirers seek to interpret human actions, institutions, events, customs and in so doing, construct a "reading" of what is being studied. The ultimate goal of this kind of inquiry, is to portray the complex pattern of what is being studied in sufficient depth and detail so that one who has not experienced it, can understand it (Ary, Jacobs & Razavieh, 1990:445).

In the instance of this research project, the teacher-pupil relationship of six children, of which three were normal and three were hyperactive children, are described.

The researcher also used the descriptive method to describe what took place between the teacher and pupil. This descriptive method makes it possible to emphasise the in-depth description of a specific individual, situation, group, organization or interaction. It also allows for emphasis to be placed on the frequency with which a specific characteristic occurs (Mouton & Marais, 1993:43).

4.1.4.3 Choice of Research Subjects

The researcher chose six children to participate in this research study. Three of the children seemed to display hyperactive characteristics and the other three were "normal", in that they displayed no behavioural problems.

The hyperactive children were chosen by their teachers with the aid of the Conners Behaviour Rating scale. These three hyperactive children were chosen because they were of higher intellect than other hyperactive children. Further, all three hyperactive children can be categorised as coming from a similar lower socio-economic background. The three hyperactive children come from middle socio-economic backgrounds and from three different classrooms with three different teachers.

The three "normal" children were chosen with the help of their teachers. Each child was chosen from the same class as his hyperactive peer. All three "normal" children come from similar socio-economic backgrounds.

The same three teachers were used to observe teacher-pupil interaction, that is, the researcher observed each teacher interacting with a hyperactive and "normal". The researcher's decision to choose these three particular teachers was based on the fact that the teachers were more experienced, in that they had more years of teaching experience as compared to their peers.

4.1.5 Reliability of the Research

The data which was collected during the interviews will be given to a knowledgeable outside person, who will be asked to categorise and table the information.

The unstructured method of data collection is useful as it takes place on a one-to-one basis of interviewing. Interviews were tape recorded, so as to allow the researcher to replay the recordings. This enables the research study to be more objective and also allows for analysis of the recordings. Information regarding the individual's experience and knowledge, his opinions, beliefs and feelings can be interpreted and analyzed.

Data collected was given to an objective outsider to read through and categorise the data according to the most obvious themes. This objective categorisation will then be correlated with the researcher's findings.

The researcher now intends discussing the specific media which were employed in the execution of this research project.

4.1.6 Methods of Collecting Data

4.1.6.1 Observation as a Method of Collecting Data

a) Definition of Observation

Observation can be defined as the means by which researchers establish a link between reality and their theoretical assumption (Mouton & Marais, 1993:162).

b) The Importance of Observation as a Data Collecting Method

Participant observation is important, in that it is subjectifying, that is, it is a personal experience in which the researcher is involved in the phenomena (Mouton & Marais, 1993:162).

By being a participant observer, the researcher is able to gain first-hand information about the phenomena under research. This enables the researcher to gain greater understanding or insight into the complexities of many situations (Patton, 1990:10/25; Sanders & Pinhey, 1983:80). Thus the researcher could identify meanings and actions of; for example, both pupils and teachers.

In this research project, specific behaviour patterns, that is,

co-operation and involvement between teacher and pupil were observed.

Although observation is spontaneous and makes it possible to record unexpected events, (Mouton & Marais, 1993:162), it is essential for the researcher to be objective and unprejudiced (Vorster & de Meillon, 1991:225). In recording information, written notes, tape recordings and video cameras can be utilised. Further, both verbal and non-verbal behaviour (what the person does not say) should be recorded (Vorster & de Meillon, 1991:225-226).

In this research project, the researcher made written notes of behaviour which took place between teachers and pupils and of the verbal and non-verbal behaviour. To substantiate the findings of the researcher during a teacher-child interaction, the written notes of the researcher was given to a knowledgable person, namely Mrs S M C Naidoo (Principal : Department of Education and Culture) to evaluate according to the given dimensions. The Marschak Interaction Method (MIM) was employed. A description of the MIM as a technique for observation of interaction, will now be given.

The Marschak Interaction Method in Observation

a) Introduction

The Marschak Interaction Method is a technique for observation

of adult (teacher or parent) and child in interaction with one another as they perform a series of structured tasks together (Marschak, 1980:1).

b) Dimensions Which can be Elicited Through the MIM

In implementing the Marschak Interaction Method, the researcher can observe in each situation how the teacher and child interact with regard to intimacy and togetherness on the one hand and how they interact with respect to autonomy and separateness on the other hand (Marschak, 1980:2).

By using these techniques, the researcher can observe and determine the degree to which the teacher tolerates, promotes or squelches the child's striving behaviour, the degree to which the teacher operates apart from or in harmony or conflict with the child and the balance between the giving of affection and the giving of direction (Marschak, 1980:2).

c) A Description of the Tasks MIM Employed

The various tasks, that is, drawing the school, recognition of pictures, feeding apples, band-aid, unattainable candy, reading, grown up and writing are specified according to the child's developmental level, that is, infant, toddler, pre-schooler, school age and adolescent.

The instruction cards are colour coded, to indicate the following information (Marschak, 1980:5) :-

Attachment	Blue
Alerts Environment	Orange
Purposive Behaviour	Green
Stress Reduction	Yellow

d) Selection of Tasks

Generally, six to ten tasks are selected, to give an adequate picture of adult-child interaction. Tasks are further selected so as to sample each of the four dimensions, that is, how the adult guides purposive behaviour, promotes attachment, alerts to the environment and aids in coping with stress.

In addition to choosing tasks which tap the various dimensions, tasks are chosen to explore hypotheses about the relationship between a particular child and his teacher (Marschak, 1980:6).

e) Sequence of Presentation

Once the tasks are chosen, care should be given to the sequencing of presentation. The first task should be one which engages both adult and child actively in a game, which presents no particular difficulties and encourages relaxed enjoyment. Striving, frustrating or difficult tasks should be alternated with gratifying and entertaining tasks. The final task should

once again be gratifying and an enjoyable task (Marschak, 1980:7).

f) The Setting

Ideally, the Marschak Interaction Method should be administered in a comfortable room free from distractions, with a one-way viewing screen and video equipment. However, the administration of the MIM method has been successful in less ideal settings, for example, classrooms without a one-way viewing screen, as adults and children soon become engrossed in the task and forget that they are being observed (Marschak, 1980:7).

However, the presence of observers in the room should be taken into account in evaluating an adult's difficulty in keeping the child's attention focused on the tasks (Marschak, 1980:8).

The teacher and child are seated side by side, at a table with comfortable sturdy chairs. The child's chair should be high enough so that he can place his elbows on the table. The table is divided down the centre with a strip of masking tape to facilitate coding the movements each subject makes within and outside his or her own "space". The teacher sits to the right of the child if the child is right handed and to the left if he is left handed (Marschak, 1980:8).

The cards instructing the teacher in the performance of each task are placed face down on the side of the table away from the

child. A box containing the pre-selected materials for each administration is placed on the floor or on a low table next to the teacher (Marschak, 1980:8).

g) Explanations to Adult-Child Pair : Implementations of the Tasks

i) Advance Preparation

The adult (teacher) needs to be told in advance that the tasks are part of a diagnostic procedure and will involve the adult and child carrying out some specified tasks. The adult also needs to be informed that he or she will be told what to do and therefore need not worry about coming well prepared. It is also necessary to stress that the tasks are undertaken so as to understand how child and adult typically interact with one another than in the adult's behaviour as such. It may be necessary to further stress that there is no right or wrong way of doing the activities (Marschak, 1980:8).

ii) Explanations at the Time of the Sessions

If the tasks are to video or audio-tape, it is necessary to request permission from the adult (teacher). The adult must be told where to sit and that if he needs to ask questions, he should do so (Marschak, 1980:9).

h) Aspects which are Observedi) Attachment

How the adult promotes attachment and how the child shows attachment.

ii) Purposive Behaviour

How the adult guides purposive behaviour and how the child shows purposive behaviour.

iii) Alertment to Environment

How the adult alerts the child to the environment and how the child shows alertness to the environment.

iv) Aiding in Coping with Stress

How the adult aids in coping with stress and how the child shows ability to cope with stress.

Another method of gathering information which was utilized, is interviews. Interviews were used in this research project to gather information regarding the teacher-pupil relationship. A description of the value of interviews will now be given.

4.1.6.2 Interviews as a Method of Collecting Data

a) Definition

Interviews can be defined as a flexible method of data collection, used by experienced persons to obtain personal information about an individual or individuals (Vorster & de Meillon, 1991:226).

b) The Importance of the Interview as a Data Collecting Method

Through **interviewing**, the researcher is able to elicit descriptions of experiences, behaviours, actions and activities that take place in the absence of the researcher. The interview is a unique method in that it allows the researcher to collect data through direct verbal interaction between individuals (Borg & Gall, 1989:446).

It becomes possible to elicit what persons feel about their experiences and their factual knowledge of these experiences (Schumacher & Mc Millan, 1993:428).

Qualitative interviews may take several forms, the informational conversational interview, the interview guide approach and the standardised open-ended interview (Schumacher & Mc Millan, 1993:426). These interviews are also sometimes referred to as the structured, unstructured and semi-structured interviews and

it will now be explained what is meant by each of them.

i) The Structural or Standardised Open-Ended Interview

In this type of interview, all the participants are asked the same questions in the same order, thus reducing interviewer effects and bias, however, the standardised wording of questions may constrain and limit the naturalness and relevancy of the responses (Schumacher & Mc Millan, 1993:426).

ii) The Unstructured or Information Conversation Interview

In this type of interview, the questions emerge from the immediate context and are asked in the natural course of events. There is no pre-determination of questions or phrasing (Schumacher & Mc Millan, 1993:426).

iii) The Semi-Structured Interview of Interview Guide

Approach

In this approach to interviewing, the aspects to be interviewed are selected in advance, but the researcher decides the sequence and wording of the questions during the interview (Schumacher & Mc Millan, 1993:426).

In implementing the interview, as a data collecting method, the researcher found it necessary to utilise the **unstructured** and **semi-structured** methods of interviewing. The nature and goals

of the questions asked in the interview will now be discussed.

In interviewing the specific teachers of the three hyperactive and three "normal" children, semi-structured questions were asked to the class teachers of the children.

iv) Preparation and Choice of Teachers

The researcher thought that it would be appropriate to focus on the same three teachers used in the observation of interaction between teachers and hyperactive and "normal" children, as having already worked with the teachers, the researcher was able to relate to them in a positive fashion.

Teachers were told that the interview would in no way be a test of knowledge and that they need only answer from their experiences with hyperactive children in their classrooms. They were also assured that the interviews were tape recorded merely to be played back and studied, if the need arose. It was further emphasised that they need not answer any question that they felt uncomfortable with.

v) Semi-Structured Questions

Semi-structured questions (refer to Appendix 2) were chosen as a method of gathering information about the relationship of the teacher and the hyperactive child. Through the semi-structured questions, information on specific issues was gathered.

Unstructured interviews were used to gain information from mothers of all the children, so as to have a complete history of the child. Structured questions would leave little leeway for expansion on some issues. On the other hand, unstructured interviews would leave gaps regarding important issues which are dealt with in this project.

To gather relevant information regarding the teacher's knowledge of hyperactive behaviour, his or her relationship with the child, that is, the relationship of trust, understanding, involvement, authority, attribution of meaning and experiencing the child, the following semi-structured questions were asked to the class teachers of the three hyperactive and three "normal" children. The aim of the researcher was to gather information regarding the following issues :-

- i) Relationship with peers.
- ii) General behaviour in class.
- iii) Opportunities afforded in the classroom.
- iv) Attitude to given tasks.
- v) Relationship regarding trust, understanding, involvement, authority, attribution of meaning and experiencing the child.

Semi-structured questions (see Appendix 2) were also used in the interview with the teachers of the three hyperactive children to elicit the following information :-

- i) Whether teachers know anything about hyperactivity.
- ii) What teachers feel about having hyperactive children in the classroom.
- iii) How the relationship of trust, authority, understanding, involvement, attribution of meaning and experiencing the child look like from the viewpoint of the teachers.
- iv) Whether the teachers are in contact with the hyperactive child's parents.
- v) What strategies have the teachers implemented, to accommodate the hyperactive child.

These pre-determined questions were able to provide insight into specific aspects of hyperactivity, as will be discussed in chapter five. The phrasing of the general questions were adapted to probe answers when dealing with different teachers. From the latter type of interviewing, that is, a conversation type of questions emerged so as to allow the interviewer to gain a more comprehensive idea on the teacher's knowledge on the aspects being interviewed.

vi) Unstructured Questions

A number of unstructured questions (Appendix 3) were used to gather information on teachers' knowledge of hyperactivity. The researcher will employ the interview method of data collection as it made it possible not only to tape record and hand record verbal experiences, but also through this method of data collecting, the researcher will be in a position to gain first hand information as to non-verbal behaviour, that is, emotional facial expressions.

Due to the flexibility of questions, the researcher was able to develop a relationship of trust, by encouraging greater spontaneity and honesty by modifying the questions as necessary. The researcher was also able to evaluate teacher's resistance or reserve on certain questions and the extent to which the teacher was willing to be involved in the interview. The researcher was able to do this through the analysis of the tape recordings. Through this analysis the researcher was able to interpret voice intonations :-

- i) An eagerness to talk about a particular aspect; for example, the interviewee wanting to elaborate a point.
- ii) Hesitancy or an unwillingness to answer; for example, noticeable pauses in the answer and rephrasing the question and expecting an answer from the interviewer.

- iii) Reserve; for example, where the interviewee is not spontaneous and tries to say as little as possible, for fear of giving a wrong answer.
- iv) Negative remarks; for example, where the interviewee is emotionless and expresses a "don't care" attitude or tone of voice.
- v) Aggressiveness can be observed in a high pitch in the interviewee's voice.

Through the analysis of the tape recording, the researcher is thus able to create a total picture of how teachers interact with hyperactive children in their classroom.

4.2 CONCLUSION

In this chapter, the researcher has attempted to define, explain and discuss the various approaches and methods employed in collecting data for chapter five.

With regard to this research project, the researcher used the following media to collect and research data on six children, three of which were observed to be hyperactive and the other three, who did not show, according to their teachers, any signs of behavioural problems.

- i) **Observation** of interaction between teachers and six children, of which three were hyperactive and three were children who did not, according to the teachers, exhibit any behavioural problems.
- ii) **Semi-structured and unstructured interviews** with classroom teachers of three hyperactive children and three children who, according to their teachers, did not exhibit any behaviour problems.
- iii) **Unstructured interviews** with the parents of all six children, so as to gain a history on each of the six children who participated in this research study.

In chapter five, the researcher attempts to employ these design methods to get insight into the quality of the relationship between hyperactive children and their teachers.

CHAPTER FIVETHE EMPIRICAL STUDY**5.1 INTRODUCTION**

In the previous chapter, a description was given of the empirical research design. In this chapter, the researcher intends to describe how the relationship of hyperactive children and their teachers looks like. To reach this aim, the researcher identified three hyperactive children by using the Conners Behaviour Rating scale, as described in paragraph 1.1.3.2 of chapter one, to investigate the relationship with their teachers. Three so-called "normal" or ordinary children were identified from the same teachers and classes. In this instance, "normal" children were identified by their teachers as children who did not manifest problem behaviour, with whom the teachers had positive relationships and who were not "hyperactive" in their behaviour.

A description of the relationship of these children with their teachers could help to highlight the particular relationship of hyperactive children with their teachers.

The researcher intends to compare where possible, the difference, if any, in the interaction between the hyperactive children and teachers and "normal" children and teachers.

In order to describe this interaction, the following methods were used :-

- a) The Marschak Interaction Method was used to observe how teacher and pupil interacted with one another, as they performed a series of tasks together.
- b) Semi-structured interviews were used to gather information regarding the relationships of the teachers with the three hyperactive and three "normal" children.
- c) Unstructured interviews were used to gather information regarding the three teachers' attitudes to hyperactive and "normal" children.

The researcher intends to interpret the gathered information with regard to the reciprocal relationship of trust, understanding and authority, as well as indirectly how the parties, that is, the hyperactive and "normal" (ordinary) children and their teachers are involved with each other and how they experience and attribute meaning to the relationship.

5.2 THE PARTICIPANTS IN THE RESEARCH

The hyperactive children used in this research project are :-

Doran	7 years
Jenny	7 years
Suhail	8 years

The "normal" children are :-

Nivesh	7 years
Neilan	7 years
Vineshree	7 years

A short description of the history of each child will be given, as was composed after unstructured interviews with the mothers of the children. The researcher deems this necessary, as the child cannot be understood in isolation, that is, only within the school context. As education is aimed at the development of the whole child in his totality (Gunter, 1982:11), the history of the child cannot be ignored.

Doran

Doran is seven years old and in class one. He lives with both his parents. He has a twin brother, an older sister, who is fourteen years old, a brother who is thirteen years old and his mother is expecting her fifth child. The family live in a **sub-economic home**, which consists of one bedroom and a kitchen. The father is in unskilled employment and is a **known alcoholic**.

Jenny

Jenny is seven years old and in class two. The family consists of Jenny's **unmarried mother**, grandmother, uncle and aunt. Jenny's father disappeared as soon as he knew of the mother's

pregnancy, therefore she does not know her father. Jenny and her family live in a **sub-economic flat**. Jenny's mother is unemployed and collects a social grant for Jenny.

Suhail

Suhail is eight years old and in standard one. The family consists of both parents, a half brother, who is fourteen years old and two sisters aged five and seven years. The family live in a **sub-economic**, two bedroom and kitchen home. Both Suhail's parents work in a factory. The father is known to have both a **drug and alcohol problem**.

Nivesh

Nivesh is in class two. The family consists of both parents, two sisters and a brother, all of whom attend secondary school. Nivesh's father is a teacher and they live in a comfortable home, which they own.

Neilan

Neilan is seven years old and in class two. Both his parents are employed. He has an older sister, who is fourteen years old. The family own the home that they live in.

Vineshree

Vineshree is seven years old and in class two. She has a younger brother who is five years old. The father is employed. The family live in a home which they own.

When comparing the histories of the three hyperactive and three normal children, it can be observed that the hyperactive children come from disadvantaged environmental backgrounds. The aetiology of hyperactivity as discussed in 2.4, that is, broken homes, alcohol abuse, unemployment and the extended family can clearly be observed in the histories of the hyperactive children.

The interaction between the teachers and the different pupils will now be described. Thereafter, the **evaluation** of the interaction between the different pupil-teacher pairs will be discussed.

5.3 IMPLEMENTATION OF THE MARSCHAK INTERACTION METHOD

As mentioned in paragraph 4.1.5.1, the given tasks measured the way in which the teacher :-

- i) Alerted the pupil to his environment.
- ii) Indicated an attachment with the pupil.
- iii) Aided the child in coping with stress.
- iv) Guided purposive behaviour.

Each of the children mentioned, and their teacher, were given two tasks of each dimension mentioned, to execute. The tasks were as follows :-

Task One : Alertment to the Environment

- i) Draw the school.

The teacher asks the child to draw our school.

- ii) Recognition of pictures.

The teacher shows a card to the child, one at a time, and says "what is this?".

Task Two : Attachment

- i) Feeding apples.

The teacher and child feed apples to each other.

- ii) Band-aid.

The teacher takes a band-aid out of a box and asks the child "where on you shall I put it?".

Task Three : Aiding in Coping with Stress

- i) Unattainable candy.

The teacher places a candy filled unopenable container in front of the child saying, "if you can open it, you may have some".

- ii) Reading.

The teacher gives the child a card and asks him to read it.

Task Four : Guiding Purposive Behaviour

- i) Grown up.

The teacher tells the child to "tell about when you are grown up".

- ii) Writing.

The teacher tells the child to write something.

The interaction taking place between the child and teacher will now be described. After the description of the interactions of both parties, the researcher will give a short explanation of the behaviour which took place in terms of the relationship of trust, involvement, authority, understanding, attribution of meaning, experience and of the categories experienced, that is,

alertyment to the environment, promoting attachment, aiding in coping with stress and guiding purposive behaviour.

5.3.1 Implementation and Evaluation of the Marschak Interaction Method with Three Hyperactive Children

a) Doran

Task One : Alertment to the Environment

i) Draw the School

Teacher asks the child to "draw our school".

Doran's teacher asked him to draw their school. She sat passively watching. When Doran had stopped drawing, the teacher asked him whether he had completed his drawing. Even though the drawing was incomplete, Doran felt that he had completed it. **The teacher merely looked at the drawing and then carried on with the next task.**

Doran seemed distracted and restless, in that he tended to look around the classroom and play with his fingers.

It could be observed that, by sitting passively, the **teacher distanced** herself from Doran. There was **no positive teacher pupil involvement**. Even though the teacher was aware of the fact that the drawing was incomplete, there was no encouragement for the child to complete the drawing. The teacher seemed

impersonal and unhelpful in interacting with the child and definitely not making him alert to the environment.

The teacher's passive behaviour indicated **uninvolvement** in the child and the task. She never communicated with him, touched him or made eye contact. This also indicated her **uninvolved** attitude. Doran's distracted and restless behaviour showed his **negative experience** and **attribution of meaning** in the exercise. This message of uninvolvement would lead to him losing **trust** in his teacher, because she does not **understand** him. He would probably not accept her role of **authority**, because of his mistrust in her. It is obvious, from his distracted and restless behaviour, that he does not **understand** her attitude (his distracted attention could be an indication of his mistrust) and therefore he will behave in a negative way, as he was doing.

ii) **Recognition of Pictures**

Teacher shows cards to the child one at a time and says "what is this?"

The teacher showed Doran one picture at a time. Doran was not able to recognise all the pictures. Those pictures that Doran could not recognise were placed down, together with the pictures that he could recognise. No clues were given to Doran whether to continue with the task or not. The teacher never tried to show or teach Doran something about the pictures. Doran seemed

restless and seemed not to pay attention to the task at hand.

The teacher played a passive role. She seemed to be unemotional and unfeeling, as well as indifferent to Doran's needs. This indicated her uninvolvement, distrust and misunderstanding towards Doran. Her behaviour reflected that she was not alerting the child to his environment.

There was no indication that the teacher tried to prolong the activity so that Doran could be encouraged to try.

It could be said that there was no reciprocal involvement, negative **attribution of meaning**, as no clues were given to encourage him, and negative **experiencing** of the relationship between the teacher and the pupil. The relationship of **trust**, **understanding** and **authority** was also missing. The teacher did not succeed to alert Doran to the environment and neither did he show complete alertment to the environment.

Task Two : Attachment

i) Feeding Apples

Teacher and child feed apples to each other.

The teacher took a piece of dried apple and offered it to Doran and told him to take a bite. He seemed **withdrawn** but extended his hand and took the piece of apple and began to nervously take

small bites. Doran took a piece of apple and gave it to the teacher, who accepted it, **but put it on one side of the table.**

It was clear that she did not seem to be involved in sharing the game with Doran. The teacher did not attribute meaning to the games that she played with Doran as she never tried to initiate a game or put Doran at ease.

This task was supposed to indicate a relationship of attachment but it highlighted the distance between the two parties.

ii) **Band-Aid**

Teacher takes band-aid out of box and asks child "Where on you shall I put it?"

The teacher did not ask Doran "Where on you should I put this on?" but gave the band-aid to him and told him to put it on. No assistance was given in opening the band-aid strip or placing it on Doran's finger. Doran seemed engrossed in the activity of opening the band-aid.

The fact that the teacher offered no help, which was needed, indicated that she was inactive in her **involvement** with the child. This seemed to indicate her disinterest in the activity and the needs of Doran. This unhelpfulness seemed to indicate further the teacher's **uninvolvement** and un-cooperative behaviour in her relationship with Doran.

This task was supposed to measure the **attachment** between educator and child. The teacher never showed attachment or her need to start a relationship of attachment with the child. She never touched him, nor tried to make eye contact. The teacher never even displayed spontaneity or playfulness in her attitude. Her unhelpful attitude would probably instil **distrust** in Doran and he would receive the message that she does not **understand** him. It could be seen that Doran's initial interest in his task failed. He did not try to make contact or ask for help, which indicates that he distrusts her and **attributes negative** meaning to his teacher and experiences negative feelings towards her, seeing that she sends out messages conveying her negative feelings for him, that is, she offered no help in opening the band-aid.

Task Three : Aiding in Coping with Stress

i) Unattainable Candy

Teacher places candy filled unopenable container in front of child, saying "If you can open it, you may have some".

The teacher placed the plastic container of candy in front of Doran and told him to open it. Doran tried pulling off the head, turned the container upside down and finally asked the teacher to help him to open the container. The teacher refused, saying "If you want some sweets, then try and open the container". Doran then started looking around, as if looking

for someone to help him.

The teacher's refusal to extend help was indicative of her serious unhelpful and impersonal manner while interacting with Doran. She was not helping him to cope with a stressful situation. This is probably a reflection of their relationship in the classroom, where she also does not help him cope, in stressful situations. This shows her **uninvolved** attitude and would cause **negative experiences** in him, regarding the school and the teacher. He would **attribute negative meaning** to the school situation, as he experiences it **negatively**. It seems that the teacher does not **understand** his needs and his signals for assistance, hence he would **distrust** her and not be able to understand her attitude, therefore not having a relationship where her authority will be in count. This could be seen in the dampening of his enthusiasm with the task. His concentration started wavering and he pulled back from her.

ii) **Reading**

Teacher gives child card and asks him to read it.

The teacher picked up the card and pointed to each word, using her finger. The teacher was spontaneous and actively involved in helping Doran recognise words, that is, she was able to encourage recognition by telling certain words to Doran. The teacher moved into Doran's "space", to be closer to him, to encourage the child to co-operate.

Although Doran seemed relaxed, he was un-cooperative and inattentive and displayed no interest in the task at hand. The teacher, on the other hand, by moving into Doran's "space", displayed the ability to reduce stress and tension in this situation. However, she showed no recognition of Doran's disinterest and made no attempt to get him to take notice and thus pay attention to the task at hand. It therefore seems possible that the teacher did not have the skills to handle a child who does not react to her.

Regarding the situation where the teacher has to teach something with which she is familiar, such as reading skills, the teacher shows involvement and interest. As a result of not having indicated her involvement in other areas of his person, as has been discussed in the previous tasks, he does not trust her to teach him something. The teacher does not understand Doran's un-cooperative behaviour and therefore proper learning does not take place. He shows uninvolvement because he did not experience the teacher's involvement in the previous tasks.

Relationships of trust, understanding and authority would form the basis of learning and giving attention (Vorster & de Meillon, 1991:28-29). Doran has already attached negative attribution of meaning to the teacher's actions and therefore, although she tries to, she does not alleviate stress so that he can be open, in a learning situation.

Task Four : Guiding Purposive Behaviouri) Grown UpTeacher tells the child to "tell about when you are grown up"

The teacher asked Doran "what would you like to do when you grow up"? Doran replied, "swim". The teacher guided him and asked him what work he would like to do. Although Doran seemed unsure and distracted to his surroundings, he replied that he would like to work in an office like his father.

The teacher was actively involved with Doran. She moved into his "space" and there was eye contact between Doran and his teacher and every effort was made to accommodate Doran by explaining the question.

Doran was co-operative, but distracted to his surroundings. He however, did manage to spontaneously reply to the questions.

The fact that Doran was co-operative but distracted to his surroundings, could suggest an inability of his teacher to involve him in the task at hand, thus suggesting that she does not understand the needs of Doran.

Doran could have added more and told more about his ideals, but as already stated, a relationship of trust and understanding is not present between them. The teacher seems to be more skilled

in guiding purposive behaviour; for example, questioning which is the type of skills acquired in a learning situation, but no attachment has been formed between her and Doran.

ii) Writing

The teacher tells the child to write something

The teacher gave Doran the writing material and told him to "write something". However, Doran seemed not to have heard the teacher.

The teacher made no attempt to capture his attention. This is indicative of her unresponsiveness, thus reflecting a disinterest and uninvolvement in the activity. She made no attempt to carry this task further and Doran thus stayed passive.

For successful teaching-learning to take place, it is necessary to have reciprocal trust in the teacher-pupil relationship (Landman et al., 1985:6-7). The pupil needs to sense that the teacher is accessible and that his needs and helplessness is high on the teacher's priority list. The teacher, on the other hand, needs to make the pupil aware that he is cared for and in so doing creates reciprocal trust in the relationship (du Plooy & Kilian, 1984:82).

It is also necessary for the teacher to understand the needs of the pupil and that each pupil is "different" and therefore his needs will also be different (Landman et al., 1985:9). Thus if the teacher is able to understand the pupil as an individual in his own right, the child will also in turn be able to understand what is required of him.

Through this reciprocal trust and understanding, authoritative guidance and the pupil's compliance with this authoritative guidance is made possible (Landman et al., 1985:8).

As a result of a lack of trust, understanding and authoritative guidance in the relationship between Doran and his teacher, he could experience his lessons negatively. Thus, attributing negative meaning to the school and the learning place could follow, like it took place in the instance of this activity.

If this situation repeats itself in a classroom situation, it would lead to Doran not paying attention and therefore, not learning. The teacher never succeeded in guiding purposive behaviour, because of the negative foundation of the relationship. Therefore, proper learning will probably not take place.

5.3.1.1 Evaluation of the Teacher-Pupil Interaction According to the MIM Criterion

The different criterion of the MIM, that is, creating alertment

to the environment, promoting attachment, aiding in coping with stress and guiding purposive behaviour, will now be used to analyze the teacher-pupil interaction.

1. Alertment to the environment

The teacher was unable to focus Doran's attention to the task at hand. Even though Doran had stopped drawing and the teacher was aware that he has stopped, even though the drawing was incomplete, she did not make him aware of this, that is, that the drawing was incomplete.

Doran could also be said to be unaware of his environment in that he was restless and distracted to the surrounding stimuli in the classroom.

The fact that a hyperactive child seems to be unalert of his environment makes it important that he be made alert to the task at hand. However, the teacher never succeeded in alerting Doran to his task.

2. Promoting Attachment

The teacher was unable to promote intimacy, as she was indifferent to Doran's tense and anxious behaviour; for example, Doran being nervous about eating the apple. The teacher never tried to bridge the distance between herself and Doran for, by instance, touching him, telling him what to do or

feeding him the piece of apple. Neither did the teacher help in opening the band-aid paper.

Doran, on the other hand, did not show the ability to foster attachment, as he was engrossed with the band-aid, as he found it difficult to open. Thus, even though he was needful, he was unable to focus on the adult for help. In the activity of feeding the apple, he focused on the teacher, but she did not respond.

3. Aiding in Coping with Stress

In certain situations, such as the reading task, the teacher was able to help the child cope with stress. This task ties up with the school activity of helping to read and was more familiar to the teacher as a task. On the other hand, she was insensitive to the fact that Doran did not focus on the activity. She was unable to get his attention by introducing an easier task or inventing a game.

Doran was able to ask for help in coping with stress, in that he was able to ask for help in opening the jar of candy. Again the teacher did not render assistance and is thus insensitive of helping Doran cope with stressful situations.

4. Guiding Purposive Behaviour

In the task of "Grown up" the teacher was able to clearly guide

Doran in explaining to him, what was required of him. However, this was not the case in the other task situations, that is, telling Doran to write something.

Regarding the "grown up" task, Doran reacted positively in answering the teacher's questions. Opposed to this, he reacted negatively in the "writing" task. This could be a sign of hyperactive behaviour, where sensory stimuli are concerned (Zentall, 1980:93), but the teacher could perhaps have guided Doran by playing a game with this activity. Both these persons seem to withdraw, if one of them withdrew from an activity.

b) Jenny

Task One : Alertment to the Environment

i) Draw the School

Teacher asks child to "draw our school"

Jenny's teacher hurried her through the drawing. She was not allowed to stop and consider what she was doing. When she stopped drawing, the teacher did not enquire whether she had completed the drawing, but continued with the next task. No questions as to why the windows, doors and children or teachers were missing, were put to Jenny. The drawing was left lying on Jenny's "space" of the table.

By hurrying her along, the teacher displayed uninvolvement and a disinterest in the activity. The child seemed distracted and bored with the activity and stopped drawing, to look around the classroom. The teacher never tried to get her interested in the task, in other words, she never tried to alert her to the task and aspects connected with the task.

ii) Recognition of Pictures

Teacher shows cards to the child one at a time and says "what is this?"

The teacher picked up the pictures one at a time and showed them to Jenny. When she wrongly identified the pictures, the teacher smiled to herself. She never tried to involve Jenny in the activity or correct her. Neither did she try to show compassion or interest. She might have tried to indicate her support, but never managed to convey the message to Jenny.

Jenny, on the other hand, not having been put at ease, seemed tense and looked around. She withdrew from the activity and this was accepted by the teacher.

The teacher, by not giving Jenny positive guidance, did not allow for her to experience the task situation positively. The teacher, by being unaware of the child's need for guidance, created the impression that she was unapproachable. Therefore,

there was no reciprocal trust and understanding in the relationship.

This lack of trust and understanding, could make Jenny attach negative attribution of meaning to the classroom situation.

Task Two : Attachment

i) Feeding Apples

Teacher and child feed apples to each other

The teacher took a piece of apple and gave it to Jenny. Jenny was tense and distrusting and refused to accept, by shaking her head. The teacher put the piece of apple back into the packet. When Jenny gave the teacher a piece of apple, the teacher refused to accept and told her to put the piece of apple on the table.

The teacher seemed uninvolved and impersonal towards Jenny, in that she refused to accept the piece of apple from her. Neither did she seem aware of the distress that Jenny was experiencing. It was clear that the teacher did not foster attachment and was neither open to form a meaningful relationship with Jenny. Seeing that both parties withdrew from each other and nothing more was done to promote a relationship, the sign was then given to continue with the next activity.

ii) Band-Aid

Teacher takes band-aid out of box and asks child "Where on you shall I put it?"

The teacher opened the box of band-aid and showed it to Jenny. She than asked "where should you put this?". Jenny looked at her finger and then at the teacher, without replying. Thereafter, the teacher put back the band-aid.

The teacher putting back the band-aid seems to indicate that she lacked involvement, interest and understanding in Jenny. Further, the teacher's inability to read Jenny's non-verbal expressions, that is, looking at her finger to indicate where she would place the band-aid, is indicative of a lack of sensitivity. Again, no indication was present, that the teacher wanted to form an attachment to Jenny. She never reached out or wanted to become involved in the relationship.

Task Three : Aiding in Coping with Stress

i) Unattainable Candy

Teacher places candy filled unopenable container in front of child, saying "If you can open it, you may have some"

The teacher sat passively and told Jenny to open the container and take some sweets. It was obvious that Jenny was stressed,

from the expression on her face. Jenny finally tried to break off the head of the container.

Again the teacher was insensitive to Jenny's needs. Further, the fact that the teacher did not offer help in opening the container, can be seen as an indication of her disinterest in the activity. She thus never tried to reduce Jenny's stress in the situation. She showed no understanding of her dismay, neither did she want to get involved in the relationship with Jenny. She was never in touch with Jenny's experiences during the activity. **Obviously**, this may lead to a distrustful relationship. Jenny never indicated that she needed the teacher to help her reduce her stress. They thus, in this process, became more distanced.

ii) **Reading**

Teacher gives child card and asks him to read it

The teacher asked Jenny to read. Jenny pointed to a few words that she could recognise and looked at the teacher for help. However, when no encouragement was forthcoming, she lost interest in the task at hand and began playing with her fingers and looking around. The teacher then made no attempt to focus her attention back to the task at hand. The behaviour of the teacher indicated that she was uninvolved and bored with the activity, as she made no attempt to try and accommodate Jenny by helping her with the words that she did not know and therefore,

reduce her stress. Jenny could not be expected to trust her teacher, if she showed no understanding of her needs or her experiences. If Jenny does not receive the necessary support, she will, as happened, withdraw further and this could result in a disinterest in her schoolwork.

Task Four : Guiding Purposive Behaviour

i) Grown Up

Teacher tells the child to "tell about when you are grown up".

The teacher asked Jenny "what do you want to do when you grow up?". Jenny seemed unsure of the question, played with her pencil and looked around the classroom. She then replied "I want to be a lady". The teacher did not respond to her answer.

The fact that the teacher did not try and prolong the conversation, to determine what Jenny meant by the term "lady", is indicative of the teacher's distancing herself from the activity, thus displaying disinterest and uninvolvement. This indicates that she does not try to understand Jenny's behaviour and Jenny in turn displayed the expected distrust in her teacher, by not acting spontaneously or carrying out the task.

ii) WritingThe teacher tells the child to write something

The teacher specified that Jenny write the word "mum". She was immediately able to do so as she was told. The teacher looked at the word but made no comment. The page was left lying on Jenny's ~"space" of the table.

By expressing no emotion in Jenny's ability to correctly write down the word, the teacher indicated her uninvolvement with the activity and in Jenny. Jenny, on the other hand, by doing as she was told, displayed the ability to be spontaneous, attentive and co-operative.

Again, the teacher's handling of the situation, would stifle the relationship of trust, understanding and authority. It would also stifle Jenny's ability to reach out and become involved in the learning act. Her attribution of meaning to the school situation would be negative and the development of a positive self-concept will not be encouraged, as the teacher did not even praise her for her effort.

5.3.1.2 Evaluation of Teacher-Pupil Interaction According to the MIM Criterion

1. Alertment to the Environment

By not encouraging Jenny to pay attention to completing the drawing or concentrating on the pictures, the teacher was unable to make Jenny aware of her surroundings by using the task at hand.

Jenny was easily distracted by noises in the environment, thus indicating an inability to focus her attention on the task at hand. Therefore, she was unable to show alertness to her task.

2. Promoting Attachment

There was no giving of affection on either side, to encourage bonding. By refusing to accept the piece of apple, both the teacher and Jenny did not behave in a mutually sharing way for attachment to take place. Further, there was no intimacy, in that the teacher put back the band-aid, instead of putting it on Jenny.

The one person's unattached and distant behaviour, could have caused distanced and unattached behaviour in the other. If this situation repeats itself in the classroom, it might promote withdrawal of Jenny's attention and inhibit her ability to concentrate and develop an interest in the school work (Vorster

& de Meillon, 1991:15).

3. Aiding in Coping with Stress

Although the teacher was aware of the stress that Jenny was experiencing, that is, wanting to break off the head of the container, she made no attempt to help her open the container or, regarding the second task, recognise the words.

Jenny did at one time, when reading the words, show an ability to reduce stress, by looking at the teacher for help, but no help was given and she became distracted.

If this situation would prevail in the classroom, Jenny, as being dependent on help to reduce stress which she might feel in the class, will be less attentive and lose interest in the school situation.

4. Guiding Purposive Behaviour

In the task "grown up", the teacher was not involved in guiding Jenny to determine what was meant by "wanting to be a lady" therefore, there was no goal directed behaviour. This had the affect that Jenny lost interest in this activity, following the negative message which she received from the teachers uninvolved and negative behaviour.

Jenny, on the other hand, by being able to follow the direction

of the teacher, that is, writing the word as stipulated, was able to show purposive behaviour. However, because the conversation regarding her future "dreams" was not followed up, she can become unininvolved because of the inconsequent behaviour of the teacher. This also indicates that the teachers leading in a situation, causes a child to either become involved or to lose interest.

c) Suhail

Task One : Alertment to the Environment

i) Draw the School

Teacher asks the child to "draw our school"

Suhail's teacher instructed him to "draw the school". Suhail was extremely agitated and tearful and refused to respond or even look at the teacher. The teacher merely shook her head and carried on with the next task.

The fact that the teacher was unable to offer any comfort or encouragement to Suhail, who was obviously tense and tearful, is indicative of an attitude that is, uninterested, unininvolved and lacking in the ability to identify with his needs and experience. This could lead to Suhail attributing negative meaning to the situation. Further, it will lead to a

relationship characterised by distrust and a lack of understanding.

ii) Recognition of Pictures

Teacher shows cards to the child one at a time and says "what is this?"

The teacher quickly picked up one picture after the other and placed them down. Suhail refused to respond. He was tearful and looked at the teacher while playing with his fingers. Even though the teacher seemed aware that he was looking at her and not the pictures being shown, she did nothing to bring this to the attention of Suhail.

The fact that the teacher at no time acknowledged Suhail's distress or made any attempt to comfort him, brings forth the teacher's serious impersonal and hurried attitude, while interacting with Suhail. The teacher did nothing to help him to become alert to his environment by talking about the task. This intensified Suhail's negative emotions and therefore leads to negative experience of the situation. Suhail indicated no involvement and the teacher did not try to involve him. Neither was she involved in the task herself. Suhail would obviously attribute negative meaning to the situation and again this would lead to a relationship characterised by distrust and no understanding between teacher and pupil.

Task Two : Attachment**i) Teacher and child feed apples to each other**

The teacher gave Suhail a piece of apple. He remained tense and frightened. He paid no attention to the apple, but kept looking at the teacher. No attempt was made to encourage him to accept the apple. When Suhail was asked to feed the teacher the apple, he made no response.

The fact that the teacher was still oblivious to Suhail's needs, is indicative of the teacher's intention to distance herself from the situation, thus creating an impersonal impression. Suhail, on the other hand, was tense, unrelated and unspontaneous.

As a result of the teacher's behaviour, he thus became uninvolved, as she was. The teacher was not sensitive to his experience of the situation and therefore, this will lead to his negative attribution of meaning to the teacher and learning matter, thus to their relationship. Already Suhail's distrust was obvious in his displaying negative emotions. The teacher does not understand Suhail and he does not understand her negative attitude. Again this will lead, not to a relationship characterised by **attachment**, but rather one characterised by distrust and estrangement. Again this will influence his attitude towards the learning matter and the teacher and also intensify negative emotions and hyperactive behaviour.

ii) **Band-Aid**

Teacher takes band-aid out of box and asks child "where on you shall I put it?"

The teacher showed Suhail the band-aid and asked "what is this?". Suhail was still fearful and refused to reply and looked down at the floor. The teacher put away the band-aid, saying "we don't have all day".

The teacher's **remarks** showed that she was uninvolved and disinterested in her attitude. This is further indicative of a disinterest in the activity and Suhail's needs. Suhail seemed frightened and distrustful. The teacher never indicated that she understood these negative emotions or that she was indeed sensitive to them. Neither did she indicate that he could trust her. The teacher's unininvolved behaviour, which indicated a lack of understanding Suhail's negative experiences of the situation, intensifies his negative emotions. Therefore, he will have negative attribution of meaning to the situation, as could be seen in his attitude to the task at hand.

Task Three : Aiding in Coping with Stressi) **Unattainable Candy**

Teacher places candy filled unopenable container in front of child, saying "If you can open it, you may have some".

The teacher told Suhail to open the container and take some sweets. Suhail looked at the container and then at the teacher. He then reached out and tried to unscrew the head. He seemed anxious and tight lipped. The teacher made no verbal or physical response. She thus did not help him to cope in this stressful situation.

The fact that the teacher displayed no interest or intention of helping Suhail, even though it was the first time that he had responded to a task, shows that she is inactive, unininvolved and disinterested with the task. Suhail, although anxious, showed an interest in the task at hand.

Again, the teacher's behaviour indicated not being aware of understanding Suhail's experience. Suhail cannot be expected to trust his teacher in this situation or to give positive attribution of meaning to the situation or the relationship, as could be seen in his withdrawn anxious behaviour.

ii) ReadingTeacher gives child card and asks him to read it

Initially the teacher seemed involved with Suhail. She used her fingers to point out words and moved closer to him. However, once it became apparent that Suhail could recognise only a few words, the teacher seemed to have lost interest in the task at hand and moved away from him.

This distancing herself from Suhail shows the teacher's disinterest in the task and her inability to accommodate Suhail, by helping him recognise the words that he did not know. Suhail, on the other hand, avoided eye contact and did not possess the ability to reduce tension by calling for help. This indicates his distrust in the teacher's ability to assist him and her inability to understand his needs and experiences. Suhail's uninvolved could also have lead to his teacher seeing the aimlessness of helping him. He already attaches negative meaning to the learning situation, as could be seen in his distrust of his teacher.

Task Four : Guiding Purposive Behaviouri) **Grown Up****Teacher tells the child to "tell about when you are grown up"**

The teacher very seriously asked Suhail "what do you want to do when you grow up?" He looked at the teacher and shrugged his shoulders, thus indicating indifference or doubt. He also seemed anxious to move away from the table. This once again indicated his distrust and negative experience of the situation. The teacher seemed frustrated and no further help was extended to Suhail.

The fact that the teacher did not talk to Suhail and try and prolong the activity by using creative ideas to involve him, is an indication of her unimaginative approach. The indifference of Suhail on the other hand also suggests that he was uncooperative, thus unininvolved. The teacher showed no understanding of the situation, Suhail distrusted her and she does not understand his experience of wanting to distance himself. Both the teacher and Suhail showed negative attribution of meaning to the relationship, as was indicated by their behaviour, as described.

ii) Writing**The teacher tells the child to write something**

The teacher told Suhail, "write something". He very painfully and slowly picked up the pencil and wrote the word "mum". He seemed agitated and looked at the teacher for further guidance. The teacher did not acknowledge what was written.

By not giving acknowledgement to what Suhail had written, is indicative of the fact that the teacher is serious and insensitive to Suhail's needs and that she is unable to bring herself to the communication level of Suhail. Although his behaviour was hesitant, he was able to co-operate with the teacher. The teacher however, did not use this opportunity to praise him and show her trust in his ability. The opportunity to bridge the distrust passed and the cycle of uninvolvement was reinforced by her ignoring his experience and by not using the opportunity to intensify his positive reaction.

**5.3.1.3 Evaluation of the Teacher-Pupil Interaction According
to the MIM Criterium****1. Alertment to the Environment**

When having to draw the school and look at the pictures, the teacher did not comfort Suhail and focus his attention to the task at hand. The teacher thus was not able to make him aware

of his environment.

Due to the anxious emotional state, thus his experience, Suhail was unable to pay attention to the activities and therefore he was unable to show an alertness to the environment. The two parties therefore never acted together, but separate. This indicates the distance and out-of-touchness of the relationship. It also indicates the inability of the teacher to relate to Suhail as a hyperactive child.

2. Promoting Attachment

In the activity of feeding apples and band-aid, the teacher displayed an inability to bond with Suhail. No attempt was made to get more involved or closer to Suhail and comfort him. The teacher instead tended to distance herself from him, through her indifferent attitude to his emotional needs.

However, Suhail showed an ability to bond with the teacher, in that although he was anxious, he was able to focus on the teacher in a needful manner. Seeing that she was not sensitive to his needs and never reacted, one can see that the ability to want to attach and bond with his teacher, disappeared, as the activities were done.

3. Aiding in Coping with Stress

In the task of unscrewing the candy and reading, the teacher,

even though Suhail looked at her for help, offered none, thus displaying an inability to help in reducing stress.

Suhail however, was able to show an ability to reduce tension, by focusing his attention on the teacher and thus asking for help. The fact that this plea was not answered, is an indication of the teacher's inability, as Suhail would have followed her lead. If this had happened, it would have led to a behaviour in which Suhail could trust his teacher, as she would have shown her involvement.

4. Guiding Purposive Behaviour

In the task of telling about "growing up" and writing, the teacher showed no intention of directing Suhail, to accomplishing goal directed behaviour. The teacher was indifferent to his attitude, in that she did not try and comfort him or encourage him to talk. Due to Suhail's emotional state, he was unable to pay attention and therefore unable to achieve purposive behaviour. Again, had the teacher taken the lead, as Suhail wrote his word, the relationship could have benefitted. Suhail could adopt purposive behaviour, which could lead to positive experience of the teacher and school work.

Appearance of the Empirical Categories in the Interaction Between Three Hyperactive Children and their Teachers

In the above-mentioned interaction between a teacher and three

children, Doran, Jenny and Suhail, the following can be said about their relationship.

- i) The teacher indicates **non-involvement** in the **child** as well as the **activity**.

As a result, the child also shows **non-involvement**. In cases where the child shows signs of being involved, it disappears with the teacher's unresponsive behaviour. This pattern of behaviour can be seen in every case of teacher-child interaction. If one party withdraws, it causes the other party to withdraw.

- ii) The teacher shows a disinterest in the child's **experience** of emotions and this leads to negative **attribution of meaning** to, firstly, the teacher and secondly, the activity, such as "learning". This probably happens in the classroom situation. As the child's emotions are not acknowledged, he becomes unininvolved. He experiences that he is not understood. The relationship of trust disintegrates between teacher and child. Therefore, authority of the teacher will not be acknowledged by the child. The child will ignore the discipline of the teacher. This may lead to unfair treatment and frustration of the teacher, as can already be seen in the relationship between teacher and child in the activities. Obviously, the child's self-concept will be low and this leads to inhibited interaction, as could be seen in the three

children's lack of **total** involvement in the activities.

**5.3.2 The implementation of the Marschak Interaction Method
with Three "Normal" Children**

a) **Nivesh**

Task One : Alertment to the Environment

i) **Draw the School**

Teacher asks child to "draw our school"

When told to "draw our school", Nivesh did as he was told but halfway through the drawing, he looked up at the teacher and then at his drawing. Although the teacher did nothing, she smiled at him. She did thus react to his non-verbal message. She sent out a positive message, one of trust and understanding.

By smiling at Nivesh, the teacher displayed an attitude of interest and encouragement in his work. Nivesh was calm, attentive and involved in his work. He attributed positive meaning to the whole situation. It was obvious that he experienced the situation positively. The relationship of trust and understanding was relevant between him and his teacher.

ii) Recognition of Pictures

Teacher shows cards to child one at a time and says "what is this?"

The teacher held up one picture at a time. Nivesh was able to recognise all but one picture. The teacher did not immediately put the picture down, but remarked "I am surprised Nivesh. Are you sure you don't know what this is?".

By stating her surprise at Nivesh's inability to recognise the picture, the teacher became actively involved and interested in the activity. The fact that she had expected him to recognise the picture, gave encouragement to him to try and indicate that she expected his success.

The fact that Nivesh knew that the teacher thought him capable, encouraged him to become involved, relaxed and happy. The teacher was aware of his positive experience and positive attribution of meaning. This was reinforced by her behaviour, which betrayed trust and understanding and again elicited these aspects from Nivesh.

Task Two : Attachment

i) Teacher and child feed apples to each other

The teacher offered Nivesh a piece of apple and asked him if he

liked apples. He smiled and shook his head to indicate yes and at once put the piece of apple into his mouth. When he offered the teacher a piece of apple, she smiled and bit off a piece. Her non-verbal language, from the beginning, indicated her trust and positive attribution of meaning to Nivesh.

By asking Nivesh if he liked apples, the teacher showed an interest in the activity. Further, by smiling at him, it could be observed that the teacher was pleased with him. He seemed relaxed and involved in the activity. The relationship of trust and understanding between them was obvious and was created by each of them, by the other. This behaviour probably helped to enhance Nivesh's self-concept, as could be seen in his relaxed and reactive behaviour towards his teacher.

ii) Band-Aid

Teacher takes band-aid out of box and asks child "where on you shall I put it?"

The teacher asked "do you know what this is?". Nivesh was confident and replied that it was used when people got hurt. The teacher then gave the band-aid to him and told him to use it when he got hurt.

Although the teacher did not ask Nivesh where she should put the band-aid on for him, she still displayed a happy, helpful attitude. Nivesh seemed pleased with himself for having got the

teacher to give him the band-aid. The teacher gave the band-aid to Nivesh, displaying a positive attitude, furthermore she told him what other purpose of using it was. This indicated the open communication, thus the trustful relationship between them.

Task Three : Aiding in Coping with Stress

i) Unattainable Candy

Teacher places candy filled unopenable container in front of child saying "If you can open it, you may have some"

The teacher placed the container in front of Nivesh and told him to open it and take some sweets. After having failed to open the container, he asked the teacher if he could crack open the container. The teacher replied "no" and took away the container.

Although the teacher offered no help in opening the container, she did not become serious in her attitude towards Nivesh. He was relaxed and spontaneous in his action. By taking the bottle away, the teacher did help him with a stressful situation which he could not handle, seeing that she made the decision for him.

ii) ReadingTeacher gives child card and asks him to read it

The teacher picked up the card and showed it to Nivesh. She was spontaneous and helped him with the words he could not recognise.

Nivesh was attentive and co-operative while reading and was not distracted when he could not recognise words, but looked to the teacher for assistance, which she immediately rendered to him. Her attitude again displayed involvement. His attitude displayed positive experience of her attitude. Obviously he attributed **positive** meaning to the situation. In reaction to her involvement, his involvement was elicited.

Task Four : Guiding Purposive Behaviouri) Grown UpTeacher tells child to "tell about when you are grown up"

The teacher asked Nivesh "What would you like to do when you grow up?". He replied that he wanted to be a teacher like his father. The teacher replied, "that would be nice". As opposed to this behaviour, in her interacting with hyperactive children, the teacher never reacted to their remarks.

By commenting on what Nivesh wanted to do when he grew up, the teacher showed involvement and interest in the activity. Nivesh, on the other hand, was spontaneous, confident and relaxed, when interacting with the teacher. He trusted her, because she displayed her understanding of him. His positive self-concept was obviously the outcome of the positive relationship between them.

ii) Writing

Teacher tells the child to write something

The teacher gave Nivesh the writing material and told him to "write something". He seemed hesitant and looked at the teacher. She smiled at him and once again told him to write something. He then proceeded to write. "I love mum". The teacher bent over and looked at the sentence and remarked "good". This positive reaction by Nivesh, was brought about by his teacher's involvement and encouragement.

The teacher was actively involved in encouraging him to complete the task. The fact that she offered assistance by repeating the question, is suggestive of positive encouragement, thus reflecting a positive interest in the activity. Nivesh, although hesitant, was able to keep his attention on the task and the teacher's involvement and positive experience, caused him to succeed in his task and positive attribution of meaning to the situation of learning was achieved.

5.3.2.1 Evaluation of the Teacher-Pupil Interaction According to the MIM Criterion

1. Alertment to the Environment

When drawing the school and showing the pictures, the teacher was able to make Nivesh aware of his surroundings. This was achieved by focusing his attention on the tasks at hand, through positive encouragement, that is, by smiling and expressing confidence in Nivesh's ability.

Nivesh, by being aware of the teacher's confidence in him was able to focus and keep his attention on the task at hand, thus showing an alertment to his surroundings.

2. Promoting Attachment

During feeding each other apples and putting on the band-aid, there was no physical contact; for example, the teacher putting on the band-aid for Nivesh. There was bonding. This being due to the teacher's ability to carry on a conversation with Nivesh; for example, "Do you like apples?". Through this conversation, the teacher was able to engage Nivesh's attention.

Nivesh too was able to bond with the teacher, in that he was relaxed and focused his attention on the teacher.

3. Aiding in Coping with Stress

By taking away the difficult task of opening the container, the teacher was able to aid Nivesh in coping with stress. This also applied to the next situation. In the "reading" task, the teacher was able to extend help where he was unable to recognise words. Thus the teacher was capable of aiding, in coping with stress.

Nivesh was capable of reducing stress by asking for help; for example, by focusing on the teacher when he could not recognise words.

4. Guiding Purposive Behaviour

When telling about growing up and writing, the teacher was effective in guiding goal directed behaviour, by being attentively involved with Nivesh. Therefore, she was able to provide positive encouragement; for example, a smile when Nivesh was hesitant.

Nivesh was able to show purposive behaviour, by being able to do as he was told.

b) Neilan

Task One : Alertness to the Environment

i) Draw the School

Teacher asks child to "draw our school"

The teacher told Neilan that she wanted him to draw a picture of the school, because she wanted to put it up on the chart board.

Neilan seemed pleased that he had been asked to draw and spontaneously began the task. Only when he had completed the task, did he look up and very confidently handed the drawing to the teacher.

The teacher was stimulating and creative in telling Neilan that she wanted to display his drawing on the chart board. She thus indicated her trust in his ability. She displayed her involvement and positive experience of him. In doing as he was told, Neilan became involved in his task. He understood his task, as the teacher had interacted positively with him.

ii) Recognition of Pictures

Teacher shows cards to child one at a time and says "what is this?"

The teacher told Neilan that they were going to look at some pictures. The teacher looked at the pictures, smiled and asked him "Do you know what this is?". Neilan was relaxed and totally engrossed in the pictures and was able to recognise them all. The teacher's remark, that they were going to look at some pictures, is indicative of her involvement and interest in the activity. This comment also had the effect of getting the child to co-operate and by so doing, the child was able to give his total attention to the pictures.

It was obvious that he attributed positive meaning to the task, as the teacher displayed her trust in him. Neilan could then, in return, display his positive experience of the interaction as well as the task. Thus, his involvement and concentration was enhanced.

Task Two : Promoting Attachmenti) Feeding Apples

Teacher and child feed apples to each other

The teacher asked Neilan if he wanted a piece of apple and then

gave him the piece of apple. He accepted, but looked at the teacher. She replied "go on, you may eat it now". When Neilan offered the teacher a piece of apple, she accepted and told him "I will eat it later".

The fact that Neilan could focus on the teacher in an enquiring manner, that is, "Can I eat the apple now?", shows that Neilan knows that he can depend on the teacher for help. The teacher was involved with him, as she was aware of his facial expressions, that is, "Can I eat the apple now?".

Both parties were involved in the interaction and indicated their trust in each other, the teacher telling Neilan what she would do with the offered piece of apple and he, by asking her permission to eat the apple.

ii) Band-Aid

Teacher asks child "where on you should I put this?"

The teacher took the band-aid out of the wrapping and looked at it and asked Neilan "Have you seen a band-aid like this before?" (Mickey Mouse drawings). Neilan was excited and focused all his attention on the band-aid, replying "no" while still engrossed with the band-aid.

By the fact that the teacher was able to draw Neilan's interest to the difference in the band-aid, shows that the teacher is

imaginative and able to prolong interest in the activity. The child was excited and attentive. The teacher felt positive towards Neilan, indicating her bonding. They were thus busy with each other, acting together instead of separately. Their positive attitudes towards each other was obvious and indicated their relationship of trust and understanding.

Task Three : Aiding in Coping with Stress

i) Unattainable Candy

Teacher places candy filled unopenable container in front of child, saying "if you can open it, you may have some"

The teacher placed the container in front of Neilan and said "these are nice sweets. If you can open the container, you may take some sweets". Neilan carefully turned the container around and tried twisting off the head. He then asked the teacher to help him. The teacher smiled and said "I don't want any sweets". Although the teacher did not open the container, her attitude was helpful, that is playful and unserious. The teacher's non-verbal language was positive, therefore encouraging Neilan and helping him to cope with stress. Furthermore, her trustful behaviour towards Neilan, gave him the assurance that she is there to help and support him.

Neilan seemed involved and attentive. This attitude was brought about by his positive experience, thus eliciting him to

attribute positive meaning to the situation.

ii) Reading

Teacher shows cards to the child, one at a time and says "what is this?"

The teacher asked Neilan "will you read me a story?" and showed the card to him and he began to read. When he could not recognise a word, he turned to the teacher and said "I don't know this word". The teacher then told Neilan the word.

By asking Neilan "will you read me a story?", shows that the teacher was involved and interested in the activity. Neilan seemed confident and relaxed. The teacher's well put question, as indication of her trust in his abilities, caused him to have the confidence to ask for her help, therefore indicating his needs.

Task Four : Guiding Purposive Behaviour

i) Grown Up

Teacher tells the child to "tell about when you are grown up"

The teacher asked Neilan to tell her what he wanted to do when he grew up. He replied "drive a car". She then told him "you will need money to buy a car. What work would you like to do to

earn this money?". He replied that he wanted to be a doctor.

The teacher was actively involved in the activity. This was obvious from her questioning and encouraging Neilan to think; for example, "where will you get the money from?".

By telling Neilan "you will need money to buy a car", shows that the teacher was interested and actively involved in the activity. Neilan was co-operative and spontaneous in interacting with the teacher. This positive experience can be attributed to the trust and understanding exhibited by the teacher through her questioning.

ii) Writing

Teacher tells the child to write something

The teacher gave Neilan a page and told him to write a sentence. He wrote "I love mum and dad".

By telling Neilan to write a sentence and not "write something", the teacher was directive and involved in the activity. It was obvious that the teacher trusted Neilan's ability and could give positive direction; for example, "write a sentence". Through the teacher's ability to give positive guidance, the child was able to trust and understand what was required of him, thus creating mutual involvement in the activity.

5.3.2.2 Evaluation of Teacher-Pupil Interaction According to the MIM Criterion

1. Alertment to the Environment

By being creative and imaginative, that is, telling Neilan that she needed the drawing, the teacher was able to get him to concentrate on the task at hand, thus making him aware of his environment.

Neilan, by knowing that he was needed, that is, to draw for the teacher, was attentive so that he could produce his best work, thus focusing all his attention on the activity. In this way he was able to show alertness to his environment. The teacher's attitude thus gave Neilan a positive attitude, which made him alert to his environment.

2. Promoting Attachment

In tasks of feeding apples and band-aid, the teacher was able to read Neilan's facial expressions. This ability to read non-verbal expressions fostered intimacy and promoted attachment.

The fact that Neilan showed the ability to focus on the teacher in a needful manner when in doubt, that is, "can I eat the apples now?", displays his bonding with his teacher.

3. Aiding in Coping with Stress

In the activity of opening the container of candy and band-aid, the teacher was able to help Neilan reduce stress by involving herself and helping him in the activity.

Neilan was also able to reduce stress by calling for help when he could not open the container and when he could not recognise the words while reading.

Both role player's positive involvement created the learning for the other party to also become involved and attributing positive meaning to the situation.

4. Guiding Purposive Behaviour

The teacher was able to promote purposive behaviour, by offering Neilan direction; for example, "to buy a car, you will need money, therefore you will need to work" and secondly, in telling him what to write, that is, write a sentence. The teacher showed purposive behaviour.

The relationship already was one of trust and understanding, so that the child, at the onset of the activities, indicated positive behaviour in the enactment, thus showing purposive behaviour. This again called for reaction by the teacher, in turn giving purposive behaviour.

c) Vineshree

Task One : Alertment to the Environment

i) Draw the School

Teacher asks child to "draw our school"

While giving the child the writing material, the teacher told Vineshree "I know that you like school, now take this page and draw the school for me". The child then, very attentively, began drawing.

By telling Vineshree that she knew that she liked school, indicated the teacher's positive attitude and involvement with Vineshree. Vineshree was also co-operative and involved with the task at hand. This was obviously in reaction to the teacher's trust, which she indicated in her statement. Thus it was obvious that Vineshree would believe in her own accomplishment and attribute positive meaning to her task at hand.

ii) Recognition of Pictures

Teacher shows cards to child one at a time and says "what is this?"

The teacher told Vineshree that she was going to show her some

pictures and that she should tell what they were. Vineshree looked at the pictures attentively and named them all. Therefore, the teacher indicated her positive acceptance of Vineshree's accomplishment. It was obvious that the teacher's guideline, as given in the beginning, made Vineshree experience positive emotions. This caused her to be able to concentrate and attend to the task at hand. Probably the same pattern of behaviour took place in the classroom, between the pupils. If trust was stated, a child could perform better.

Task Two : Attachment

i) Feeding Apples

Teacher and child feed apples to each other

The teacher took out a piece of apple and gave it to Vineshree. She looked at the teacher, not knowing whether to take it or not. The teacher reacted by telling her to take the piece of apple and eat it. Vineshree looked at the teacher anxiously, while eating the apple.

By encouraging Vineshree to eat the piece of apple, the teacher showed involvement in the activity. She guided the child towards the correct behaviour and re-instated her trust. She also indicated understanding of Vineshree's uncertainty of her actions. Therefore the trust she placed in Vineshree, was illustrated.

ii) Band-Aid

Teacher takes band-aid out of box and asks child "where on you shall I put it?"

The teacher asked Vineshree "If I wanted to put this on for you, where should I put it?". Vineshree held out her hand and pointed to an almost healed scab. The teacher opened the band-aid and told her to put it on. Vineshree then very attentively and slowly put on the band-aid. The child then looked up, very pleased, at that teacher.

By opening the band-aid and giving it to Vineshree, the teacher displayed interest and involvement in the activity. She again guided Vineshree, promoting attachment by her support of the child. Furthermore, Vineshree indicated her trust in the teacher by showing her own experience on her face by glancing at the teacher. She trusted the teacher enough to indicate her own feelings, knowing that she will not receive a rebuff.

Task Three : Aiding in Coping with Stress

i) Unattainable Candy

Teacher places candy filled unopenable container in front of child saying "If you can open it, you may have some"

The teacher asked Vineshree to open the container and take some

sweets. Although Vineshree was initially relaxed, she seemed to become frustrated when she was unable to unscrew the container. The teacher, sensing her frustration, told her it did not matter and to put down the container.

The teacher, in sensing that Vineshree was distressed, took away the container. By so doing, the teacher showed that she was concerned and involved in the activity. Although Vineshree was co-operative, she became frustrated when she failed to unscrew the container. However, the teacher's verbal support helped to assure Vineshree of her understanding of the situation.

ii) **Reading**

Teacher gives child card and asks her to read it

The teacher told Vineshree that she wanted her to read to her and held the card for her. When Vineshree could not recognise a word, she stopped reading and looked at the teacher very inquiringly. The teacher then asked her to carry on reading but noticed that she was still focused on her. The teacher then told Vineshree the word she did not know.

The teacher was able to assume, from Vineshree's enquiring look, that she was in need of help, thus indicating her interest and involvement in the activity. The teacher, by understanding Vineshree's predicament, was able to support and place trust in her ability.

Task Four : Guiding Purposive Behaviouri) **Grown Up****Teacher tells the child to "tell about when you are grown up"**

The teacher asked Vineshree "what do you want to do when you leave school?". She smiled at the teacher and remained silent. The teacher then asked if she would like to do nothing and stay at home. She answered that she wanted to work, to which the teacher enquired "what type of work would you like to do?". She replied that she wanted to be a nurse.

The teacher was able to use imaginative and creative questioning and prolong the conversation, to achieve the goal of the task. Vineshree, on the other hand, was co-operative and interested in the activity. The initial positive attitude of the teacher was apparent. Her actions indicated involvement and commitment. In this reaction, Vineshree could reach her positive experience and attribution of meaning.

ii) **Writing****Teacher tells child to write something**

The teacher gave Vineshree some writing material and told her to write "I love baby". She did as she was told.

The teacher, by telling Vineshree what she ought to write, displayed interest and involvement in the activity. Vineshree was co-operative and spontaneous in obeying the teacher. Again the teacher acted spontaneously, supporting the child and encouraging and guiding purposive behaviour.

5.3.2.3 Evaluation of the Teacher-Pupil Interaction According to the MIM Criterion

1. Alertment to the Environment

In the activity of drawing and recognition of pictures, the teacher, through her positive attitude, that is, "I know you like school" was able to focus Vineshree's attention on the task, thus making her aware of her surroundings of the school. This thought of feelings around the drawing indicated her positive attitude and extended beyond the drawing on paper.

2. Promoting Attachment

With regard to the activity of feeding apples and band-aid, the teacher displayed involvement by opening the band-aid when she realised Vineshree's need of it. In so doing, she was promoting attachment.

Vineshree, by bringing her need for the band-aid to the attention of the teacher, showed trust in the teacher and also an ability to form attachment. Through this trust and

attachment, it is obvious that Vineshree would be able to see herself positively and thus develop a positive self-concept.

3. Aiding in Coping with Stress

In the tasks of the unattainable candy and reading, although the teacher did not help Vineshree to open the container, she did show the ability to reduce stress by telling her that "it did not matter" and to put down the container. Further, the teacher, by assisting Vineshree with the words she did not know, was able to reduce a stressful situation.

Vineshree also possessed the ability to reduce stress by calling for help, that is, focusing her attention on the teacher in a needful manner. By so doing, not only did she display the ability to reduce stress, but also demonstrated her trust in the teacher's ability to help her.

4. Guiding Purposive Behaviour

The teacher was intensively involved in directing Vineshree through goal directed questions, to determine what she wanted to do when she was grown up. Further, by giving direction as to what the child should write, the teacher showed the ability to guide purposive behaviour.

Vineshree's ability to follow direction and do as told, shows that she is capable of purposive behaviour.

Appearance of the Empirical Categories in the InteractionBetween Three Normal Children and their Teachers

In the above-mentioned activities and interaction between three so-called "normal" children and their teachers, the following aspects were observed :-

- i) Total **involvement** could be seen at the onset of each activity. When the teacher shows her involvement, the child acts accordingly. The teacher, as the guide, thus leads the type of interaction which forms between child and teacher. A pattern of positive interactions thus formed where a child feels free to ask for support and received guidance. In no cases does a child or teacher withdraw from the relationship.
- ii) The teacher's positive attitude and her **positive experience** of the child leads to the experience of positive emotions by the child. In turn, the child would experience the person involved (the teacher) and the activity positively and also **attribute positive meaning** to the person and the content. In the classroom situation, this pattern would repeat itself. The child would be treated positively because of his or her involvement. On the other hand, the teacher's continuous praising, support, involvement, indication of understanding the child and reading non-verbal messages correctly, would assure the child of the understanding and trust of the teacher. Therefore

acknowledging the teacher's authority would be no problem. Obviously the self-concept of the child would bloom to be positive under these circumstances and still be enhanced as the process grows to be continuously positive in nature.

5.4 INTERPRETATION OF THE QUALITY OF THE TEACHER-PUPIL RELATIONSHIP WITH HYPERACTIVE AND NORMAL CHILDREN

The quality of the teacher-pupil relationship will determine whether the polarity is positive with the teacher and pupil, drawing closer in mutual attraction and acceptance or negative with a mutual repulsion or rejection (Vorster & de Meillon, 1991:28).

In order for this positive involvement to occur, it is essential that the teacher understand every pupil as a unique person and realise that he cannot be treated according to some pre-determined formula (Griessel et al., 1993:110).

However, the researcher has, with the help of the MIM, observed that the teacher does not interact with hyperactive and "normal" children in the same way. When interacting with the hyperactive child, the teacher seems to be more serious and less flexible in her approach; for example, when telling the child what is required of him. The teacher does not encourage the child, by giving clues to motivate him.

In helping the hyperactive child attribute meanings to a

situation, the teacher is not actively involved with the hyperactive child. How the child experiences the situation, that is, fearful, tense or relaxed, does not seem to concern the teacher, thus indicating a lack of understanding of the child. This leads to the impression that the teacher and pupil are not fully involved in the teaching-learning situation.

This educational support that the child needs, is indispensable. The child needs to experience appreciation and encouragement and praise, in order to succeed (Vrey, 1979:86) .

Trust was lacking in the relationship of the teacher and the hyperactive child, in that, when the child experienced helplessness, the teacher did not make the child feel that he was being cared for and treated with kindness; for example, comforting the child when in distress. The child, not being able to sense or feel this trust, could not see his teacher as more accessible and ask for help. Thus creating a negative relationship, which resulted in the teacher and pupil experiencing mutual rejection to the detriment of mutual respect and trust (Vorster & de Meillon, 1991:28) .

Unlike with the normal child, where the educator was able to direct and accompany the child by encouragement to reach his goals, the educator tended to force or suppress the hyperactive child, by her very stern and serious attitude towards him. The child, because he has not been addressed with the necessary love from his teacher, does not want to acknowledge the teacher's

authority, by doing what he has been told; for example, complete tasks.

It seems obvious that in the relationship of teacher and hyperactive child, that mutual trust, understanding, authority and emotional respect were missing. However, in the relationship between the "normal" child and teacher, total involvement and trust was obvious. The teacher was able to take the lead in the activities and involve the child so that he or she could positively experience the situation.

5.5 SCORING AND EVALUATING TEACHER BEHAVIOUR IN THE IMPLEMENTATION OF THE MARSCHAK INTERACTION METHOD

General Observations on Teachers' Relationships with Hyperactive and Normal Children

Immediately after observation, through the implementation of the Marschak Interaction Method, the researcher deemed it necessary to complete a scoring and evaluation sheet on the Marschak Interaction Method.

These scoring and evaluation sheets helped the researcher gain valuable information on how teachers interacted with hyperactive and "normal" children.

The following issues were used by the researcher, to score :-

- i) Verbal and non-verbal behaviour of the teacher.
- ii) Verbal and non-verbal behaviour of the pupil.
- iii) Space
- iv) General relationship between teacher and pupil.

The researcher observed that in interacting with the hyperactive child, the teacher was less helpful and less involved in encouraging the child towards goal directed behaviour. No effort was made to understand the emotional needs of the child, as when children seemed distressed, the teacher did not help to relax the child, however with the normal child, the teacher displayed pleasant facial expressions; for example, a smile. By being less serious, the teacher did not assume total control of the lesson, as with the hyperactive child. With the "normal" child, the teacher seemed to be aware of what they child was capable of and showed anticipation in this direction, that is, allowing the "normal" child to be in some ways in control of the lesson.

It was further observed that teachers tended to keep to their "space" of the table and very seldom moved into the child's "space". However, when crossing over into the child's space did occur, no physical contact was made. This lack of physical contact was observed in teacher-pupil interaction in both "normal" and hyperactive relationships.

In this teacher-pupil interaction, the researcher observed hyperactive children to be less involved, uneasy and needful in his or her interaction with the teacher. Therefore, it could be said that there was no teacher-pupil harmony in interaction. This led the researcher to conclude that the teacher was not totally committed in his relationship with the hyperactive child.

This lack of teacher-pupil commitment could further be observed in the aloofness of the hyperactive child, in participating in this interaction. When help was not forthcoming from the teacher, the child withdrew from the activity and thus from interacting with the teacher. In such instances, it was obvious that there was no emotional support from the teacher. The lack of emotional and physical comfort, in the case of the hyperactive child, resulted in the obvious expectation, that is, the hyperactive child experiencing his activities negatively.

The researcher observed that while the teacher-pupil relationship with a "normal" child was generally lively, smooth, comfortable, free and easy, the teacher-pupil relationship with the hyperactive child could be said to be dull, rough, uncomfortable and somewhat restrained.

Therefore, it can be generally stated that in not totally committing herself to the teacher-pupil relationship, the teacher is not totally successful in achieving the total commitment of the child to the relationship. This lack of total

commitment to the teacher-pupil relationship did not allow the teacher to make the child aware of his environment and the child, sensing this lack of commitment, did not allow himself to become totally aware of his surroundings. Another indication of this lack of commitment could be observed in the ability to reduce stress. When dealing with both hyperactive and "normal" children, it could be observed that teachers generally are incapable in helping in stress reduction in some situations, even if the child called for help.

However, the researcher observed that teachers gave more support when children were engaged in the task of reading. The researcher attributes this helpfulness to the teacher's method of rote teaching, that is, teachers of junior primary classes have been taught certain methods of teaching and aspects that they have to teach in the junior primary phase of school, which they rigidly follow. Thus, there being no flexibility in their teaching methods, they are unable to adapt to the demands of the situation and allow for more flexibility.

Due to the teacher's inability to be flexible, it leads the researcher to conclude that verbal communication between teacher and hyperactive child are limited and on two different levels, in that, in giving of instruction, the teacher is unaware of the fact that the receiver of the instruction, that is, the child, does not interpret and understand the instruction, as expected to, by the teacher.

Lastly, the researcher was able to make valuable observation as to non-verbal communications between teacher and child. In interacting with hyperactive children, the utmost important intention of the teacher was to control the behaviour of the child. In so doing the teacher was more negative in her facial expressions, that is, more serious. In adopting this more serious attitude towards the hyperactive child, the teacher is able to frighten the hyperactive child into submission, for short periods of time, but this is still to the detriment of the hyperactive child, as it was observed that, by forcing the child into submission, that is, to be quiet, no effect on focusing and retaining on task attention was achieved.

Therefore, the teacher did not succeed in the aims of teaching, that is, imparting guidance of self-actualization.

The following table summarises the main aspects of the observed interactions between the three teachers, with one hyperactive and one "normal" child :-

Table 5.1 : Educative Occurrence with Hyperactive and "Normal" Children

	TEACHER A Doran (Hyperactive)	Nivesh (Normal)	TEACHER B Jenny (Hyperactive)	Neilan (Normal)	TEACHER C Suhail (Hyperactive)	Vineshree (Normal)
ALERTMENT TO THE ENVIRONMENT	Both passive. No interaction.	Ability to react to non-verbal behaviour. Trust understanding and involvement.	Teacher uninterested and uninvolved. Jenny : not totally involved.	Teacher positive and creative. Trust, involvement and positive experience. Neilan : spontaneous and confident.	Teacher positive and creative. Trust, involvement and positive experience. Neilan : between them. Teacher unhelpful.	No understanding. Both parties distrusted and uninvolved. Distance between them. Teacher unhelpful.
i) Draw the School	Doran : distracted, restless, looks around. Distance between them. Teacher unhelpful. Neither alert to the environment.	Both parties alert to the environment.	Distance between them. Teacher unhelpful. Neither alert to the environment.	Both parties alert to the environment.	Neither alert to the environment.	Both parties alert to the environment.
ii) Picture Recognition	No clues given. Passive, nervous child. Indifferent teacher. Child indicates want of help. No help forthcoming. Neither alert to the environment.	Positive experience, understanding, involvement and encouragement.	Uninvolved and disinterested. Child restless and distracted. Teacher indifferent to child's needs. Neither alert to the environment.	Pleasant, involved, interested. Neilan : relaxed and involved. Positive attribution of meaning.	Both parties uninvolved. Distrustful and lack of understanding. Insensitive to needs of child.	Positive acceptance and guidance. Positive experience and trusting.
				Both parties alert to the environment.	Neither alert to the environment.	Both parties alert to the environment.

ATTACHMENT i) Feeding Apples	Passive, nervous child. No interaction. Teacher puts apples away.	Ability to read non-verbal expression. Trust, involvement and understanding.	Uninvolved and impersonal. Unaware of child's distress.	Ability to read non-verbal expressions. Distrusting, no help given, no interaction.	Passive. Both parties uninvolved. Suhail : distressed and unresponsive. Distrust and lack of understanding. No interaction.	Encouraging and involved. Promotes trust, pleasant.
	No attachment.	Attachment.	No attachment.	Attachment.	No attachment.	Vineshree : relaxed and attentive Attachment.
ii) Putting on Band-Aid	No assistance by teacher. Teacher ignores interaction. Separate action. No togetherness, no involvement. Disinterest. Child engrossed in own activity. No attachment.	Open communication. Involved and trustful. Attachment.	Lack of sensitivity. Both parties uninvolved. No help extended - band-aid put away. No attachment.	Involved and imaginative. Neilan : excited, togetherness. Trusting and understanding. Attachment.	Lack of understanding, uninvolvement and disinterested. No encouragement. Serious - put band-aid away. Suhail : fearful and un-cooperative No attachment.	Interested and helpful. Teacher guided and supported. Indicated trust. Vineshree : involved and trusting. Attachment.
AIDING IN COPING WITH STRESS i) Unattainable Candy	Passive. Child requests help. No help extended. Child looks for help. Teacher serious and impersonal. No interaction. No aid in coping with stress/inability to ask for help.	Active - understands child. Relaxed and involved. Ability to aid in coping with stress/ability to reduce stress.	Passive. No help extended. Insensitive to needs of child. Disinterested and uninvolved. No aid in coping with stress/inability to ask for help.	Positive non-verbal language. Encouraging, trustful and involved. Neilan : involved and attentive. Ability to aid in coping with stress/ability to reduce stress.	Passive. Teacher uninvolvement and disinterested. No aid extended. Suhail : initially frustrated but anxious and tight lipped. No interaction. No aid in coping with stress/inability to verbally ask for help.	Involved and able to read non-verbal expression. Vineshree : frustration overcome by support. Ability to aid in coping with stress/ability to reduce stress.
ii) Teacher Tells Child to Read card	Teacher helpful, spontaneous and actively involved. However, did not notice child's disinterest. Un-cooperative and uninterested. No skill to help reduce stress/inability to ask for help.	Teacher spontaneous and helpful. Nivesh : attentive and co-operative. Ability to aid in coping with stress/ability to reduce stress.	Teacher uninvolved, bored and unhelpful. Child restless and distracted. Unaware of needs of child. No aid in coping with stress/inability to verbally ask for help.	Positive attitude and guidance. Involved, interested and trusting. Confident. Ability to aid in coping with stress/ability to reduce stress.	Disinterest and uninvolvement. Distance between both parties. Unaware of needs of child. No aid in coping with stress/inability to ask for help.	Ability to read non-verbal expressions. Helpful and involved. Understanding and supporting. Vineshree : ability to focus attention for help. Ability to aid in coping with stress/ability to reduce stress.

GUIDING PURPOSIVE BEHAVIOUR	Insufficient encouragement, insufficient skills. Child co-operative but distracted to surroundings.	Positive encouragement, involvement and interest. Nivesh : spontaneous, confident and relaxed.	Uninvolved and distant child. Disinterested, unsympathetic and distrustful.	Actively involved, encouraging and interested. Neilan : cooperative and spontaneous. Trusting, understanding and positive attribution of meaning.	Indifferent, no comfort or encouragement. Distressed and unable to pay attention.	Ability to read child expression, encouraging, imaginative and creative. Vineshree : cooperative and interested. Involvement, commitment and positive experience.
ii) Writing	No guidance. Both unresponsive, disinterested and uninvolved. Unable to guide purposive behaviour or show purposive behaviour.	Positive encouragement. Pleasant expression, involved, positive attribution of meaning. Ability to guide purposive behaviour and show purposive behaviour.	Minimum guidance, uninvolved. No praise, insufficient skill to guide purposive behaviour.	Directive and involved. Neilan : trusting and cooperative. Ability to guide purposive behaviour and show purposive behaviour in all activities.	Lack of understanding, serious and insensitive, unaware of needs. Suhail : agitated and in need of further guidance. Unable to guide purposive behaviour in all activities.	Positive guidance, interest and involvement. Vineshree : co-operative and spontaneous. Ability to guide purposive behaviour and show purposive behaviour.

The following table (Table 5.2), indicates the positive and negative teacher interaction between three hyperactive and three normal children :-

Table 5.2 : Negative and Positive Educative Occurrence between Teachers and Hyperactive and "Normal" Children

TEACHER INTERACTION	TEACHER A Doran (Hyperactive)	Nivesh (Normal)	TEACHER B Jenny (Hyperactive)	Neilan (Normal)	TEACHER C Suhail (Hyperactive)	Vineshree (Normal)
ALERTMENT TO THE ENVIRONMENT	Negative	Positive	Negative	Positive	Negative	Positive
PROMOTING ATTACHMENT	Negative	Positive	Negative	Positive	Negative	Positive
AIDING IN COPING WITH STRESS	Negative	Positive	Negative	Positive	Negative	Positive
GUIDING PURPOSIVE BEHAVIOUR	Negative	Positive	Negative	Positive	Negative	Positive

To extend the above-mentioned information, the researcher conducted semi-structured interviews with each teacher. The information gathered will now be described under the headings :-

- i) Involvement
- ii) Trust
- iii) Authority
- iv) Understanding
- v) Attribution of Meaning
- vi) Experiencing the child

This information, with regard to the child, was gathered to compare with the outcome of interaction as observed during MIM.

5.6 INTERVIEWS WITH THE TEACHERS OF CHILDREN DIAGNOSED AS HYPERACTIVE

5.6.1 Introduction

The researcher found that it was necessary to interview the teachers of children who were diagnosed as hyperactive. Semi-structured questions were asked, to gain information on the following aspects :-

- i) How the teacher accommodated the child in the classroom.
- ii) What the teacher knew about hyperactivity, as well as her ideas on treating hyperactive children in the classroom situation.

These interviews with the hyperactive child's teachers, were conducted after school, in the teacher's classroom. The researcher could therefore listen and analyze the information after the interviews.

5.6.2 Content of Interviews

Before discussing the interviews, a summary of the content of the interviews will shortly be given, in a table, to indicate the most important aspects.

Table 5.3 : Interview with Teachers on Interaction with both Hyperactive and "Normal" Children

TEACHER INTERACTION	TEACHER A Doran (Hyperactive)	Nivesh (Normal)	TEACHER B Jenny (Hyperactive)	Neilan (Normal)	TEACHER C Suhail (Hyperactive)	Vineshree (Normal)
i) INVOLVEMENT	He was demanding and needed continuous attention.	Understanding, spontaneous and involved.	Individual attention was not always possible.	Able to devote more attention to him. Spontaneous.	Time consuming and exhausting.	Able to give stimulating tasks.
ii) TRUST	Cannot delegate responsibility to him.	Can be sent on errands.	Suspected her of taking crayons and chalk from class.	Could be given responsibility.	Cannot delegate duties to him.	Could delegate duties.
iii) AUTHORITY	At times, need to exclude him from the class.	Complied with teacher's wishes. Not difficult to discipline.	Need to separate her from other children or even physically restrain her.	Seldom necessary to impose authority on him. Did as he was told.	Need to be more serious with him and at times, physically punish him.	Did as she was told.
iv) UNDERSTANDING	Did not encourage conversation with him.	Teacher understood him. Knew what he was capable of.	Teacher did not always understand her.	Happy, attentive and co-operative individual.	Only when possible, could give individual attention.	Teacher able to communicate with her.
v) ATTRIBUTION OF MEANING	The need to praise did not arise.	Due to his understanding, the teacher was able to guide him along.	She presented no opportunity for praise.	Easy to encourage and help him.	Often angry with him.	Easy to extend help and praise her.
vi) EXPERIENCING THE CHILD	Demanding, inattentive and exhausting.	Involved, helpful and co-operative.	Un-cooperative and uninvolved.	Creative, imaginative and helpful.	Unimaginative, restless and fearful.	Happy, interested and involved.

5.6.2.1 Interview with Doran's Teacher (Teacher A)

i) Invovement

Doran's teacher felt that he was too demanding in the classroom, in that he needed her continuous attention. If this attention was not given immediately, he then tended to be un-cooperative in the classroom situation. The teacher had to be totally involved with him, if she wanted him to complete a task and she found this annoying and frustrating.

The teacher's attitude towards being involved with Doran, is negative, in that she sees his call for help as demanding. The fact that the teacher sees him as un-cooperative and helping him as frustrating and annoying, because of the time-consuming nature of the help, is further indicative of her negative involvement with him.

ii) Trust

The teacher felt that she trusted Doran and made him aware that he was trusted by telling the class that she trusted them all. However, the teacher did not feel it necessary to gain physical closeness; for example, touch, to make him experience belonging and love to get him to know that he was trusted.

Although the teacher states that she trusts Doran, she has not shown the ability to delegate responsibility to him. The fact

that the teacher feels that he is unable to deliver a message, shows that she has no trust in him. The teacher also felt that she could not trust him to give a message or take a set of books to the office, because he was incapable of doing so.

iii) Authority

The teacher believed that the only way of making him aware of her authority, when he did not want to listen to her, was to remove him from the classroom, that is, make him stand outside the classroom.

In exercising her authority to remove Doran from the class, the teacher is not educatively addressing his behaviour problem, but merely removing him from the classroom. This is therefore being implemented in a negative manner.

iv) Understanding

The teacher felt that she understood the needs of the hyperactive child and therefore the communication with the hyperactive child had to be different. She accommodated Doran by being more serious and less stimulating; for example, by not encouraging a conversation with him. The teacher believed that by interacting with him through this method, she was able to get him to keep quiet and thus pay attention to tasks.

Although the teacher says that she understands that communication with the hyperactive child would be different, she deals with Doran's right to be different in a negative manner. By adopting a more serious and less stimulating attitude towards him , the teacher is distancing herself from him and in so doing she shows a disregard to understand him as a person.

v) Attribution of Meaning

The teacher felt that the need to praise Doran did not arise as he never did as he was told, to complete tasks. When he did manage to complete tasks, it was only after she had to repeat the instructions.

The fact that the teacher does not encourage or praise Doran in attributing meanings to situations, shows a lack of positive guidance in the achievement of goals.

vi) Experiencing the Child

The teacher experienced Doran as demanding, inattentive and exhausting, in that he was full of zest and difficult to control.

5.6.2.2 Interview with Jenny's Teacher (Teacher B)

i) Invovement

The teacher felt that when it was possible, she was actively involved with Jenny. However, this was not always possible, as she had a large number of children in her classroom. The teacher felt that she was not strict in her attitude and unresponsive to Jenny's demands for her attention.

Although the teacher says that she is not unresponsive to Jenny's demands for attention, she does not always give attention to the hyperactive child, when she is in need of it. This indicates a lack of willingness to be totally involved with Jenny.

ii) Trust

The teacher felt that she could not trust Jenny because she suspected her of taking pieces of crayons and chalk, but she had not made her aware of this distrust. The teacher further indicated that she would not trust her with a responsibility like taking her personal record book to the office, as she did not seem responsible enough. This judgement of irresponsibility was made through observing her in the classroom and not by entrusting responsibility to Jenny.

Not only does the teacher not involve Jenny in simple classroom activity, like taking books to the office to show her that she is wanted, she also distrusts her by assuming she steals. The teacher's attitude is uncaring and distrusting.

iii) Authority

Due to the fact that Jenny was more often than not inattentive and un-cooperative, in that she did not follow instruction and complete tasks, it was necessary for the teacher to discipline her. This was done by making her stand in the corner or occasionally restraining her through slight physical force, that is, hitting the child. However, this imposing of authority did not deter Jenny from frustrating the teacher again.

Through imposing her authority, in a negative way, that is, excluding Jenny from the classroom situation, the teacher excludes her from authoritative guidance. This is indicative of inactive authoritative guidance.

iv) Understanding

The teacher felt that at times, she did not understand Jenny in that, she could be co-operative and after a while, she would become bored, stubborn and begin interfering with other children in the class. Thereafter, the teacher had to watch her all the time, which caused the teacher to become tired and frustrated with her.

By feeling that she had to watch Jenny all the time and that this caused her to become tired and frustrated with her, indicates the teacher's disinterest in her involvement with the child, thus indicating a negative understanding of Jenny.

v) Attribution of Meaning

Whenever possible, the teacher tried to give Jenny individual attention. However, the teacher felt that Jenny was uncooperative in that when a task was set, it became necessary to keep repeating and explaining the task to her. Even after this was done, she often did not complete the task. This made it necessary to be more serious in her attitude towards Jenny. Further, the teacher felt that she presented no opportunity for praise, but had the opportunity arisen, she would have praised the child.

The emotional state of Jenny will help determine how she attributed meaning to the situation. Therefore, by the teacher not creating an opportunity to praise her, the teacher does not help her attribute positive meanings to situations.

vi) Experiencing the Child

The teacher experienced Jenny as un-cooperative and unininvolved. Even though, after repeating what was required of her she was unable to do as she was told. The teacher found this frustrating.

By experiencing un-cooperative and uninvolved behaviour as frustrating, the teacher cannot make positive contributions; for example, praise in her relationship. Thus experiencing Jenny as a negative referent in the relationship.

5.6.2.3 Interview with Suhail's Teacher (Teacher C)

i) Involvement

The teacher felt that because of Suhail's demanding nature, she found herself more involved with him, in that she had to continuously repeat what was required of him. This involvement was time-consuming and exhausting for the teacher.

Although the teacher felt that she was more involved with the hyperactive child, than other children in the classroom, her involvement could not be said to be positive involvement. The fact that the teacher found her involvement with the hyperactive child to be time-consuming and exhausting, is indicative of the teacher's lack of interest in her involvement with the hyperactive child.

ii) Trust

Although the teacher trusted him, she felt that she could not delegate duties, such as collecting or giving out books in class because she thought that he was incapable of holding such responsibility. The teacher assumed that he knew that she

trusted him as she has often told her class that she trusted them.

The fact that the teacher does not trust Suhail's ability to be responsible; for example, his ability to collect books, means that the teacher does not respect him as a person. Therefore, if there is no respect, that is, the child cannot be delegated duties, then there can be no trust.

iii) **Authority**

It was necessary to continuously impose her authority on Suhail, for once she became less serious with him, he tended to engage in irrelevant activities; for example, talking or interfering with other children.

The teacher sometimes finds it necessary to impose slight physical force on him; for example, giving him a slap because of his un-cooperative and restless manner, however, the teacher finds this is no deterrent to him repeating the behaviour.

By imposing physical force, that is, slapping Suhail, is indicative of the fact that the teacher is imposing her authority in a negative manner and therefore, compliance with authoritative guidance is not possible, in that Suhail will repeat the behaviour, he has not been taught positive unauthoritative guidance.

iv) Understanding

The teacher felt that she understood Suhail and that he was in need of love. Whenever it was possible she tried to make an effort to give him individual help.

Although the teacher felt that she understood Suhail, she was unable to give him individual attention whenever it was needed. The teacher's inability to be involved with Suhail whenever the need arose, also is reflective that the teacher is not totally involved with him and therefore does not understand the needs of the hyperactive child.

v) Attribution of Meaning

When tasks were set, it was necessary to repeatedly tell Suhail to complete his work. His disinterest and lack of co-operation and spontaneity in task completion often resulted in the teacher being angry with him.

Suhail's inability to co-operate and complete tasks caused the teacher to be angry with him. By being angry with him, no positive reinforcement can be given. Thus, without positive reinforcement, Suhail will be negative in attributing meanings to situations, that is, see the situation as unpleasant.

vi) Experiencing the Child

The teacher experienced Suhail as unimaginative, restless and fearful. These qualities in him were disturbing and could not always be accommodated.

The teacher, by finding Suhail disturbing and not being able to accommodate the child will be unable to give more positive encouragement, that is, praise and would therefore experience him in a negative manner.

5.7 INTERVIEW WITH THE THREE TEACHERS ABOUT INTERACTION WITH "NORMAL" CHILDREN IN THEIR CLASSROOMS

5.7.1 Interview with Teacher A on Interaction with Nivesh

i) Involvement

The teacher felt that the child was able to understand and spontaneously answer questions. Nivesh was actively involved in class discussion as he was aware of what was being discussed, because of his ability to pay attention to her.

The fact that the teacher saw Nivesh as attentive, spontaneous and involved, is indicative that the teacher is positively involved with him.

ii) Trust

The teacher felt that there was no doubt about the fact that Nivesh could be trusted. She often sent him on errands; for example, taking messages. The teacher could always be sure that the correct message had been delivered. The teacher felt that Nivesh was aware that she trusted him.

The teacher, by making Nivesh aware of her trust, that is, trusting him with the responsibility of delivering messages, creates a more intimate relationship. Thus a positive relation between teacher and pupil is fostered.

iii) Authority

Imposing discipline on Nivesh was seldom necessary and not difficult. When he was told "to do" or "not" to do something, he immediately complied with the teacher's wishes.

When imposing authority became necessary, that is, telling Nivesh what he ought to do, he was able to accept authoritative guidance, thus creating a positive relationship of authority.

iv) Understanding

The teacher felt that she understood Nivesh, in that she knew what he was capable of doing. She understood him as an active, happy and spontaneous person. The teacher was in a position to

know when he was upset or not involved in a discussion.

By her ability to know the emotional state of Nivesh, that is, he was upset or unininvolved in a discussion, the teacher was able to know him as a person. This ability to understand him contributes towards positive involvement with him.

v) Attribution of Meaning

Nivesh always showed an ability to follow instruction. He was able to understand what was required of him. Therefore, the teacher was able to actively involve herself with him and guide him along.

By seeing Nivesh as an individual with the ability to understand, the teacher is able to actively involve herself in the attribution of meanings. Thus fostering a positive relationship in helping to attribute meaning.

vi) Experiencing the Child

The teacher experienced Nivesh as involved, helpful and co-operative.

By experiencing him in positive terms, that is, involved, helpful and co-operative, a positive relationship can be fostered.

5.7.2 Interview with Teacher B on Interaction with Neilan

i) Involvement

The teacher felt that because of Neilan's eagerness to learn and listen to her, she was able to devote more attention to him. His reaction to the teacher's instructions were spontaneous, which pleased the teacher.

By devoting more attention to Neilan because of his eagerness to learn, the teacher is more involved with him, thus creating a positive involvement.

ii) Trust

The teacher felt that Neilan could be trusted and therefore gave him the responsibility of collecting the teacher's registers for her in the afternoons. Further, the teacher felt that he was aware of the fact that she trusted him and therefore always offered to help her.

The teacher, by calling on him to help, gives him a sense of responsibility and belonging. In giving this sense of responsibility and belonging, the teacher makes Neilan aware that he is trusted, thus creating a positive relation of trust.

iii) Authority

It was very seldom that the teacher had to impose her authority on Neilan. However, when he was told to stop doing what he was doing wrong; for example, talking, he did not repeat this behaviour and paid attention to the teacher.

By accepting the authority of the teacher, that is, by refraining from doing what he was told not to, positive interaction between teacher and pupil became possible.

iv) Understanding

The teacher understood Neilan as a happy, attentive and co-operative individual which made it easy for her to involve herself with him. This involvement helped her understand how he felt and thought.

The fact that the teacher understood Neilan as happy, attentive and co-operative, made it easier for her to involve herself with him and promote positive interaction.

v) Attribution of Meaning

The teacher believed that Neilan always experienced his tasks as a pleasant activity. Therefore, encouraging and helping him was no problem.

In recognising Neilan as an individual, who saw tasks as a pleasant activity, the teacher will be able to help him attribute positive meanings to situations.

vi) **Experiencing the Child**

The teacher experienced Neilan as creative, imaginative and helpful. By experiencing him in positive terms, that is, creative, imaginative and helpful, the teacher is able to interact on a positive level with Neilan.

5.7.3 **Interview with Teacher C on Interaction with Vineshree**

i) **Involvement**

Due to Vineshree's ability to actively engage in and complete tasks, the teacher was able to give her more stimulating and create attentional tasks; for example, puzzles and other types of free activity. The teacher was able to offer her more stimulation and help. By recognising her ability and thereby providing more stimulating tasks, the teacher is able to involve herself positively with Vineshree.

ii) **Trust**

The teacher trusted Vineshree and she was aware of this trust. The teacher was able to delegate duties to her; for example, taking messages to other teachers, knowing that she was capable

of accepting responsibility. The teacher expressed confidence in her ability to carry out duties assigned to her.

The teacher was able to make Vineshree aware of her trust by delegating more responsibility to her. In creating this relation of intimacy, a positive relationship of trust is created.

iii) Authority

The teacher did not think that there was need to impose her authority on Vineshree, as she did as she was told. When instructions were given, she spontaneously co-operated with the teacher.

Vineshree, by being able to co-operate spontaneously with the teacher, is able to comply with the teacher's authority. This makes it possible for the teacher to address her, thus creating positive interaction.

iv) Understanding

The teacher felt that she was able to understand Vineshree because she was able to communicate with her. Communication was possible because of Vineshree's calm and co-operative nature. The teacher felt that these characteristics enable her to determine Vineshree's needs.

The teacher, in being able to communicate with Vineshree, was able to understand her needs. Once the teacher understands the needs of the pupil, positive interaction can take place.

v) Attribution of Meaning

The teacher found it easy to extend help and praise to Vineshree as she was always happily and totally engaged in a given task.

Vineshree's ability to engage in tasks, makes it possible for the teacher to praise her. By being able to praise her, positive attribution of meanings can take place.

vi) Experiencing the Child

The teacher experienced Vineshree as happy, interesting and involved.

The teacher, by experiencing Vineshree as happy, interesting and involved, is able to encourage her to experience situations positively, thus creating positive interaction.

The researcher now intends drawing up a table (Table 5.4) to illustrate through the number of positive and negative interactions that teachers do not interact with hyperactive and "normal" children in the same way.

Table 5.4 : Negative and Positive Interactions between Teachers and Hyperactive and "Normal" Children

TEACHER INTERACTION	TEACHER A Doran (Hyperactive)	Nivesh (Normal)	TEACHER B Jenny (Hyperactive)	Neilan (Normal)	TEACHER C Suhail (Hyperactive)	Vineshree (Normal)
i) INVOLVEMENT	Negative	Positive	Negative	Positive	Negative	Positive
ii) TRUST	Negative	Positive	Negative	Positive	Negative	Positive
iii) AUTHORITY	Negative	Positive	Negative	Positive	Negative	Positive
iv) UNDER- STANDING	Negative	Positive	Negative	Positive	Negative	Positive
v) ATTRIBUTION OF MEANING	Negative	Positive	Negative	Positive	Negative	Positive
vi) EXPERIENCING THE CHILD	Negative	Positive	Negative	Positive	Negative	Positive

An Evaluation by an Objective Professional Person

The data collected on the interaction of three teachers with a hyperactive child and a child who manifested no behavioural problems in their classrooms, were given to an objective knowledgeable person to categorise according to the given themes (table 5.5). This was done so that the researcher could compare

the evaluation of the objective person to the researcher's own findings.

It was found that the categorisation of data by the objective evaluator corresponded with the findings of the researcher. Both the researcher and objective evaluator found that teachers were less involved and less encourageing when interacting with hyperactive children. Teachers were spontaneous and positive in their interactions with children who presented no behavioural problems in the classroom and negative and withdrawn in their interactions with hyperactive children.

Table 5.5 : Categorisation of Content According to Themes, by an Objective Outside Person

TEACHER INTERACTION	TEACHER A Doran (Hyperactive)	Nivesh (Normal)	TEACHER B Jenny (Hyperactive)	Neilan (Normal)	TEACHER C Suhail (Hyperactive)	Vineshree (Normal)
i) INVOLVEMENT	Teacher found him annoying and frustrating.	Teacher found him to be understanding and spontaneous.	Teacher is not always able to give attention and get involved with her.	Teacher was able to devote more attention to him.	Teacher found her involvement with him time consuming and exhausting.	Teacher was able to give her more stimulating and attentional tasks.
ii) TRUST	Teacher cannot delegate responsibility to him.	Teacher could send him on errands.	Teacher suspected her of stealing.	He could be entrusted to collect registers.	Duties could not be delegated to him.	Could delegate duties to her.
iii) AUTHORITY	Has to remove him from the class.	Imposing discipline on him was seldom necessary and not difficult.	Teacher at times excluded her from the lesson or found it necessary to physically punish her.	He paid attention to what was required of him.	It was necessary to impose physical punishment on him.	She was able to do as she was told.
iv) UNDERSTANDING	Has to be more serious and less stimulating with him.	Teacher saw him as happy, active and spontaneous.	Teacher found her frustrating and tiresome.	Teacher found him to be happy, attentive and co-operative.	It was not possible to always extend individual help.	Teacher was able to communicate with her.
v) ATTRIBUTION OF MEANING	The need to praise Doran did not arise.	He understood what was required of him.	She presented no opportunity for praise.	Teacher was able to encourage and help him.	Teacher was often angry with him for incomplete work.	Teacher found it easy to extend help and praise her.
vi) EXPERIENCING THE CHILD	He was demanding, inattentive and exhausting.	He was involved, helpful and co-operative.	She was un-cooperative and uninvolved.	He was creative, imaginative and helpful.	He was unimaginative, restless and fearful.	She was happy, interested and involved.

From the information gained, regarding the relationship of the teachers with hyperactive children, it can be derived that they do not know how to handle hyperactive children. Therefore, interviews with the teachers were held to get more information regarding teacher's knowledge, opinions and experiences of hyperactivity.

The information which was gathered, revealed the following with regard to the teacher's knowledge, opinions and experiences of hyperactive children.

5.8 INTERVIEWS WITH TEACHERS ON ISSUES REGARDING HYPERACTIVITY

5.8.1 Interview with Teacher A

i) What is Hyperactivity

The teacher saw hyperactivity as something beyond the child, in that he was not aware of himself.

ii) The Hyperactive Child as a Person

The child was seen as a highly strung and wild person.

iii) How the Hyperactive Child Should be Treated

The child should be removed from the normal school environment and placed in a "special class" with children like himself.

iv) Teacher's Role Regarding Hyperactive Children

The teacher felt that she needed to love the child more.

v) Creation of Classroom Climate

In order to create her ideal classroom climate, the teacher would have to ask for the child to be removed from the classroom as he disturbed other children by talking too much and physically interfering with them.

vi) Role of Discipline

The teacher felt that the only solution to the problem of discipline was to "shout" at the child or let him stand outside the class.

vii) How Other Children Experience the Hyperactive Child

Due to his rough method of interactivity with other children, they complained about him and avoided him.

5.8.2 Interview with Teacher B

i) What is Hyperactivity

The teacher saw hyperactivity as excessive physical energy that was difficult to control.

ii) The Hyperactive Child as a Person

The teacher saw the hyperactive child as a loud, rude person, lacking judgement.

iii) How the Hyperactive Child Should be Treated

The teacher was of the opinion that where possible the hyperactive child should be given more attention. The child should not be removed from the normal classroom but should be taught to learn from and behave like his peers.

iv) Teacher's Role Regarding Hyperactive Children

The teacher felt that she should try to understand the hyperactive child and try and help him whenever possible.

v) Creation of Classroom Climate

The teacher was of the opinion that if the hyperactive child's behaviour could be controlled, then the classroom climate would be improved and the child herself would be able to progress.

vi) Role of Discipline

The teacher was of the opinion that it was necessary to discipline the child both verbally and at times physically, that is, letting her run around the school playground until she was

exhausted. The teacher believed that without this kind of discipline, the child will never progress.

vii) How Other Children Experience the Hyperactive Child

The majority of the children tried to avoid the child because she always tended to get into fights with them or blame them for things they had not done; for example, calling names.

5.8.3 Interview with Teacher C

i) What is Hyperactivity

The teacher believed hyperactivity to be a sickness that was difficult to explain, as it was a psychological state of mind.

ii) The Hyperactive Child as a Person

As a person, the hyperactive child was described as lacking in confidence and attention seeking.

iii) How the Hyperactive Child Should be Treated

The teacher was of the opinion that it would be in the best interests of the hyperactive child and his peers, if he were removed from the normal school setting and placed in a special school.

iv) Teacher's Role Regarding Hyperactive Children

The teacher was of the opinion that it was her duty to understand the child and be more sympathetic towards him.

v) Creation of Classroom Climate

The teacher believed that in order to achieve the perfect classroom climate the hyperactive child should be removed. The hyperactive child was seen as a disturbance, in creating the ideal classroom climate.

vi) Role of Discipline

The teacher believed that physical discipline was essential in getting the child to conform to the demands of the school.

vii) How Other Children Experience the Hyperactive Child

Although the child has many friends, the teacher was of the opinion that the majority of the children tended to avoid him because he also insisted on telling them what to do.

The following table (Table 5.6) represents the teacher's general feeling on hyperactivity :-

Table 5.6 : Teacher's Views on the Issues of Hyperactivity

TEACHER'S GENERAL OPINION	TEACHER A	TEACHER B	TEACHER C
i) What is hyperactivity	Beyond the control of the child. The child is not aware of himself.	Excessive physical energy, which is difficult to control.	A sickness. A psychological state of mind.
ii) The hyperactive child as a person	Highly strung and wild.	Loud, rude and lacking in judgement.	Lacking in confidence and attention seeking.
iii) Treatment of the hyperactive child	Placed in a special class.	Need to give more attention.	Placed in a special school.
iv) Teacher's role in hyperactivity	Give more love.	To understand and help the child.	Need to understand and be sympathetic towards the child.
v) Creation of classroom climate	Remove the hyperactive child.	Control the behaviour of the hyperactive child.	Remove the hyperactive child.
vi) Role of discipline	Shout and remove the child from the classroom.	Child needs both verbal and physical discipline.	Physical discipline necessary.
vii) How other children experience the hyperactive child	Avoided the hyperactive child.	Avoided the hyperactive child.	Avoided the hyperactive child.

From the information gained in Table 5.6, it becomes clear that :-

- i) Teachers do not understand what hyperactivity is, in that they see hyperactivity as something beyond control or difficult to control. Further, by seeing hyperactivity as "something" that the child is unaware of or unable to control, teachers tend to ignore the needs of the child. A further fallacy held by teachers is that hyperactivity is difficult to control.
- ii) It is obvious that one of the reasons why teachers do not succeed in creating positive interactions with hyperactive children, is that there is a lack of or insufficient trust placed in the child. Although teachers acknowledge that the hyperactive child needs more love, understanding and help, in practice, this is not implemented.
- iii) In interacting with the hyperactive child, teachers see authority as the imposition of physical force. By seeing a need for verbal and physical discipline, for obtaining conformity in the classroom, the teacher creates negative interaction between herself and the hyperactive child. By physically subduing the hyperactive child, the teachers cannot get to "know" the child as a unique individual in his own right and would thus be unable to cater for his or her needs, thus creating a negative teacher-pupil relationship.

- iv) The teacher, by tending to subdue and avoid the hyperactive child automatically engages in negative involvement. Therefore the teacher will automatically see the child as unresponsive, lacking judgment and generally incapable of task completion, this being to the detriment of the hyperactive child.
- v) Through this negative involvement, the teacher automatically does not totally involve herself in her relationship with the hyperactive child. It then becomes obvious that a lack of involvement makes the child distant from the task at hand and the teacher, thus making him or her experience the activity as a negative experience.
- vi) Through his or her negative experience, the hyperactive child will automatically attribute negative meaning to classroom situations and all school-related activities.

Thus, how the teacher experienced the child, will determine how the child attributes meanings to his experiences.

5.9 CONCLUSION

In this chapter, the researcher has attempted, through the implementation of the MIM, semi-structured and unstructured interviews, to determine how teachers interact with hyperactive and "normal" children in the classrooms.

In chapter six, the researcher will come to conclusions regarding the literature and empirical research which has been described and then suggest possible solutions for more effective relationships between hyperactive children and their teachers and thus making more effective teaching possible.

CHAPTER SIX**FINDINGS AND RECOMMENDATIONS****6.1 INTRODUCTION**

The aim of this chapter is to give an overview of the research project, link information of the empirical study with the literature study, make recommendations, to state problems as experienced and to indicate the shortfalls of the study.

6.2 A SYNOPSIS OF THE STUDY

The aim of this study was to establish what the relationships of the hyperactive junior primary children and their teachers look like. A literature study was done to describe symptoms of hyperactivity, the self-concept and hyperactivity, the different developmental aspects of the primary school child and the parent-child and teacher-pupil relationship. Aspects as described in the literature study were confirmed in the empirical study. Now the researcher wishes to indicate the findings of the study.

6.3 A SYNTHESIS OF THE FINDINGS OF THE LITERATURE IN THE EMPIRICAL STUDY

6.3.1 Findings Regarding Chapter Two : Hyperactivity

The symptoms of hyperactivity, which are described in the literature, were observed during the performance of the Marschak Interaction Method. The following are the symptoms and the way in which they appeared in the empirical research, as described in chapter two.

6.3.1.1 Symptoms of Hyperactivity

a) Off-task Behaviour

This could be seen in the behaviour of each of the hyperactive children during the process of implementing the MIM. Both Doran and Jenny displayed this inability, in that they were unable to complete the task of drawing. Suhail, on the other hand, completely refused to even attempt most of the tasks.

b) Impulsive Reaction to Stimuli

This impulsive reaction to stimuli could be seen in the behaviour of all the hyperactive children. This was most obvious in the task of reading and writing, where all the hyperactive children found difficulty in focusing and sustaining attention to the task at hand and were easily distracted to

their surrounding.

c) **Excessive Motor Activity**

Excessive motor activity could be seen in the behaviour of all the hyperactive children, in that they had difficulty controlling their bodily movements in situations that needed them to sit still. In these instances, the hyperactive children tended to play with their fingers. Excessive motor activity was also reflected in the manner in which the hyperactive children went about opening the container of candy. This manner was reflective of a hurried and restless style or wanting to break off the head of the container.

d) **Poor Responses**

Poor responses could be seen in the behaviour of all the hyperactive children, in that they were unable to do as they were told. All three children's responses to the given tasks were unpredictable in that while they attempted certain tasks, other tasks were ignored, in that they seemed not to have heard the teacher. Poor responses were evident also in the hyperactive children's inability to complete tasks. Thus it seemed that the hyperactive children's responses depended on their frame of mood at that particular instance.

e) Inability to Retain Academic Material

The hyperactive children's inability to retain information is linked to his inability to pay attention. This inability to pay attention to the tasks at hand, was exhibited by all the hyperactive children, therefore it seems that the children will not be able to retain academic material. This inability to pay attention was most evident in the tasks of picture recognition, reading and putting on the band-aid.

f) Poor Speech Development

Poor speech development was exhibited by all the hyperactive children. This inability to express their thoughts correctly was most evident in the task of telling about what they wanted to do when they grew up. All the hyperactive children had difficulty in stopping to consider before they could answer. This inability to first reason before answering, made the hyperactive children act impulsively, thus making conversation difficult.

g) Self-Concept

All the hyperactive children seemed to display a poor self-concept, in that they showed a lack of self-confidence. This lack of self-confidence could be deduced from the manner in which they played with their fingers and distanced themselves from their teachers. The hyperactive children's expressions of

nervousness and emotional distress, while interacting with their teachers, is indicative that they are lacking in self-confidence and are therefore displaying a poor self-concept.

6.3.1.2 The Causes of Hyperactivity

The causes of hyperactivity, which are described in the literature and presented in chapter 2, paragraph 2.4.2, were recognised from the description of the history of each child in the unstructured interviews with the child's parents. All the hyperactive children come from an environment of the **lower socio-economic** section of the population, **where environmental stress** was a common factor. All the hyperactive children come from **over-crowded homes**. Doran is exposed to **alcohol abuse**, Jenny comes from a **single parent home** and Suhail comes from a home where there is **both alcohol and drug abuse**.

6.3.2 Findings Regarding Chapter Three : Relationships of the Junior Primary School Child

The researcher observed that the hyperactive children were not on the same level as their peers, with regard to the social, cognitive, affective and physical levels of development. The following were found regarding the hyperactive children's functioning of their social, cognitive, affective and physical levels.

6.3.2.1 Social Development

- i) An unsatisfactory level of cooperation towards the teacher.
- ii) Dependency on teacher attention.
- iii) Blocked and unspontaneous communication with the teacher.

6.3.2.2 Cognitive Development

- i) Logical thought processes are under-developed.
- ii) Functioning mainly on a concrete level.
- iii) Inability to express themselves, that is, poor language ability.

6.3.2.3 Affective Development

- i) Keeping a distance from adults, that is, no emotional bonding between hyperactive children and adult.
- ii) Insufficient control over emotions.

6.3.2.4 Physical Development

Under-developed psycho-motor activities.

6.3.2.5 Trust

Trust did not exist between the teacher and hyperactive children.

6.3.2.6 Authority

Since the interaction between the teacher and hyperactive children is not on a satisfactory level, the hyperactive child experiences the teacher as an authoritative figure, with whom they cannot form a positive relationship.

6.3.2.7 Understanding

It is imminent that the teachers of the hyperactive children do not understand hyperactive children or hyperactivity as such.

6.3.2.8 Involvement

The passive way in which teachers interacted with hyperactive children, is an indication of their lack of positive involvement with hyperactive children.

6.3.2.9 Attribution of Meaning

Due to the negative teacher-pupil interaction, teachers were not able to help the child attribute positive meanings to situations.

6.3.2.10 Experiencing the Child

By not being totally involved with the child, teachers were unable to experience the child positively.

6.3.3 Findings Regarding Chapter Five : The Empirical Study

As mentioned in chapter one, number 1.2, the researcher found it necessary to investigate the relationships of the hyperactive children with their teachers, to get to know how teachers experienced hyperactive children in their classrooms. Thereafter, the researcher's intention was to lay down guidelines for teachers, regarding relationship formation with hyperactive children.

This research study contains aspects which the researcher identified during teacher-pupil interaction in the classroom.

The following aspects came to the fore clearly, regarding the research on the relationship between teachers and hyperactive children.

- i) Teachers tend not to alert the hyperactive child towards his environment.
- ii) The hyperactive child works at a slower pace than normal children.
- iii) Teachers are not geared to keep to the slower pace, which hyperactive children work at.
- iv) Teachers find it difficult to lower themselves to the level of the hyperactive child.

- v) They seem not to correct hyperactive children, so that they can become aware of their mistakes.
- vi) They do not guide the behaviour of hyperactive children.

Teachers Do Not :-

- i) Show their attachment to hyperactive children.
- ii) Teachers seem not to know the importance of a good relationship for positive learning results.
- iii) They are not sensitive to the needs of the hyperactive children.
- iv) Teachers do not know how to alleviate stress for the hyperactive child.
- v) Teachers do not focus on the needs of the hyperactive children.
- vi) Teachers do not support and comfort the hyperactive children.
- vii) Teachers do not guide purposive behaviour.
- viii) Teachers do not indicate that they have the ability to come close to hyperactive children.

- ix) They are not aware of the fact that hyperactive children tend to withdraw from relationships and thus do not act by initiating activity.
- x) They do not seem to have the knowledge regarding the emotions of hyperactive children.
- xi) They do not use creativity during introducing a task with hyperactive children to form proper relationships with them.
- xii) They do not come close to hyperactive children, thus they do not bond with them.
- xiii) They do not use physical touching as a means of acquiring closeness or forming a relationship with hyperactive children.
- xiv) They do not trust hyperactive children with small tasks to form a sense of responsibility.
- xv) Praise and positive reinforcement do not seem to form part of the relationship between hyperactive children and their teachers.
- xvi) Teachers do not make eye contact with hyperactive children.

- xvii) They talk less to hyperactive children than they do to other children.
- xviii) They do not set realistic goals for hyperactive children.
- xix) They do not act in a positive way with hyperactive children.
- xx) They do not, in their voice intonation, show their acceptance or involvement with hyperactive children.
- xxi) They do not take an active role, thus a leading and guiding role in their relationship with hyperactive children does not exist.
- xxii) No encouragement is given to hyperactive children to progress.
- xxiii) No playfulness, spontaneity and enthusiasm is shown by the teacher towards hyperactive children.
- xxiv) Teachers are not personally involved with hyperactive children.
- xxv) They have not acquired a skill of focusing and interpreting non-verbal messages sent out by hyperactive children.

- xxvi) They are not aware of personal needs of hyperactive children.
- xxvii) School-related tasks seem to be the only medium through which teachers can relate to hyperactive children. Because of the failure of hyperactive children in this regard, the personal relationship fails.
- xxviii) Teachers have no knowledge of differential needs of hyperactive children.
- xxix) They do not show a caring attachment towards hyperactive children.
- xxx) They do not indicate to hyperactive children that they are accessible.

6.4 RECOMMENDATIONS

In the light of the above-mentioned findings of the empirical research undertaken by the researcher, the following recommendations with regard to relationships of hyperactive children and teachers are made.

Teachers should be educated to :-

- i) Have more knowledge of hyperactive children.

- ii) Handle hyperactive children in a classroom situation.
- iii) Know how to create a warm class climate conducive to learning.
- iv) Teachers should be educated in skills regarding :-
 - the ability to impose authority positively
 - guiding of hyperactive children in learning tasks
 - making personal contact with the hyperactive child, such as, eye contact and touching the child.

Teachers should learn to :-

- v) Make hyperactive children alert to the environment.
- vi) Handle the slower pace that hyperactive children work at.
- vii) Bring themselves to the level of the hyperactive child.
- viii) Know the needs of the hyperactive child.
- ix) Be sensitive to the needs of the hyperactive child.
- x) Guide the hyperactive child according to needs.

- xi) Show affection, support and comfort to the hyperactive children.
- xii) Alleviate stress.
- xiii) Guide purposive behaviour. This could include setting realistic goals and dividing tasks into sub-sections.
- xiv) Form classroom relationships by being aware of both verbal and non-verbal expressions. This can be achieved by making eye contact, touching, caring, being aware, using voice intonation, using verbal communication and reading non-verbal expressions.
- xv) Draw out activity.
- xvi) Be aware of the emotions of the hyperactive child; for example, mood changes.
- xvii) Be playful and spontaneous.
- xviii) Be aware of the personal needs of hyperactive children; for example, the need to be accepted within his peer group.
- xix) Teachers should be educated to incorporate and integrate the above-mentioned skills during learning and teaching sessions, to improve self-esteem and

handling hyperactive children within the classroom.

- xx) Teachers should have skills regarding improving self-esteem; for example, encourage participation in lessons and where necessary, rephrase questions
- xxi) Teachers should be educated to be sensitive to the hyperactive child's need for predictability. Rules should be clearly defined and repeated. The expectations and the consequences, if rules are not obeyed, should also be stated. This will make the classroom environment more predictable and structured.
- xxii) Teachers should have skills in helping the hyperactive child relax. This can be achieved by getting the child to take deep breaths or getting them to tell or think of some pleasant event.

6.5 PROBLEMS EXPERIENCED

With the permission of the principal, teachers were interviewed. However, since the researcher was not given time off to conduct these interviews, arrangements had to be made to interview teachers when both the researcher and teachers concerned, had a free period. Where this was not possible, this had to be done after school hours.

Initially problems were experienced with the responses of teachers as they were nervous about being interviewed about their interaction with the different children. They seemed to have wanted to give a "correct" answer to questions, as they felt that this would be a reflection on their adequacies or inadequacies as a teacher. This attitude could be observed from the manner in which teachers answered questions; for example, when asked to define the term hyperactivity, the teacher replied that she had not formally learned of hyperactivity and could define the term from her experience with children in her classroom. When asked if the teacher wanted hyperactive children placed in a normal class, the reply was yes but she was not prepared to have such a child in her class as they were difficult to control. When asked whether she trusted the hyperactive child, the reply was in the affirmative, however, she had not made the child aware of this but did tell the class that she trusted them. However, the researcher had to assure teachers that in no way was the interview a reflection of their teaching abilities.

The researcher also experienced difficulty in getting to meet the parents of the children, diagnosed as hyperactive. As already mentioned, the children came from an area of the lower socio-economic section of the population with a "culture" of their own. The parents were initially not willing to discuss their lives and their children's problems with a "stranger". They seemed to indicate that there was no connection between their children's home and school life. However, after much

persuasion, the researcher was able to gain their confidence by convincing them that the interview would not have any negative effect on their children in school and was being conducted solely to try and encourage their children, and their children's teachers, to give the children more positive attention and thus make the child's school experience more pleasant.

6.6 SHORTFALLS OF THE STUDY

In researching the relationships of the hyperactive junior primary school child, two shortfalls can be noted.

Firstly, the empirical study was limited to schools in one particular district that the researcher worked in and was familiar with. This being so, because the researcher had to conduct the empirical research while employed and therefore researching relationships of hyperactive junior primary school children from neighbouring districts was not feasible. However, it should be noted that the particular district in which the research was conducted, was not representative of only the lower economic strata of the population. This district was equally representative of the higher, middle and lower socio-economic strata of the population.

Secondly, the particular district was not equally representative of the different racial groupings, but nevertheless all racial groupings were, to varying degrees, represented in this research.

6.7 CONCLUSION

In this study the researcher investigated the relationship between teachers and hyperactive children, as it poses a problem in the classroom. A literature research study was undertaken on hyperactivity, the different developmental levels of the primary school child, the parent-child relationship and the relationships of the hyperactive and the "normal" child with his or her teacher. Thereafter, an **empirical research** study was done to compare teacher interaction with hyperactive children and children who do not exhibit any behavioural problems. To gather this data, the Marschak Interaction Method was employed, to observe the teacher-pupil interaction. Data was also collected through semi-structured and unstructured interviews with the various teachers on their relationships with the six children, three of whom exhibited hyperactive behaviour and three of whom manifested no behaviour problems. The data collected was then given to an objective knowledgeable outside person, to analyze and categorize, to ensure the reliability of the gathered data and the interpretation thereof.

Valuable aspects of the relationship between hyperactive children and teachers were identified in the investigation of their interaction. It was found that teachers do not interact positively with hyperactive children as they do in the cases of children who do not exhibit behaviour problems.

APPENDIX 1CONNERS BEHAVIOUR RATING SCALE

Student's Name Date
 Naam van Student Datum

School Teacher's Name
 Skool Onderwyser se Naam

Please mark the appropriate block

0 = None 1 = Little 2 = Substantial 3 = Very much

Merk asseblief die toepaslike blok

0 = Geen 1 = Bietjie 2 = Heelwat 3 = Baie

TEACHER'S OBSERVATION

ONDERWYSER SE WAARNEMINGS

	(0)	(1)	(2)	(3)	
Restless or overactive					Rusteloos of ooraktief
Excitable or impulsive					Prikkelbaar of impulsief
Disturbs other children					Hinder ander kinder
Fails to finish things Has short attention span					Maak nie klaar nie, het dwalende aandag
Daydreaming					Dagdromery
Constantly fidgeting					Gedurig vroetelrig
Inattentive or easily distracted					Onoplettend of aandag word maklik afgetrek
Demands must be met immediately / frustrated					Eise moet dadelik bevredig word of maklik gefrustreerd
Isolates himself from other children					Isoleer homself van ander kinders
Cries often and easily					Huil maklik en baie
Moods change quickly and drastically					Buie verander gou en drasties
Temper outbursts or unpredictable behaviour					Humeurige uitbarstings of onvoorspelbare gedrag

Improvements (if any)
 Vorderung (indien enige)

APPENDIX 2Semi-Structured Questions

The following semi-structured questions were used in the interviews with the teachers of the three hyperactive children:-

- i) The definition of the concept of hyperactivity.
- ii) The opinion of teachers about having hyperactive children in a normal class.
- iii) What is the teachers relationship with the hyperactive child?
- iv) Would it be preferred that hyperactive children be accommodated in a separate class?
- v) Is the teacher more involved with hyperactive children than with other children?
- vi) How does the teacher feel when the hyperactive child does not complete tasks or follow instruction?
- vii) How does the teacher react in situations where the hyperactive child does not listen to instruction given?
- viii) Does the teacher react the same way with hyperactive children?
- ix) Does the teacher feel that she ought to react differently?
- x) What does the teacher see as the solution to the problems she has with hyperactive children?
- xi) Does the teacher trust the hyperactive child?

- xii) Does the teacher think that the hyperactive child knows that she trusts him?
- xiii) How does the teacher punish the hyperactive child?
- xiv) Is there any other way that she could react?
- xv) How does the hyperactive child respond to punishment?
- xvi) How would the teacher like the hyperactive child to behave?
- xvii) Has the teacher contacted the hyperactive child's parents?
- xviii) What does the teacher know about the hyperactive child's background?
- xix) Does the teacher give the hyperactive child the same opportunity to become independent as she does with other children?
- xx) Would the teacher entrust the hyperactive child with a task like taking books to the office or taking a message to another teacher? (Why or why not).
- xxi) How does the teacher adapt her teaching style to accommodate the hyperactive child?
- xxii) Does the teacher often touch the hyperactive child?
- xxiii) Does the teacher physically touch the hyperactive child more than other children?
- xxiv) If the teacher experiences problems with hyperactive children in the classroom, would she say that she is more irritated with them than with other children?
- xxv) Would the other children in the classroom be more comfortable if the hyperactive child was not in the class?

- xxvi) How do the other children in the class experience the hyperactive child?
- xxvii) Does the teacher ever have the opportunity to praise the hyperactive child?
- xxviii) Would the teacher say that communication with the hyperactive child is different than with other children? If so, how?
- xxix) Is the hyperactive child demanding? If so, which strategies have been followed to accommodate the child?
- xxx) Do the other children in the class accept the hyperactive child?
- xxxi) How would the teacher describe her relationship with the hyperactive child?

APPENDIX 3Unstructured Questions

- i) What is hyperactivity?
- ii) How would the teacher describe the hyperactive child as a person?
- iii) How should the hyperactive child be treated?
- iv) What is the teacher's role in hyperactivity?
- v) How could an ideal classroom climate be created?
- vi) What is the role of discipline?
- vii) How do other children experience the hyperactive child?

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