

**EXPERIENCES OF TEACHERS WHEN SUPPORTING LEARNERS WITH
BEHAVIOURAL PROBLEMS IN THE INCLUSIVE FOUNDATION PHASE
CLASSES OF GAUTENG EAST DISTRICT**

By

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DECLARATION

Student number: 7366701

I declare that EXPERIENCES OF TEACHERS WHEN SUPPORTING LEARNERS WITH BEHAVIOURAL PROBLEMS IN THE INCLUSIVE FOUNDATION PHASE CLASSES OF GAUTENG EAST DISTRICT is my work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

SIGNATURE

DATE

DEDICATION

Firstly, I dedicate this dissertation to my Almighty God who gave me strength, wisdom and courage to do it.

In memory of my late mom who preached the gospel of education and being a key to knowledge and wisdom: I should dedicate this dissertation to her. I dedicate this dissertation to her and my beloved husband, Stephen Ngoma, who gave me encouragement and support. Lastly to my supportive sister, Minah Khumalo, who is my pillar of strength; my loving and caring daughters, Thando and Noluvo, and my son, Simphiweyinkosi, who assisted me with computer literacy skills.

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- I sincerely thank the principals of both schools and the teachers for voluntarily agreeing to participate and contribute to the study. It was also a learning curve interacting with you.
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ABSTRACT

Since the banning of corporal punishment in 1994 in South Africa, learners' rights and human dignity in the Constitution of South Africa have been prioritised. This has led to the learners' ill-discipline, lack of morals and ethical values; moreover, the behavioural problems have taken a high toll in schools and nationwide. The study examined the experiences faced by Foundation Phase teachers regarding learners with behavioural problems. Furthermore, the study explored the teachers' experiences and feelings they had in their classrooms when addressing the learners' misbehaviour. It also answers the question on the impact that behavioural problems have on the quality of teaching and learning and how can it be resolved. Two primary schools were sampled to investigate the teachers' feelings, opinions, frustrations and the intervention strategies they implemented to modify the learners' behaviour. The qualitative approach was used to get in-depth information by means of semi-structured interviews, focus groups and document analysis.

The researcher's findings confirmed that there is a gap that needs to be closed, which is the need for pedagogical professional development and intensive training on inclusive education to develop skills and competencies on strategies and interventions to be able to manage classroom diversity and different behavioural problems.

Key words: behavioural problems, competencies, Foundation Phase, human dignity, intervention strategies, inclusive education, pedagogical professional development.

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ACRONYMS AND ABBREVIATIONS

| | |
|-------|---|
| ABA | Applied behavioural analysis |
| ADHD | Attention Deficit Hyperactivity Disorder |
| AI | Appreciative Inquiry |
| BIP | Behavioural Intervention Plan |
| BSP | Behaviour Support Plan |
| CAPS | Curriculum Assessment Policy Statement |
| CMM | Curriculum Management Model |
| COSAS | Congress of South African Students |
| DBE | Department of Basic Education |
| DBST | District Based Support Team |
| DISS | District Inclusive Support Service |
| DoE | Department of Education |
| EFA | Education for All |
| FBA | Functional Behavioural Assessment |
| FP | Foundation Phase |
| GDE | Gauteng Department of Education |
| HOD | Head of Department |
| ILP | Individual Learning Programmes |
| ISS | Inclusive Support System |
| LSE | Learner Support Educators |
| LTSEN | Learners with Special Education Needs |
| MEC | Member of the Executive Council |
| NCS | National Curriculum Statement |
| NGO | Non-Government Organisation |
| NICE | National Institute for Health and Care Excellence |
| PAM | Personnel administrative measures |
| PBS | Positive Behaviour Support |
| PLC | Professional Learning Committees |
| ROI | Return on Investment |
| SA | South Africa |
| SACE | South African Council of Educators |
| SASA | South African Schools Act |
| SAT | School Assessment Team |
| SBA | School Based Assessment |
| SBST | School Based Support Team |

| | |
|-------|--|
| SGB | School Governing Body |
| SIAS | Screening, Identification, Assessment, and Support |
| SIP | School Improvement Plan |
| SMT | School Management Team |
| TET | Teacher Effectiveness Training |
| UNISA | University of South Africa |
| US | United States |

CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

Many educational changes occurred after 1994 which disempowered teachers of their skills and competence. Prior to 1994, the use of corporal punishment was the only effective way of dealing with undesirable behaviour by learners. It worked well because the discipline was instilled, and the Culture of Learning Teaching was prioritised until it was banned in 1994. In addition, children's rights were included in the Constitution (RSA, 1996, s12 (1); DoE, 1996, s10 (1)). A circular was issued by the DoE which accentuated the prohibition of corporal punishment. It was sent to all educational stakeholders and trade unions; it also stated the consequences of SASA (DoE, 1996, s10 (2)) which were that teachers would be disciplined if they used corporal punishment. It was believed that, although the use of corporal punishment could help in instilling discipline, it also alienated many learners from schooling. So, other forms of discipline needed to be devised to counteract bad behaviour. Previously schools had to use a code of conduct which was aimed at establishing a disciplined and purposeful environment dedicated to improving and maintaining the quality of the learning process (DoE, 1996, s8 (2)).

Foundation Phase is the first stage of formal education from Grade R to Grade 3. Piaget calls it the concrete operational third stage from age 7–11 years which is characterised by development of organised and rational thinking that is based on concrete objects and not on abstract thinking (Woolfolk & Perry, 2013). The Foundation Phase in Gauteng East District has high numbers of learners identified with behavioural problems that have resulted in barriers to learning. This has led to an increased number of learners progressed annually without meeting the requirements to move onto the next grade; in other words, they underperform academically. There is a need for positive behaviour reinforcement and strategies for behavioural management to address the unacceptable behaviour and to develop acceptable behaviour that will change the mindset of learners with the aim of improving learning outcome in the classrooms (Shea & Bauer, 2012). These behavioural challenges are wide-ranging, but all have an impact on the quality of teaching and learning and performance outcomes. Learners display behavioural challenges both academically and socially, such as poor handwriting, inability to

read, and incomplete work or work not done; bullying, vulgarity, stealing, late-coming, absenteeism, truancy, and a lack of morals and values. Though they have learning difficulties and impairments, they are still part of our homes and communities, and it is impossible to ignore, reject and neglect them because they need encouragement and support inside and outside the school (Landsberg, 2011).

Shea and Bauer (2012) state that implementation of the policy of Screening, Identification, Assessment, and Support (SIAS) is essential in screening learners' behaviour to give additional support. Classroom overcrowding means that behavioural problems and the number of learners with barriers increase. Such learners are referred to the DBST. Schools are required to draw up a School Improvement Plan and highlight the areas of development required from the District (Department of Basic Education [DBE], 2014). The District should then check whether there is a need for further assessment, intervention and referral for high-risk learners. However, the behavioural problems have left many teachers feeling disempowered and stressed, laying the blame on the District Based Support Team (DBST) for inadequate support.

Part of the challenge that the teachers face is that they themselves lack the competency, knowledge and skills to implement the inclusive education policy. This is a core skill embedded in the curriculum for the purpose of problem-solving and to enable teachers to design a behaviour improvement plan to modify the unacceptable behaviour (Shea & Bauer, 2012). Some of the District's inclusive education specialists themselves lack the core skills embedded in the curriculum to support schools on inclusive matters. Increased numbers of learners with behavioural problems that are referred to the District become impossible to handle. This has resulted in a lack of facilities/personnel to support them. Most of them are referred to psychologists for further assessment and recommendations.

This also brings with it the challenge of poor monitoring in schools on policy implementation and support needed by teachers. In addition, the stress levels amongst teachers escalate. There is a need for a community of practice where both parties, i.e. Foundation Phase teachers and the DBST could communicate and share the experiences and voice their frustrations to reach the common goal of quality education for all learners (Lave & Wenger, 1991). Parents are also encouraged to

share their experiences at schools through communication and collaboration to devise means that will address the learners' behavioural challenges in schools.

Woolfolk (2014) sees a need for applied behavioural analysis (ABA) with the intention of applying behavioural principles to understand and change poor behaviour and to draw up a support strategy. Slavin (2012) supports the behaviour analysis principle, adding that the strategies should identify specific problems so that teachers can prevent and deal with the misbehaviour.

1.2 STATEMENT OF THE PROBLEM

The behavioural challenges in schools have taken a high toll on Foundation Phase (FP) teachers in Gauteng East who lack the required professional skills and competence in behavioural management to be able to address undesirable behaviours in their classrooms. Poor support from their superiors gives rise to teachers themselves becoming barriers to learning, which impacts negatively on the quality of teaching and learning.

1.2.1 Sub-problems

If teachers have no specific training, they will not be able to give adequate support to learners. The workshops conducted by the District on inclusive education are general and do not address behaviour management or how to deal with unique behavioural challenges. This leads to failure to acquire the core skills that are embedded in the National Curriculum Statement (NCS) (De Wet, 2016). The system is failing at the FP level to provide quality teaching and learning, mainly because of overcrowding which exacerbates behavioural problems. Teachers need to acquire the core skills of dealing with different behavioural problems.

1.3 AIMS OF THE STUDY

The aim of the study is to identify and explore experiences of teachers when supporting learners with behavioural problems in the inclusive foundation phase classes.

This is done with the purpose of improving the quality of education for vulnerable learners that experience barriers to learning that may include family dysfunction, language issues, poverty, learning difficulties and disabilities (DBE, 20

1.4 RESEARCH QUESTION

What are the experiences of teachers when supporting learners with behavioural problems in an inclusive classes?

Sub-Questions

- Which specific challenge do Foundation Phase teachers encounter when supporting learners with behavioural problems in inclusive education?
- What intervention strategies to be applied to address the national behavioural crisis in schools?
- What impact do these behavioural problems have on quality of teaching and learning?
- How can these behavioural challenges be resolved in future?
- What impact do these behavioural challenges have on both the teachers and the learners in the classroom situation?

1.5 OBJECTIVES

The researcher's intention is:

- To examine the experiences of teachers when supporting learners with behavioural challenges in the inclusive foundation phase classes.
- To explore the strategies used by teachers in the classroom to eliminate behavioural challenges.
- To investigate whether the behavioural challenges in the Foundation Phase have an impact on the performance of learners and outcomes of the District's overall results.
- To identify the support that the Foundation Phase teachers need to reinforce positive behaviour and discipline in their classrooms.
To explore strategies and solutions which the stakeholders in the education field suggest to address these behavioural problems

1.6 RESEARCH METHODOLOGY

The researcher adopted the qualitative approach.

1.6.1 Research Design

The qualitative research approach is used which is the form of master plan inquiry that describes the conditions and procedures and analysing data. This form of research uses face-to-face enquiry to collect data for in-depth understanding of information from the lived experiences of learners challenging behaviours (McMillan & Schumacher, 2014).

1.6.1.1 Phenomenological design

The study describes the meanings of a lived experience with the purpose of gathering data in a natural way which is contextualised to get in-depth information (McMillan & Schumacher, 2014). In this way, the study focuses on the way those being studied perceive their experiences (Wiersma & Jurs, 2009). The aim of the researcher is to explore the multiple experiences of dealing with behavioural challenges faced by FP teachers in Gauteng East District.

1.6.1.2 Population and Sampling

Population is a total group to which the results can be generated (McMillan & Schuman, 2014). In purposeful sampling of the target population were selected from the drawn criteria by considering the FP teaching experience, different grade levels and participants experience and age gap (newly recruits and veterans in the teaching field) to deal with learners' challenges, training received or any inclusive qualifications which are needed characteristics of the theme of study. With the drawn criteria the researcher used the purposeful sampling intended to provide the best information and generalised results.

A small sample was selected from a larger group with similar characteristics to represent them in gathering of information (Menter, Elliot, Hulme, Lewin & Lowden, 2011). The researcher used purposive sampling to select the participants (McMillan & Schumacher, 2014). The two local sampled primary schools consisted of one full-service school and one mainstream school. The participants were selected according to criteria such as gender, age, post description, highest inclusive qualification and teaching experience to get in-depth information which should help to explore and explain phenomenon (Palinkas, Horwitz, Green, Wisdom, Duan & Hoagwood, 2015). The total sample comprised 16 participants. In the FP, it is rare to

find male teachers thus the researcher found it difficult to avoid gender bias when selecting participants.

1.6.1.3 Instrument and procedures for data collection

The researcher used semi-structured interviews and focus groups using open-ended questions to explore and to get in-depth information, as well as document analysis (McMillan & Schumacher, 2014).

The researcher arranged the interviews to take place after contact time on scheduled dates to avoid disturbing teaching and learning. Open-ended questions were asked which do not limit participants' thinking about their experiences in their classrooms when supporting learners with behavioural problems. The participants were afforded the opportunity to express their opinions, to describe their experiences and feelings, and to provide their knowledge of the problem in response to the researcher's questions. The researcher was vigilant to ensure that the interview sessions with the participants remained focused and did not deviate from the theme of study. The researcher, with the permission of the participants, used audio-recordings to capture the information for accuracy and reliability and for precise interpretation; to avoid falsification of information.

Requests were made for certain documents that both schools used to deal with behavioural problems such as the schools' code of conduct, behavioural management policy, classroom rules, entry books for learners with behavioural problems, SBST entries for learners referred to them for intervention, analysis of results and intervention strategies. These documents were then examined to determine how the learners displaying unacceptable behaviour in their schools were supported.

1.6.1.4 Data analysis

The data collected by the researcher were then analysed from the participants' point of view by quoting their words verbatim without adding the researcher's point of view. The notes taken during the interviews were then collated, thematically analysed and interpreted by the researcher to give meaning from the context of the study. The recorded interviews were transcribed without missing or adding any information (Booyse, Le Roux, Seroto & Wolhuter, 2011).

1.6.2 Validity

This is the degree of congruence between the explanation of the phenomenon and the reality of the world (McMillan & Schumacher, 2014). The researcher looks at the consistency of the outcomes to determine whether the data collection instruments measure what is supposed to be measured (Terrell, 2016). The conversations and interactions that took place during the study were interpreted to demonstrate the credibility and trustworthiness of data, which supported the validity of the study.

1.6.3 Credibility and Trustworthiness

A copy of the researcher's transcripts was given to the participants to verify the accuracy thereof and to correct any areas where there might be any misrepresentation of data, fabrication of data or bias in interpreting the information. This was aimed at enhancing the authenticity of the gathered data from different sources of information (Booyse et al., 2011).

1.7 ETHICAL CONSIDERATIONS

Firstly, the researcher applied for an Ethical Clearance Certificate from the UNISA Research Ethics Committee to be granted permission to conduct the study and had to wait for the approval before commencing with practical gathering of information. The researcher needed to adhere to research ethics by considering the rights and welfare of participants in the study and by protecting the confidentiality of data and privacy of subjects (McMillan & Schumacher, 2014). The researcher then requested permission from the Gauteng Department of Education (GDE) and had to complete a form endorsed by the supervisor. Finally, she wrote letters requesting permission from the principals of both schools and their SGBs respectively.

The aim of study was communicated to the participants by means of an informed consent form which discussed confidentiality, privacy and anonymity (Booyse et al., 2011). Their rights to withdraw were clarified should they not feel comfortable in the process. A consent form was attached where participants were requested to agree to give information. Detailed information was provided to allow the participants to get an understanding of the study and to ask questions where clarity was needed before they signed the consent forms which served as acceptance of voluntary participation (Booyse et al., 2011).

1.8 LIMITATIONS OF THE STUDY

Limitations are the potential weaknesses or problems identified by the researcher that have affected the results (Creswell, 2012). Limitations of the study are those characteristics of design that impact or influence the interpretation of the findings from your research (Labaree, 2009).

These problems are identified by the researcher but are outside of their control although they may have an impact on the outcomes of the research conducted; e.g. withdrawal of participants in the process of data collection, time taken to collect data and reporting or the instrument used. Lack of or concealed information by participants also has an impact on the study.

1.9 DELIMITATIONS OF STUDY

Delimitation are choices made by the researcher which describe the boundaries set for the study; i.e. things they are not doing, population and methodology not in use,(Smith, 2015). This is the scope that limits the researcher from going beyond the boundaries she has set and to stay focused on specific information she needs to obtain. This enabled her to collect data at a given time from a given sample and to give her own analysis without going beyond what she could legitimately explain.

The researcher focused only on the FP to gather information and no other phases in the selected schools. Furthermore, the researcher delimited the study to the Gauteng East District.

1.10 SIGNIFICANCE OF STUDY

The researcher wants to:

- contribute to the body of knowledge;
- influence the policy on learner support in terms of challenges faced by the teachers;
- influence professional practice by changing attitudes of teachers who are faced with behavioural challenges in the classroom; and
- suggest strategies for developing the core skills embedded in the curriculum that could be used to accommodate learners with behavioural challenges in the classroom.

1.11 DEFINITION OF CONCEPTS

- **Behavioural challenge:** Behavioural challenge is defined as “culturally abnormal behaviour(s) of such an intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit use of, or result in the person being denied access to, ordinary community facilities” (Emerson, 2001: 3).
- **Learner Support:** Learner support is additional help that is given to learners to assist them to boost their understanding for high achievement. It acknowledges the potential of learners to grow at their own pace and to maximise their independence in their learning and problem-solving, using strategies and the learning style of their choice and reaching a high level of achievement in line with their unique abilities (Landsberg, 2011).
- **Inclusive education:** Inclusive education is a process of strengthening the capacity of the education system to reach out to all and can be understood as a key strategy to achieve Education for All (EFA) (UNESCO, 2009). This is a human rights issue whereby every learner has a right to equal access to education. Learner’s needs of a diverse nature are accommodated and addressed by changing and modifying curriculum content, approaches, structures and strategies in the classroom (UNICEF, 2011); e.g., the same concept in the class situation can be treated differently to meet the needs of all learners using adapted teaching styles and adjusted curriculum to maximise participation of learners.
- **SBST:** School Based Support Team is a team of educators on the staff who have expertise in dealing with learners that have barriers to learning. The team is involved in identifying the learners that are at risk and addressing those barriers to learning. These barriers are better identified at an early stage in the FP (Grade R-3) by adjustment, assessment and instruction to meet their needs (DBE, 2014). They develop Individual Learning Programmes (ILPs) working with School Management Team (SMT) after evaluation of the problem and the analysis of the results. The SBST also supports teachers who have difficulties in implementing inclusive education.
- **DBST:** District Based Support Team is a management structure at district level whose responsibility is to coordinate and promote inclusive education through

training in curriculum delivery, distribution of resources, infrastructure development, identification, assessment and addressing of barriers to learning. (DBE, 2014). The DBST's role is to give continuous support to the SBST and teachers at schools. They monitor inclusive education policy implementation at schools. They also conduct workshops to empower schools and help schools to develop inclusive policies. They are responsible for placement of learners referred by education specialists.

- **Teacher:** Teacher is a pedagogue, tutor and educator, an agent of curriculum change, who has knowledge, skills, attitude and competence to perform in teaching the learner to acquire knowledge, competence and expected values to achieve an expected educational goal (Guerriero, n.d.).
- **Foundation Phase:** The FP is junior primary formal schooling from Grades R–3.

1.12 STRUCTURE OF THE THESIS

- Chapter 1 introduces the problem and provides a broad overview of what is covered in the thesis.
- Chapter 2 provides an in-depth review of the relevant literature and the theoretical framework that underpins the thesis.
- Chapter 3 is the research design chapter which explain how the researcher approached the study and gathered the data.
- Chapter 4 provides an analysis of the data and the findings from the various data collection instruments described in Chapter 3.
- Chapter 5 draws the thesis to a close with a summary, a discussion of limitations experienced during the study, conclusions, recommendations and recommendations for further research.

1.13 CHAPTER SUMMARY

This chapter provided a basic overview of the problem to be investigated and set out the aims and objectives of the research, the basic research design, ethical considerations, limitations and delimitations, and provided definitions of the key concepts that underpin the thesis. The next chapter provides a detailed literature review.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter the researcher reviews the literature on learners' behavioural challenges and its causes. The theoretical framework is discussed and an in-depth analysis of the causes of behavioural challenges is provided. The chapter also views how behavioural challenges have affected other countries apart from South Africa and the mechanisms they have put in place to deal with them.

2.2 THE NATURE OF THE PROBLEM

Behavioural challenges are relatively high in schools, having detrimental effects on teaching, learning and learners' performance that culminates in poor results. There are many media reports of ill-discipline by learners in schools which pose a serious concern universally that cannot be overlooked. Learners in schools display a gross lack of respect for their teachers and other learners at school.

After 1994, new legislation of abolishing corporal punishment in schools nationally was put in place; however, the new legislation disempowered the teachers from using corporal punishment as a corrective disciplinary measure. The rights of learners were prioritised as per the Constitution (RSA, 1996, s29) and SASA (DoE, 1996, s12). Since the abolishment of corporal punishment, there has been a worrying increase in behavioural problems in schools that needs to be addressed through the implementation of feasible strategies. The abolishment of corporal punishment before devising possible alternative strategies to manage learners' misbehaviour in schools was a cause of concern; hence, we still have teachers who are using the corporal punishment to enforce discipline in their classrooms which is violation of the legislation.

The researcher aspires to come up with the possible intervention strategies from the behavioural theorists' point of view. Interaction with different stakeholders in education to get their experiences and inputs may lead to a possible means of supporting diverse learners and accommodating their individual needs in an inclusive setting. This may be a strategy to first screen the learner, identify the causes of undesirable behaviour, assess and finally to apply the proper intervention strategies through the implementation of the policy of differentiation in the classroom. The

teachers should adopt the child-centred approach that makes them valued and inspiring through teaching and learning particularly in the mainstream classrooms, (DBE, 2014).

According to the vision of the Gauteng Province, “every learner feels valued and inspired in innovative education system with the mission of being committed to provide the quality of teaching and learning and the rights of every learner to quality, equitable and relevant education” (GDE, 2013). In the Gauteng 5-year plan for education, MEC Panyaza Lesufi emphasised intensive training to upskill and reskill teachers, managers and parents to work as a system to influence children’s morals and values positively and to achieve a common educational goal (SA Government, 2015).

This is a commitment made by the MEC to transform schools to be learner-centred and to cater for all their needs (GDE, 2016). This transformation of schools is the aim of inclusive education by the implementation of policies that consider the rights of individual learners to be valued and to receive equitable, quality education. This also accommodates all barriers to learning without discrimination. There is a lot to be done to deal specifically with extensive behavioural challenges that are causing pandemonium in schools today. More rights are given to learners than responsibilities for their action which has collapsed the whole system of education. The District also finds it hard to come up with solutions to the daily escalated reports on behavioural challenges by schools. It is imperative to determine the cause of undesirable behaviour to be able to resolve the challenge.

2.3 THEORETICAL FRAMEWORKS

A theoretical framework is a logical structured representation of the concepts, variables and relationships in a scientific study with the purpose of clearly identifying what will be explored, examined, measured and described (Evans, Coon & Ume, 2011).

My study is predicated on four theories i.e. problem behaviour theory, social cognitive theory, social cultural theory and the systems theory approach. The application of behavioural theories will help in designing appropriate interventions that will influence the behavioural change.

- a) Problem behaviour theory is a psychosocial framework that helps to explain the nature and the development of undesirable/unacceptable behaviour. Jessor and Jessor (1977) explain problem behaviour theory as an interaction between the fields of social psychology, developmental psychology and psychology of personality which jointly has an influence on behaviour and human action.

Problem behaviour theory provides a framework for understanding the multiple psychosocial risks for engagement in problem behaviours (Jessor & Jessor, 1977). This theory assists in understanding the determinants of behaviour of children, the behaviour that is contrary to the norms of society and the actions that can be taken to find solutions for behavioural change. The intervention strategies are developed to eliminate the behaviour that may cause harm to others; to track or monitor the progress of behavioural change; and to maximise their effectiveness.

- b) Social cognitive theory: This theory is demonstrated through observing both the actions of others and the consequences of their actions (Woolfolk & Perry, 2013). The researcher uses this theory to understand the behavioural challenges and their causes. The researcher then compares and makes judgements based on observed behaviour and on how one develops social, emotional, cognitive and behavioural capabilities through social influences.
- c) Socio-cultural theory: This theory stresses that children learn the culture of their community; i.e., the way of thinking and behaving through these interactions (Woolfolk & Perry, 2013). The cultural beliefs of the parents, peers and community have a significant influence on the cognitive development of a child (Cherry, 2019).

Environmental factors have an influence on an individual child's cognitive development. There should be social interaction between the parents, peers and community to share the learners' behavioural challenges and to transform individual thinking, learning and development. This will impact unacceptable behaviour and help children to learn the acceptable behaviour of their society (Woolfolk & Perry, 2013). A change in behaviour depends on the modification of the environment (Shea & Bauer, 2012).

- d) The systems theory approach is used to explain the behavioural barriers which are caused by different systems that interact or that relate to each other to form a whole and that have an influence on the child's life (Landsberg, 2011). These systems that have influence on child's behaviour are family, school and community/environment according to Bronfenbrenner's bio-ecological approach (Landsberg, 2011). These systems are integrated as a whole and interact with each other to have an influence on the child's behaviour and are better understood in their entirety (Marais & Meier, 2010).

This systems theory approach concurs with Bronfenbrenner's microsystem where the individual systems are put together to be understood in their complexity; i.e., the child, immediate family, school, neighbours, and close peers work closely to form a system. This model assists in understanding the family as a system and its interaction with the school and the environment. Individual behaviour is understood in its context in the system. This means that what happens in one place, one person or one group affects what happens elsewhere i.e. one process of action may affect the other in one way or the other called system interaction (Newby, 2014).

Primary education starts at home and parents should instil discipline in their children to encourage positive behaviour. The children's families are the immediate environment with its own influences upon their life. The family system may interact with the school system through communication and collaboration on the positive influence expected from the home (primary education).

Kesler (2013) believes in the Appreciative Inquiry (AI) model which is the method for studying and changing social systems i.e. groups, organisations, communities that advocates collective inquiry to transform our education for the better future by reinforcing the positive behaviour. Through this model, Bushe (2010) indicates that there should be focus on generating new ideas that should address old problems. Core teaming of all education stakeholders on problem-solving of these challenges in our schools should transform our education as consensus should be reached through cooperative decision-making. Challenges should be addressed in a positive way which is the positive principle of Cooperrider and Whitney (2005). Everyone should take ownership to transform education to

promote an inclusive society and accept challenges in education and diversity without discrimination. Teachers also should be professionally developed and build Professional Learning Committees (PLCs) to develop each other and to develop learners at a young age to be disciplined and to be responsible citizens globally through sharing good practice with other people. Educators should be lifelong learners for self-development, acquiring skill and to be competent in their teaching profession.

2.4 DEFINING BEHAVIOURAL BARRIERS

Emerson (2001:3) defines behavioural challenge as “culturally abnormal behaviour(s) of such an intensity, frequency or duration that is likely to interfere with optimal learning and limits participation with peers and adults”. It is undesirable behaviour that violates other learners’ rights to learn by causing disturbances or disruptions and poses challenges for teachers while teaching. Behavioural problems are unwanted, aversive and inappropriate behaviour that interferes with the learning inside or outside the classroom and has an influence on positive learning. Furthermore, this behaviour is unacceptable and can be of danger to other learners. This can also develop into antisocial interaction with other learners.

In FP, the behaviour that is mostly manifested is telling lies, insults, kicking, pushing, screaming, punching, throwing tantrums, being disrespectful, being rude to others, hiding other learners’ belongings, stealing, being noisy, coming late to school and absenteeism. Some of this challenging behaviour starts at home at an early stage (Jessor, 1977). If not managed or controlled at that stage, it may increase and can manifest itself outside the home (Landsberg, 2011).

If the aversive behaviour is not corrected from its inception, then it becomes a pattern of disruptive, aggressive and antisocial behaviour that may become worse in higher grades where new and more behavioural challenges may arise, such as drug addiction, sexual immorality and violence. Robinson and Griesemer (2006) call this form of disruptive behaviour ‘adolescent and adult criminality’, which, if not corrected at an early stage, may lead the learner into serious trouble with the law.

2.5 CAUSES OF BEHAVIOURAL BARRIERS

Most behavioural problems are influenced by social environmental factors. The factors are discussed below.

2.5.1 Family Factors

The parenting style has an influence on the development and the behaviour of the child as they are an immediate surroundings and relationship to the child. As the study is predicated on problem behaviour theory (Jessor & Jessor, 1997), it should be noted that the first influence of behaviour developmental occurs in the mother's womb. Bronfenbrenner (1979, cited in Woolfolk & Perry, 2013:77) concurs with this view. The child's psychological and cognitive development may then be affected during pregnancy if the pregnant mother is on drugs or abusing alcohol.

These affect the child negatively depending on the intensity of the substance abuse and may be manifested as follows: loss of memory; social and emotional problems; academic deficit; deficits in mathematical understanding; limited visual and auditory processing; ADHD (with boys this is reflected in impulsivity and conduct disorder, and with girls it is reflected in anxiety, depression and low self-esteem) (Coles, 2010; Zentall, 2006). Knowing the family background assists in understanding the children's behaviour (Bronfenbrenner & Morris, 2006; Landsberg, 2011).

Bronfenbrenner maintains that the parenting styles can either have a positive influence or negative influence on their children's morals and values (Landsberg, 2011). Children learn by observing, imitating and internalising their parental roles. If they are authoritative parents, then the children display good morals and mature behaviour at home and at school because there is room for discussing challenges at home: this is what Jessor (1977) called the psychology of personality. However, a child may lack a positive parental role model at home which results in a negative self-esteem. Uninvolved, neglectful and permissive parents who do not bother to teach acceptable morals and values to their children are sometimes violent towards teachers at school. Their children then learn the same behaviour.

These parents do not connect with their children for correct guidance and behavioural shaping. Some homes are dysfunctional with abusive parents who fight in the presence of the child. The child may grow up with anger, and observe and

internalise the behaviour, becoming physically abusive to other learners at school which is due to disciplinary challenges at home (Marais, 2010). This result in the safety of other learners at school being threatened (Woolfolk & Perry, 2013). In FP, unacceptable behaviour displayed is the use of vulgar language (swearing), sleeping in class, kicking, pushing, taking or stealing belongings of others to hurt them intentionally which hampers their relationships (Fredrickson& Cline, 2009).

2.5.2 Psychopathological Factors

These are factors that cause mental disorders or distress in the life of the learner and can manifest in behavioural challenges or psychological distress (Berger, 2017). These psychosocial problems are caused by parental separation, divorce, death of family members and abuse which can cause a stressful situation for the children where they must adapt and adjust to a new life. To some learners this may result in behavioural challenges such as incontinence, bed-wetting, restlessness, impulsiveness, aggressiveness and disobedience. The teacher should be able to identify the learners' behaviour first, and then analyse the cause and effect of the misbehaviour to be able to support the child appropriately. Some forms of mental distress are hidden; the teacher should observe the symptoms displayed by the learner and apply the policy of SIAS (DBE, 2014) and ABA (Woolfolk, 2014). The child may be withdrawn, shy, absent, late, truant from school, show academic deficit or bully other learners in class or at school due to anger or fighting for attention from the teacher from whom they seek reassurance.

One of the behavioural challenges which is often left unnoticed and unidentified by teachers in class which result to learning barrier is sensory impairment which is the problem of learner's inability to receive information through body senses (Slavin, 2012).

2.5.3 School Factors

School factors influence learners' behaviour. The home-school relationship should be built on positive influence and trust to mould the morals and values of the learners during teaching and learning. This system is called mesosystem which comprises of the interactions between home, school and neighbourhood (community) (Burger, 2017; Gupta, 2016; Woolfolk & Perry, 2013). This engages parents in school

activities by collaborating and communicating with them to support them in instilling discipline to reach a common educational goal. Clear rules at the school are the basis of the smooth running of the school with minimal and manageable behavioural challenges. Personnel Administrative Measures (DBE, 2016) states clearly that the workload should be distributed evenly amongst the teachers to avoid conflict.

Some of the school factors create barriers to learning and have led to an increase learners' behavioural challenges, namely, (a) unavailability of classrooms rules on expected behaviour in the classroom and on an entire school; (b) school code of conduct not supplied to teachers and parents to give their inputs collectively on learners' expected behaviour at school; (c) attitude of teachers to teaching and learning and towards learners by labelling and being rude to learners (lack of professionalism); (d) the teacher/learner ratio (overcrowding) and shortage of teaching staff; (e) one-size-fits-all curriculum (non-flexibility of curriculum); (f) incompetence from teachers on all curriculum matters; and (g) inappropriate language of teaching and learning (DoE, 2001). Learners who are not accommodated or valued perform poorly and develop behavioural problems. If curriculum is not flexible, it also becomes a barrier to learning.

2.5.4 Social Factors

This is the third system approach that Jessor (1977) called social psychology which is the study that deals with people's thoughts, feelings and behaviours influenced by the presence of others (Shaver, 2015). According to Bronfenbrenner, this system is called the mesosystem where the family, school and the community interact with each other in a system to understand the behavioural context and the complexity of behavioural challenges. Learners need to be able to function effectively within the mesosystem. Bezuidenhout (2013) believes that this functioning requires life skills which are acquired attributes that can enhance the quality of life and prevent behavioural problems. Furthermore, he encourages life skills training which focuses on the ability to function efficiently in society, to behave and to communicate meaningfully with others. Skills are transferred to the learners to:

- understand themselves and to learn how to relate to others and to be responsible to their actions;
- share their views and feelings in non-threatening way;

- strengthen the children to cope with challenges in the environment; and
- promote self-respect and respect for others within human rights framework.

An overemphasis on formal teaching and learning may contribute to antisocial behaviour from learners especially those who cannot cope with academic work. The learners' total wellbeing should be understood by the teacher i.e. physical, psychological and social life aspects as they interact with other learners and the community at large.

The environment has an influence on the child's behaviour, either positively or negatively depending on how the child views it; e.g., children from homes of poor socio-economic status or dysfunctional families characterised by alcoholism and drug abuse, are most often the victims of neglect in society, and display behavioural problems such as absenteeism from school for no apparent reason, running away from home, and violent behaviour to other learners and teachers in class.

They are exposed to criminal elements such as drug lords who take advantage of them and encourage them to perform criminal acts such as stealing learners' and teachers' belongings or selling drugs inside the school premises. This was reported in schools in Port Elizabeth, for example, where drug abuse was regarded as the biggest behavioural problem (Dladla, 2017). It is therefore essential that the family-school-community system develops healthy communities that work collaboratively in a multidisciplinary and or interdisciplinary partnership style to share common education goals (DBE vision) that shape the learners' behaviour in totality; i.e. physically, mentally and socially to improve the quality of life and build a peaceful, prosperous and democratic SA (DBE, 2018; Landsberg, 2011).

2.6 HOW BEHAVIOURAL CHALLENGES AFFECT TEACHING AND LEARNING

2.6.1 South Africa

Behavioural challenges in South African schools are increasing as years go by. In FP, learners display different behavioural challenges that become a major problem for teachers. Teachers were disempowered by the Abolition of Corporal Punishment Act 33 of 1997 (RSA Parliament, 1997) which opened a gap for ill-discipline in all schools and countrywide. The behavioural status in South Africa is a serious concern. Overcrowding that emanates from teacher-learner ratio escalates the

behavioural problems that range from bullying in the classroom, absenteeism, late-coming, theft, swearing, stealing, disrespect to teachers and other learners, not on task when others are, academic barriers, vandalism such as breaking school fences for no apparent reason which also become a hazard for their safety within the school premises.

2.6.2 Botswana

In Botswana from 1994, the curriculum was based on aligning education to labour needs and was vocationally inclined with vocational subjects. It was reported that teachers are poorly trained, there are limited resources and discriminatory examinations that do not cater for all learners. However, continuous assessment is used for diagnostic and remediation. Cultural influences play a prominent role in the classroom. Culturally relevant strategies are used to cater for diversity in the classroom (Garegae, 2007). There is inadequate support from home for compulsory school attendance thus learners start school very late and are problematic in terms of classroom conduct that is expected at school. Botswana still must improve on inclusive EFA.

According to Jessor (1977), there should be an intersection in the systems in which the child's behaviour, social relationships and personality are developed. If the parents are not good role models for the child to instil discipline and to build morals, then environmental factors influence the child's behaviour at school and within the community, and they resort to vandalism to school property, stealing, bullying, truancy and showing indifference to school work (Jacobsz, 2015). There is no room for teachers' initiative which results in the impossibility of applying a learner-centred pedagogy (Harber, 2013). Ill-discipline in Botswana has increased, and teachers are scared for their safety. It is a norm in schools that only the principal has authority to administer corporal punishment to any learners' misbehaviour and when the principal is not at school, then learners' misbehaviour escalates. The Department of Education in Botswana is not seen playing any role.

The draft National Report on the Development of Education (Ministry of Education and Skills Development, 2008) gave an estimation of 10–15 % of school-going learners not still in schools. The majority are children with disability, barriers to learning, orphans, child labourers, girl children, rural and poverty-stricken people.

The draft policy required equality in education opportunities for all and EFA (UNESCO, 1994) to make changes to alleviate behavioural challenges. Even though the Ministry continued to make provision for equal opportunities for all, there were still children who dropped out of school due to child labour and negative cultural practices which mainly disadvantaged girls (Ministry of Education and Skills Development, 2008).

2.6.3 Malawi

Malawi which gained independence in 1964 had an education sector plan of 2008–17 with the goal of EFA. Their mission in education was to provide equality and relevant education to the Malawi nation (Harber, 2013). Their challenge in education was the shortage of qualified teachers, shortage of teaching and learning resources, poor access by children with special needs, overcrowding of 60:1 (teacher-learner ratio), and free education with no compulsory education which sometimes delayed the learners from starting school at the correct age of 6; in fact, some start primary school at the age of 18. The Welfare and Monitoring Survey (Government of Malawi, National Statistical Office, 2012) indicated that 21, 6% of 6-29-year-olds never attended school; 58% finished the first 4years; and 10, 5% dropped out from school. The challenge is that of overcrowding in the classrooms which impacts the quality of teaching and learning; poor policy implementation, and a lack of equity, quality, relevance, management and finance. The behavioural crisis in Malawi schools is largely due to teachers having no skills to deal with overcrowding in the classrooms and poor monitoring. Behavioural problems resulted in dropouts; learners retained continuously; a no-progression rule; early pregnancies and marriages of girls at a young age; and employment responsibilities of boys at a young age (child labour).

Learners abuse the rights of freedom and respect, thus undermining the morale of teachers. Behavioural problems in Malawi were rampant and the teachers themselves also displayed the behavioural challenges of intoxication, absence from their duties and sexual harassment of learners (Harber, 2013).

2.7 BEHAVIOURAL BARRIER STATUS

The status of learners' behavioural challenges in schools has reached a climax locally and globally. There are ongoing instances of excessive misbehaviour that are

unacceptable in our schools that also affect learner performance, outcomes and the smooth running of schools.

2.7.1 Behavioural Barriers Status in South Africa

In SA, one of the major behavioural challenges is the high rate of early teenage pregnancies amongst teen girls with 60% of Grade 10 learners dropping out before reaching Grade 12 as compared to other countries. Comparative studies show that in a few countries such as Turkey, 53% of teens reach university level while in Brazil and Chile this percentage is 67% and 72% respectively (Kempe, Gustafson & Samuelsson, 2011; Spaull, 2015). The early teenage pregnancy contributes to the spread of HIV/AIDS and inflates the statistics which is most rampant in the country that affects the economy for support grants. Secondly, there is gangsterism in schools; physical fights with other learners and teachers; racial issues; use and sale of substance abuse within the school premises; bringing dangerous weapons to school; and drunkenness within the school (Burton & Leoschut, 2012). Ill-discipline in schools is getting worse by the day and needs the collaborative efforts of all stakeholders in the mesosystem, namely, home-school-society, to work collectively to fight the ill-discipline in schools. The Minister of Basic Education, her office and the MECs also need the three systems to work collectively to come up with corrective measures that will eliminate the harmful effects of inappropriate behaviour in schools. This will promote and bring back the culture of smooth running and effective teaching and learning in schools again (Sun & Shek, 2012).

The study shows that 12, 4% of teachers are exposed to physical violence and 3, 3% are exposed to sexual violence particularly the new incoming young female teachers by male learners (Burton & Leoschut, 2012). Some teachers who have used corporal punishment to correct the unacceptable behaviour have lost their jobs, but the serious misbehaviour by the learners is not taken seriously by the government. The sanctions continue to show leniency regarding learners' serious misconduct against teachers. They are suspended for a few days with inadequate rehabilitation or are sent for deviation programmes and then send back to school; e.g. the Glen Vista school learner who attacked the teacher; the Crosby Primary School 14-year-old learner who punched the teacher after being told to take the jersey off which was not part of the school uniform and many more cases that are not reported (Ngobeni,

2013). The MEC of Education in Gauteng, Mr Panyaza Lesufi showed great concern when he reported 26 cases from schools where teachers were targets of physical abuse by the learners. According to Shange (2017), there are still cases that remained unreported because teachers fear for their safety.

Tshitangano and Tosin (2016) state that SA has high statistics of boys between the ages of 13-22 years of age involved in substance abuse in schools and this is reported to be twice the world norm of over 15% of the school population.

Schools are expected to be free from violence and should be a safe haven for all learners (Musu-Gillette Zhang, Wang, Zhang, Kemp, Diliberti & Oudekerk, 2018) but SA has a serious problem with learners' bad behaviour in schools. There is moral degeneration amongst the learners which escalates into violence in schools almost daily and schools. Guns, drugs, knives and alcohol are brought to school and cases of bullying, murder and physical assault within the school premises are the order of the day e.g. the Daveyton brutal mob killing (Mpofu, 2018). Learners who witness such brutal killings learn and internalise the behaviour and use anger and violence as a means of solving problems. In SA there is inadequate training of teachers or strict rules to deal with different behavioural challenges in the classrooms which is an inclusive education matter.

Most of the behavioural problems occur in schools in impoverished and under-resourced township schools. Teachers are stressed by the escalating behavioural problems displayed by learners where they must deal with behaviour first before the daily teaching and learning commences as cited by Potgieter-Groot, Visser and Lubbe-de-Beer (2012). Teachers were disempowered by the prohibition of the use corporal punishment to modify behaviour and the learners took advantage of this and abused their power against the teachers; some teachers protected themselves and fought back against learners. It is now chaotic in public schools. Learners disrespect their teachers and show aggression with the intention of causing bodily harm and emotional distress and intentionally make a mockery of teachers among their friends; they even take videos and post them on social media (Potgieter-Groot et al., 2012).

Threats of violence are high in schools and teachers live in fear for their lives. Violence is perpetrated mostly by boys at secondary schools between the ages of 15 to 19 years (Burton & Leoschut, 2012). Examples include the following: in Kuruman,

(teacher stabbed to death by the 15 year old learner accused of failing him); Zeerust, (teacher stabbed to death by 17 year old learner); Limpopo (teacher attacked for confiscating the cell-phone from the learner); and Eldorado (15-year-old pointed a gun at the teacher) (Govender, 2018).

Bad behaviour of learners in schools has escalated and has interfered with the daily culture of teaching and learning and the smooth running of schools. Before teaching and learning can commence, teachers have to start the day with discipline and behaviour management (Chaplin, 2016; Reglin, Akpo-Sanni & Losike-Sedimo, 2012) across the grades which retards progress and wastes teaching time and that affects continuous and summative assessment outcomes.

Marais (2010) states in his argument that the disruptive behaviour in FP schooling emanates from the mesosystem within Bronfenbrenner's bio-ecological framework; i.e. family, school and social factors and their interconnectedness have an influence on the behaviour of the child. The influences that each component has on each other are also influenced by the larger social, political and economic realities of the exosystem.

- **Family:** the family has an influence on the upbringing of the child. Primary education of the children starts at home where they must be taught ethics and morals that will lead them to proper and responsible adulthood. It depends on the background of the child; i.e. parenting styles and their involvement in school matters play a prominent role in understanding the child's conduct (Landsberg, 2011). Most of the learners with behavioural challenges are from impoverished, dysfunctional or divorced families, or they are orphans or abused.
- **School:** schools are also barriers to learning when their climate is unfavourable with ineffective teaching and learning. The learner may learn undesirable behaviours at school because of classroom overcrowding with no furniture, poor infrastructure especially in township schools, lack of planning, poor adherence to timetables, absent teachers, inflexibility of curriculum (one-size-fits-all), lack of professionalism and poor role modelling from the teachers. Teachers also still use corporal punishment as a corrective measure

to discipline and subject learners to sexual abuse especially in under-resourced primary schools (Le Mottee & Kelly, 2017).

- **Society:** The societal norms have a major influence on the learner either positively or negatively depending on the community that the learner is interacting with. The negative influences may be internalised, adopted and imitated on the cultural norms of the society that are contrary acceptable ethic and morals but results to peer pressure, gangsters, use of substance abuse, bullying, racism, absenteeism, suicidal and mental health problems with 10–20% from children to adolescents showing disrespect to adults and teachers. Adhikari, Upadhaya, Gurung, Luitel, Burkey, Kohrt and Jordans (2015: Abstract) state that “there should be multi-level community-based intervention targeting peers, parents, teachers and community leaders, could be a feasible approach to address the identified problems”. This is supported by the recent move of DBE to launch a symposium to address school violence after the country has witnessed spike in school violence; e.g. a 24-year-old male teacher was stabbed to death by a learner in North West and, in another incident, a learner pointed a gun at a teacher. (IOL News, 2018). Many more incidents are not reported for fear of victimisation by the learners (Govender, 2015). Teachers felt unsafe although the South African Council of Educators (SACE) and the Employment of Educators Act 76 of 1998 should protect their interests (Mncube & Harber, 2013). According to Burton and Leoschut (2012), 52,1% teachers were exposed to violence by learners in Cape Town, 12,4% were exposed to physical violence and 3.3% were exposed to sexual violence.

In terms of cultural norms, some teachers feel an embarrassment to report a learners' misbehaviour to the authority as they play the role of in loco parentis (Segalo & Rambuda, 2018). Furthermore, the Minister of Basic Education added that “it takes a village to raise up a child; in education, such matters cannot be treated alone but to incorporate all business partners in education including local police officers for safety and security in schools. SGBs must come up with solutions of ensuring safety in schools” (Mitchley, 2019). It is worse in secondary schools: learners do not show respect for teachers anymore. The Congress of South African Students (COSAS) has previously threatened violence against teachers, warning

them not to go to classrooms and teach (Sicetsha, 2018). In Western Cape there were 16 reports of attempted abductions. More than 25 schools in Limpopo Province were burnt down by angry mobs (Maseko, 2016). There was an incident in Vereeniging where a primary school learner threw a book at the teacher who may be twice his father's age and the learner faced disciplinary action (Pijoo, 2018). The psychosocial support team had to give counselling to the teacher and DBE spokesperson made an appeal to the parents as a system in the unit of family-school-community to assist in instilling discipline in schools and outside the school. Behavioural challenges among girls are less at the junior primary stage compared to boys. The systems approach theory as mentioned in paragraph 2.3, applies where all the components work collectively to instil discipline and to build the future of South African learners.

On the other hand, there are some teachers' attitudes where they also display unacceptable behaviour to learners such as sexual harassment, assault and violence. Many cases are not reported by the offenders or schools, such use of corporal punishment on learners, labelling learners, derogatory comments, emotional abuse and hate speech or racial insults to other learners or learners to other learners especially in private and ex-Model C schools (MnCube & Harber, 2013). All these acts aggravate the disrespect learners have for their teachers and this shows that both teachers and learners are exposed to violence in schools where safety and security should prevail. According to reports by Minister of Basic Education on reported cases of teachers' abuse of learners, most are of physical assault and sexual abuse (Paterson, 2017). Teachers who are to impart knowledge to learners are now scared to go to classes without safety and security being guaranteed. This is a crisis for all citizens of the country including the unions to do something about the current situation.

2.7.2 Behavioural Barriers Status in Africa

All countries have their own legislation to govern their systems of education and effective schooling to achieve their own educational goals and EFA. Each educational system also has its own educational successes and challenges. The researcher's focus is on the behavioural problems and the status quo in African

countries' education systems and how they ensure the smooth delivery of teaching and learning.

2.7.2.1 Botswana

Botswana is governed by the Education Act of 1967 on administering discipline to learners in schools. There are specific procedures to follow when dealing with learners' minor and major behavioural challenges. In addition, it stipulates that the people with authority to administer discipline using corporal punishment, suspension and expulsion of the learner are principals, teacher/ boarding head or a parent (Garegae, 2008). These learners display disrespect to teachers and fellow learners which threatens their safety in schools. This misbehaviour includes theft, vandalism, bullying, substance abuse and truancy. The most prevalent types of ill-discipline are vandalism and crime against other learners, teachers and school resources and gaining access to buildings to commit crime (Jacobsz, 2015).

Environmental influences on learners include people in the community selling drugs and alcohol to learners at an early age targeting those from poor socio-economic status. Jacobsz (2015) emphasises the interconnectedness of the three systems of family-school-society in building the morale and the ethics of the learners and for behaviour modification. This is what Jessor's (1977) theory calls the personality perspective where the family plays a prominent role in developing the child's personality. There is high number of shebeens and night clubs where many learners are found; they may come to school drunk in violation of the code of conduct of the school. This impacts school attendance, learner performance and ability of the teachers to handle such behaviours in class due to poor training on behaviour management. Jacobsz (2015) maintains that parents contribute to their children's misbehaviour in schools; i.e. poor discipline at home; unwillingness to take responsibility for their children's behaviour and failure to be good role models for them.

Girls display a high dropout rate due to underage early pregnancies after primary school (Molosiwa & Moswela, 2012). This is common in all countries of Africa especially in poverty-stricken areas. According to Molosiwa and Moswela (2012), citing 2007 Botswana education statistics, approximately 33% of the girls that dropout do so due to teen pregnancy. The dropout rate is higher in rural areas than

urban areas. Urban learners have access to information like clinics for prevention, and after the delivery of their babies, the girls return to school but this is less common among rural learners.

2.7.2.2 Kenya

Kenya has a high rate of sexual violence i.e. sexual harassment and forced unwanted sex with schoolgirls with statistics that for every 100 children, 58 were sexually harassed; 29% were boys and 24% were girls below 15 years of age (Ruto, 2009). There is an increase of dropouts amongst girls as teachers and boys within the school also impregnate these girls at schools due to failure by the school to ensure safety of learners within the school premises or when walking to school as they often become victims of rape (Ruto, 2009).

2.7.2.3 Other African Countries

In Zimbabwe, the Congo and many countries in Africa especially in rural areas where law enforcement by authority is still underdeveloped and gender sensitivity is not considered as a human rights issue, sexual abuse is rampant amongst girls in schools especially by teachers who are supposed to act in loco parentis. Women are also targets of sexual violence in the society as they do not have power to fight for themselves than in urban areas where rights for women and children are prioritised and the law is tight on the offenders. Men abuse their power and take advantage of women's and girls' poverty-stricken conditions because of poor law enforcement by the school authorities (Simuforosa, 2015). Furthermore, Simuforosa elaborates that learners' morale after sexual violation is dejected and they develop behavioural changes displayed by anger to the abuser or aggressive, rejecting authority, poor performance and dropping out. Sexual abuse may also spread the rate of pandemic diseases such HIV/AIDS, syphilis and other STDs that may even cause death if not treated on time. South Africa has the highest statistics in Africa with over 1, 7 million of its inhabitants living with HIV/AIDS.

2.7.3 Behavioural Barriers Status Internationally

Wolhuter and Russo (2013) undertook a comparative study on serious disciplinary problems amongst learners, comparing SA and a few selected countries abroad. A summary of their findings is provided below:

- Under Brazilian law, the National Education Act states clearly the rights, rules, expected behaviour of both teachers and learners inside and outside the school environment. When learners have broken the rules, corrective measures are taken to reduce learners' vulnerability. Under Brazilian law, people under the age of 18 lack legal capacity, and therefore, they cannot be charged with crimes. If they commit wrongs, they are subject to social-educational measures, including the duty to repair the damages caused, perform community service, supervised freedom and suchlike, subject to due process (Wolhuter & Russo, 2013).
- In England, primary school learner's conduct is better than at secondary school. The UK had 279 000 cases of learners expelled from secondary schools and 37 000 primary school learners expelled between 2009-2010. Schools are required to draw up behavioural policies and searching of learners within the premises may be done if it is suspected that they are carrying weapons or drugs.
- Turkey does not experience the problem of learners' behaviour with the statistics showing that learners are well-behaved, and teachers do not experience challenges of having to deal with discipline first before starting to teach. There is a rare misbehaviour against the teachers, and schooling is under authoritarian leadership and is teacher-centred.
- Singapore, China, Malaysia and India have few behavioural challenges; they also use authoritarian leadership where merits (good conduct) and demerits (misbehaviour) are used and parents play a prominent role in disciplining their children at school.
- In the US, according to the United States National Centre for Education Crisis (Diliberti, Jackson & Kemp, 2017) survey conducted between 2015-2016, 12% of schoolteachers had been attacked by students in public schools. The use of drug addiction was prevalent with about 20% of all learners abusing drugs of some sort. During the 2015–16 school year, 37% of public schools (31 100 schools) took at least one serious disciplinary action – including out-of-school suspensions lasting 5 days or more, removals with no services for the remainder of the school year, and transfers to specialised schools – for specific offences” (Diliberti, et al., 2017:3).

2.8 INCLUSIVE EDUCATION

Inclusive education means providing education that is appropriate to the needs of all children, whatever their origin, background, ability or circumstances. This involves an inclusive approach to the values and views of others. This approach to education accommodates all learners with diverse educational needs e.g. gifted learners, average learners and those with barriers to learning (Gupta, 2016). According to UNESCO (1994), inclusive education is a system that accommodates all children regardless of their physical, intellectual, social, emotional, language, including children from marginalised groups. It accommodates their differences in their learning styles to ensure quality of EFA through appropriate curriculum and teaching strategies. Learners who are gifted and talented also need special teaching as a way of meeting their diverse and special needs because they also pose a behavioural challenge. They must be given individual enrichment programmes that will also maximise their participation and challenge their critical thinking (Lewis & Doorlag, 1995).

Inclusive education, according to EWP6, is about acknowledgement that all children can learn and need to be supported. Support given strengthens all the learners to maximise their participation in learning and minimise the barriers to learning (DoE, 2001).

Inclusion is about respect for everyone, irrespective of race, colour, disability, physique, or disease. All children should be valued and accepted without being labelled i.e. accepting the individuals for who they are and accommodating their differences and beliefs, cultures and abilities. Furthermore, unconditional acceptance maximises the participation and prevents them from being excluded from curriculum, cultures and communities in the school environment and provides access to EFA (Engelbrecht, 2013).

In the South African context, inclusion is about redressing the imbalances of the previous education government (during the apartheid era) where there was segregation. The discrimination which deprived learners of the opportunities of equal access to same curriculum, disadvantaged and marginalised learners with disabilities who were not accommodated in the mainstream but needed to attend special schools with available resources to accommodate them and to enjoy the

same benefits as the others (Lemmer & van Wyk, 2014). Inclusion must acknowledge that all learners should benefit equally from education. A holistic approach must be used which prioritises the learners' right to learn and to strengthen EFA which is inclusive in nature and to address all barriers to learning with ILPs. All learners' needs should be attended by the teachers through the use of Functional Behavioural Assessment to be able to draw up the Behavioural Intervention Plan that will address the identified problem and its cause to create the positive climate in the classroom (Tucker, 2014).

2.9 COMPARISON OF INCLUSIVE AND SPECIAL EDUCATION

Special education is defined as a process that involves individually planned and systematically monitored arrangements of teaching procedures, adapted equipment and materials in an accessible setting. It addresses learners' individual needs (Smeets & Roeleveld, 2016). The specialised curriculum and techniques are used for these learners with disabilities because they cannot benefit from the general education. They need an adapted and modified curriculum and techniques to accommodate them and to make education accessible for them (Gargiulo, Metcalf & Metcalf, 2017).

The programmes are planned specifically for learners with special needs and others with a specific disability that needs special resources that cannot be found in mainstream or full-service schools. Specific disabilities include hearing impairments, visual impairments and speech impairments, physical challenges like spinal bifida, cognitive challenges that accompany down-syndrome and autism, dyslexia, and behavioural disorders like ADHD. It is aimed at ensuring that all learners with disabilities receive equal education; their unique needs are met, and their participation is maximised in a suitable environment as for other learners in a mainstream school. All children and youth whose needs arise from disabilities or learning difficulties should be accommodated (UNESCO, 1994).

Inclusion is defined as a movement away from segregation. Previously, learners who had difficulty in learning were put together with other learners who had similar difficulties in learning and were supported by specialised staff (Fredrickson & Cline, 2009).

More radical changes are made by schools to be able to embrace all children's right to education. It is referred to as general education which refers to environments where typically developing students are in classes alongside learners with Individual Education Plans. This is not restricted to schools only but other environments like hospitals or segregated classes of 6–15 learners with one teacher and up to four paraprofessionals who are monitoring and implementing inclusive education (Csillag, 2014).

Inclusion is about recognising and respecting the differences among learners so that everyone is presented with the same concepts but their different needs are accommodated by adaptations, for example, different delivery methods to accommodate physical impairments or cognitive problems requiring different methods of assessment to overcome learning barriers, not leaving behind the intelligent learners because they could also develop a behavioural barrier if the curriculum is not sufficiently advanced to suit their individual needs.

2.10 LEARNERS EXPERIENCING BEHAVIOURAL BARRIERS AND EDUCATION

Behavioural barriers are defined as culturally abnormal behaviours of such intensity, frequency or duration that is likely to interfere with optimal learning which violates the perpetrator and other learners' rights to learn inside and outside classroom (Emerson, 2001; Stavnes, 2014). Behavioural barriers take different forms and should be understood by the teachers before they can give support. In primary schools, the behaviour includes disobedience to the teacher; bullying of other learners; physical attacks such as pulling, pushing or kicking; talking in class; not concentrating; using verbal aggression; and seeking attention (Marais, 2010). However, in the secondary school, it is more intense, including bringing dangerous weapons to school, substance abuse, rape, assault with the intention to cause bodily harm and other serious offences that may lead to suspension, expulsion or imprisonment depending on the severity of offence and the age of the learner.

Learners who experience behavioural barriers in education are part of our learners in the classroom and are to be accommodated according to their different needs. They should be treated equally without discrimination. They should also receive equal access to education in the classroom setup (DoE, 2001). After 1994, the rights of children to education were prioritised and every learner had to be treated with human

dignity to minimise barriers to learning (DoE, 2001). The consequences of rejection might be that they act out violently or dangerously.

The gap with education in the SA context is a lack of training of teachers on inclusive education to change how they view diverse learners' behavioural needs in an inclusive setup. With the necessary training, they may learn possible strategies of dealing with ill-discipline in schools and use corrective measures without causing any harm or animosity. This could strengthen the learner-teacher-parent relationship that is built on trust, love and sensitivity (Prinsloo, 2005; Stavnes, 2014). It is about understanding the learners' home background first as many of these learners are from impoverished areas and come from broken families; they are often angry with life and they lack ethical role models. Criminal elements in the community may take advantage of this and influence them negatively leading to unacceptable behaviour at school. There are underlying factors that cause them to act the way they do.

2.10.1 Learners Experiencing Behavioural Barriers in Education in South Africa

South Africa is facing a crisis in education caused by learners' ill-discipline in schools. Research has shown a decline in the culture of teaching and learning in schools which arises from all stakeholders in education not collaborating to establish and restore this culture (Weeks, 2012). According to a study conducted by Rahavard (2018), South Africa is characterised by a high rate of failure, ill-discipline in schools, low morale and an anti-academic attitude amongst students.

Marais and Meier (2010) state that most of the learners' behavioural barriers emanate from home, school and the community. Learners lack respect for adults which starts at home (primary education) where morals are not taught from a young age. Learners lack suitable role models, come from dysfunctional and poverty-stricken families, and display extreme unacceptable behaviour such as aggression, physical assault, swearing and other forms of antisocial behaviour. Learners' behaviour challenges can be modified with the assistance of the parents at primary school as they are rebuked for doing wrong and are shown the right way. Tokens and rewards can be used to reinforce acceptable behaviour.

If acceptable behaviour is not reinforced, learners become problematic when entering secondary school with ill-discipline. They become more uncontrollable as evidenced by numerous instances of fighting, stabbing and murder, common and sexual assault, drug possession, carrying of dangerous weapons and suicide (Rahavard, 2018). In 2018, a teacher was stabbed and murdered by a 17-year-old at Ramotshere High School near Zeerust, it was stated that the teacher was scolding the boy for jumping the food queue; the boy then got angry and retaliated (Shange, 2019). Such cases of attacks on teachers are on the rise in SA in Limpopo; a Grade 12 learner also attacked the teacher and poured water over her face (Njilo, 2018). Unions are now intervening strongly and are calling for the strengthening of SASA Schools Act to have harsher sanctions for ill-disciplined learners in schools (Vorwerk, 2019). Furthermore, the Minister of Basic Education is calling on society to share the frustration, to come up with some support strategies to fight the evil spirit in schools and to modify learners' behaviour in schools (Govender, 2018).

Many teachers are distressed by their choice of profession. As a result, many are quitting the teaching profession as they are unable to gain control over the ill-discipline in schools and fail to get the support needed from the employer, the DBE (Rossouw, 2003). Robarts (2014) found that 79% of teachers wanted to exit the profession; it is evident that teachers are emotionally and psychologically affected by the learners' misbehaviour in schools today. Kingwill (2016) and Singh (2014) concur with this finding.

2.10.2 Learners Experiencing Behavioural Barriers in Education in Africa

Jacobsz (2015) states that there is an increase in the use of drug (marijuana) and alcohol by learners at schools in both developed and developing countries. Common behavioural challenges emanate from bullying, vandalism, truancy and deviant behaviours (Matsoga, 2013). In Botswana, it is due to a lack of recreational facilities and sporting activities that keep the learners out of trouble. They resort to alcohol and drug abuse at the ages of 10–19. In response, the Botswana government reduced the number of liquor stores.

In Sub-Saharan Africa, the drug trade is higher than ever and boys under 18 years of age are prime targets of the drug dealers. Some ended up as street children in many countries of Africa such as Cameroon, Central African Republic, Guinea Bissau,

Egypt, Kenya, Lesotho, Libya, Malawi, Mozambique, Namibia, Nigeria, South Africa, Trinidad, Tobago, Zambia and Zimbabwe. The Kenyan National Authority for the Campaign against Alcohol and Drug Abuse (2016) found that that 30% of learners use drugs or alcohol, while in Ethiopia about 32% use alcohol and drugs (Mekuria, Girma & Birhanu, 2019). In South Africa, approximately 5, 8% of learners under the age of 15 years abuse alcohol and drugs such as glue sniffing, dagga and cocaine, and they are engaged in sexual activities without protection which increases the spread of diseases like HIV/AIDS and early teenage pregnancies (Reddy, James, Sewpaul, Sifunda, Ellahebokus, Kambaran & Omardien, 2011).

2.10.3 Learners Experiencing Behavioural Barriers in Education Internationally

According to Skinner's (1953) Behavioural Model, behaviour is learnt, and the undesirable behaviour can be modified by the manipulation of external reinforcers and application of appropriate consequences for the targeted behaviour. The undesired behaviour may cause the distress to the teachers as they are interrupted in teaching and learning. They must correct ill-discipline in the classroom before teaching and learning may resume (Sharp, Green & Lewis, 2017).

- In the United Kingdom, the learners' behavioural challenges in primary schools include physical aggression, disobedience, talking out of turn and idleness, whereas in secondary school the prevalent behaviour is verbal abuse (Galloway, 2018).
- In China, the learners display verbal aggression in addition to gambling, non-attentiveness, bullying, arguing, quarrelling, being rude to the teachers and other learners, disrespecting and fighting the teachers (Sun & Shek, 2013).
- In Pakistan, the teachers improved their management skills in the classroom when the learners displayed defiant attitudes and abusive language. The learners raised complaints about the use of corporal punishment and indifference towards students by teachers which affected the academic achievement of learners. Parents were also unhappy about the use of corporal punishment administered to their children (Ahmad Rauf, Zeb, Rehman, Khan, Rashid & Ali, 2012).
- Australian schools use exclusive education whereby the learners with behavioural problems are firstly warned about unacceptable behaviour. If they continue, they are then isolated from other learners inside and outside the

classroom while the teachers escalate the problem to leadership which may result in suspension and exclusion. This is viewed as behaviour management.

- In the United States (US) in 2001, new federation legislation was put into action where there was zero tolerance for misbehaviour in schools. Policies were developed and learners were monitored. Those who violated the school rules were suspended from teaching and learning for the period of 1–45 days but were given work to do at home, helped by a special tutor. Detained learners were given extra time afterschool when other learners had left for home. In secondary schools, the number of suspended and expelled learners increased in many states. The challenge was the lack of teacher training and professional development on behaviour management (Wolhuter & Russo, 2013).

2.11 POLICIES ON LEARNER SUPPORT IN SOUTH AFRICA

- The EWP6 (DoE, 2001) emphasises inclusive education and training to bring about changes in educational structures, methodologies, curricula and environment that will meet all learners' different needs. This includes preparations of lessons differently with curriculum adaptations, cooperative learning and curriculum enrichment with learner's behavioural problems.
- The SIAS policy (DBE, 2014) considers a holistic approach through screening, identification, assessment and support, looking at the factors that contribute to a child's situation to design intervention strategies through curriculum adaptation, teaching strategies and assessment strategies that meet learners' diverse needs.
- The National Policy pertaining to the Programme and Promotion Requirements of the NCS Grade R-12 (DBE, 2011a). The learner is expected to meet a certain requirement for promotions. Learners' skills, knowledge and competence are assessed to determine the level of support needed. If the learners are retained, then they will be progressed the following year with support.
- The National Protocol for Assessment Grades R–12 (DBE, 2011b). The assessment is adjusted to meet the individual needs of the learners to assess their knowledge, skills and competence.
- The EFA strategy of UNESCO (1994) is an international commitment to ensure that every child and adult receives basic education of good quality based on human rights. The EFA is aimed at strengthening the education system to reach

all learners, further promoting equity by screening, identifying barriers to learning, accessing educational opportunities and identifying the required resources to support and overcome the barriers identified.

2.12 POSSIBLE INTERVENTION MEASURES AND STRATEGIES FOR BEHAVIOURAL BARRIERS

The behavioural challenges that the learner display in the classroom to disturb the teacher while teaching and the learners when learning must be corrected by the teachers who have authority to influence positively and with the use of reinforcers in the form of tokens and rewards to shape the good and acceptable behaviour. These corrective measures will change unacceptable learner behaviour, create a positive environment for learning and improve academic performance of learners (Engelbrecht, Oswald & Forlin, 2006; Jacobsz, 2015).

- In SA, the SASA (DoE, 1996, s8 & s20) is the legislation implemented to give guidance to the schools on how to scan their environment, give context to it and draw up the code of conduct that will be communicated to parents on the expected behaviour of their children at school.
 - The White Paper 6: Special Needs Education, Building an Inclusive Education and Training System (EWP6) (DoE, 2001) acknowledges and respects the differences between learners without discrimination, and the SIAS policy (DBE, 2014) paves the way for inclusive education in classrooms at ordinary or mainstream schools (majority group) and special schools (minority group) to be implemented where teaching methods and assessment strategies are adjusted to accommodate differentiation in learning and learners' needs are prioritised. EWP6 also aims to establish a caring and humane society and bring about transformation in South African society (DoE, 2001).
 - Application of the SIAS policy to address barriers to learning and development in South African context. Some of the challenges that the learners are faced with emanates from experiences at home, in the classrooms, community, and health conditions or any form of barrier or disability that may have an impact on child's learning. Early procedure of SIAS implementation and early identification may to be supported on time in the classroom using a holistic

approach to strengthen the teaching and learning in a positive setup (DBE, 2011).

- According to Wolfgang (2009), teachers should use the Teacher Effectiveness Training Model (TET) which promotes authentic communication between the teacher and the learner. The teacher gets to know more about the cause of the behavioural challenge directly from the learner. If improvement or behavioural change is needed, Appreciative Inquiry (AI) will be used. Cooperrider and Srivastava (1987) who focused on an organisational behavioural change maintained that behaviours can be changed and improved through conversations. Cooperrider and Whitney (2001) both agree on the use of approaches that build positive relationships to bring about change.
- ABA is a form of analysis by which a specific behaviour is analysed to give appropriate support (Lerner & Johns, 2012; Schindler, Kholoptseva, Oh, Yoshikawa, Duncan, Magnuson & Shonkoff, 2015). Shea and Bauer (2012) stress behaviour management as prevention directed toward increasing acceptable behaviour and decreasing unacceptable behaviour. Teachers should understand and apply the principle of behaviour management as part of normal teaching methodology to avoid the problems and conflicts that may arise during teaching and learning. Through their teaching-learning process, they need to monitor and evaluate the behaviours of their learners in the classroom and reward positive, targeted and acceptable behaviour (reinforcement). The reward increases the probability of behaviour being maintained at a satisfactory level.
 - Extinction can be used by the removal of a reinforcement that sustains or increases negative behaviour. This is the method to decrease the undesirable behaviour from the learners.
 - Negative reinforcement means removal of operating aversive behaviour and the strengthening of the target behaviour (Shea & Bauer, 2012).
- Behaviour Support Plan by analysing the behavioural challenge and draw a behaviour support plan that will modify the environment that has an influence on the learner's performance in class. Toogood, Saville, McLennan, McWade, Morgan, Welch and Nicholson (2015) call this Positive Behaviour Support (PBS) which includes all skills that increase the likelihood of success and all the educational methods that can be used to strengthen, expand and display

positive behaviour. The early intervention of PBS guides learners to expected appropriate behaviour. Failure to intervene when behaviour first emerges will inhibit the achievement of the teacher's purpose i.e. quality of outcome (Levin & Nolan, 1996).

- Intensive training on behaviour management to empower teachers on all curriculum development which makes a contribution to professional development (Arend, 2012). Training will address the problem statement of skill shortage, knowledge and attitude to accommodate and manage learners' behavioural problems. Johns and Saks (2005) concur with Arend (2012) in the sense that, through training, teachers will learn a variety of management styles that might be effective in a situation at hand. They believe that once the behaviour is predicted and explained then it is easier to take sensible action to control and manage it. They used this strategy effectively in a work situation to manage different behaviours to accomplish goals (Schindler et al., 2015).
- Training the families and or caregivers of the learners with behavioural problems, develop them to acquire knowledge and skills to take part in support intervention to build and to instil discipline to their children to improve the culture of teaching and learning and remove the barrier to learning (National Institute for Health and Care Excellence [NICE], 2015). Braswell, McCarthy and McCarthy (2009) support NICE's idea of family involvement in the sense that they use the radical behavioural approach by training parents to observe behaviour of their children at home and monitor the frequency of the behaviour so that they can give appropriate support. The use of reinforcers to reward acceptable behaviour helps to alleviate or remove aversive behaviour while punishment for unwanted behaviour includes not using reinforcers.

This is what Bezuidenhout (2013) maintains regarding mentoring of parents as the immediate and most important adults in the lives of the children. They have an impact on the beliefs, attributes, behaviours and goals of their children. The Epstein (1996) Systems Approach Theory encourages the parent and school to share the responsibility of instilling discipline in the children and working collectively to produce learners with accepted cultural values and norms. This enables both parties to reach a common educational goal through discussions and reaching consensus about the children's education and behaviour at school.

Wolhuter, Lemmer and de Wet (2007) maintain that the built relationship creates school-like-families and family-like-schools which recognise the individual child as special, valued and different from the others. The relationship also makes it easier even if the school experiences behavioural challenges with the learner as they can jointly and amicably resolves the challenges.

- Intensify the extra-curriculum activities in schools: there is a need to bring back music competitions in schools and cultural days where learners could compete across the districts, provinces and nationally, Learner should be taught in totality to cover all the aspects of learning e.g. physical, emotional, spiritual and cognitive. All aspects of learning are covered rather than focusing on the academic aspect only which favours the high achievers.
- Collaboration at school level or with other schools: Teachers at school should analyse the behavioural problems at school and contextualise them, then share the experiences and practices that come up with tangible solutions to solve those challenges in their respective schools. They should monitor the progress made on behavioural changes. This enhances the support group system to strengthen education and to improve performance.
- Specialist support: When recruitments are made, the DBE should consider appointing competent staff with relevant inclusive education qualifications that will be able to drive the vision of enhancing inclusive schools, an inclusive society and an inclusive country and to provide special services by specialised professional staff as support organisers on:
 - Intensive induction programmes for staff to master competencies required in the support programme.
 - Ongoing specialist mentoring, supervision and staff needed.
 - Policy implementation on differentiated teaching and curriculum, assessment accommodation and concessions (DBE, 2014).
- Reduce the learner-teacher ratio: high numbers in the classroom escalate the behavioural challenges in the classroom and mean high workloads for teachers. A high teacher-learner ratio impacts negatively on individual attention and guided learning.

The US Department of Education (2008) provides the following guidelines for dealing with behavioural problems:

1. Identify problem behaviour and conditions that prompted it.
2. Modify the environment to alleviate the problem behaviour. In the classroom the teacher must modify the classroom setup and plan properly to accommodate learners' diversity and different needs. This concurs with Bronfenbrenner's (1970) bio-ecological model in that the children's interaction with the environment influences their behaviour during their developmental stage.
3. Teach and reinforce the new skill to increase acceptable behaviour that will create a positive learning environment with known classroom behaviour expectations.
4. Build a relationship of trust and shared responsibilities with parents and professional colleagues, learners and the entire community for continued support and guidance. There should be collaboration among stakeholders in the education system on communication and information-sharing regarding behaviour and curriculum matters and shaping the learners' acceptable behaviour to allow all the systems to work collectively to transform schools.
5. Assess and monitor the progress on implementation, focus on the strengths and strengthen the weaknesses to improve the behaviour to advance teaching and learning.

2.13 CHAPTER SUMMARY

This chapter focused on the theoretical frameworks that were used as a lens to guide the study. The theoretical frameworks discussed were the problem behaviour theory, social cognitive theory, social cultural theory and the systems theory approach. The chapter also reviewed literature related to the study. The review focused on the causes of behavioural problems and how behavioural problems manifested themselves both locally and internationally and how they affected learning and teaching. The chapter also discussed and analysed how behavioural barriers were addressed in different countries. There was also an analysis of policies for learner support and intervention measures that could be used to address behavioural challenges. The next chapter addresses the research design that was used to investigate the problem.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter discusses the research methodology used in this study. The qualitative research approach was used for the researcher to collect data in the participants' natural settings. The phenomenological research paradigm which was selected to guide the researcher to get the views and experiences of participants is also explained in this chapter. Furthermore, the research procedure, the sampling and the instruments that were used, namely semi-structured interviews and focus groups, are described in this chapter well as how data were interpreted and analysed. The issue of research ethics is discussed. Means of ensuring the trustworthiness of the results are explained.

3.2 RESEARCH PARADIGM

A paradigm is an assumption about the social world and about what constitutes proper techniques and topics for enquiring into that world, consisting of the set of beliefs or a worldview on how the research should be done (ontology, epistemology and axiology) (Punch, 2011).

The researcher used the phenomenological design to capture information in a natural setting. Exploring the participants' beliefs, values and meanings (axiology) is a constructivist approach, viewing all knowledge as based on human nature interpretation (Kivunja & Kuyini, 2017; Krueger, 2014). Using the constructivist approach, the researcher listened attentively to what the participants said to understand their beliefs attitudes, experience, reasoning and the influence they have on the theme of the study. The gathered data were then interpreted according to their views and reality (ontology) without generalisation. The gathered data may lead to theory of knowledge (epistemology). All the three elements are interconnected.

3.2.1 Epistemology

This is a study of the nature of knowledge and how one can come to understand the world (Wilson, 2013). Cohen, Manion and Morrison (2011) concur with Wilson but further elaborate that knowledge is acquired depending on the methodology that the researcher used to get it. The researcher firstly built a relationship of trust between

herself and the participants to acquire the information she needed and was strategic in working with individuals and focus groups from which different knowledge could be acquired (Kivunja & Kuyini, 2017; Scotland, 2012). The researcher investigated teachers' perspectives on the behavioural problems that they encountered in their classroom and how they supported these learners and the views of SBSTs and HoDs on monitoring and supporting teachers on the implementation of inclusive policies in the classrooms. The researcher use semi-structured questions that assisted in probing the perspectives of the participants to understand their reality and then to critically analyse the meanings that the participants gave with the objective of finding possible solutions to the problem of dealing with learners' behavioural challenges (Arthur, Waring, Coe & Hedges, 2012).

3.2.2 Ontology

This is the nature of reality or of the phenomenon (Cohen et al., 2011). It is a philosophical study of the nature or existence or reality of being or becoming as well as how things are related (Kivunja & Kuyini, 2017).

The researcher determined the lived experiences of the participants as they dealt with the behavioural problems and managed the challenges. The researcher conducted an audit on teachers' competences and the quality of training they had received from the District. An understanding of reality is built through the use of questions to get opinions, views, beliefs, experiences and by sharing ideas in an open setup that does not restrict the participants in their responses but encourages the free flow of information (Krueger, 2014).

3.2.3 Axiology

Axiology means the values and aesthetics which guide the researcher in making decisions that are of value e.g. as the study is about behavioural problems; the researcher assessed and evaluated the problem of unacceptable behaviour looking at ethical, acceptable behaviour and fundamental values (Kivunja & Kuyini, 2017). Based on the knowledge gained from the literature review, the researcher investigated the opinions and perspectives of participants. The researcher was able to acquire knowledge that permitted her to understand what ought to be valued and done about the problem.

3.3 RESEARCH APPROACH

Methodology is a plan of action that informs and links the methods used to collect and analyse data to answer the original research questions (Wilson, 2013).

The researcher used a qualitative research approach which is a naturalistic form of inquiry and that is systematic in nature. The researcher is a tool for designing, collecting and analysing the research (Jacobz, 2015). She applied the phenomenological approach to describe the meanings given to the lived experience of the participants (McMillan & Schumacher, 2014). The data were collected in the form of words rather than numbers by using a variety of methods with the purpose of exploring until the researcher acquired an in-depth understanding of the theme of study (McMillan & Schumacher, 2014; Newby, 2014).

The qualitative approach allowed the researcher to answer the question of what was happening in the classrooms using the theoretical framework (discussed in Chapter 2, s2.3) and information from the literature review to focus the enquiry.

3.3.1 Research Design

To answer the research questions, the researcher used the phenomenological approach to understand the phenomenon in context. The interaction that the researcher had with her small sample of participants to gather information afforded the researcher an opportunity to give a rich narrative description of the phenomenon and to understand the reasons for the behaviour and to seek the possible solutions.

By using the natural settings of the participants and accepting their direct experience at face value, the undesired learners' behaviour was contextualised. The researcher thus avoided being subjective and fabricating the gathered data and was able to provide the narrative according to the participants' experiences and inputs (Cohen et al., 2011; McMillan & Schumacher, 2014).

Lastly the researcher used the constructive paradigm to explore and discover both known and new information about the multiple realities from the participants' point of view. She looked at their beliefs, experiences, knowledge and opinions on behavioural problems from their everyday life to understand the context within which the problem occurred (Leedy & Ormrod, 2010).

3.3.2 Location

The study was undertaken in Gauteng East District. The two identified primary schools were purposively sampled by the researcher for gathering of data i.e. 1 full-service school and the other ordinary mainstream. Both schools were located within the local community.

3.3.3 Population and Sampling

Two schools (School A and School B) were identified with eight participants each. From the eight members of each school, there were three categories of participants consisting of four teachers representing all grades i.e. Grades R–3; three members of the SBST; and one Deputy Principal who was responsible for all the school curriculum matters. The target population thus comprised of 16 participants to which the results can be generalised. Most of the participants are teachers as the study addressed the experiences that the teachers encounter in teaching learners with behavioural problems. They all share the common interest of teaching learners to proper adulthood but have different characteristics in terms of age, gender, education qualifications, teaching experience. They will share different experiences based on the theme of study.

A sample is selected from the larger population with similar characteristics to represent them for gathering information on social behaviours, systems, events and people in the course of the study. They are people who have certain characteristics and can provide useful data in a focused discussion to help understand the topic of interest (Delamont, 2012).

The researcher used purposive sampling to choose what, where, when and whom to be sampled and interviewed (Sharan, 2009). The selected groups from both schools were chosen according to criterion-based selection where certain attributes were considered. They had special and distinctive characteristics that could contribute rich information to the study when conclusions are drawn. The participants' distinctive characteristics were age, experience, qualifications and gender to avoid bias and discrimination of any kind (McMillan & Schumacher, 2014).

3.4 DATA COLLECTION

This is the part of the study which has a practical focus on collecting, gathering and measuring information from selected sources. It searches for rich, relevant information that the participants give through communication and collaboration to contribute the possible answers to the research questions. The researcher decides on the methods used to suit the purpose of study and to answer the research questions (Atkins & Wallace, 2012).

The researcher used the methods of in-depth semi-structured interviews, focus group interviews and document analysis as sources of data. The triangulation method was to validate the information collected from the three sources (McMillan & Schumacher, 2014).

3.4.1 Data Collection Instruments

An instrument is a tool that is used for the collection of data. The researcher used semi-structured questions to interview individuals and focus groups (Sharan, 2009) (Appendix G) to gather in-depth information from the focus groups on the challenges that they face when supporting the learners with behavioural problems. There were scheduled dates and times for individual participants and the focus groups.

3.4.1.1 Individual interviews

This is a method that is used in qualitative research to collect data. It allows the face-to-face verbal interchange, probing interaction between the interviewer and the interviewee (McMillan & Schumacher, 2014). The data were collected through semi-structured interview questions which involved direct interaction in a one-on-one interview. In each interview, the researcher explained the purpose of the study, the reason for their selection and the criteria used to select them. This helped them to understand the intention of the study and to feel free to contribute positively by giving their inputs of their opinions, feelings, and experiences to the course of study.

The questions were prepared moving from general questions to open-ended questions and probing to get in-depth or detailed information (McMillan & Schumacher, 2014). Open-ended questions were used to allow the participants the freedom to express their views, opinions, feelings and experiences openly. Yes or no

answers were avoided, and the respondents needed to elaborate on their responses. Uncertain and short responses were probed to get in-depth information with the purpose of increasing comprehensiveness, opinions and independent thinking (Sharan, 2009).

Probing questions were used to stimulate the interviewees' responses, feelings, opinions, knowledge, background to get more details and clarity on their different fields of work (Sharan, 2009). The researcher assessed the interviewees' perceptions, opinions, thoughts, meanings, definition of the situations and the construction of reality based on the given interview guide (Appendix G) (Punch, 2011). In the process, the researcher took the lead and ensured that she kept on track with the theme of study and did not deviate from it. This gave productive results.

The following were considered:

- Audio-recordings were used with the permission from the participants to capture all the information that may have been missed during note-taking by the researcher. No information was omitted but was quoted verbatim as per participant's responses.
- Note-taking by the researcher assisted in capturing the information and in analysing the results.
- Where the participants used any language of their choice (other than English), the researcher translated them into English that will be understood by the reader by using the quotes to show the spoken language.

Each interview took about 1 hour. Follow up sessions as per researcher's need for more information were communicated and arranged with the school.

3.4.1.2 Focus groups

The group interviews were arranged at scheduled times. The same instrument used for the semi-structured interviews was used for both focus groups for the sake of triangulation and to enhance trustworthiness.

Each focus group took about 1 hour. Follow up sessions as per researcher's need for more information were communicated and arranged with the school.

3.4.1.3 Document analysis

The researcher reviewed the school documents to critically assess and analyse the information and evaluate and make accurate judgements based on available evidence in the documentation to avoid any misconceptions (Fusch, Fusch & Ness, 2018). The review of documents was used to corroborate the information supplied by the participants in the interviews and focus groups. The documents examined were school policies, codes of conduct, behavioural management policy, classroom rules, SBST entry book of learners with behavioural challenges that were discussed at school, the school logbook to verify DBST visits to render support to schools for such learners, and analysis of results and intervention strategies to support vulnerable learners to improve the quality of teaching.

3.5 DATA ANALYSIS

Data analysis is defined as a systematic process of interpreting data to provide explanation of a single phenomenon of interest (McMillan & Schumacher, 2014). The data collected were studied, analysed, simplified, clarified, interpreted in words than numbers, finalised and narratively linked to the research question and the aim of study. The researcher used inductive reasoning to synthesise the data to get a new way of understanding the pieces of collected information by looking at the similarities and differences between responses. The information was coded into categories and then combined under themes to construct the reality, make judgements on specific findings from the participants' perspectives and to draw inferences that will add to the body of knowledge on the topic of behavioural challenges (McMillan & Schumacher, 2014).

3.6 TRIANGULATION

Triangulation assisted the researcher to compare one source of information with the others. Triangulation is a powerful tool for exploring multiple realities and validating the themes of the study by getting comprehensive understanding from the different perspectives on an investigated phenomenon (Patton, 1990). Lincoln and Guba (1985) contend that no single item of information should ever be given serious consideration unless it is triangulated this is supported by Altrichter et al. (1996) and

Cohen and Manion (1986). This strengthened the researcher's standpoint and understanding of the phenomenon.

3.7 TRUSTWORTHINESS

The researcher gave the transcripts of the interviews and focus groups to the participants to review the findings from the collected data. The participants were asked to verify the accuracy, correctness, misrepresentation of data if any or bias writing when analysing and interpretation of collected data was made. This was intended to enhance the authenticity of the gathered data from the different sources of information (Booyse et al., 2011). In addition, it eliminated researcher bias (Sharan, 2009).

3.7.1 Credibility

Guba and Lincoln (1985, cited in Arthur et al., 2012:44) define credibility as the match between an evaluator's representation and the constructed realities of the participants or stakeholders. Credibility has to do with genuine results given by the researcher as believable, real, true and accurate as verified by the participants. They were asked to verify the information and give their own opinion on the credibility of the research. If the participants approve the outcomes of the interpretation, then the credibility is endorsed.

3.7.2 Transferability

Transferability may be affected if the outcomes or interpretation of the data does not match the research design. By providing a detailed audit trail, another researcher may be able to use the design in another context and achieve similar results (Anney, 2014). In contrast, Denscombe (1998) and Stake (1994) maintain that contextual factors should be considered because cases may vary and uniqueness in a sample group needs to be taken care of before transferability can be confirmed. Yoh (2012) suggests that the researcher should give enough and detailed additional description of contextual factors about the fieldwork to be understood and to allow the reader to see the applicability of the results in another context. The researcher avoided generalisations and unrealistic claims (Atkins & Wallace, 2012).

3.7.3 Dependability

This has to do with the trustworthiness of researcher's work or findings (Shenton, 2012). Dependability can be established by an external person who can verify the researcher's processes of data collection, analysis, the findings and conclusions in gaining understanding of the context (Statistics Solutions, 2018).

3.7.4 Confirmability

Confirmability refers to the degree to which the results could be confirmed or corroborated by others by using different and unique strategies (Trochim, 2006). This confirms that the results on the research report come from the participants' narratives based on their experiences, opinions and ideas rather than the researcher's own opinion or bias. This means giving detailed information and reasons for the choice of methodology, data collection methods, data analysis, origins of the data and the interpretations of results that gives clarity and understanding to the reader (Shenton, 2012; Statistics Solutions, 2018).

3.8 ETHICAL CONSIDERATION

Ethical decisions are made by the researcher in adherence with research ethics by contemplating the rights and welfare of the participants in the study and by protecting the confidentiality of data and privacy of the participants (McMillan & Schumacher, 2014).

The participants are protected from any harm by avoiding the disclosure of private and confidential matters. Their rights and ethical principles that apply to the study should be discussed with the participants. They should also be given an opportunity to ask questions if they need clarity before data collection commences (McMillan & Schumacher, 2014).

3.8.1 Institutional Approval

Firstly, the researcher followed protocol by writing to the GDE to request permission to conduct the study at the two identified primary schools in Gauteng East. She attached the UNISA Ethical Clearance Certificate specifying the purpose of study. On receiving approval from GDE, she then submitted the GDE approval letter to the

District Director who also issued a letter to be submitted to the principals and the SGBs of both sampled schools; to allow the researcher to conduct the research.

Lastly the researcher then arranged an appointment to submit the letter to the schools, to introduce herself and to discuss the purpose of study which is “to identify the FP teachers’ experience when supporting learners with behavioural problems”. She attached the schedules for the interviews with specific dates and times to ensure that she did not interfere with the school teaching and learning contact time. The declaration of the researcher was also attached to commit herself to protection of confidentiality and privacy of gathered information. The information of the researcher’s academic supervisor was provided, in case the schools needed more information about the researcher.

3.8.2 Voluntary Participation

The researcher requested time to introduce herself to the participants, to engage and to build a relationship of trust and to discuss the theme and the purpose of study. She allowed them to ask questions to get clarity before the commencement of the practical study. The consent forms were discussed, and the ethical issues of confidentiality, privacy and anonymity were highlighted. Their right to withdraw should they feel uncomfortable during the process of data gathering was also explained (Booyse et al., 2011).

Informed consent forms were attached where participants could declare their agreement to participate in writing. Detailed information was provided in writing to allow the participants to get a full understanding and to ask questions where clarity was sought from the researcher. When the participants were satisfied, they were asked sign the consent form (Booyse et al., 2011). Focus group participants were also asked to sign a declaration form of stating that sensitive matters would be kept confidential and not disclosed to external people who were not part of the focus group (Delamont, 2012).

3.8.3 Anonymity and Confidentiality

The researcher should in no way disclose the information and identity given by participants, but the information should be kept confidential. In this case, the researcher used face-to-face interviews as a means of gathering information, and

the privacy of participants was guaranteed by the researcher (Cohen et al., 2011). Instead of using names of participants or names of schools or any form of identification; the researcher used pseudonyms or codes. The researcher also used password-protected files to protect the invasion of participants' privacy as promised when the discussions were held before they signed the consent form for voluntary participation.

3.8.4 Respect for Human Dignity

The researcher respected human dignity of all participants as human beings i.e. their interest and personal integrity were respected. The researcher respected and protected their individual privacy against any harm when the final report was presented for examination (UNISA Research Ethics Committee, 2016).

3.8.5 Respect for Persons

The researcher should listened attentively to what the participants say and respect all their views, opinions, thoughts that contributes to the study. She considered and respected their dignity and did not undermine or violate their rights. This should be built on trust and good relationship between the inquirer and the interviewee. Participants were treated as autonomous agents who were independent and capable of making informed decisions that could contribute positively to the outcome of the study (Gallardo, 2012).

3.8.6 Beneficence

This deals with the outcome of the research which are to be positive and beneficial (Gallardo, 2012). This means taking care of the wellbeing of the participants by minimising the risks that might cause harm and maximising the autonomy and freedom. The researcher protected the rights and privacy of the participants to feel free and to contribute to the theme of study with the knowledge that their rights were protected.

3.8.7 Justice

This deals with all classifications of people; i.e. race, ethnicity, gender and age, which should be equally subjected to the consideration of the risks and benefits of the study. People should be included and excluded for a legitimate reason and

without bias or discrimination by the researcher (Gallardo, 2012). This study considered all individuals according to specific criteria; for example, only teachers in the FP were considered, but teachers in other phases were excluded from selection.

3.8.8 Avoiding Deception

This is the violation of the right to informed consent that may sometimes mislead participants as to the study purpose (Gallardo, 2012). The researcher avoided deception by telling the truth to the people that were included and did not hide the truth or misinform the participants which might cause harm. The researcher was honest when gathering the information and was specific on the reasons for the research and the topic of study without manipulating her subjects to play on their feelings. Dishonesty would affect the credibility of the data collected and would negate any value of truthfulness and integrity (Atkins & Wallace, 2012).

3.9 CHAPTER SUMMARY

The aim of the study was to examine the challenges experienced by the FP teachers when supporting learners with behavioural problems. The phenomenological approach was used for data gathering and interpretative paradigm was applied which supports the belief that the reality is constructed by subjective perception. Semi-structured interviews, focus groups and document analysis were used to get in-depth information. The ethical issues were discussed with participants where confidentiality of information was ensured and consent forms for participation were provided by the researcher. The researcher fostered good relationships with the participants for the data to be collected with ease; to encourage the participants to voice their frustrations and to give suggestions on how to apply positive discipline to deal with the current behavioural challenges in schools.

In chapter 4 the researcher presents the findings of the study from the data collected, analysed and interpreted on the theme of “experiences of a teacher when supporting learners with behavioural problems in the inclusive foundation phase classes”. The collated information and rationale from the teachers during the in-depth interviews, focus groups and document analysis informed the research findings and answered the research questions, aims and objectives of the study to devise the strategies to reinforce positive behaviour of learners.

CHAPTER 4: FINDINGS, INTERPRETATIONS AND DISCUSSIONS

4.1 INTRODUCTION

Behavioural challenges in schools are culturally abnormal and of such intensity, frequency or duration and are likely to interfere with optimal learning. It limits the participation of peers and adults and violates other learners' rights to learn and causing disturbances and smooth running of teaching and learning (Emerson, 2001).

The researcher used a qualitative research design to engage the participants to get comprehensive knowledge about the theme of study by focusing on their experiences, challenges, causes and to find the intervention strategies on the theme of study. The semi-structured questions were used for in-depth inquiry. The study was conducted at two schools in the Gauteng East District. The confidentiality of information, ethical issues and anonymity were considered by the researcher. The researcher used School A and B as school identifiers and numbered the participants instead of giving their names to protect their identity. During the interview sessions the following themes emerged from the research findings:

- Theme 1: Foundation Phase learners' behavioural challenges – teachers' experiences.
- Theme 2: Effects of behavioural challenges on quality of teaching and learning – policy implementation.
- Theme 3: Support system that the teachers need to reinforce positive behaviour in their classrooms.
- Theme 4: Intervention strategies for behavioural management – future resolutions.
- Theme 5: The involvement of all the partakers in education to deal with behavioural crisis in schools and countrywide.

4.2 BACKGROUND OF THE SCHOOLS WHERE RESEARCH WAS DONE

The researcher sampled two local primary schools to gather information from and referred to them as School A and School B to protect the school's identities. One school was a full-service school and the other one an ordinary mainstream school.

School A is an inclusive mainstream school that is governed by the principle of ensuring diversity and fostering maximum participation for all learners in the culture of school. It includes addressing the barriers to learning of all the learners with disabilities of different kinds and implementing additional support to accommodate their diverse needs (DBE, 2009).

SIAS-trained teachers in the school made up 60% of the staff while untrained staff totalled 40%. There was continuous support for the newly appointed teachers on inclusive education matters. The school was selected as a pilot school and was fully resourced with teachers receiving continuous intensive training from the DBE and its partners. Most of training was scheduled during the school holidays. The training that the teachers received included changing of learners' attitudes and behaviour, using a flexible curriculum and creating an environment that is conducive to effective teaching and learning (DoE, 2001).

The school collaborated with resource schools for further development, enrichment programmes for skill competence. There were district visits every week for monitoring and support and to discuss learners' barriers to learning and any other areas of support. They submitted monthly reports on school and learner progress.

The programmes of support were categorised to cover the whole school planning on behavioural management, classroom management, differentiated teaching, learning barriers and all other inclusive matters of teaching and learning. Teachers were resourced with files from training workshops that equipped them on inclusive education. The school had two Learner Support Educators (LSEs) on site to assist the teachers in supporting learners with barriers to learning and in drawing up intervention strategies to be used in their respective classes. They worked with the school SBST for full school functioning and they capacitated its members on their roles and responsibilities in the team.

The school's environment was conducive for learning with the SGB being fully involved in all school matters and encouraging parental involvement which is the key indicator to quality of teaching and learning. Discipline was instilled in the learners. The code of conduct of learners was used as a behavioural management policy of the school. It was first communicated to the parents who were given opportunity to give their inputs on all aspects of learners' discipline at school. Each parent received

a copy of the code of conduct to instil discipline even at home. The home-school-community relationship was reinforced successfully.

School B was a joint education school that accommodated learners with special needs in the same classroom with those with no disabilities. This was done to avoid discrimination of any sort but to acknowledge and respect diversity in learning (DoE, 2001). Special planning for teaching was made to accommodate different abilities through differentiation in the classroom. The school code of conduct was evidently used as a behavioural management tool to control learners' behaviour and to instil discipline in them. It was detailed and stated the roles and responsibilities of the parents and their rights to appeal if their children were treated unfairly during a disciplinary hearing.

Most of the teachers were not trained on SIAS and lack competence to be able to support learners with different barriers to learning. The lack of training resulted in partially functionality of the SBST. The school depended solely on DBE workshops for its functionality.

4.3 BIOGRAPHY OF PARTICIPANTS

The researcher selected a total of 16 participants from both schools including the teachers, SBST and SMT. There were eight participants from each school to represent the total number of teachers at school. They were chosen as per criteria that considered the age, gender, highest qualifications, post description, teaching experience and training received. The researcher could not balance the gender because it is rare to find males in FP. It was fortunate and interesting that we had one male teaching in the FP who had a passion to teach the young ones. The identities of the participants were concealed as per agreement on the declaration form that was made to the school (Cohen et al., 2011).

Table 4.3.1 is a summary of participants' biographies, but the researcher had a challenge of not getting full information from all participants. Some participants did not want to give their information. The confidentiality of information was discussed, and the declaration form signed by the researcher to keep all the information private and confidential. It was within their rights to give or not to give the information. The researcher tried to convince them, and at the same time respected their decision.

This was one way of checking the skills audit to get in-depth information. The information given is summarised as follows:

Table 4.3.1: Demographics of the sample

| CODE | GENDER | AGE | POST DESCRIPTION | HIGHEST QUALIFICATION | TEACHING EXPERIENCE | TRAINING RECEIVED |
|------|--------|-----|------------------|--------------------------------------|---------------------|-------------------|
| P1 | Male | 37 | Practitioner | Grade R Educare Diploma | 12 | yes |
| P9 | Female | 52 | Practitioner | Grade R Educare Diploma | 12 | no |
| P2 | Female | 51 | Teacher | B.Ed.(Hons) Training & Development | 21 | yes |
| P3 | Female | 50 | Teacher | B.Ed.(Hons) Management & Leadership | 21 | yes |
| P4 | Female | 56 | LSE | Special Needs in Education | 29 | yes |
| P5 | Female | 43 | Teacher | B.Ed. (Hons) Management & Leadership | 18 | yes |
| P6 | Female | 56 | Teacher | B.Ed. | 27 | yes |
| P7 | Female | 58 | Teacher | Special Needs in Education | 19 | yes |
| P8 | Female | 47 | Deputy | Special Needs in Education | 23 | yes |
| P10 | Female | 51 | Teacher | Junior Primary Teachers Diploma | 15 | no |
| P11 | Female | 56 | HOD | Senior Primary Diploma and ACE | 30 | no |
| P12 | Female | 60 | HOD | SPTD BA | 32 | yes |
| P13 | Female | 59 | Teacher | JPTD | 30 | yes |
| P14 | Female | 49 | Deputy | PTD BA | 25 | no |
| P15 | Female | 60 | Teacher | JPTD | 35 | no |
| P16 | Female | 58 | Teacher | JPTD | 35 | no |

4.3.1 School A

Participants were asked about teaching staff that received training and whether the information gained was disseminated to the staff. Three participants were interviewed. None of them had qualifications on inclusive education. They did not receive SIAS training from the DBE. Since the school was a full-service and pilot school, they indicated that they relied on the resource school's workshops that were conducted to empower them on inclusive education matters. They indicated that District Inclusive Support Service (DISS) unit continuously visited the school weekly for monitoring and support of learners with serious barriers to learning. They got

chances to discuss classroom challenges that they experienced with learners and the intervention strategies applied. The training that they frequently received was from the resource schools for Learners with Special Education Needs (LSEN) such as Muriel Brand School and Phelang School.

P3 indicated that *“we were invited as a school during the holidays to attend the five days’ workshop from 9h00–15h30 that was facilitated by the University of Pretoria on curriculum differentiation and all aspects on barriers to learning and behaviours of different kind. The workshop was informative and files with learners’ need programmes were issued to us for our daily use, reference and implementation in our classrooms.”*

P3 indicated that training varied but covered all the aspects of learners’ needs ranging from academic, emotional, psychosocial to behavioural. Learners’ needs in totality were looked at, accommodated and supported. The three participants agreed that they had learnt different systems and methodologies that met all the learners needs (DoE, 2001). They further stated that the policy of inclusive education was reinforced.

When asked on how newly appointees (teachers) are accommodated on training, SBST P5, P6 and P8 all responded that: *“through this continuous training the newly appointed teachers on the system are automatically trained and everyone is trained because the training is compulsory for the whole staff.”*

P1 indicated that *“I attended the 10 weeks workshop at Turffontein. The theme of the workshop that was addressing children with ADHD, support strategies for those learners with behavioural problems and engaging parents to assist them at home i.e. home-school relationship”.*

P1 said: *“I was certificated for my attendance and received the file with the programmes that covered all the learners need and diversity to learning. Methods were taught on identifying those learners with barriers to learning and strategies to support them. I received the training in 2003 but commend the workshop conducted then because I can still use the acquired information to address the challenges we experience in our classrooms today to ensure curriculum flexibility, to minimise barriers to learning and to maximise the full participation of learners.”*

P2 indicated that *“I relied on workshop facilitated by the District and its partners, but I have an interest on improving my study on inclusive education because knowledge is power.”*

P3 indicated *“we were lucky to be in a full-service school and attended the workshops at Muriel Brand arranged by Gauteng East District. We were the first school in the area to receive the training. We received the programmes that covered the different topics to assist learners with barriers to learning of different kinds. It’s interesting to learn about differentiation in my classrooms and we share experiences with colleagues in our phases and the entire school. Training started in 2017 and we understood about the learners’ differences. We are fortunate to have Learner Support Educators stationed in our school that also supported us continuously. The LSEs assisted our learners during contact time to close the gap of barriers to learning that the teachers experience in their classroom on Mathematics and Languages. They also give us academic strategies to be used in our classrooms to close the gap of barrier to learning.”*

P2 and P3 stated their intention was to further their studies and they now had an interest in specialising on inclusive education and intended to register for a Master’s in Inclusive Education in 2020.

In their conclusion, they unanimously agreed that it was the policy of the school to give feedback to all teachers on workshop attended. This gave time for information-sharing and good practice as implementation is crucial for staff development. The presence of LSEs was an advantage to them as they also had ample strategies to assist them.

4.3.2 School B

Five participants (all women) including the Grade R teacher were interviewed. They were asked if they had any inclusive education qualifications. None of them had inclusive education qualifications and had never attended SIAS training. Only one teacher had attended the SIAS training. She complained of inadequate time for training. She also needed more understanding. The HOD who also attended SIAS had retired two years before without giving feedback to the FP or the entire staff.

In contrast to School A, there was no sharing of information. In School B, when workshops were attended, the attendees did not give feedback to develop other teachers, but it was for the attendee's self-development. The school did not collaborate with full-service or resource schools which had specialists or therapists to share experiences and to gain new knowledge and expertise. They all agreed that there was no monitoring from the senior management on reporting back the information acquired from the workshops. There is lack of team work to be able to share common goals, good practices, frustrations and experiences. There is no uniformity in planning of teaching practice.

P4 indicated, *"I attended the SIAS training, but it was inadequate, and I am still confused as did not master all what I was trained about. I am trying to implement the differentiated teaching in my classroom, but it is trial and error. I am not sure whether I am on a right track but have observed some improvement from some learners in my class."*

In conclusion all the participants agreed that information-sharing on good practice and area of strength among the teachers was never shared. Instead everyone does what he/she thought was best to achieve the best outcome.

4.4 DATA ANALYSIS

4.4.1 Theme 1: Foundation Phase Learners' Behavioural Challenges- Teachers' Experiences

The behavioural challenge is defined as culturally abnormal behaviour of such intensity, frequency or duration that interferes with optimal learning, which limits participation with peers and adults. It violates other learners' right to learn by causing disturbances and disruptions and presents challenges to teachers while teaching (Emerson, 2001).

This theme answers chapter 1 on the aims and objectives of the study.

Participants were asked to share their experiences on behavioural challenges in their classrooms and the impact that they have on quality of teaching and learning. How does it affect the performance of the whole FP in terms of results?

Both schools had similar behavioural challenges in their classrooms which are listed as follows:

Table 4.4.1: Behavioural problems

| Behavioural problems | School A | School B |
|--------------------------------------|----------|----------|
| Bullying | √ | √ |
| Stealing | √ | √ |
| Vulgarity | √ | √ |
| ADHD | √ | √ |
| Late-coming, truancy and absenteeism | √ | √ |
| Noisy | √ | √ |
| School activities not done | √ | √ |
| Lack of morals and values | √ | √ |

4.4.1.1 Bullying

Bullying is defined as intentional and unprovoked aggression that involved disparity of power between the victim and the perpetrator (Landsberg, 2011). Bullying is the rampant behaviour that all the participants complained about that is causing frustrations to all the teachers, learners and the parents of the learners in schools. Bullying is threatening the safety of other learners in the classroom and at school. Safety of learners is prioritised, and learners should be protected from the environment that poses a threat to them (RSA, 1996).

Participants were asked to share their experiences on bullying in their schools.

P4 stated, *“It is a serious problem that is physically displayed by learners by pushing, kicking, biting, stabbing others with whatever they have just to inflict a pain or to cause bodily harm and to temper with one’s emotions i.e. physical and emotionally. Classroom rules are there and reinforced to learners on the expected conduct in the classroom but served no purpose anymore. Some of the parents take it upon themselves to discipline the bullies without engaging the school. It’s hard even to go to the restroom or office; if I do when I come back; they are in loggerheads fighting each other. We don’t enjoy our profession anymore; our morale and self-esteem are very low.”*

P2 indicated, *“During teaching and learning some learners steal or hide other learners’ belonging such as jerseys, schoolbags, books, pencils, money which leads to fighting amongst them. They move away from their tables to disturb the smooth*

running of the classroom teaching and learning. This is done because they can't cope with the schoolwork and are underperforming. These disturbances are impacting negatively on quality of teaching and learning. The teaching time is compromised and wasted on correcting the misbehaviour of learners in the classroom. We take more than 15 minutes of teaching time every day correcting the behaviour before teaching starts." This violates the prescribed teaching time in the Curriculum Assessment Policy Statement (CAPS) policy which is 22 hours a week for Grade R-2 and 22.5 hours per week for Grade 3 respectively.

They were asked how they deal with bullying which has been a major problem in schools for decades. Before 1994, the source of discipline or corrective measures was the use of a cane to correct the misbehaviour of the learners. Use of corporal punishment was abolished in 1994 by the legislation of the country (RSA, 1996, s12 (1)), and since then, disciplinary problems have escalated in schools with teachers feeling disempowered regarding instilling discipline. Learners had more rights than responsibilities and they were to be treated with human dignity to minimise barriers to learning (DoE, 2001). Marais and Meier (2010) add that the schools led by SGB should find alternative ways to instil discipline.

Their response collectively stated that they use the code of conduct which was communicated to the parents to reinforce positive behaviour. *"Code of Conduct is used as the behaviour management policy. We also called parents to school and discussed the learners' misbehaviour. Furthermore, the School Governing Body is fully functional and of assistance to the school in instilling discipline by conducting meetings whereby the learners' misbehaviours are deliberated, discussed and the steps to be taken against the learners who continued to transgress the school rules"* (P3). In the absence of the chairperson due to other duties, he ensured that he deployed other members within the SGB to attend cases of learners' challenges at school.

P6 asserted that *"we are of an advantage because frequently on Mondays we are visited by the District ISS unit for intensive support to the SBST and management. Cases of learners with intensive behavioural challenges are reported and attended to."*

At School B, most of the participants indicated that violence was rife and most of the cases reported were for bullying.

P10 articulated that *“Nothing replaced corporal punishment, learners in the classes are uncontrollable, worse and ill-disciplined.”*

When asked about the strategies they used to eliminate the bully behaviour, they all in one voice indicated that: *“We are disempowered by the prohibition of corporal punishment which constantly was effectively used to correct the learners’ misbehaviour in schools, and nothing replaced that. Discipline in schools is out of hand and increased daily. We lack skill competence to deal with behaviour management.”*

When asked about the code of conduct of the school as a tool for behavioural management to correct and set rules for the standard of conduct expected from learners, the responses were as follows:

P9 responded, *“I do not know that the school has the code of conduct policy.”*

P10 remarked, *“It is available but not used and is not fully functional.”*

P12 said, *“Code of conduct is quiet about the sanctions to be used on the learners’ misconduct, but the focus is harsh on teachers.”*

P9 added, *“I never saw it.”*

SBST P14 commented, *“We work with policemen to assist the school on bully learners. They address the learners at the school assembly about the dangers of being bully to other learners and consequences of their actions.”*

They also indicated that they had a social worker who assisted with social issues such as cases of abuse and neglect, unemployment and poverty-stricken homes to give support to those families on behalf of the school. This is in line with the EWP6 on engaging other stakeholders in education to use their knowledge and expertise and assist the school on challenges that they encounter (DBE, 2014).

The follow up on their responses was about the SGB’s support on encouraging parents about the discipline at school.

P11 stated, *“I don’t see the SGB assisting the school to instil positive discipline and further stated that I also need to be trained, I lack skills to perform my duties effectively and efficiently.”*

P15 commented, *“Learners emulate what they see on social media and televisions e.g. wrestling and do it practically to their peers.”* All other participants in agreement added that many copy the violent behaviour at home and bring it to school. Some learners had bullying parents who fought in their presence. When other learners came to school, they fought for the teacher’s attention because of the continuous frustration that they had at home. Others were angry about being bullied by other learners inside and outside the school premises.

4.4.1.2 Stealing

This is an aversive behaviour that is common in schools. It is spread either from school to the community or the behaviour is learnt from community and is brought to school. Teachers attend cases of learners’ theft instead of teaching.

What support do they give to those learners and what tool does the school use as a corrective measure to eliminate this act?

P3 from school A stated, *“We receive most cases of stealing inside the classroom and during break such as taking other learners’ money, they search bags of other learners and steal writing equipment and jerseys for their personal gain. We encourage parents to put name tags on their children school uniform and to bring back the items brought home by their children which are not theirs. Stealing of uniform is a daily practice. We talk to them about the behaviour as not tolerable.”*

P1 added, *“Most of these learners steal because they don’t have, challenged socio-economic status at home, poverty and unemployment of members of the family. They even steal someone’s lunch box and eat it without remorse that the owner won’t have something to eat. Cases of bullying erupt due to theft of other learners’ belongings.”*

P15 proclaimed that this problem of theft by learners had extended to stealing the teacher’s belongings such as money and phones. *“Powers are taken from us to discipline these learners since the outlawed of corporal punishment. We just talk to*

them and get the stolen item/s back or sometimes not getting them at all. We use the behavioural entry book to record their misdeed and to enter the learners' information in the learners' profiles. Learners no more have morals, values and ethic in the society they live in. The unacceptable behaviour is a norm to them."

4.4.1.3 Vulgarity

This is an unaccepted language displayed by learners to others at school. All the participants stated that learners are very noisy even in their presence. They use unacceptable strong language such as swearing and teasing each other which leads to bullying.

4.4.1.4 ADHD

P1 stated that, in his Grade R class, he identified some learners with ADHD. When asked how he identified the learners as having ADHD since it is not easy to tell unless you received intensive training on ADHD to identify the symptoms, he indicated, *"I attended the training for 10 weeks where we were given tools by the Department to be used and were taught how to identify learners with specific behavioural challenges including ADHD and the detailed support for them in the classroom setting. Their attention span is short and is easily distracted. They leave their activities incomplete to move around and disturbing other learners who are on task."*

P9 said, *"The same tool was given to all Grade R practitioners to be used to assess learners inside and outside the classroom. We had to record the progress of the learner as they learn through play. I am using the tool to observe the learners' activities inside and outside the classroom. The form is user-friendly even if I didn't attend the training; it's easy to follow its content and to identify the challenge/barrier noticed from the learners in class. I was able to identify the learner who is acting very strange. The activity was locomotors movement and was using skipping rope and all other learners were enjoying skipping and one learner observed couldn't skip. I continuously observed the inability to move the body. The only solution I had for such learners was to call the parent and discuss the challenge further than that I don't have strategies to intervene due to lack of skill competence. Parents don't accept what the teachers have discussed about their children."*

4.4.1.5 Late-coming, absenteeism and truancy

4.4.1.5.1 Late-coming

This is the behaviour that all the participants in both schools commented about. They were asked about what support strategies they used to deal with late-coming and how late-coming of learners impacted teaching and learning.

Participants 1, 2, 3 in one accord commented that *“The learners come late in all the grades which are a cause for a concern. The school has a strategy to ensure that teaching time is not violated as per CAPS instruction time of 22-25 hours per week. There are teachers on duty rooster where in the morning they monitor late-coming and latecomers are recorded in their respective classroom registers. If late-coming is perpetual the parents of those learners are called in the meeting to discuss the misbehaviour that impacts on quality of teaching and learning and even affects the school performance on reaching the district and province target. The SGB intervened and assisted fully in ensuring smooth running of the school without disturbances. According to the school code of conduct late-coming is intolerable but is managed effectively.”*

Furthermore, they added that *“the school also engaged transport drivers to keep with the school time programmes. The drivers that bring learners to school late continuously are recorded and parents are phoned for late-coming of their children. The school advise them if possible, to find the suitable transport that will bring their children to school on time.”* They all agreed that the strategy worked well for them, and that late-coming was under control. *“Parents play a prominent role; the challenges that remained are those with uncaring/neglecting parents who don’t come to school when called to discuss the challenges faced with their children. Other challenges are those of children staying with their grandparents. Some due to age can’t make it to the school.”*

School B applied the same procedures as School A. Their serious challenge was that of learners who stayed near the school that were very late on a daily basis. School B had an SGB that was not fully supportive in engaging the parents to discuss and to eliminate the behavioural challenges. Their expressions of discontent are highlighted below.

P10 said, *“the SGB is not engaged at all, they have never lifted a finger to support the staff and the school. ‘asiyazi’”* (we don’t know it).

Unanimously they commented that: *“we don’t engage them “azange sikhulume nabo”; we never spoke to them; their term is about to end without lifting a finger to support the school. We don’t engage them; they also don’t perform their duties. They need to be trained also on their roles and responsibilities.”*The researcher recalled the policy which states that the role of the principal is to develop the SGBs in terms of policy implementation and legislation (DoE, 1996).

P12 said, *“We used to be supported by the previous SGB; they were hands on with full support to the school and to accomplish the school vision and mission.”*

P13 stated, *“They need intensive training to be able to perform their duties based on the roles as the parents of the school.”*

P12 added, *“If the learner is late for more than three times, they give the learner a letter to give to the parent.”*

4.4.1.5.2 Absenteeism and truancy

Both absenteeism and truancy are an intolerable behaviour which affects the culture of the smooth running of the school, the quality of teaching and learning and the performance of learners are affected.

P1 and P 2 stated, *“we blame parents, they fail to bring their children to school; that affects the children’s attendance due to their parents’ personal problems. Most of the reasons for the learner’s absence are the separation or divorce of both parents sometimes the father/mother are fighting for the custody the child. Learners are confused; they developed a negative self-esteem and loose identity. They end up bunking classes. This results to learners being truant and bunking classes.”*

According to Jessor (1977) (Chapter 2, s2.3), the problem behaviour is described in terms of its nature, frequency, severity and duration. He further gives the behavioural intervention strategies that through observation of antecedent events and consequences, both should be managed by manipulating the stimuli to prevent the behaviour from recurring. Systems should work together to combat the unfavourable

situation i.e. parent-school-community. The same strategy of inviting the parents to discuss the misbehaviour can be used to find the best way to stop the misbehaviour.

In School A in the teacher's entry book, the following remark was made: "the learner in Grade 2 has developed the behavioural problem of not coming to school". The challenge was concealed and remained unnoticed. The child had a visual problem and did not want to write activities in class until the teacher identified the problem and informed the parent. The support given to the learner was to be taken to the clinic and be assisted individually by the teacher to write the tasks. The teacher had attended training on identifying the learner's behaviour. She used the skill competence to detect the barrier and the learner was fully supported in class and referred to Department of Health for further support in getting visual aids.

On another entry, a Grade R learner was bullied and wounded by Grade 2 learners and did not want to come to school. The parents were invited to school, they intervened, and the problem was resolved amicably, the child was taken to the doctor. This shows the good relationship between the school and home. As the study is predicated on Jessor and Jessor's (1977) problem behaviour theory (Chapter 2, s2.3), the causes of the misbehaviour need to be understood and an evaluation for intervention support needs to be made. The teacher applied the theory and was able to modify the behaviour of the Grade 2 learner with the intervention of the parent (Woolfolk & Perry, 2013). After the intervention, the Grade R learner returned to school.

SMT P16 remarked that environmental factors had an influence on the development of the child. She supported her statement by saying that the school was situated near a hostel and there was a Grade 7 girl staying with a relative at the hostel and was sexually molested by the hostel dweller and was reported to be pregnant. The behaviour of absenteeism developed automatically and was beyond the child's control. The school is handling the matter to be referred to the District for further assessment and for counselling of the child. Environment has an influence on the cognitive development of the child; this is the socio-cultural theory of Woolfolk and Perry (2013); Shea and Bauer (2012) concur with him and add that behavioural change depends on the modification of the environment.

4.4.1.6 Noisy

All the participants in both schools complained about learners being inattentive and too noisy even in the presence of the teachers in class. More time is spent on behavioural management than on teaching (Chapter 2, s2.7.1). Walker (2012) concurs and encourages the teachers to dedicate more time to behavioural management to create a positive classroom climate that is safe. They are ill-disciplined and hard to control which affects the smooth running of the school.

They further responded that *“the noisy classrooms are caused by overcrowding in the Foundation Phase where a good foundation must be laid. Our classroom enrolments are too big and ranges from 48-50 learners, individual attention is hard to manage. It’s worse with our school it is a full-service school dealing mostly with learners with disabilities of different nature, if class size is not considered or reduced then it poses a challenge to us teachers of high workload and noisy classrooms.”*

This section answers the question: how does learner-teacher ratio impact teaching and learning? How to deal with it in the classrooms? It is now confirmed as the participants mentioned the class sizes as having an influence on learners’ behaviour. As mentioned earlier, the admission and capacity of the school must be taken seriously if performance is to improve in schools.

P3 proclaimed, *“we do get the support from the SMT who organised workshops on classroom management to eliminate stressful situation on teachers and to share good practice and experiences in our classrooms. The principal and the Deputy also take rounds to monitor and to manage the discipline of both teachers and learners at school.”*

In School B, the class sizes are not the same. In FP, they complained about the big class sizes. P11 responded, *“It’s frustrating for the teacher to have 45-48 learners when I have to do differentiated teaching and to focus on individual attention to some learners.”* They further elaborated that the class size was a barrier to learning and increased the teachers’ workload and the frustration.

P13 and P15 further elaborated that with the lack of training and skill competence for classroom management or to deal with large class sizes. Personnel Administrative Measures state clearly that the workload should be distributed evenly amongst the

teachers to avoid conflict (Chapter 2, s2.5.3). The admission of learners should be considered and the capacity of the classroom and the school to avoid overcrowding in the classrooms that exacerbate behavioural problems and noisy classrooms.

In both schools, they further elaborated that sometimes the teachers themselves were the cause of behavioural challenges to the learners by failure to honour contact time with learners and absenteeism.

4.4.1.7 School activities not done

This a common challenge in all schools. P2 indicated that: *“Some learners don’t do activities given to them in class; they move around, they are sleepy in class, not interested on the work done; they don’t want to write and disturb others on task. It’s even worse when they are given some work to do at home; they will come to school with work not done. They don’t complete tasks given to them in class which is why when analysis of results is done, they perform poorly.”*

They were asked what intervention strategies as a school they put in place to accommodate all learners’ need in class and promote diversity and differentiated teaching. Responses were as follows:

SBST (P6) remarked that: *“We had a strategy that worked for us that improved learner performance. We grouped learners according to their abilities. We had one remedial class and two classes as mainstream classes; we didn’t mix their abilities as per CAPS policy but grouped them according to performing and non-performing. It was easy for those classes to have an adjusted curriculum and teaching methods formal and informal activities to suit the learners’ need. Though it violated the CAPS policy and SIAS policy that learners’ abilities should be mixed but we could see the difference of improvement from learners’ performances and we were happy about the outcome. All learners could write; complete their class activities and could behave as expected.”*

P2 further added, *“The school is using the pull-out system where six learners in each classroom are sent to the LSEs for remedial support. The teachers are to identify the barriers and give support in class to the learners with the barriers to learning; if no improvement is observed then they are referred to LSEs for further support. The intervention strategies are given to the teachers by the LSEs to be used in their*

respective classrooms. We have observed a great improvement on learners' performance."

P10 indicated, *"We use our own strategies from our previous teaching experiences. Learners who don't write classroom activities are taken to the teacher's table to be monitored and assisted to write or complete the work given to them. Some don't have pencils, their books are lost and very dirty, they scribble on their books and they tear pages from their books. This behaviour of not writing or completing the work affects their performance and the school too because even the formal activities are incomplete or not written at all. They take advantage because the teachers do not have powers anymore to punish them."*

P11 indicated, *"They are under aged learners; they are sleepy when others are on tasks, they can't cope they are overloaded with the work. When parents are told; they don't care, and they neglect them and say keep them until next year."*

P14 said, *"It's like we are babysitters for their underage learners. It's really tough for us."*

4.4.1.8 Lack of morals and values (ill- disciplined)

The participants were asked to list the most prevalent behavioural challenges in their classroom and at school. The ill-discipline was mentioned most frequently in both schools.

P3 in School A mentioned, *"The learners lack the respect and morals to their teachers, to their peers and even the entire community."*

P3 indicated, *"We have a strategy of engaging the learners to instil discipline at school. We have introduced the Soul Buddies and have attended several workshops facilitated by Soul City mentors. Boys are also mentored because most of the misbehaviours are reported on them. The target for training is Grade 4-7; they restore order at school across all the grades. They are taught the leadership roles at a tender age. They work with the assigned teachers to restore order at school. Learners really enjoy the Soul Buddies team and they remain disciplined all the time at school. Most of the learners are eager to join the team. We also have chess*

games in the afternoons where learners are kept busy and encouraged to think creatively.”

P2 added, *“The school is also fortunate to be mentored by the clinical psychologist who once quarterly gives developments to the teachers on identifying learners with barriers to learning and on how to support them.”*

P6 stated, *“The ill-discipline starts from home and is brought to school. It’s about parenting style such as absent parents, alcoholics, drug addicts, bullies etc. This leads to the learner’s ill-discipline.”* Skinner (1953) (Chapter 2, s2.10.3) based on his theory of behaviourism believes that external environment has an influence on the shape of the child’s internal sense of morality. Piaget in his theory added that the morality in the child is manifested by looking at the figures of authority and use them as models of what is right or wrong. It is compulsory for the parents to model a good character to their children and to be imitated to produce an acceptable behaviour to their peers, teachers and the entire community (Woolfolk & Perry, 2013).

P14 stated, *“we had a case recently of a learner who sprayed a pepper spray on the other learner, the parent was called but we had to call the police immediately for their intervention. The learner was dangerous to all of us. We still have to report the matter to the District ISS unit. We feel that it’s either the learner learnt the behaviour from peers or at home and the behaviour is internalised and emulated and now caused the harm on others deliberately.”*

Participants took turns in support of each other stated that the ill-discipline emanated from the negligence at home. Learners were not assisted with schoolwork when other learners in the classroom received assistance.

Most of the participants from both schools added that the relationship that their mothers had with their boyfriends affected them in the sense that they fought in front of the children, who then learnt and imitated the behaviour and fought with others at school.

Most of the participants unanimously declared that learners came to school very dirty and that some were from poverty-stricken homes with no income. There was nothing good that the child emulated from their parents as their role models at home; hence, they displayed unacceptable behaviour in the classroom.

Most of the participants in exchange of ideas spoke in one voice that: *“ill-discipline from learners also emanates from home where they stay in one room and nothing is private. They observe their parents fighting, use of vulgar and also observing sex life without anything being concealed. The behaviour is learnt and copied at home and practised to other learners at school. Emotionally, psychologically and their social lives are negatively swayed. These effectuate anger to these children.”*

According to behavioural learning theories, learning that focuses on external events is the cause of changes in observable behaviours (Woolfolk & Perry, 2013) (Chapter 2, s2.3), as learners observe sex life at home, social media and on television. That changes their behaviour and they tend to sexually harass other learners at school. Such cases were reported during the interviews.

SBST P15 added that: *some of the ill-disciplined matters are emotionally disposed thus there school needs the in-house therapists that will assist with counselling on matters that are beyond our control.*

SMT P8, 16 pointed out that: *that some of the learners’ ill-discipline emanated from the teachers’ attitude displayed on learners and also not committing diligently to their roles and responsibilities. They themselves result to learners’ misbehaviours. Teachers are observed to be absent in their classroom while they are at school i.e. failing to honour the periods. Some other teachers’ neglected learners and attended their phone calls during contact time which caused noisy classrooms that disturbed other teachers in their classrooms. Some don’t have control on learners going to the loo; more than four learners went there at once which disturbed the quality of teaching and learning in other classrooms at school. Some fail to prepare lessons for presentation to learners to some their classroom management is not conducive for learning.*

According to social cognitive theory on understanding the human behaviour and its causes which may influence one’s behaviour that may either be acceptable or not, if one system is collapsed then it may collapse all other systems (Woolfolk & Perry, 2013) (Chapter 2, s2.3). If the behaviour and its causes are understood, then it should be supported and be corrected to change that behaviour.

4.4.2 Theme 2: Impact of Learners' Behavioural Challenges on Quality of Teaching and Learning

This theme answers the third sub-question of Chapter 1 which mainly focus on summative assessment and the outcome of school performance in the District.

Disruptive behaviour has a negative effect on the smooth running of teaching and learning. Through the researcher's interaction with the participants, she gained knowledge and understanding that teachers are frustrated by the continuous disturbances in the process of teaching and must stop and correct the behaviour which takes up teaching time (Singh, 2014). Some of the teachers were demoralised by the learners' behaviour and considered leaving the profession. Teachers feel that teaching is no longer a calling and further added that they had chosen the wrong career. This feeling affects the learners' performance. It is evident that not all challenges are classroom inclined but other behaviours emanate from home and the society (micro-systems) that the child interacts with and has influence on the development of the child (Bronfenbrenner & Morris, 2006).

P9 said, *"We don't know what to do their action are beyond our powers; we end up emotionally screaming to these learners because of our frustrations, to some learners they end up not grasping anything and fear the teacher. This also affects academic performance because I end up being the barrier to learning to my learners. This results to the class becoming chaotic and the classroom environment being unfavourable to teaching and learning. I think if we can communicate, collaborate and share classroom practices with other colleagues; that will, in one way or the other, be able to improve effective classroom practice in our classrooms."*

P13 stated, *"On analysis of learner performance; we do analyse the results every end of the term and have observed improvement as compared to first term. Those with age challenges continue with the behavioural challenges from previous years. Some are improving and some are not."*

P6 said, *"There is a great improvement on learner results because those learners with different behavioural challenges are immensely supported, "as mentioned earlier (s4.1.1.) on the school background that the learners with academic barriers are supported by the LSEs. "The school never lack the strategies to support learners*

with any barrier to learning. The analysis of results and tracking of learners' progress is done quarterly with developed intervention strategies. Results are not affected in reaching the District target. Furthermore, all the training and networking with resource schools and University of Pretoria to acquire more knowledge is of an advantage to the school."

SMT P8 commented, *"We are never declared as underperforming school but to assist other schools with learners with barriers to learning. Working with the parents and all its constituents is the culture of the school thus the behavioural challenges are minimised and positive conduct on both teachers and learners are maximised."*

4.4.2.1 Safety of learners

The safety of other learners is compromised at schools if there is no immediate intervention, as indicated earlier (s4.2.1.1) where the Grade R learner was bullied and was reluctant to come to school. Human dignity was violated (RSA, 1996). Some of the learners are bullied inside and outside the school; hence, they bully others due to anger or they fight for attention to be supported. An example is the case of a learner who brought the pepper spray to class (s4.2.1.8) and sprayed another learner to intentionally cause pain. Teaching and learning had to stop, and it affected the other classes; it came to a standstill. Teachers and learners were frustrated and emotionally affected by the incident. The school was sluggish in reporting the serious matter to the District where teachers and learners could have received a debriefing to recover from the trauma. Other learners may easily copy such behaviour.

P14 related that, *"All the departmental policies and the country's Constitution are very harsh on the teachers' conduct but when learners continuously and grossly transgress the school rules, the same policies remained so quiet and lenient on learners which escalate the behavioural challenges in schools. Learners use that as an advantage to break all the rules knowing that no action will be taken against them and if action is taken, it won't be harsh but lenient with corrective measure. It is a national crisis today and we see these learners' misbehaviours daily on television news and the Department makes promises that are not fulfilled to intervene and to protect the security of learners and learners and teachers."*

The parents as a system in education are also quiet and do not take any action or confront the Department to take action. The SGBs as the governance bodies of the school should play a prominent role in engaging other structures within the education system and society to use their expertise and knowledge to alleviate the rising crisis in schools (DoE, 1996).

4.2.2.2 School factors and academic performance

This has to do with the functioning of the school that has an influence on the learners' behaviour, either positive or negative. The focus is on the home-school relationship that is built on positive influences that mould the moral and values of the learners (Woolfolk & Perry, 2013). The factors that may have a negative or positive effect on the school are:

- School functionality and policies

Both schools had created a positive, conducive climate to ensure that culture of teaching and learning was instilled. When comparing both schools; the findings are that School A as indicated in s4.2 is at an advantage because was identified as a pilot school and received resources for enrichment programmes. They received training from different service providers that were in partnership with the DBE. The SIAS-trained staff members comprised 60% while 40% were not trained. They were fortunate to have fulltime LSEs who were stationed at the school to support learners with barriers to learning and the teachers with learners' intervention strategies. Information-sharing was part of the culture of the school where good practice was shared amongst all. The curriculum was flexible to accommodate diversity in all the classrooms. The SBST was fully developed and fully functional and the roles of the team were clearly stated and supported by the LSEs.

Participants explained that: *"Learners with different barriers to learning are taken to be assisted by LSEs; we have observed an academic improvement when they come back in our classrooms. Analysis of results is not affected because barriers to learning are discussed in our phases and supported."*

This differs from School B as indicated in s4.2. The analysis of the school showed that training was lacking: less than of 10% teachers had received training and the bulk of the teachers were not trained. None of the SMT had received training thus

they could not render any support to the teachers. Shortage of skill competence from management and the SBST was a barrier to quality of teaching and learning. When asked about the last time they held a meeting to share experiences such as good practice on learners' affairs, the responses were: *"We don't meet to share the learners' challenges."*

Another remark was: *"We do have an SBST management plan but due to workload we don't use it."* The SBST was not monitored or frequently visited and supported by the District; hence, in school B the behavioural challenges were higher than that in School A and the SBST was partially functional. The curriculum flexibility and adjustment of methods were not uniform; teachers used their own experiences to accommodate their learners in their classrooms. Teachers did not have the skill for behavioural management due to lack of training.

P9 exclaimed, *"I have 48 learners in my class, how do I screen those learners without being trained on the policy of SIAS? How do I do it? I don't know where to start. I don't know about the policy. I'm frustrated."*

P11 added, *"Other learners don't talk even if you call the parents to inquire about the child's wellbeing and the background information. The parents also don't come. It is really hard for us; we don't enjoy teaching anymore."*

Both schools were in control of absenteeism and late-coming that affected learner performance. The attendance of learners was well controlled.

The policies indicated in Table 4.3 answer the question of what policies were used by each school to address the behavioural challenges. The following school documents were requested by the researcher to verify the information given by participants during the interview, the summary of findings is as follows:

Table 4.3: Document analysis

| DOCUMENTS | SCHOOL A | SCHOOL B |
|-----------------|--|---|
| Code of conduct | Available and addressed the behavioural challenges. Communicated to stakeholders. Fully utilised. Each parent had a copy. | Evident and detailed addressed all mentioned behavioural challenges, roles were specific. Not communicated to the stakeholders. Not fully utilised. |

| DOCUMENTS | SCHOOL A | SCHOOL B |
|---|---|---|
| Behavioural management policy | Not available. Instead the school was using the code of conduct to address the learners' behaviours. It was fully functional to alleviate behavioural challenges. | Not available. They were using the yellow form (as they called it) to enter the information of all the learners who had continuously transgressed the school rules and action taken. Not all the teachers used it. |
| Teachers' behavioural books/ Observation books | Evident and entries were made of all learners' misconduct in the classrooms and school. Detailed intervention made by the teacher when engaging the parent and with the outcome was recorded. Information was transferred to the learner profile to inform the next Grade teacher. | Available and entries were made of all learners conduct in the classrooms. All showed that parents were invited and most of the problems were resolved amicably. Information was transferred to the learner profile to inform the next Grade teacher. |
| SBST behavioural entry book | Entries were evident and most of them were about learners with behavioural challenges such as bullying, not on task, absenteeism, sexual harassment outside the school and interventions made by the SBST. | Entries were evident. Most of the behavioural challenges are bullying, not on task, truant, bunking classes, noise, swearing and sexual harassment. Interventions were made to resolve the unacceptable behaviour in the classroom. |
| Classroom rules | Available and in use to instill the discipline and to remind learners of expected conduct in the classroom. | Available and in use to instill the discipline and to remind learners of expected conduct in the classroom. |
| Teachers' SIAS training | 60% trained and 40 % untrained. Training was received from external service providers and resource schools. Programmes for training addressed all forms of learning barriers with intervention strategies. They met monthly to share experiences. Behavioural challenges were minimised due to strategies in place. | 10% trained and 90% untrained. Lack of skill competence. Teachers were frustrated and were unable to deal with learners' barriers to learning. The management team was not trained and was unable to support the teachers on inclusive education matters; they also lacked skills to support staff. There was no sharing of information. The SBST was not trained and only partially supported the teachers. Behaviours affected teaching and learning. No strategies were in place, but teachers used their experiences to modify the learners' behaviour. |

| DOCUMENTS | SCHOOL A | SCHOOL B |
|---------------------|--|--|
| Analysis of results | The school was able to continuously support learners with behavioural challenges that had an impact on the quality of teaching and learning. Learners performed poorly in Mathematics and Home Language. LSEs assisted with intervention strategies. | Most of the learners who performed badly in class were those with behavioural problems and disturbed others. Others have sight and hearing problems that are difficult to identify. Mathematics and Home Language, language barriers (Sotho speaking learners) were evident. |

- Teachers' Attitude

The attitude of teachers in both schools differed in the sense that School A was pedagogically equipped and had received continuous attention and training from the District on skilling and re-skilling. They were at an advantage to apply the inclusive education policy to adjust ordinary learning and create a diverse classroom that accommodated different learners' needs for maximum participation and EFA, (UNESCO, 1994). Most of them were positive and used the strategies to support learners with different barriers to learning which was not the case in School B.

The teachers in both schools were distressed by Curriculum Management Model (CMM) and SBA where they had to rush the work in compliance with the DBE's requirements. They ended up producing quantity rather than quality of work. Learners' needs were not prioritised, and learners' differences were not fully attended to because of this CMM. The way that the CMM was conducted and monitored caused a barrier to learning. These challenges that the teachers had experienced, had contributed to escalation of learners 'behavioural problems. If the school did not meet the target, then it was rated as underperforming.

Emotionally teachers were affected and constantly shouted at learners due to the frustrations of workloads, learners' noise, learners not on task, learners being underage, overcrowding and learners' misbehaviours. Every teacher was affected by these learners' misbehaviour and talked about the learners of today who are extremely disrespectful and immoral with no ethics and societal norms and values.

The participants in exchange of response indicated that *"The District also aggravates the frustrations that we have because when we submit possible retentions*

schedules; we are told to give more support to learners. When checking the learners' books, we are told that the support given to learners is inadequate. We are frustrated because that is the best support we give to learners by using our own experiences and methods that worked for us to improve learners' performance. We don't know what to do because they don't support us. Yearly, the facilitators' comments are the same: that of inadequate support, there is no provision where they arrange workshops to assist and demonstrate on what the teachers should do."

They recommended that "Learners should be progressed to the next grade with support. They don't come to schools to monitor the progress of learners' support on retained and progressed learners. These challenges are reported to the school senior management who also can't assist to address the teachers' frustration because they are also frustrated. They cannot even call the support system from the District ISS unit to develop the entire school. They lack interest on inclusive education matters. No one cares for us. We all lack skills including the SMT. Matters are escalated to SBST who also don't have the skill competence to assist the teachers with challenges."

When asked about the violation of SIAS policy on one-size-fits-all, P10 responded that: "We were not trained, until the District provides a plan again to train and to develop us prioritising us who never received training."

SBST P15 commented, "The District should take a second round after training was effectuated."

The SMT P8 complained, "The teachers also are the cause of learners' behaviour due to poor planning – by failing to prepare lesson presentation in advance before going to class, they display poor classroom management; i.e. they fail to create a positive atmosphere, poor choice of subject thus they are unable to deliver the content and the uneven distribution of workload causes the negative attitude on the teachers' side which impact negatively on the quality of teaching and learning."

SMT P16 respondent remarked, "Much as we have learners' misbehaviour but some of the misbehaviours or attitudes are displayed by teachers when exploiting contact time for their personal use by answering phones calls during teaching and learning which causes noisy classes; failure to honour periods – learners are left unattended

*and bunking classes ensued; absent teachers – learners are left alone and absenteeism results; failure to implement the policy of differentiation to accommodate learner’s diversity etc.”*All the above-mentioned challenges with the teachers show that the teachers are also a barrier to learning that affect the quality of teaching and learning and the outcomes.

These are the findings of the researcher from the participants’ point of view. Their attitudes differed between the schools and are caused by the following:

Table 4.4: Positive and negative attitudes

| CAUSES OF ATTITUDE | SCHOOL A | SCHOOL B |
|-------------------------|--|--|
| Class size | Too big – behavioural challenges develop. (negative). Advantage – they have strategies in place (positive). | Too big –behavioural challenges develop (negative). No strategies at all the FP with bigger numbers and INTERSEN (a combination of INTERmediate and SENior Phases) with manageable numbers cause anger amongst the teachers; unequal distribution of workload; PAM document (negative). |
| Curriculum and Training | Continuously received. Frequent district support. Their programmes showed more training to be attended. Pilot school most advantageous. Classroom diversity (positive). | Not received. No district support. One-size-fits-all. Use of own strategy from previous experiences. Behaviours develop (negative). |
| Parental support | Know their roles fully supportive – SGB support. Parent-teacher relationship is encouraged (positive). | SGB needs training; they do not know their roles, meetings not held with parents. Poor support from most parents (negative). |
| Management support | Highly supportive – trained and conversant with the inclusive education policies. Effectiveness on policy implementation. Assist in organising workshops on areas of teachers’ development (positive). | 100% of SMT are not trained; lack skill competence. Lack of support on inclusive education; no support to the staff members. Poor inclusive education policy implementation (negative). |
| SBST fully functional | Fully functional. LSEs support the teachers. Intervention strategies at | Lack skill to function properly and to support teachers on inclusive |

| CAUSES OF ATTITUDE | SCHOOL A | SCHOOL B |
|--------------------|--|---|
| | hand. Adhere to SBST policy on execution of roles and responsibilities. Meetings monthly held to discuss the challenges. Works with School Assessment Team (SAT) for learner differentiated activities (positive). | education matters. Less than 10% of SBST were trained on SIAS. Roles of function are not clear. Not fully functional. No sharing of information for development of everyone at school (negative). |
| Policies | Available and fully utilised (code of conduct, SIAS, EWP6). Barriers to learning –completion of Special Needs Assessment forms (positive). | Available but not utilised (code of conduct). They are unable to apply the policy of SIAS and EWP6. They do not have intervention strategies for learners' behaviours (negative). |
| CMM AND SBA | Quantity of work – does not consider learners' needs. Rush work to meet the District target (negative). | Quantity rather than quality of work. Rush the delivery of work to meet the District targets (negative). |
| Time management | Monitoring of teaching time. Both Deputy and principal do rounds to monitor teaching and learning (positive). | Some teachers fail to honour the periods. Learners are left alone – noisy and disturb other classes (negative). |
| District support | Ample of support from the District, they have time to discuss the different learners' challenges. They are fully supported (positive). | Poor support from the District, (negative). |

4.4.3 Theme 3: Support System that the Teachers need to Reinforce Positive Behaviours in their Classrooms

The theme addresses the problem statement in Chapter 1. The interviews with the participants convinced the researcher in that there is a serious challenge with teachers' professional development. Training is the main support which is the point of departure in schools; i.e. to empower the teachers on professionalism and to enable them to execute their calling with passion and diligence. Incompetency ensued due to inability to manage different misbehaviours in their classrooms. This was confirmed frequently by the participants when they stated that their frustrations were due to lack of training and inability to handling the learners' misbehaviour.

4.4.3.1 District support to schools

The District has a prominent role to play in conducting a skills audit in schools so that continuous training may be prioritised and provided to all teachers who have not been trained. This will help to prevent the loss of more teachers from the profession who are frustrated and have lost interest in teaching due to present adverse circumstances in schools.

Most of the participants spoke about approaching retirement age or early retirement and said they were looking forward to exiting the system due to unfavourable experiences with learners and lack of support at different levels within the system. These findings concur with Kingwill (2016), Robarts (2014) and Singh (2014) (s2.10.1).

The findings of the study endorse the commonality of feelings, frustrations and experiences of many teachers as also discovered by the different researchers with similar topic of study (Jacobsz, 2015 (s2.12); Kingwill, 2016 (s2.10.1); Marais, 2010 (s2.10)). It is clear that the employer should be proactive and intervene with emotional and psychological support workshops before losing any more teachers with experience and expertise. Participants spoke their mind without concealing anything. It was like they had been waiting for this opportunity to voice their frustrations about learners' behaviours in their classrooms. They also stated that the system they served supplied little support and did not care about the teachers' morale and safety. This has led to teachers developing a lack of willingness to deal with the problems which then contributes to learners' behavioural challenges.

In support, the employer should monitor the progress made based on the challenge in schools. Effective support should start from the top i.e. national, provincial and district policy makers, school management, teachers and SGBs until it reaches the learners. There should be collaboration and communication and sharing ideas and expertise on all matters pertaining to learners' inclusive education including the barriers to learning (Marais & Meier, 2010) (s2.10.1).

According to the SIAS policy (DBE, 2014) (s2.11), there were timeframes and target plans for training and implementation of policy that by 2019 everyone should be trained. Since the training target has not yet been reached, it is evident that there is

a backlog. It is even worse that most of the SMTs who are meant to manage the curriculum and policy compliance is not trained. Training and monitoring its implementation are the point of departure if the employer wants to see changed schools. Effective training of all its constituents i.e. policy planners, district directors, circuit managers, principals, teachers, SGBs, parents, unions and learners is essential.

4.4.3.2 District support to SGBs

School Governing Bodies also are to be trained to be able to perform their duties and their roles as contemplated by SASA (DoE, 1996). As mentioned earlier by the participants at School B, their SGB cannot support the teachers in dealing with the behavioural problems of the learners and the attitudes displayed by the parents at school. SASA (DoE, 1996, s20 (e)) states clearly that the SGB should support the principal, educators and other staff members of the school in the performance of their professional function. On the implementation of the school code of conduct, it should be communicated and involve the parents in decision-making on the conduct expected from their children. All the functions expected to be performed by the SGB are possible if they also receive training from the District Office to gain new knowledge to be able to perform their functions efficiently and effectively.

4.4.3.3 Home-school-society support

In Chapter 2 (s2.3), it was indicated that the study is predicated on Jessor's (1997) problem behaviour theory that posits that the interaction of the fields of social psychology, developmental psychology and psychology of personality jointly have an influence on behaviour and human action. The system theory was used to understand the complex relationship between home, school and society and how each should interact with the other to resolve the school challenges that are in crisis with the quality of teaching and learning (Kingwill, 2014; Marais & Meier, 2010) (s2.3).

Regarding home-school support, the parenting style has a major influence on the development of the child's behaviour, especially in dysfunctional families that may give rise to cognitive and psychological disorders (Burger, 2017; Woolfolk & Perry, 2013) (s2.5.3). The participants commented on broken families, divorce, death of family members, poverty, alcohol, drug abuse and fights that ensued in the presence

of the children as having a negative influence on their behaviour, leading to psychosocial problems as learners lack positive role models at home. Burger (2017) suggests that teachers should identify the behaviour first then analyse the cause to be able to support learners appropriately.

4.4.4 Theme 4: Strategies for Behavioural Management and Future Resolutions

4.4.4.1. Teachers 'suggested solutions

Through the interaction with participants, the researcher discovered possible intervention strategies that would ameliorate the learners' behavioural problems and improve both the learners' and teachers' attitudes. Most of the participants agreed that some of the teachers contributed to learners' ill-discipline in their classroom. Their inputs to improve behavioural challenges in schools were as follows: -

- Regarding class size, they indicated that if the class size was reduced, they would be able to attend to learners individually and find out the cause of the displayed misbehaviour to be able to provide the specific support needed for the learner.
- Training should be prioritised especially the senior management of the school as the drivers of the curriculum. Training would enable them to improve their knowledge of the new system of inclusive education and to implement differentiated teaching and differentiated assessment tasks. Inclusion in the classroom should be effectively used to accommodate different learners' need (S2.8).
- Training of SGBs should also be a second priority so that they understand their roles to engage parents and other stakeholders in creating a disciplined, purposeful school environment, (DoE, 1996, s1). The training of the SGBs would also affirm the school-home-society relationship which is built on respect and trust that is aimed at influencing the child's development and maximum participation (Gupta, 2016 (s2.5.3); DoE, 2001). The SGB should support the morals and accepted norms and values of the society to combat the behavioural problems in the classrooms and the entire school.
- Teachers, parents and learners should work collectively as a 'three-legged pot' with the aim of building a good relationship and improving the learners' conduct

and instilling a positive attitude and environment that is built on respect and trust. The attitudes and behaviours of parents should improve if they came to school when invited.

- Admission of underage learners should be prohibited; they add to barriers to learning. The DBE should consider the admission age of the learners and the capacity of the school. Most of the classes are overcrowded with underage learners. The principals do not minimise the class size because the schools are graded on their enrolment and this has financial implications for the principal whose salary scale is increased if the school's classification is higher. The capacity of the classroom should be considered. If this is overlooked, this disadvantages the teachers in their classrooms and resulted in negative attitudes that affect the quality of teaching and learning.
- Teachers' attitudes towards teaching and learning need to improve. Participants indicated that the teacher empowerment is the point of departure to acquire skills and competence to be able to change behaviours and barriers to learning and to achieve positive results (s2.12). The teachers as classroom facilitators and the changed agents with core skills and competence should consider that every learner is special and needs to be supported differently by adjusting the curriculum and teaching methods to minimise passive learning and to maximise the learners' participation (DoE, 2001).
- Changing the perception of learners' disruptive behaviours results in positive consequences which are extended to all the learners in class. Teachers should strengthen the relationship between themselves and their learners (s2.12).
- Colleges, universities and national policy makers should incorporate inclusive education as a compulsory module of study throughout undergraduate studies. The curriculum should be reviewed and revised; it should also be flexible to consider the context and the different challenges displayed by learners and to provide the strategies to deal with the challenges in the classroom. Training should be continuous to cover the different aspect of learner's education.
- With regard to the use of reinforcers, participants stated that teachers should give praise immediately to learners' positive behaviour as a positive reinforcement that strengthened the behaviour and to ignore the unacceptable behaviour but cautioned that it should not be overused because it loses its meaning for the

learners. The recommended the use of tokens as reinforcers for positive behaviour; learners could accumulate and earn points for acceptable behaviour displayed in the classroom. They could also earn points for achievement in their academic performances and behaviour (Kingwill, 2016). Skinner (1953) (s2.10.3), as a theorist of classroom management, encourages the use of tokens to reward the positive behaviour which fosters all other learners to follow suit to be rewarded for acceptable behaviour. The tokens extrinsically motivate the learners to behave in an acceptable way because they know that there is a prize for behaving in a positive way. Even in academic performance, they strive to improve because they are eager to get the prize.

- Both schools used learner awards at the end of the year to extrinsically reinforce positive behaviour. Different categories were considered and rewarded to accommodate all learners such as attendance, behaviour, respect, school uniform, helpfulness, academic work and other categories depending on the school. The District held school competitions such as Mental Maths, Spellathon, Life Skills. The awards boosted learners' self-esteem and morale and encouraged positive behaviour.
- Life skills should be reinforced. In the classroom, Life Skills as a subject should be taken seriously because learners learn the morals, ethics and values of the society. Outdoor activities (Physical Education) shape the learners in totality i.e. physically, socially, mentally and emotionally to improve the quality of life and building the peaceful, prosperous and democratic South Africa (DBE, 2018; Landsberg, 2011). Life Skills is viewed as an attribute that can enhance the quality of teaching and prevent problem behaviour (Bezuidenhout, 2013) (s2.5.4). Furthermore, he encourages Life Skills training which focuses on ability to function efficiently in a society, behave and communicate meaningfully with others. The skills are transferred to learners to understand themselves and how they relate to others and to be responsible for their actions; to share their views and feelings in a non-threatening way; to cope with challenges in their environment; and to promote self-respect and respect for others.
- Behaviour management policy should be drawn and understood by all its constituents of the school. It should be contextualised, specific, address the different behaviours displayed by learners and the interventions to be applied.

- Support systems – The Education Department, the policy makers, teachers and external support system such as NGOs, Department of Social Development, Department of Health and other stakeholders with expertise should collaborate and communicate by giving their knowledge, expertise, inputs and assist in decision-making as the misbehaviours in schools are a huge crisis today (DoE, 2001). One participant stated that the teachers need support and counselling from the District ISS as they deal with and resolve serious and sensitive cases of learners that also affect them emotionally. Colleagues at school should collaborate and share good practice to empower each other from the SMT down to the learners. All protocols should be observed and supported as needed. The DBE should monitor that support systems are active at all levels and report on progress to accomplish the national vision and mission.

4.5 REFLECTIONS ON INTERVIEWS

On reflection from the data collected from both schools that differs on their status; one being a full-service school and the other being an ordinary mainstream school, the former being more advantageous in terms of service delivery and support received from the employer and other partners of the employer. This makes them more fully functional because of the District frequently visited and provided support which compelled them to comply with the employers' instructions on policy implementation. Behavioural challenges experienced with learners were similar at both schools but intervention strategies to combat the undesirable behaviour differed. School A used teamwork and had a common understanding of team development and whole school planning to improve the quality of teaching and learning and the outcomes thereof, while School B did not.

Through interaction, the participants were able to suggest possible solutions to the current behavioural crisis to restore order and build morals, values and attitudes. A new theme arose from this. We were focusing on learners' behavioural problems but a new theme arose, namely, that the teachers' attitudes posed a challenge to learners in the classroom that contributed to learners' behavioural problems at school. All systems should work together i.e. home-school-community; if one system collapses, then the whole system is affected.

There are serious behavioural challenges in FP schools that frustrated the teachers to the extent that they had lost interest in teaching and wished to leave the profession soon. Most of the participants spoke about approaching retirement age or taking early retirement and they looked forward to exiting the system.

The findings of the study endorse the commonality of feelings, frustrations and experiences of many teachers as found by other researchers (Jacobsz, 2015; Kingwill, 2016; Marais, 2010; Singh, 2014). The employer should be proactive and intervene with emotional and psychological support workshops before losing more teachers with needed experience and expertise. They spoke their mind without concealing anything. It was like they had been waiting for a long time for this opportunity to voice their frustrations about learners' behaviours. They also stated that the system offered little support and did not care about the teachers' morale and safety.

Effective support should start from the top i.e. cascading from national, provincial, districts, school management, teachers until it reaches the learners; then it will produce effective results.

Effective training of all its constituents i.e. policy developers, district directors, circuit managers, institutional support system, principals, deputies, HODs, teachers, SGBs, parents and learners in education is the gap that must be closed. The information should be shared amongst all its constituents to have a common understanding of whole school planning with the vision of accomplishing the common goal of building an inclusive education, schools and society.

Common behaviours in both schools were bullying, absenteeism, stealing and teachers' attitudes which led to learners' behavioural problems. What troubled both schools mostly was bullying. Absenteeism and late-coming were manageable in both schools; they both had an effective system in place to control this.

Co-curricular and extra-curricular activities were reinforced to boost positive behaviour of learners such as chess games and Soul Buddies. There was consideration and accommodation of learners' multi-intelligences. The rationale for the extra-curricular activities was to positively engage the learners in other activities

that would make them think creatively and excel in other activities outside the classroom (DBE, 2011).

4.6 CHAPTER SUMMARY

The focus of this chapter was on themes that developed as findings from interviews with teachers and the SBST, focus groups and document analysis. Different themes emerged and the findings revealed that there were common behavioural problems experienced by both schools which impacted the quality of teaching and learning. Support systems differed between the full-service school (School A) and the ordinary mainstream school (School B). The participants made several suggestions for how behavioural problems could be addressed. The next chapter draws the thesis to a close.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter is based on the overall gathered information on the theme of the study “Experiences by teachers *when supporting learners with behavioural problems in an inclusive foundation phase classes of Gauteng East District*” in two selected schools at Gauteng East District. The behavioural challenges in schools and countrywide has taken a heavy toll; it rang a bell in the researcher’s mind that there is a dire need to make a research that will alleviate the behavioural problems challenges in schools and to come up with possible resolutions that will address the current crisis. The study is aimed at: -

- Examining the challenges faced by the Foundation Phase (FP) teachers when supporting learners with behavioural problems.
- Investigating whether the challenges have impact on quality of teaching and learning outcome.
- Identifying the support that the teachers need to reinforce positive, disciplined and conducive learning environment.
- Identifying the support that FP teachers need to reinforce positive behaviour and discipline in their classrooms.
- Exploring ways in which the partakers in education can contribute to improve practice and to build the future of the learners as future disciplined citizens.

The information was gathered by the researcher to get in-depth information which was informed by the findings on the participants’ points of view in Chapter 4. The researcher analysed the data by using the thematic approach that yielded five themes with categories. In this chapter, the researcher summarises the study and presents the limitations that may have affected the outcomes of the study, the strength of the study, conclusions, recommendations and recommendations for future studies.

5.2 SUMMARY OF THE STUDY AND RESEARCH FINDINGS

The researcher used the phenomenological approach to gather information in a natural way with direct experience at face value. The undesired learners’ behaviours

were contextualised to understand and to interpret the meaning and the gathered data were presented narratively according to the participants' inputs (Cohen et al. 2011; Schuman, 2014).

The study examined the experiences by the teacher when supporting the learners with behavioural challenges in an inclusive foundation phase classes with the aim of exploring the intervention strategies that may be effectively used by the teachers to eliminate the undesirable behavioural problems in their classrooms. It emerged that the behavioural problems have an impact on the quality of teaching and learning and pose a threat to other learners in the classroom. The participants voiced their frustrations about learners' behavioural problems and gave their views on how they dealt with the challenges in their individual classes to reinforce learners' positive behaviour and to instil the ethical values; some participants mentioned the use of classroom rules while others mentioned the use of code of conduct. Teachers as managers of their classrooms understood the policy that worked best for them.

The summary of each chapter is as follows: -

5.2.1 Review of Chapter 1

The background to the research was the point of departure to the researcher with the problem statement in the researcher's mind. The learners' behavioural problems were examined, and it was found that there was a shortage of skill competence from the teachers to manage behavioural problems of any kind in their classrooms. The chapter stated the aims and objectives to understand the behaviours in context and to explore strategies that may be of help.

5.2.2 Review of Chapter 2

In this chapter, the researcher reviewed the theoretical frameworks (s2.3). The literature that is predicated on Jessor and Jessor's (1977) problem behavioural theory examined the types and causes of behavioural challenges which are influenced largely by family factors, school factors, and the social environment. Families influence the child's development negatively. If the homes are dysfunctional, families are broken by divorce; family members die; parenting styles are problematic with physical and sexual abuse and drug addiction being common. On the school side, behaviour is negatively influenced by overcrowding in

classrooms; a rigid curriculum that uses a one-size-fits-all approach; lack of skill competence from teachers and managers; poor planning; dishonouring of periods, absenteeism; sexual abuse by teachers and other learners and bullying. Environmental factors have an influence on the development of the child by emulating the unacceptable ethics and values of society such as stealing, truancy, bullying and poor respect. The System Theory Approach was used to explain the behavioural challenges to learning that have an influence in the life of the child. However, by working together, all the elements can achieve the common education goal that is guided by the vision and mission of the school.

The literature on behavioural challenges and their causes and effects on quality of teaching and learning was reviewed (s2.7). The gap of skill incompetency was evident in that teachers had not yet been trained despite the SIAS policy stating that all teachers would be trained by 2019 (the year of the current study). In some instances when literature was reviewed it appeared that teachers were frustrated, depressed and some were exiting the teaching profession as they felt neglected and did not receive adequate support from the employer on inclusive education. Inclusive education is defined as a system that accommodates all learners' differences and EFA without discrimination. It is about maximising learner participation in learning. These were the common findings in the literature on teachers' experiences and frustrations and exiting the system (s2.6.1; s2.7.1).

Furthermore, the researcher conducted a comparative study of SA, Africa and selected countries abroad on learners' behavioural problems and disciplinary problems (s2.7). It transpired that teachers are at a loss to handle the daily learners' behavioural crisis in SA because the legislation of the country is too lenient and in favour of the children without teaching them the responsibilities, while it is harsh on the teachers' transgression of rules and code of conduct of the school especially misconduct like sexual harassment to learners, use of corporal punishment, labelling and the like. There is zero tolerance for misbehaviours in schools in countries abroad such as Brazil, Turkey, England, Singapore and the US (s2.7.3). They have developed policies that stating clearly the rights and rules of expected behaviour from both the learners and teachers within the school environment. Learners are monitored progressively; if rules are transgressed then the corrective measures to be taken are consistently managed. If the learner continuously transgresses the code of

conduct at school, the learner may be suspended or expelled depending on the severity of the misconduct displayed. The behavioural policies that guide the expected conduct at school are known by all its constituents including the parents. In primary schools, behaviours are reported to be better than in secondary schools.

The researcher viewed the need for teachers' training and the implementation of the SIAS policy very seriously to close the gap of skill incompetency. The country is guided by the legislation of EWP6 and SIAS Policy to identify the learners with barriers to learning and give them appropriate support with learners' needs being prioritised to ensure maximum participation (s2.11). Both policies on inclusion clearly state the need for training of teachers, SBSTs, full-service staff from 2015-2019, but there seems to be no accountability for implementation which sends a clear picture that there is poor planning and supervision from policy planners nationally.

The researcher reviewed comparative studies on the behavioural problems, behavioural status, causes, policies, intervention strategies and its effectiveness on implementation in SA, Africa and Internationally. This allowed the researcher to understand the learners' behavioural problems in context as experienced by teachers locally and internationally. The systems in place to manage and to support the behavioural problems which are a high-risk factor to quality of teaching and learning were reviewed (s2.12). All these different countries are guided by their own legislation to achieve their own educational goals and EFA. In SA, the use of corporal punishment as an effective means to correct behaviour was abolished in 1994 which led to the disempowerment of the teachers to instil discipline in the classroom today. Use of corporal punishment was viewed as violating the dignity of the child and was substituted with the code of conduct in schools (s2.11). The legislation prompted the schools firstly to scan their environments; then to contextualise and finally to draw up their code of conduct. The use of EWP6 which is the heart of inclusive education requires the respect of the learners' differences.

In Malawi and Botswana, there is a gap in teacher training and a shortage of qualified teachers to provide the quality of education that will assist in enhancing EFA (s2.6.3). The main challenge was a school factor where education was not compulsory, no age restriction was considered, classrooms were overcrowded which

led to a high volume of learners' misbehaviour that impacted negatively on the quality of teaching and learning.

Lastly the researcher reviewed the literature on possible intervention strategies that could influence positively to the learners such as the use of tokens and rewards to shape the good and acceptable behaviour that will create a positive environment and positive academic outcome (s2.12).

5.2.3 Review of Chapter 3

The researcher used the phenomenological approach to gather in-depth information from the participants on the theme of study by using the instrument of semi-structured question and probing for detailed in-depth information. The same instrument was used on both focus groups (s3.4). The researcher also used the audio-recordings with the permission of the participants for detailed data capturing. Purposive sampling was used to choose the sample (s3.3.3). Selected participants from the two schools were done according to drawn criteria such as gender, age, post description, highest qualifications on inclusion, teaching experience and SIAS training received. The purpose of the criteria was to avoid bias and discrimination of any sort and to get rich information from different participants.

The empirical approach was used to capture the information in a qualitative research design by using face-to-face interviews, focus groups and document analysis to understand the participants' knowledge and understanding of the theme of study, nature of reality and the values that guided the researcher to make decisions (s3.2). The ethical rules were followed in getting permission from the UNISA Research Ethics Committee, the DBE official in the Gauteng East District and the school principals. The participants, on accepting the voluntary participation, were issued with consent forms and the researcher signed the declaration form to keep all participants' information private and confidential. The researcher reviewed the transcripts with the participants to ensure that the information had been correctly captured before the analysis proceeded.

5.2.4 Review of Chapter 4

The researcher gave the findings, interpretation and discussion of gathered data. The analysis of information found five themes and, in each theme,, there were sub-

categories that were discussed. The knowledge gathered by the researcher was then analysed based on the participants' points of view and written down in the form of the words.

5.2.4.1 Theme 1: Behavioural challenges

Experiences faced by the teachers on learners' behavioural challenges included bullying, stealing, vulgarity, ADHD, late-coming, truancy, absenteeism, noise, activities not done and lack of morals and values. All the mentioned themes were categorised to give each a comprehensive description and to determine its impact on quality of teaching and learning, the intervention strategies that were applied to address the national behavioural crisis and finally to find future resolutions to alleviate the frustrations that the teachers have when supporting the learners with behavioural problems.

Of all the challenges mentioned below; bullying was prevalently mentioned by participants that are uncontrollable behaviour that is stressful to teachers. Teachers are perturbed and powerless to handle the behavioural problems as prohibited by the Constitution of SA (RSA, 1996, s12 (1)). SASA maintains that SGBs should use alternative ways to instil discipline in their schools by drawing Code of Conducts. Some participants highlighted that some SGBs are not competent or lack training to control and support the school on learners displayed ill-discipline. Some of the participants differed in their views on the use of code of conduct; some participants maintained it was useful and user-friendly to them because they were involved when it was drawn up and was communicated to parents as constituents of the school and its content was known.

Furthermore, participants in School A elaborated that the conduct of learners had subsided and improved which is a compliment for their school and less stressful for to them because they had effective strategic systems in place to deal with undesirable behaviour at school. In contrast, School B participants commented on the inadequate support from SMT especially on inclusive education policy matters; they neglected its use and failed to support the school on inclusive matters that cropped up in the school; they felt that the code of conduct was just a window dresser for district submission; some teachers did not know of its existence and it was not properly communicated to them and all the other constituents.

They queried the dysfunctional operation of the SGB to accomplish the vision of the school; they also lacked skill competence to execute and deliver their duties effectively and efficiently. The job description of the principal according to the ELRC (2014) and DoE (1996) includes that the principals should develop the SGB on all school matters to be able to function effectively, and they had to exercise professional management by ensuring the implementation of policy and legislation. It became obvious that indeed learners' behavioural problems cause great stress to teachers with as also discovered by other scholars (Jacobsz, 2015; Marais & Meier, 2010; Singh, 2014). Many of them indicated that they wished to exit the system and were not interested in teaching anymore.

The behaviours were influenced by the environment in which the child interacts with such as home, the school and the community (Bronfenbrenner, 1979). There must be variety of management styles to support learners with conduct that threatens the safety of other learners and that of teachers. Safety of learners should never be compromised in schools. The schools are compelled to draw up their safety policy and programme to deal with violence in schools that provides safety and security of both learners and teachers, creating an environment that is free from intimidation, fear and shame (DoE, 1996; ELRC, 2014).

During the interaction participants were able to give possible solutions to alleviate the daily behavioural crisis in their schools. According to the participants, the employer should fully engage himself to support teachers as mentioned in DoE (2001) and DBE (2014) through intensive training that will enhance skill competence to be able to deal with different learners 'behavioural problems. This is one way of learning additional teaching strategies to alleviate stress which is harmful to their state of welfare. The researcher observed and understood that there was an unequal distribution of resources by the employer because School A as a full-service school had received intensive training, even during the school holidays by different service providers that partnered with the government, and there were frequent visits by the DISS unit to fully develop the LSEs, SBST and SMT and to discuss the challenges and to give extra support while School B, an ordinary mainstream school, had no such beneficial developmental visits and resources from the employer which consequently showed discrimination by the employer. School B teachers' stress was evident in the high tone of their voices and their insistence that the unfavourable

state of affairs had to change. They themselves suggested possible solutions such as getting intensive training by the District. They indicated that they did not engage the full-service or special schools for support, and they did not know that they may render support to schools.

Jacobsz (2015) stated on positive relationship that the teachers should build between themselves and the learners to promote a healthy classroom environment through praise and use of tokens to win their compliance which could also be used by their parents and the community at large. The DoE (2001) and ELRC (2014) agree that there should be strategies that develop the inter-personal relationships between the educational structures, home and the members of the community, to discuss the learning methodologies to meet the learners' needs in an inclusive and principled setting. This will enable the support structures to deal with inappropriate learners' behaviour by running programmes that encourage peer support and counselling as part of school life.

The participants asserted that stress was also caused by teacher-learner ratio where there is an overcrowding in their classroom which escalated the uncontrolled learners' behavioural problems. Learners were noisy and chaotic, they used vulgar language and they stole other learners' belongings. It surfaced as a critical concern among the participants who stated that the employer should consider the learner-teacher ratio or else they would strongly engage the unions to intervene by engaging the employer in negotiations to alleviate the teachers' workload. This caused their negative attitude that also impacted negatively on the smooth running of the school and the quality of results. Late-coming and absenteeism, however, were controllable because both schools had strategies in place to deal with them.

5.2.4.2 Theme 2: The effects of behavioural challenges on quality of teaching and learning policy and implementation

- The safety of other learners should under no circumstances be compromised because of the ill-discipline of learners. The code of conduct, school rules and classroom rules are tools to remind the learners about the behaviour expected from them in the classroom and the school at large; it serves to reinforce positive behaviour amongst other learners. Skinner's (1953) encouragement on behavioural shaping was that any good performance should be rewarded to

increase the probability of acceptable or good behaviour and to extinguish undesired behaviour.

- The functionality of the school depended on many aspects that would make it either fully or partially functional or completely dysfunctional. Failure of schools to be guided by inclusive education policies results in chaotic schools with no direction. The use of inclusive education in schools is neglected and there is a high rate of misbehaviour in schools. In the education department, the tool for effective schools is policy implementation.
- The teachers are frustrated by the continuous bad behaviour of the learners as they come to class prepared but end up not accomplishing the objectives of the lesson due to continuous disturbances by learners' mischievous act in class. Participants complained that they continuously had to correct the learners' behaviour which took their teaching time and affected the outcomes and the school performance with the schools eventually being declared as underperforming. The CAPS document specifies the teaching time that the teachers should adhere to without any compromise – 22–23 hours per week in FP. Adherence to time is possible in disciplined schools where the conduct of learners is governed by strict rules guided by the code of conduct. However, it appears that the CAPS policy planners did not consider inclusive education where the EWP6 (DoE, 2001), speaks loudly about accommodating diversity in the classroom. Consequently, teachers are using less than the stipulated hours given on CAPS for teaching time, to address behavioural problems alone let alone other barriers to learning.

One of the participants declared that the learners' behaviour was beyond their control and that they were emotionally affected and sometimes they lost their tempers with these learners. Most of them agreed that they had chosen a wrong career and would exit the system soon; this supports the findings of Singh (2014). This ensued from a rigid curriculum that was not flexible in accommodating all the learners' differences and resulted in the inability to address barriers to learning which had an impact on quality of teaching and learning.

- The teachers were stressed by the way the CMM and SBA were being managed by the District. The teachers were rushed by subject facilitators to work fast to

meet the submission on specified dates to assess the work done by teachers for reporting by the District. The way in which the CMM and SBA were monitored was a barrier to learning because learners' needs were not prioritised.

5.2.4.3 Theme 3: Support that the teachers need to reinforce positive behaviour in their classrooms

This relates mainly to the findings at School B. The key issue here was that training of all teachers on inclusive education was the point of departure if the DBE wanted to see the schools to be effective; the training they received at college or university lasted for 3 years but SIAS training took only a few hours which was inadequate for them to grasp and understand everything. The SMT was not trained on SIAS thus they lack pedagogical content competence to support the teachers on inclusive education; this meant that the curriculum became a barrier to learning and not did not accommodate diverse learning needs. The SMT neglected support or policy compliance. The findings reflect the lack of accountability from the seniors as the job description of the managers are stated clearly but still neglected. According to the policies (DoE, 1996; ELRC, 2014), the principal's responsibilities are to manage the implementation of policy and legislation.

Finally, this led to teachers developing negative attitudes; opting for to exit the system because the DBE did not consider the welfare of the teachers (s2.10.1) because their self-esteem was lowered, and they did not have any powers to discipline the learners anymore. They also felt their pedagogic safety and welfare in the classrooms was compromised and learners were the ones with all the powers. Both inclusive policies such as EWP6 and SIAS Policy reinforce the training of teachers to attain the teaching strategies and to strengthen professional development which will effectuate the quality of teaching and learning.

5.2.4.4 Theme 4: Strategies for behavioural management and future resolutions.

Strategies were the main challenges that the participants commented or complained about:

In the progress of the interviews, the mood of the participants changed, and they contributed ample solutions that would bring about a change in schools. Unanimously, they mentioned intensive training for the managers, SMTs and the

teachers as a priority to learn strategies to modify the environment and alleviate their stress but also to aid teaching and learning. The theme of study focused on the teachers acquiring the needed pedagogic competence to be able to handle the learners with respect and dignity without labelling or discrimination (RSA, 1996; DBE, 2014; DoE, 2001). Then the SGBs as per SASA (DoE, 1996) on parental involvement are required to support the school as one of their mentioned roles and responsibilities.

They also need to be trained on drawing up policies such as the code of conduct for learners. They needed to gain skills to be able to handle matters of learners' behavioural challenges with competence, perform their duties with enthusiasm and disseminate the information on training received to the parents and the nearby community to assist with discipline in schools. This is one way of transforming the schools for the better and for smooth running of the school. This will teach their children even at home and in society to learn the ethical values that will modify their behaviour with the aim of producing disciplined citizens that will lead our country with zeal and confidence.

The participants suggested a reduction in class sizes which is a hazard to learning. They spoke about individual attention as impossible with large numbers. They further indicated that the steps of SIAS intervention were hard to follow in finding the cause of the behaviour if the classroom enrolment was too big.

Networking amongst the stakeholders was suggested for self-development and building of good relationships built on respect and trust in the teacher-learner-parent system with open lines of frequent communication and future effective resolutions to overcome the behavioural crisis in schools.

The participants suggested that there should be a prohibition on admitting underage learners. Parents registered their children without their birth certificates, and they claimed that their children were of the correct age and promised to bring the certificate once application had been finalised; once the child was accepted, the parents did not keep their promises. The participants complained of being overcrowded by underage learners who were noisy, sleepy, could not read or write and were not on task which affected the quality of teaching and learning. One participant indicated that the salary of the principal depended on learner enrolments

even if the school had exceeded its capacity. They further elaborated that DBE should in future consider their salaries to be based on the performance of the school that produced quality results. Principals would then take it upon themselves to ensure the support and nurture the spirit of collegiality among the staff members.

A behavioural management policy should be drawn up by the school that is specific to address the specific behaviour with the appropriate interventions (Lerner & Johns, 2012; Schindler et al., 2015). On analysis of documents, the researcher discovered that both schools used the code of conduct for behaviour management policy but some of the transgression neither had the sanctions to address the unacceptable behaviour displayed by the learners, nor intervention strategies. Some participants did not understand the use of the policy as it was never communicated to them. Shea and Bauer (2012) encourage teachers to understand and to apply the principle of behavioural management as part of normal teaching and learning to avoid conflict that may emerge.

5.3 LIMITATIONS

Limitations are potential weaknesses or problems identified that affect the results (s1.8). The study was limited to behavioural challenges and did not address other barriers to learning. It was limited to schools catering for diverse learners and not special schools. Furthermore, it focused on primary schools in Gauteng Province and not on secondary schools. No parents or any member of the community was interviewed about behavioural challenges that children had at home and within the society. Participants from one school were not willing to divulge some information on their profiles, thus the skills audit that the researcher wanted to give a summary of to draw conclusions was incomplete. The researcher had specified criteria for selection of participants to get in-depth information such as age, experience, qualifications, job description and gender but both principals overlooked the criteria and chose any available teacher.

5.4 STRENGTHS

The researcher is a FP teacher who knows the learners 'behavioural problems very well and could ask the participants probing questions to elaborate on their statements. The researcher was able to give direction to avoid deviations from the

topic. It was a learning curve for the researcher with more knowledge and new strategies gained to be implemented in her classroom. It also meant learning new strategies and unlearning behavioural attitudes that could endanger the researcher's profession.

After talking to participants, they were influenced positively and were enthusiastic to do master's degree next year. The end of the study was a joyful moment for the researcher in encouraging the participants' interest in furthering their studies to contribute to transforming schools and our country for a better future.

5.5 CONCLUSIONS

The nature of reality is constructed and judgements are drawn from the specific findings that indeed there is a gap to be closed of intensive training which is a point of departure for the improvement of the quality of teaching and learning because not all schools received training as anticipated. This requires urgent attention by the employer. It is perceived that the ontological reality of the teachers' frustration which demoralised them emanated from the high rate of bullying, ill-discipline, lack of morals, values and respect that was reported daily in the classrooms. This had a negative impact on the quality of teaching, learning and the summative outcomes as Gauteng East is compared to other Districts on learner performance. There were many frustrations mentioned by participants; that some of them were new to the researcher. The new knowledge gained is summed up in Chapter 4, Table 4.2 which emanated from the classroom challenges and the lack of support from the managers at school.

According to EWP6, the Ministry set out a policy framework for transformation and change in the capacity of education to improve access to education and training and to recognise and address the causes of learning difficulties. Furthermore, the transformation and change focused fully on education and training services of all stakeholders to promote inclusive education in schools and society (DoE, 2001). The SIAS policy framework (DBE, 2014) legislation complements EWP6 by providing detailed steps to be followed in analysing the learners' barriers to learning and in drawing up the ILPs to address the learners' individual problems.

Based on the available inclusion policies, the researched concluded that the policy makers or planners are failing the education system by poor monitoring and the support to be given to schools on training and on the implementation of the policies in schools, districts, province and nationally. Furthermore, there is lack of accountability by the seniors in execution of their duties from national down to school level. There is a need for the managers of the schools to align themselves with policies and legislation that guide the ruling of the schools and the country. As clearly stated in SASA, the principals should take up their professional management roles in ensuring policy and legislation implementation in schools; a failure to adhere to policies will result in a crisis in schools.

Comparative analysis in Chapter 2 shows the consistency of international countries in managing learners' behaviours or any barriers to learning. There is zero tolerance for misbehaviours in their schools. They have strict rules in developed policies that are known by all its constituents, and, for any transgression, the sanctions are clearly stated. Consequently, their behavioural challenges are minimal and manageable which is not the case in SA where the learners transgress the school rules continuously knowing that their rights are prioritised and their dignity is respected, without requiring responsibilities on their part. They will be allowed back to school with some serious cases left unattended.

On comparison of the two schools where data were collected, it became evident to the researcher that training produces positive outcomes. School A with continuous training and support from the District was fully resourced and could manage different learners' behavioural challenges. The culture of teaching and learning was not tampered with; there was order and smooth running in the school. The school was guided by policies that were clear and feasible. Sharing of information on teacher development was the culture of the school. Participants unanimously stated that the training played a very important role in developing teachers' skill competency. It became a learning curve to the researcher and many strategies were learnt through interaction from the participants with better knowledge on inclusive matters.

In School B, the need for intensive training which was inadequate emerged as a desperate need for all the teachers to acquire skill competence to be able to handle whatever challenges they encountered in their classroom. The participants agreed

that SIAS training needed to be provided to all the teaching staff, not only a certain group of staff, to empower everyone to have a common understanding of useful intervention strategies that may alleviate the challenges. The support that the teachers give to individual learners will fulfil the vision of the province that “every learner is valued and inspired in our innovative education” (GDE, 2013).

Involvement of home-school-community relationship that is built on trust and respect is essential; by working collectively and sharing ideas in addressing the behavioural problems and transforming our schools to include inclusive education, behavioural challenges could be effectively addressed. Most scholars on behavioural challenges agreed that the three components are necessary to transformation of our schools (Jacobsz, 2015; Kingwill, 2016; Maguvhe, 2015; Marais & Meier, 2010). Parents also need to be trained to gain competency on their roles as parents to work collectively with the school and promote home-school-society relationship work collectively as a system. Marais and Meier (2010) concur that parental involvement is critical for the change of disruptive behaviour in the school; home and society. The system theory framework should operate as a lens to understand and explore the determinants of disruptive behaviour and the behavioural context that violates the norms of the society that cause harm to others and finding solutions to modify the behaviour. This supports Jessor and Jessor’s (1977) problem behaviour theory. From the system of socio-cultural theory, the learners interact with society, observe their actions and learn from them. The environment has an influence on the cognitive development of the child. To be able to change the behaviour challenges of the child, one must then modify the environment. Each system depends on each other for its modification (Shea & Bauer, 2012).

5.6 RECOMMENDATIONS

In this section, the researcher makes recommendations that are based on data gathered in Chapter 4. Participants were also given an opportunity to contribute and share their own rationale and perspectives on the theme of study.

- The District should conduct a skill audit to redress and to run the intensive training on SIAS inclusive education for teachers and management staff that never received SIAS training; which is the main challenge that emerged from the participants and had to be prioritised. Some participants complained about their

seniors not competent enough to support them on curriculum and social matters that includes the behaviours of learners. Training on inclusive education will provide teacher development on classroom-based interventions to address the support needs of identified learners (DBE, 2014). The behavioural challenges are a national crisis in education which has an impact on quality of teaching and learning grossly. All the stakeholders in education department need to build a community of practice and share the experiences through collaboration to reach the common educational goal. The training should be extended to parents (parental involvement) and society at large (social cohesion) as constituents in education to give solutions to the crisis in schools. School should first build good relationships that are built on respect and trust. Then the school should run workshops to discuss the parental roles and the behaviour encountered by teachers with their children and to allow their inputs in resolving the challenges; the use of a jointly developed code of conduct would create cohesion between the school and the parents. The school should discuss the parental support expected to instil good conduct in learners that will improve the quality of teaching and learning. It is also recommended that teachers should gain competence on different cultural backgrounds to be able to get the background knowledge of the learner and to understand the root cause of their behaviour. Some learners' behaviours are culturally bound and sensitive and may be perceived as misbehaviour (Jacobsz, 2015).

- Through training, there should be support from the staff members to collaborate and share the wisdom of good practice and to encourage uniformity and whole school planning. This is a form of networking amongst the staff members and a therapy for coping with stress to revitalise the profession which is endangered by the burnout of teachers. Singh (2014) also maintains that networking is a key strategy amongst the staff members as a means of peer support and information-sharing on good practices. PLCs are support groups where classroom teachers, school managers and subject advisors can collaborate and determine their own development needs (DBE, 2011). Teachers also should create PLCs to develop each other and to develop learners at a young age to be disciplined and to be responsible citizens through sharing good practice with each other. Educators should be lifelong learners for self-development and skill acquisition and to be competent in their teaching profession.

- Reducing the classroom size will alleviate the behavioural challenges in classes because the number will be manageable, and learners' individual attention is highly possible. The participants mentioned engaging their unions on the teacher-learner ratio and overcrowding in their classrooms which increases their workload.
- Unions should to be engaged especially on professional development and coaching of its members. Some unions engage their members on all matters including classroom management by conducting workshops on capacity building and empowerment to strengthen their teaching strategies in their classrooms. Teacher development also includes teachers being reminded about the expected code of conduct of teachers according to SACE (2019) and ELRC (2014) which reminds the teachers about their roles and responsibilities as facilitators, change agents and positive role models in education. The above-mentioned bodies are engaged because in many cases, teachers contribute to learners' behavioural challenges e.g. sexual harassment of learners, use of corporal punishment, poor planning, unpreparedness, dishonouring of periods, absenteeism and many more that have an influence on learners' behaviour.
- The control of CMM by the district should consider the inclusive education in teaching and learning that is learner-centred as accommodative to their learning differences and or learning styles. CMM should consider giving a true reflection of learners' needs being met with flexible curriculum and teaching methodologies that meets the learners' needs (DoE, 2001). CAPS should consider inclusive education principles for it to be effective and fully implemented otherwise the teaching time will remain violated and impact negatively on the quality of results. The more positive support the learners get from the teacher, the higher the chances of behavioural changes (Kingwill, 2016). Wolfgang (2009) (s2.12) concurs with Kingwill and names it a Teacher Effectiveness Training Model which requires authentic communication between the teacher and the learner to find the cause of the behaviour and the way to improve it. Jessor and Jessor (1977) added that there should be a support network between the two; if it is broken the learner will resort to misbehaviour in the classroom (Jacobz, 2015).
- There should be communication and collaboration between schools i.e. full-service and mainstream schools, because the full-service schools are at an

advantage of having the Learning Support Educators (LSEs) who worked at the District level and were deployed to schools to assist with their expertise on all the inclusive matters. The teachers commended their work and the support given by them on drawing up the strategies to support the learners. Mainstream schools can be proactive by taking the initiative to engage the special schools and full-service schools for the benefit of transforming their schools without depending solely on support from the DISS. The full-service schools can be used since they have special therapists that assess some learners and can give advice on strategies to use to support learners with different barriers to learning. The full-service schools can be used for benchmarking to be able to distribute resources to mainstream schools in the same way as done to full-service schools to improve the results.

- The teachers should use the ABA to analyse the specific behaviour to give a specific support (s2.5.2). When positive behaviour is observed after support has been given to the learner, then it should be rewarded to increase the probability that the positive behaviour be maintained (Lerner & Johns, 2012; Shea & Bauer, 2013; Schindler et al., 2015). Teachers should understand and apply the principle of behavioural management as part of normal teaching and learning to avoid the conflict and problems that may emerge.
- Though it is known that training has financial implications, the budget should be the first priority to be set aside for training of managers, SMTs and teachers as mentioned in the EWP6 to empower teachers with teaching strategies and required competencies to improve the learning outcomes. Training has a Return on Investment, meaning that if training produces good results, then this will indicate that the government has invested in education and SA's economy and the funds used for training were not wasted; but if there is no improvement in the quality of results after training, then the government risks incurring wasteful expenditure. The theme of the study is on challenges of teachers, but all the District staff should also be trained so that they may develop the schools in terms of inclusive education.

5.7 RECOMMENDATIONS FOR FUTURE RESEARCH

The researcher's findings on the theme of study are that the summary of findings of gathered data from only two schools in the entire Gauteng East District; is limited

with regards of the theme of study and in-depth information, comprehensive knowledge and understanding. The researcher thus recommends that the study be extended to other schools with different contextual backgrounds to be able to get different views or teachers' perspectives that will validate the findings. The researcher further recommends including either an LSEN school with special settings ranging from intensive training, ample resources and specialised therapists with special skill to deal with learners' different challenges; or schools with learners and teachers from different ethnic groups and different backgrounds.

It is evident from the theme of study conducted on the two schools that the researcher discovered good practice at the full-service school and many challenges on mainstream school. The full-service school staff were fully trained by different service providers, fully functional in implementing the inclusive policies and was able to manage behavioural challenges and barriers to learning with relative ease. An LSEN school as a special school is far advanced when it comes to training and distribution of resources; their staff are competent; they will give their own challenges with their intervention strategies while schools where there are mixed ethnic groups will also give theirs. A comparative study can be conducted based on the exploration or in-depth inquiry on different types of school with different contextual factors but the focus be based on the study topic i.e. the challenges of the teachers on supporting the learners with behavioural challenges and the strategies they use to support those learners, the successes and the challenges.

Another investigation could engage the parents (parental involvement) and the society (social cohesion) that the child interacts with which are influenced by the environmental factors. This could give direction on improving the home-school-society relationship in solving the behavioural crisis in schools.

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APPENDICES

APPENDIX A: REQUEST FOR THE PERMISSION TO CONDUCT THE RESEARCH AT GAUTENG DISTRICT

Title of my research: - ***“Experiences of teachers when supporting learners with behavioural problems in the inclusive foundation phase classes of Gauteng East District.”***

The District Director

Gauteng East District

Corner 7th Street and 5th Avenue

5th floor Telkom Towers

Dear Ms Shabalala,

I Ngoma Zanele H. am doing research under the supervision of Professor Maguvhe, a Professor in the Department of Inclusive Education towards M Ed at the University of South Africa. My request is to be granted the permission to conduct the research on the field of study entitled *“Experiences of teachers when supporting learners with behavioural problems in the inclusive Foundation Phase classes of Gauteng East District”*

The purpose of study is to gather information on their feelings, experiences and challenges that the teachers’ encounter in their classrooms. This will also assist in examining the challenges and investigate to what extent this behavioural crisis has on quality of teaching and learning and the effect they have on the learners’ performance. This will also allow the researcher to have the views from the participants’ point of view and to engage them to give possible solutions to the current challenges in schools and nationwide.

The researcher will endeavour to identify the support that the teachers need to reinforce positive, disciplined and conducive learning environment. The study will also benefit the Gauteng East District and schools in attempting to give possible solutions and intervention strategies or support systems that will improve learners’ performance especially the vulnerable ones. This will bring inclusive education in

schools without any discrimination. The study will identify the gap to be closed of lack of training teachers to attain skill competence to be able to address behavioural crisis in schools. To give quality of results, reaching the province and national target of performance and to reduce number of learners being progressed to the next grade due to age cohorts or number of years in the phase. The benefits will also change the mindset of all partakers in education and to build inclusive schools and society without labelling. This will also unveil the challenges on inclusive practical matters at schools and recommend/advocate the possible solutions to be followed to advance the quality of education and improve the performance in the District.

There will be no potential risks involved in the study and no reimbursement or any incentives for the participation of research. The study will entail getting the two sampled schools with eight participants in each school ranging from SMTs, SBSTs and teachers. The participants will be of mixed genders to avoid biasness on selection. The rights of participants will be discussed; ethical consideration and the consent form for participation will be signed as acknowledgement of participation.

The feedback procedure will entail a copy of researcher's transcripts and the findings from the study will be discussed with the participants will be given to the participants.

Yours sincerely

.....

Ngoma Zanele H.

APPENDIX B: REQUEST LETTER TO THE PRINCIPAL AND SGB IN SCHOOL A.

Title of research: - ***“Experiences of teachers when supporting learners with behavioural problems in the inclusive foundation phase classes of Gauteng East District”***

The Principal

I Ngoma Zanele H. am doing research under the supervision of Professor Maguvhe, a Professor in the Department of Inclusive Education towards M Ed at the University of South Africa. My request is to be granted the permission to conduct the research on the field of study entitled ***“experiences of teachers when supporting learners with behavioural problems in the inclusive Foundation Phase classes of Gauteng East District”***

The purpose of the study is to identify the Foundation Phase teachers' experiences when supporting learners' with BEHAVIOURAL PROBLEMS, with the aim to suggest possible solutions to instil positive behaviour that will improve the quality of education to vulnerable learners that experience barrier to learning of different nature. Gauteng East District has been selected because there is high rate of learners with behavioural problems which poses a barrier to learning and has impact on quality of teaching and learning. There is a need to improve performance and to produce the quality of results in the schools and the entire district. Teachers also need an intensive training to acquire skill competence on behavioural management in their classrooms to improve performance and to produce the quality of results in the schools and the entire district.

This study will benefit the school in identifying specific behavioural problems and the causes with the purpose of identifying the FP teachers' experiences when supporting learners with behavioural problems. This will also unveil the challenges on inclusive practical matters at schools and recommend an intensive training for teachers and other possible solutions to be followed to advance the quality of education. The benefits will also change the mindset of all partakers in education and to build inclusive schools and society without labelling. The study will recommend/advocate the possible solutions to be followed to advance the quality of education and improve the performance in the District. The interview session will last for 1 hour 45 minutes

from 13h45 to 15h30. The sessions will be conducted after contact time in the afternoons.

The study will entail getting the total of eight participants' i.e. Deputy Principal who is Curriculum Coordinator, 2 Heads of foundation Phase Department (HODs) of mixed genders if possible, 1 School Based Support Team Coordinator (SBST), 4 Grade Heads from Grade R-3 preferably teachers who has most experience in education to get the in-depth information. The rights of participants will be discussed; ethical consideration and the consent form for participation will be signed as acknowledgement of participation.

There will be no potential risks involved in the study and no reimbursement or any incentives for the participation of research. The feedback procedure will entail a copy of researcher's transcripts will be given to the school and the participants as a benefit for their participation and the discussion will be held about the outcome of the study.

Yours sincerely.

.....

Ngoma Zanele H.

APPENDIX C: REQUEST LETTER TO PRINCIPAL AND SGB OF SCHOOL B

Title of research: - ***“Experiences of teachers when supporting learners with behavioural problems in the inclusive foundation phase classes of Gauteng East District”***

The Principal

I Ngoma Zanele H. am doing research under the supervision of Professor Maguvhe, a Professor in the Department of Inclusive Education towards M Ed at the University of South Africa. My request is to be granted the permission to conduct the research on the field of study entitled ***“experiences of teachers when supporting learners with behavioural problems in the inclusive foundation phase classes of Gauteng East District”***

The purpose of the study is to identify the Foundation Phase teachers' experiences when supporting learners with behavioural problems, with the aim to suggest possible solutions to instil positive behaviour that will improve the quality of education to vulnerable learners that experience barrier to learning of different nature. Gauteng East District has been selected because there is high rate of learners with behavioural challenges which poses a barrier to learning and have impact on quality of teaching and learning. There is a need to improve performance and to produce the quality of results in the schools and the entire district. Teachers also need an intensive training to acquire skill competence on behavioural management in their classrooms to improve performance and to produce the quality of results in the schools and the entire district.

This study will benefit the school in identifying specific behavioural problems and the causes with the purpose of identifying the FP teachers' experiences when supporting learners with behavioural problems. This will also unveil the challenges on inclusive practical matters at schools and recommend an intensive training for teachers and other possible solutions to be followed to advance the quality of education. The benefits will also change the mindset of all partakers in education and to build inclusive schools and society without labelling. The study will recommend/advocate the possible solutions to be followed to advance the quality of education and improve the performance in the District. The interview session will last for 1 hour 45 minutes

from 13h45 to 15h30. The sessions will be conducted after contact time in the afternoons.

The study will entail getting the total of eight participants' i.e. Deputy Principal who is Curriculum Coordinator, 2 Heads of foundation Phase Department (HODs) of mixed genders if possible, 1 School Based Support Team Coordinator (SBST), 4 Grade Heads from Grade R-3 preferably teachers who has most experience in education to get the in-depth information. The rights of participants will be discussed; ethical consideration and the consent form for participation will be signed as acknowledgement of participation.

There will be no potential risks involved in the study and no reimbursement or any incentives for the participation of research. The feedback procedure will entail a copy of researcher's transcripts will be given to the school and the participants as a benefit for their participation and the discussion will be held about the outcome of the study.

Yours sincerely.

.....

Ngoma Zanele H.

APPENDIX D: REQUEST LETTER FOR TEACHERS' PARTICIPATION

REQUEST FOR YOUR PARTICIPATION ON A RESEARCH PROJECT

Dear Teachers

I Ngoma Zanele am doing research under the supervision of Professor Maguvhe of the Department of Inclusion towards M.Ed. at the University of South Africa. I have been granted a permission to conduct the research in your school on the field of study entitled: ***“Experiences of teachers when supporting learners with behavioural problems in the inclusive Foundation Phase classes of Gauteng East District”***

The aim of the study is to identify the challenges faced by the Foundation Phase teachers when supporting learners with behavioural problems, with the purpose of suggesting possible solutions to the behavioural problems in schools to be able to improve the quality of education to vulnerable learners that experience barrier to learning of different nature.

Your school has been selected because the following challenges need to be addressed:-

- There is need for support strategies/solutions for learners with a high rate of behavioural challenges that pose a barrier to learning. The behavioural challenges have impact on quality of teaching and learning which affect the performance of the District as compared to other Districts.
- There is a need for teachers to receive intensive training to acquire skill competence on behavioural management in their classrooms to improve performance and to produce the quality of results in the schools and the entire district.

I invite your inputs to share the frustrations and experiences that you encounter in the classroom organisation. You are selected because there is a need to find solutions to improve performance and to produce the quality of results in our schools and the entire district, province and nationally. This will also unveil the challenges that the teachers face on inclusive feasibility and will recommend possible solutions to improve quality of results.

The information obtained during study will remain highly private and confidential, be stored securely and be divulged with your permission. Pseudonyms will be used and the school's name will not be mentioned. The gathered information will be used for research purpose. The study entails interviewing one Deputy/Principal as Curriculum Heads, two Foundation Phase Heads of Department (HODs), 4 Grade representatives (Grade R-3) and 1 SBST Coordinator. There are no potential risks involved in the study and no reimbursement or any incentives for the participation of research. The study will be conducted on scheduled afternoons after learners contact time. The consent form for participation will be signed as acknowledgement for participation.

A copy of the researcher's transcripts will be sent as feedback on the information shared and the outcome of the study will be discussed. Your cooperation will be highly appreciated.

Yours sincerely

.....

Ngoma Zanele H.

APPENDIX E VOLUNTARY ACCEPTANCE OF VOLUNTARY PARTICIPATION BY THE TEACHERS

“Experiences of teachers when supporting learners with behavioural problems in the inclusive foundation phase classes of Gauteng East District”

PURPOSE OF STUDY: To improve the quality of education to vulnerable learners that experience barriers to learning of different nature that may include family disruptions, language issues, poverty, learning difficulties and disabilities, Department of Education. (2014)

I.....

(Name of the participant), confirm that that the person conducting a research study has read to me the content and the purpose of the study and I have understood it clearly.

- I have been given an opportunity to ask questions where clarity is sought.
- I am comfortable to participate, and I voluntarily accept to render any information that is of my best knowledge or experiences.
- I understand that I am free to terminate my services of participation should I feel uncomfortable without any consequences laid against me.
- I agree my interview to audio recorded for reliability of information. I understand that the information gathered will be treated confidentially and my identity on the report will remain anonymous but only known by the researcher.
- I am aware that the findings of this study may be sent to journals for publications but still my participation will be kept confidential.

By signing below, I agree to take part in the research study entitled "Foundation Phase teachers' experience of supporting learners with behavioural problems"

Signed at.....on
the.....2018

Name of participant.....Signature.....

I believe the participant is giving informed consent to participate in the study.

Researcher's

name.....Signature.....Date.....

APPENDIX F: DECLARATION BY THE RESEARCHER

I (Name of the Researcher)
declare that:

- I have explained the information in the document of my research study.
- I have encouraged the participants to ask questions before the beginning of the research to get full understanding.
- I have explained their rights to terminate their services of participation should they feel uncomfortable during the process of the study.

CONFIDENTIALITY

I declare that I will use the pseudonyms to preserve the anonymity, confidentiality and participant's data will always be treated with respect and kept confidential unless waived by the participant.

The privacy, identity and confidentiality of participants are guaranteed to remain protected even if the researcher's report must be submitted for publication. I will also encourage all members of the focus group who participated on the study to keep all information confidential and to protect the identity of individual participants.

Should you need to find out about the final research findings, please contact Ngoma Zanele H. at (011) 363-0980 or 0721539222/0823049796 or email me at zanelengoma@vodamail.co.za? You may also contact my Supervisor Professor Maguvhe at Department of Inclusive Education, College of Education, and University of South Africa at (012) 481-2764 or email maguvmo@unisa.ac.za

Name of the Researcher.....of.....

Signature.....Date.....

APPENDIX G: TEACHERS' INTERVIEW QUESTIONS

1. Do you have any inclusive qualifications or any experience on inclusive education?
2. Who of you received SIAS training? Was the information on training cascaded to all the other teachers? Was it informative and addressing your classroom challenges?
3. How do newly appointees in your school be capacitated on policy matters especially on SIAS? Is there any plan in place to accommodate them?
4. How was the training addressing the challenges in your classroom? How are you implementing the policy to overcome the learning barrier challenges in your classroom?
5. Let's share your experiences on challenges and successes on the implementation of Inclusive Education in your classrooms.
6. What are the main challenges experienced from your learners that impact negatively to the quality of teaching and learning? What are the strategies that you used to address the challenge you experienced? Were the challenges learnt from the training or you use your own experience? What was the outcome then? Was it successful can you share with someone experiencing it?
7. How do you implement the inclusive education to ensure inclusive classroom without discrimination? Did you receive adequate training that you are able to implement what you have learnt?
8. Mention any development on training that you have received that addressed the experiences you have in your classroom on learners' behavioural challenges?
9. What are the learner-teacher ratios in your classrooms? How does it impact teaching and learning? How do you deal with overcrowding in your classroom?
10. Do you have school policies in place that address these behavioural challenges in specific? When was the last time where you in a meeting discussed and collaborated to share the experience and good practice that other teachers may

use in their classrooms? Were there any possible suggestions to assist the behavioural management in your classroom?

11. What role does parent component (School Governing Body) assist the teachers to engage the entire parents at school to deal with behavioural challenges of their children? Discuss the observed attitudes from the parents.
12. When individually analysing the learner performance; what are the causes of poor performance in your classes that ensue to drop in results?
13. What strategies do you do with learners who continuously transgress the classroom and school rules? Any strategies in place to share?
14. What is the school protocol to escalate the matters of learners with immense behavioural challenge? How do you get assisted after the protocol has been followed?
15. Is there any support from the School Management Team? Is the management team having expertise in supporting the teachers or teachers fend for themselves?
16. What is the attitude of parents when called to school for their misbehaving children who transgress the school rules? Are they supportive or not? What do you think is the reason and what do you think must be done?
17. What do you suggest your school can do to eliminate the behavioural problems in the classrooms and the entire school?
18. What input can you give that you think may change all the challenges which are a crisis in your school, district and the entire country? Futuristic resolution.

SCHOOL BASED TEAM

1. Do any of you have inclusive qualification or any experience on inclusive education? How is the composition of the SBST? How fully functional is the team, looking at the following aspects
 - Dissemination of information after any development received from any stakeholder.

- Training of entire staff.
 - Support intervention to staff.
 - Referrals. (SNA forms).
 - Record keeping on reported cases.
2. Are you all trained on SIAS policy? Are you able to use intervention strategies to equip teachers who have referred learners to you for further support?
 3. How do you assess learners with barriers to learning? How do you support them?
 4. Was the training addressing all the challenges in your classrooms? What are the experiences/challenges that are specifically not addressed in training sessions?
 5. How is the SBST showing support to the entire staff by cascading information on inclusive policies?
 6. Do you have the SBST policy? How is it communicated to the entire staff?
 7. What policies do you use to deal with behavioural challenges in the classrooms and the entire school? How and when do you review policies to ensure that they address current situation?
 8. What the learners' challenges that are reported frequently by teachers to your team? How do you deal with them? What are the successes and the challenges that you can mention in the referrals you have received shortly?
 9. What impact do these reported learners' misbehaviours have on quality of teaching and learning?
 10. How do you work parallel with School Assessment Team (SAT) to ensure inclusive education, assessment and effective quality of teaching and learning?
 11. When was the last time that the District Based Support Team (DBST) and Assessment Based Support Team visited the school for the support? What was the support all about?

12. Does the school engage itself in collaborating with resource schools to get support on any inclusive matters since they have different professional therapists to deal with all sorts of barriers to learning?
13. What are the most behavioural challenges that you experience in your school? How do you deal with them? Do you have the behavioural management policy that addresses different behaviours at school? What informed you to draw the policy? How do you think these challenges can be managed in future?
14. Do you receive any support from the Management Team of the school to run your functions effectively? What role/ form of support do they render to improve the challenges at school?

SCHOOL MANAGEMENT TEAM

1. Do you have any inclusive qualification or any experience on inclusive education?
2. What is your teaching experience?
3. Did you ever attend training on inclusive education? What are the changes that you have made to your school to make it an inclusive school?
4. How do you engage parental involvement on challenges at school especially of behaviour displayed by learners at school?
5. What are the main behavioural challenges experienced by the teachers in the classrooms and the entire school? What impact does those they have on quality of teaching, learning and quality of results in your school?
6. Does the school meet the District target on learner performance? If not, what intervention strategies are there to enhance the positive and conducive classroom behaviour? What are the causes of underperforming?
7. When was the last time where you discussed the teachers' challenges and experiences in their classrooms? What were their challenges experienced? What support did you give to them? Any intervention strategies that the school has planned to eliminate the challenges?
8. Do you have behavioural management policy? What is the main content of it? Was it communicated to the parents to get their inputs?
9. When analysing the results, what is the main cause of the drop in learner performance? How do you deal with such using the departmental policy on support?

10. What roles do SMT play in supporting the whole school performance and unacceptable behaviour from learners?
11. Do you have any future plans to eliminate the behavioural crisis at your school which is the challenge nationwide?