

Secondary school educators' experiences of the educator-learner relationship in the Gauteng Province of South Africa

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FOREWORD

This dissertation is presented in article format in accordance with the guidelines set out in the Manual for Postgraduate Studies, 2010 of the North-West University. The technical editing was done according to the guidelines and requirements set out in chapter two of the Manual. The APA referencing style was used in Sections A and C; Section B followed the Harvard referencing style according to the Perspectives in Education (PiE) Journal guidelines.

The article will be submitted to the *Perspectives in Education (PiE) Journal*. The guidelines for the submission to the journal are attached in Addendum 3.

DECLARATION

I, Chrische Knoesen, declare herewith that this dissertation, entitled:

Secondary educators' experiences of educator-learner relationship in the Gauteng Province of South Africa, which I hereby submit to the North-West University: Potchefstroom Campus, is my own work and that all references used or quoted were indicated and acknowledged.

Signature:



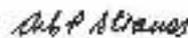
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SUMMARY

Secondary educators' experiences of the educator-learner relationship in the Gauteng Province of South Africa

Key words: Secondary educators, secondary learners, educator-learner relationship, positive relationship, positive emotions, well-being, Positive Psychology

The focus of this study was to explore the experiences of secondary school educators concerning the educator-learner relationship. The study hopes to add value in developing sustainable support to enhance the quality of life and well-being of South African educators. The study highlights specific aspects of the educators' perspective (Koomen et al., 2011; Philip, 2008; Skaalvik & Skaalvik, 2011; Easter et al., 2008), such as cultural perspective, attachment perspective, career satisfaction perspective and academic perspective. According to Philippson (2009) it is important to understand educators' holistic experiences concerning the educator-learner relationship. The following research question arose: What are the experiences of secondary school educators in the Gauteng area, South Africa, of the educator-learner relationship? This research was conducted within a Positive Psychology framework and a qualitative method was used. Data were collected via personal interviews and focus group discussions as research techniques. Purposeful sampling was used and six secondary school educators from various secondary schools in the Gauteng Province of South Africa were participants of this study. The objective of this study was to understand and interpret holistic experiences of secondary school educators in the educator-learner relationship that contribute to the educators' phenomenology. Data were gathered through individual interviews during which each participant was motivated through visual mapping to express his/her hierarchy of ideas contributing to the phenomenon. The collected data were audio-recorded and a narrative analysis was conducted in which trustworthiness was obtained through member checking to ensure that the recorded and observed data were correctly transcribed and evaluated accordingly. Findings of this study are presented by means of the following themes: Different aspects of the supportive educator-learner relationship; awareness of differences in the educator-learner relationship; important perspectives of "a

calling” in respect of the educators’ experiences; role of emotions in an educator-learner relationship; challenges for the educator in the educator-learner relationship; role of discipline and values in an educator-learner relationship; phenomenology of the educators’ experiences. Results indicate that educators’ positive experiences of the educator-learner relationship can be viewed as an investment in the well-being and positive functioning of both the educator as well as the learners. A recommendation for future research is to develop a support system for secondary school educators to encourage them in a psycho-social, emotional and spiritual way towards sustainable well-being.

OPSOMMING

Sekondêre opvoeders se ervarings van die opvoeder-leerder verhouding in die Gauteng Provinsie van Suid-Afrika

Slutelwoorde: Sekondêre opvoeders, sekondêre leerders, opvoeder-leerder-verhouding, positiewe verhouding, positiewe emosies, welstand, Positiewe Sielkunde

Die fokus van hierdie studie is om sekondêre opvoeders se ervarings van die opvoeder-leerder verhouding te verken. Die studie hoop om 'n bydrae te lewer tot die ontwikkeling van lewenskwaliteit om die welstand van opvoeders in Suid-Afrika te bevorder. Die studie belig spesifieke aspekte van die opvoeders se perspektief (Koomen et al., 2011; Philip, 2008; Skaalvik & Skaalvik, 2011; Easter et al., 2008), soos die kulturele perspektief, gehegheidsperspektief, loopbaantevredenheidsperspektief en akademiese perspektief. Volgens Philippson (2009) is dit belangrik om opvoeders se holistiese ervarings oor die opvoeder-leerder verhouding te verstaan. Die volgende navorsingsvraag het na vore gekom: Wat is die ervarings van sekondêre opvoeders in die Gauteng area, Suid Afrika, van die opvoeder-leerder verhouding? Hierdie navorsing is binne die raamwerk van Positiewe Sielkunde gedoen, en 'n kwalitatiewe metode is gebruik. Inligting is verkry deur middel van individuele onderhoude en fokusgroepbesprekings as navorsingstegnieke. Doelgerigte steekproefneming is gebruik en ses opvoeders verbonde aan verskillende sekondêre skole in die Gauteng-provinsie van Suid-Afrika was deelnemers aan die navorsing. Die doel van hierdie studie was om sekondêre opvoeders se ervarings van die opvoeder-leerder-verhouding te verstaan. Tydens die proses van data-insameling deur middel van individuele onderhoude is elke deelnemer gemotiveer om deur visuele uitbeeldings sy/haar hiërargie van idees weer-te-gee wat bydra tot die fenomeen. Klankopnames van die versamelde data is getranskribeer, en 'n narratiewe analise is gedoen. Bevindinge van hierdie studie dui op die volgende temas: Die verskillende aspekte van die ondersteunende opvoeder-leerder verhouding; bewustheid van verskille in die opvoeder-leerder verhouding; belangrike perspektiewe van “'n roeping” ten opsigte van die opvoeders se ervaring, die rol van emosies in 'n opvoeder-leerder

verhouding; uitdagings vir die opvoeder in die opvoeder-leerder verhouding; rol van dissipline en waardes in 'n opvoeder-leerder verhouding; en die fenomenologie van die opvoeder. Die resultate wys dat die opvoeder se positiewe ervaring van die opvoeder-leerder verhouding kan gesien word as 'n belegging in die welstand en positiewe funksionering van beide die opvoeder so ook die leerders. 'n Aanbeveling vir toekomstige navorsing is die ontwikkeling van 'n ondersteuningstelsel vir sekondêre skool-opvoeders om hulle te begelei op 'n psigo-sosiale, emosionele en geestelike manier met die oog op volhoubare welstand.

SECTION A

PART 1: ORIENTATION WITH A LITERATURE REVIEW

1. Introduction and problem statement

The wealth of positive relationships is of key importance for personal well-being (Aubi & Nayyeri, 2011; Keyes, 2005, 2006). Seligman (2011) emphasizes that supportive social networks are an integral part of complete well-being and fully functioning human beings. This statement has important implications for school communities, seeing that within this context the educator-learner relationship is the most important connection (Theron & Dunn, 2010). The educator is often viewed as being of instrumental importance for learners' achievements and for developmental systems such as Bronfenbrenner's model (Lazarus & Lolwana, 2008). Then again, if the educator is seen as one of the closest links between learner and school achievements (Riley, 2008), it is also necessary to consider the educators' well-being, seeing that social interactions, for example educators' relationships with learners, are of a reciprocal nature (Fredrickson, 2013). In addition, research indicates that the school community will become increasingly more important in the future for academic and developmental issues such as the building of healthy relations, sustainable well-being as well as coping with risk behaviours (Van Schalkwyk & Wissing, 2010).

The important role of the educator is associated with more than learners' school success and academic achievements. Without the role of the educator the learner would have less engagement in school activities such as being involved in group activities in the classroom, and would be less motivated as a scholar (Minnaert et al., 2013; Easter et al., 2008). The significant input of the educator is linked with the learners' academic achievements (Chipuer, 2006), social support and adjustment in school (Batinic et al., 2012; Koomen et al., 2011). The educator-learner relationship can be described and viewed as a nurturing relationship, and could manifest as respectful engagement and transparent communication (Kitching & Roos, 2012). Warm and healthy social connections are viewed as an integral part of interactive engagement (Fredrickson, 2013), and in the school community this interactive connectedness could have benefits for both the educator and the learner (Hostrup, 2010). The educator's holistic experience to engage with learners with openness towards more than mere

academic focus might have an effect on the educator's personal growth. The holistic experience causes a person to constantly initiate actions which improve internal and external conditions (Hostrup, 2010). This means that the experience of a positive educator-learner relationship in the context of the classroom could indicate that the educator will view the classroom, although it is an external condition, as a positive working environment.

The focus of this research was to explore secondary educators' experiences of the educator-learner relationship in the Gauteng Province of South Africa. This qualitative study wanted to reveal the specifics of the power and the promise of relationships from the educators' perspective. It is necessary to study this social wealth in the South African context of education, since, among others, former South African President, Mr Mandela, holds that education is the key to change the world.

This study was necessary for the following reasons: Firstly, the need to explore secondary school educators' experiences of the educator-learner relationship arises, since former research indicates relational experiences mostly from the learners' phenomenology (Koomen, et al., 2011; Theron & Engelbrecht, 2012). This indicates a possible skewed approach considering past research, seeing that the educator-learner relation is not a one-sided connection, but it is about co-experiencing and interconnectedness (Kitching & Roos, 2012). Engagement and interactive connecting imply synchronising (Fredrickson, 2013). Therefore, it is about the well-being of the educator, and the engagement and interactive connection that are an integrative part of relationships and this positive interconnectedness could enhance emotional, psychological and social well-being in order to flourish versus languishing or mere survival.

Aultman, Williams-Johnson and Schutz (2008) mention that the educator-learner relationship is mostly qualified as the educator showing interest in the learner. This affects the relatedness of the phenomenology of both parties (influenced by culture) and motivates the educator to engage more with certain learners (Koomen et al., 2011). For example, if the educators' religion is Christianity, that might also be the same as the religion of the learner, the educator can support this specific learner in a hopeful manner where he or she can pray with the learner during troubled times. Furthermore, the impact of culture must be mentioned, seeing that it cannot be assumed that all South African learners have the experience of

healthy “relating” or interconnectedness, for example in receiving the needed motivation or encouragement towards improved performance (Ungar, 2011).

Also, school communities are encouraged to enhance educator-learner relationships (Liberante, 2012). In order to do so, a fit school environment must be set to meet the adolescents’ developmental needs such as that of independence, relatedness and the promotion of competence (Chipuer, et al. 2006). Feelings of belonging also encourage competence for both the educator and the learner. In addition, the experience of safety is one of the core elements of healthy relations as well as enhanced performance (Fredrickson, 2013). While the experience of warm connections and healthy interactions could be robust indicators of well-being, achievement and successful engagement, the opposite could be challenging (Seligman, 2011). Research is needed about the unique experiences of educators regarding the educator-learner relationship in order to protect and to promote healthy relationships, school success, and positive functioning (Seligman, 2011).

Secondly, it was necessary to find out whether the educator-learner relationship holds good quality connections and shared positivity for the educator or not. Neal and Neal (2013) stress the significance of networking in ecological systems, which include interdependence (overlapping connections) through direct and indirect social interactions. There is a strong indication that the healthy contact between educator and learner is essential for successful personal development and social processes. The social networking and mutual positivity encourage relational well-being (Fredrickson, 2013). In addition, relational well-being is positively correlated to personal and collective well-being (Evans & Prilleltensky, 2007).

Thirdly, educators’ sense of belonging in the school community can be related to the degree of career satisfaction (Liberante, 2012; Skaalvik & Skaalvik, 2011). Career satisfaction is based on a person’s perception of how he or she subjectively experiences his or her career. The criteria for educators’ perceptions of career satisfaction might differ and might be dependent on different factors, such as superior acknowledgement, relationships in the school environment, personal goals and learner connection (Skaalvik & Skaalvik, 2011). This is important, seeing that the process of engagement and relating are integrative to educating as perceived responsiveness. In this sense the educator-learner relationship is an investment in the well-being of the others, for example, in the positive development of the learners (Fredrickson, 2013)

Fourthly, research indicates that the connection of educators and learners - whether good or bad – could determine adolescents’ emotional and behavioural engagement (Baker et al., 2008; Brinkworth et al., 2013). A good connection between the learner and the educator generates learners’ engagement in the school context that will enhance achievement performance associated with school (Chipuer, et al. 2006), the learners’ positive goal settings, and it could enable learners to see the bigger picture of their lives (Liberante, 2012). Hussain et al. (2013) also stress the importance of understanding one another in the educator-learner relationship. It is clear that the give-and-take nature of relationships implies emotional energy, and these emotional ingredients could be the determining aspects for educators’ as well as learners’ experience of well-being (Fredrickson, 2013).

Fifthly, positive networks of connectedness contribute to youngsters’ future development (Hamre & Pianta, 2001; Koomen et al., 2010). Future development includes future competencies and developmental opportunities such as employment after school, enhancement of psychosocial well-being, etc. (Chipuer, et al., 2006). It also adds value to the learners’ current sense of belonging in the school context and motivation to be more involved in school activities which encourage better school outcomes for the learners (Liberante, 2012). According to Erikson (cited by Rider & Sigelman, 2009) an adolescent is constantly going through identity versus role confusion and a sense of belonging will support a learner during a crisis experience. This means that an educator’s example in the classroom or the school environment could enable learners towards successful accomplishment, self-efficacy, achieving set goals in the class, competency and independence.

Lastly, positive and nurturing relationships could provide that buffer to overcome the daily difficulties as well as continuous challenges for both the learner and the educator (Van Schalkwyk & Wissing, 2013). The way educators perceive the learner as adolescent, influences their self-efficacy, which might contribute to identity formation for the learner which enables him or her to explore more opportunities during challenges (Rider & Sigelman, 2009). The experience of positive social connections and appreciative engagement supports self-efficacy that will enable a learner as well as educators to focus on their potential and possibilities, rather than their challenges or difficulties (Maddux, 2002).

In the light of the above-mentioned, it is clear that there is a scarcity of information concerning educators' experiences of the educator-learner relationship. The following research question arose: What are the experiences of secondary school educators in the Gauteng area, South Africa, of the educator-learner relationship?

2. Research aim

The aim of this phenomenological study was to explore secondary school educators' experiences of the educator-learner relationship in the Gauteng Province of South Africa. Participants were selected from different secondary schools namely Driehoek, Transvalia and Carel de Wet secondary schools in Gauteng, South Africa

3. Central theoretical statement

Secondary school educators contribute to the foundation of supportive social networking of secondary school learners. Relationships embody these social engagement systems and can be described as the connectedness between secondary school educators and secondary school learners which is of key importance for relational well-being and the promotion of complete well-being. In this sense positive relationships can be viewed as an investment in the well-being and functioning of both the educator and the learner (Bergner & Hegi, 2010). In addition, the experience of a positive and nurturing educator-learner relationship could provide additional support to both educator and learner when facing everyday challenges.

4. Definitions of concepts

The following important concepts in the study will be discussed:

4.1 Positive Psychology

This study is presented within the framework of Positive Psychology as the exciting scientific study of well-being and optimal human functioning (Peterson, 2006). Strengths and weaknesses are viewed as authentic and amenable to scientific understanding (Peterson & Seligman, 2003). It should be emphasized that positive psychology does not relate to "self-help", but that it offers empirically grounded research for obtaining more from life (Keyes & Haidt, 2003). Given that positive psychology is about the understanding of wellbeing, processes and mechanisms that lead to desirable outcomes, it is evident that healthy relations should be explored within the perspective. Peterson (2006) stated that psychologists who

want to encourage well-being and fully functioning humans need to change their views appose to the medical mode.

It is argued that the encouragement of positive human health can best be investigated from a positive perspective, and more specifically from psycho-fortology (Strümpfer, 2006; Wissing & Van Eeden, 2002). This strength-based approach is taken as point of departure for this study while acknowledging the full spectrum of human experience, from the negative to the positive. Therefore, well-being and the wealth of relationships are to be looked at within the positive notion of psychology, revisiting the average person and concentrating on what works, what is right, and what is improving (Sheldon & King, 2001), while keeping in mind that negative or problematic facets are also part of life.

Positive Psychology presents an appropriate framework for this study, seeing that its main goal is to encourage human flourishing (Seligman, 2011). Flourishing indicates the higher levels of well-being such as optimal functioning, positive relations, positive emotions and superior health (Keyes, 2005). Fredrickson (2006) mentions the following three mechanisms to encourage flourishing: Positive relationships (warm social connections such as positive educator-learner relationship), positive character (positive educator and learner) and a positive cognition (positive thoughts, perceptions).

4.2 Positive emotions

When Albernaz (2004, p.59) interviewed Fredrickson, one of the questions that emerged was to what extent does a person benefit from positive emotions and Fredrickson's response was: *"Positive emotions help connect one to something larger, whether relationships or goals, and help us to be our best versions of ourselves"*. The experience of positive emotions is essential nutrients for healthy connectedness, such as the educator-learner relationship, and positive emotions such as love and gratitude build bonds that contribute to the mutual benefit of educators and learners (Fredrickson, 2013). The broaden-and-build theory of Fredrickson (2003), entails that negative emotions narrow one's temporary perception that acts in a certain self-protecting way (compare "fight or flight responses"), while positive emotions encourage and broaden a temporary perception that leads to opportunities which motivate personal growth and improved performance. Positive emotions as experienced and utilized by educators are of great importance for the examining of relational well-being and the building of personal as well as collective resources (Algoe et al., 2013).

4.3 Well-being

Seligman (2011) stipulates that well-being, and more specifically the encouragement of higher levels of well-being, is an integral part of Positive Psychology. The presence of well-being is dissimilar to the mere absence of ill-being. Well-being can be described as the presence of positive emotions, positive relations, achievement, engagement, and the experience of meaningfulness. Fredrickson (2004; Fredrickson et al., 2013) shows that positive emotions (such as joy and gratitude that the educator and learner might share) are true indicators of optimal well-being and that psychological well-being could forecast future physical health. Batinic et al. (2012) stress that supportive relationship contributes to mental health. Also, educators' perceptions of their psychological and social functioning could resemble their understanding of subjective well-being (Fredrickson, 2004; Lopez & Wright, 2002).

4.4 Positive relationship

Social functioning includes a positive relationship which reflects on resilience (Ungar, 2011). Social capabilities and competencies are important for positive adjustment and the overcoming of difficulties during all life phases (Fredrickson, 2006; Masten & Reed, 2002). In a sense a positive educator-learner relationship could provide a good structure to ensure emotional safety in the learning environment of schools.

4.5 Phenomenology

Philippson (2009) shows that human beings experience the world and relationships according to their phenomenology. The unique experiences of educators in the educator-learner relationship are based on the way in which they experience and understand the world and incidents. This means that educators understand relationships in terms of the framework of their particular personal experiences. In contrast, Husserl (cited by Hostrup, 2010) underlines that a person must be open-minded regarding his or her own phenomenology to be aware of the essence thereof. He calls it bracketing, where the educators make their assessments and have perceptions of the learners in order to study the holistic experience when engaging in an optimal functioning educator-learner relationship.

4.6 Ecological systems theory

Neal and Neal (2013) stress the importance of networking in ecological systems, which include interdependence (overlapping connections) through direct and indirect social interactions. In the school community different kinds of interconnectedness between staff, learners, the curriculum are included (Lazarus & Lolwana, 2008). .

When looking at Bronfenbrenner's nested systems (cited by Lazarus & Lolwana, 2008) educators can bracket their own perception of the learner and magnify and study the learners' phenomenology to understand some of the behaviour acted out in the school context. Different types of interactions are foundational in this system such as proximal interaction (for example continuous social interaction between the educator and the learner) and reciprocal interaction (for example, the educator needs to be aware of the other proximal interactions, such as relationships that learners have with peers and parents). The different interactions are conceptualized into different systems (interactions) in Bronfenbrenner's nested systems, contributing to the child's development. Examples of such systems are microsystems (family, school and peer interactions influencing the learners' moral development); mesosystems (local community, where microsystems influence the learners' behaviour towards the community); exosystems (indirect interactions such as family of the peers, parents and the teacher's working environment that influence the interactions in the microsystem); macrosystems (involvement of dominant social and economic structures such as politics); and chronosystems (include the time when all the systems influence each other and affect the learners' development) (Lazarus & Lolwana, 2008). All these nested systems hold the promise to promote positive relationships.

A literature review was undertaken which focused on themes including positive psychology, positive psychology, positive emotions, well-being, positive relationships, phenomenology and ecological systems theory. Particular authors such as Seligman, Fredrickson, Philippson, and Bronfenbrenner were included.

5. Research methodology – an empirical investigation

5.1 Research method and design

Within the framework of the qualitative method, a phenomenological research design was used. Both personal interviews (visual data) and focus group discussions were used to collect data. The purpose of phenomenology is to reduce an individual's experience with a phenomenon to engage in a universal essence (Van Manen, 1990). The qualitative method presented useful information and insight via the participants' interactions and narratives of relationships (Seabi, 2012). By exploring the participants' unique experiences the study engaged the personal understanding of the educators about the educator-learner relationship.

5.2 Research context and participants

According to Merriam (2009) it includes an in-depth description that prevents the study from merely generalizing the findings. A purposeful sampling selection was used to select secondary school educators from random secondary schools in the Gauteng area to participate in this research. The purposeful selection of participants, namely of only secondary school educators, was done because they had a better understanding of the phenomenon, namely the educator-learner relationship. The participants in the focus groups were homogeneous, since all participants were female secondary school educators. All of the participants had at least four years' experience in educating different cultured secondary school learners. There were two separate discussions groups that each consisted of three South African secondary school educators from the Gauteng area.

Open discussions encouraged the participants to take part, and being part of a focus group enabled them to share their experiences in order to enrich data gathering (Liamputtong, 2011). Group discussions took place in an informal setting where open-ended questions were asked and elaborated on. This happened after the individual interviews, where the participants had a choice as to how to present their experiences of the educator-learner relationship. Participants could present their experience either as visual or listing data. Most of the participants made lists about their experiences in this respect.

5.3 Research procedure

After permission had been obtained from the North-West University of Potchefstroom to proceed with the data gathering, the researcher started to look for voluntary secondary school educators wanting to participate in this study. When six secondary educators volunteered, possible dates were set to conveniently accommodate them. It turned out that two sets of three participants could participate on two separate dates. The two groups of three

participants were welcomed and thoroughly informed about the research aims, objectives and focus after which all of them were well informed about the procedure of the data gathering as well as the ethical considerations during the research. After the informed consent had been signed, the individual interviews took place. During the individual interviews the participants had the choice to present the information about their experiences with learners in the educator-learner relationship in a visual manner or listing the information. Most of them made lists of their experiences with the learners. One of the participants used an image to present her experiences of the educator-learner relationship.

After the personal interviews the researcher invited the educators to participate in a discussion to share their experiences in a group situation in order to enrich data gathering (Liamputtong, 2011). The participants were given the opportunity to reflect about their experiences as participants of the research at the end of the group session. The same procedure of data collection was followed with both groups of three participants.

5.4 Data collection method

During individual interviews and focus group discussions, the researcher used multiple techniques such as interviewing, observation and document analysis in order to enhance the trustworthiness of the data findings and crystallization as described by Ellingson (2009). The objective of the individual interviews was to encourage the participants to share their experiences in an unrestrained way as well as to ensure their unique contribution to the study. Van Manen (1990) stresses that each participant's contribution adds value to a universal essence, in the case of this study the educator-learner relationship. Visual mapping or listing during individual interviews ensured that each educator shared her experience, and this was constructed by means of the following framework:

- Participants were invited to visually map their relationship with secondary school learners
- Participants were encouraged to include categories which they do find relevant regarding the phenomenon, such as motives, emotions, responsibilities, etc.
- Participants were requested to focus on healthy relationships with secondary learners
- Participants were asked to include any additional ideas or concepts that they might find relevant

- Participants were asked to map both their role as secondary educator as well as the role of the secondary learners in the educator-learner relationship

After the individual interviews free-flowing and appropriate discussions took place in the focus groups, and open-ended questions were presented to the participants (Liamputtong, 2011). The following open-ended questions were asked:

- What are your experiences of learners with whom you have a positive relationship?
- How would you describe a healthy (positive, i.e. constructive) educator-learner relationship?
- Tell me about your relationships with teenagers in the school community.
- Describe your experiences (as an educator) with learners in maintaining a positive relationship.
- What needs, if any, arise as to healthy relationships with learners?
- What are your motives, if any, in maintaining a positive relationship with learners? Why do you regard the educator-learner relationship of vital importance?
- According to your experiences as an educator, tell me about the challenges that you had to deal with as to the educator-learner relationship in the past.
- What emotions do you experience when having a positive relationship with learners?
- Please give me an example to illustrate your continuous efforts to build educator-learner relationship and even some valuable lessons learnt.

5.5 Data analysis

The transcribed data were analysed into meaningful codes and categories by using thematic data analysis (Braun & Clarke, 2006). The interpretive act of transcribing was not a technical process but led to significant unanticipated phenomena (Bailey, 2008). The researcher's contextual information about the presented research was used to transcribe and interpret the data into categories from which themes emerged (Bailey, 2008). The data reflected the holistic understanding of the educator's experience of the educator-learner relationship when looking through the data themes that emerged from the data analysis for an authentic view of the participants and their experienced phenomenology to be presented in the research.

An inductive approach was used during thematic analysis, in which data were collected from individual educators and focus groups including all the educators. The identified themes

were merely a process of coding the data without the researcher’s preconceptions, for the themes were richly data-driven (Braun & Clarke, 2006). The researcher gained access to the holistic view from the literature review of the educator-learner relationship to ensure that the research would be relevant with respect to previous findings on the understanding of the educator-learner relationship.

Through crystallization the researcher was motivated to use different types of data techniques and various theoretical frameworks, not merely to give truthfulness by means of the research, but also to provide an in-depth understanding of the educator-learner relationship (Tracy, 2010).

The guidelines and methods used for enhancing the trustworthiness of the gathered data were crystallization and triangulation (Braun & Clarke, 2006; Tracy, 2010) and are presented in table 1.

Table 1: Guidelines and methods encouraging trustworthiness of the data through crystallisation and triangulation		
Guidelines	Method	Applicable to the research
In-depth interpretation	Multivocality	Credibility is encouraged through different perspectives in an educator-learner relationship by educators of different ages (Tracy, 2010).
	Member reflection	Researcher did not merely make statements during the data collection to make sure the participants were fully understood, but used opportunities to collaborate and to elaborate to collect meaningful data. Exploring the participants’ feeling about the research direct questions were asked, such as: how would you describe a positive educator-learner relationship, to see if the participants were interested in the study (Tracy, 2010). The only control the researcher had was providing space and opportunities to give additional data and to elaborate on them, thus the credibility was enhanced through member reflection.

Data analyses	Method	Thematic analysis was used which had the flexibility to include any relative data from the educators' experiences and to identify, analyze and report different themes in the data (Braun & Clark, 2006)
	Approach to choosing data	The researcher had a particular topic in mind, namely experience of the educator-learner relationship, which led the interviewees to ask questions related to the topic (Braun & Clark, 2006)
	Representing the data	The researcher had to decide whether the themes really exist in the data gathered and whether the proportion of the themes in the data was relevant to the educator population (Braun & Clark, 2006). The researcher had to make sure the interpreted data were plausible and persuasive to the public (Tracy, 2010)
Reporting of data	Resonance	To researcher aimed to get the audience's attention in the way the information was presented. It was hoped that the audience would give empathic validity to the educators' experience of the relationship. The research used transferability to the experiences of the audience (educators) to get the audience's attention (Tracy, 2010)
Contribution	Theoretic significance	The researcher covered enough theoretical framework to intellectually inform the school context community (Tracy, 2010)
	Practically significant research	The researcher aimed to empower participants to see the relationship in an objective manner which encourages transformation (Tracy, 2010).

5.6 Ethical considerations

While considering the ethical aspects of this research, the aim of this research (Allan, 2008), was to explore secondary school educators' experiences as an integrated relationship-focussed support network in schools, and to add value in developing sustainable support to enhance the quality of life and well-being of children, youth and families in South Africa.

The research obtained ensured the following ethical considerations:

Voluntary and informed consent was obtained from all participants. A brief explanation of the study was given to participants in order to explain the purpose and the procedure of the research. Participants were debriefed after all sessions and interviews.

According to Tracy (2010) continually informed consent is necessary when using audio-recorded interviews and informed consent was attained throughout the data gathering process.

Before data gathering, a written agreement had been provided to each participant, confirming safe-keeping of information, confidentiality and sensitivity. Participants have the right to privacy (Allan, 2008).

Seeing that data were not collected during school hours and that school premises were not used for the data gathering, it was not necessary to obtain permission from the headmasters.

Approval was obtained from the Ethics Committee of the North-West University for the umbrella-project to promote wellness in school communities (ethical code: NWU-00060-12-A1). This phenomenological study contributed to the project by focusing on secondary school educators' experiences of the educator-learner relationship as an important factor of relational well-being in the school community.

Participants were informed before participating in this research that they may withdraw at any time and that it would not be held against them. The participants were also informed that the research report would be sent to them after the completion of the study.

6. Structure of research article

The dissertation is according to the prescribed format of the North-West University which consists of sections A, B and C accordingly:

Section A

Part I - Orientation of the research (APA referencing style)

Part II – Literature review (APA referencing style)

Section B - Article format as specified by the selected journal for publication. (Harvard referencing style) The *Perspectives in Education (PiE) Journal* has been identified as a possible journal for submission

Section C - Conclusions, critical reflections, limitations and recommendations (APA referencing style)

7. Summary

The significance of the educator-learner relationship was presented. The rationale and the methodology were described in this part of the section. It also included the problem formulation, aims, research question and objectives of the study. Important concepts for this study were also discussed to accomplish better understanding as to the orientation of the research. Part II of this section includes the more focused literature review, followed by Section B which will detail the study further, along with analysis and results in article format.

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SECTION A

PART 2: LITERATURE REVIEW

1. Introduction

This part of the research presents the subject matter of the educator-learner relationship, and moves from a global perspective to a more focussed perspective in the South African context. Global perspectives include working papers from the Netherlands, United States of America and Australia leading to a narrower focus relating to the sample drawn and represented by the educators participating in the research, namely randomly selected educators from the Gauteng area in South Africa.

The general literature concerning the educator-learner relationship was reviewed. The specific positive educator-learner relationships experienced in the Gauteng area, especially by those classified as secondary educators, were researched. The rich information gathered from the literature made this research possible to empower the educators through giving voice to their unique experience.

The literature also included theories that were used as frameworks to support the research that was reviewed. The capacity-building (fortogenic) approach to the research was motivated by the Positive Psychology approach, since healthy relationships promote sustainable well-being.

Secondary educators in positive relationship with their students, in a South African context, were the specific focus of this research. The research problem in the South African context was identified as a lack of information in relation to secondary educators' experience in respect of the ingredients of a positive educator-learner relationship (Liberante, 2012). The significant educator-learner relationship might also contribute to the educators' well-being. The holistic experience of the educator-learner relationship from the educators' viewpoint needed to be investigated to be able to fully understand the significant impact on the educators' personal growth and well-being.

Part II will present the concept of relationship, what it entails to be in a relationship and the importance of relationships for well-being. Then this section will present relationships in the context of the educator and the learner and valuable information that needs to be explored

and understood when looking at educator-learner relationships. It will also explore which components play a significant role in building a positive relationship.

2. Positive Psychology and different forms of well-being

2.1 Relationships and relational well-being

Relationships that develop in a supportive school environment can be defined as a complicated process where mutual behavioural interactions between the learner and the educator are maintained (Afzali, et al., 2011). According to Kitching and Roos (2012) a relationship will develop when there is a flow of interactions (actions and responses) between the educator and the learner. These researchers also stress the complex responsive processes by means of which to understand the relationship where the educators' and the learners' minds and interactions between them are experienced in the same phenomenology, only from a different angle, either from a group or an individual perspective. Both perspectives on the educator-learner relationship might benefit from a positive affect.

The positive affect on relationships is the pleasant experiences (Fredrickson & Losada, 2005), for example those experienced by the educator: feeling grateful to be an educator; feeling that the learners appreciate you as an educator, etc. all of which motivate a good relationship with the learner. Positive affects could benefit a person in four ways to promote well-being (Fredrickson & Losada, 2005), namely: firstly, positive feelings motivate a more open mind-set for the learner and the educator to engage in a relationship; secondly, positive feelings motivate bodily repair and improve the immune systems of the learner and the educator; thirdly, they promote the mental and physical health of the educator and the learner; fourthly, the combination of the first four ways prolong educators' and learners lives.

In a relationship we need to have mutual respect, which is a moral value for all people, as stipulated in the South African Constitution. It contributes to equality among and human rights for all people (Hammett & Staeheli, 2011). Ubuntu is a concept arising from the African moral philosophy that is foundational in South Africa and forms part of the education system. It promotes relationships and brings forth better connections between the educator and the learner (Hammett & Staeheli, 2011). This emphasizes the importance of maintaining respect in the classroom between the educators and the learners in South Africa.

Educators' well-being is directly influenced by relational well-being (Evans & Prilleltensky, 2007). Relational well-being is encouraged through a supportive relationship, where the educator and the learner experience nurturing, empathy, caring and compassion for one another (Prilleltensky, 2005). Relational well-being also influences an educators' holistic, personal and collective well-being. These three domains are all promoted by the acronym SPECS which stands for: Strengths, prevention, empowerment and community conditions (Evans & Prilleltensky, 2007)

2.2 Psychological well-being

Psychological well-being is measured in terms of the following facets: Relationships in the environment; mastery of expectations from the environment; positive self-assessments; independence; perspectives of one's purpose in life and personal development. These facets are of great importance for complete well-being, as well as the promotion of well-being (Van Schalkwyk & Wissing, 2013). Firstly, the personal well-being of educators entails the following: Personal development, which is part of positive functioning and which embraces the continual process of developing one's potential including human growth and development (Ryff & Singer, 2006). When an educator is open to explore different experiences in which he or she flourishes, he or she could promote personal development (Ryff & Singer, 2006; Philippson, 2009). The daily interaction of educators and learners could be viewed as part of continued growth. Secondly, positive relations with others are described as the interpersonal realm and as central to a well-lived life. Ryff and Singer (2006) emphasize positive relations as a key feature of positive human health. In this sense the educator as an adult could protect and promote the well-being of self and others, seeing that positive relationships are about active engagement and empowering interactions. Then again, the opposite must also be kept in mind, namely when the educator does not view relations as that important, but understand his or her role mainly as an instrument towards mere academic performances and excellence. Thirdly, mastering the environment is important. The educator has to deal with stressful situations in the school environment such as undisciplined learners that can affect his or her psychological well-being. In managing to maintain discipline the educator can overcome the environmental challenges of his or her school (Bermejo, et al., 2013). Fourthly, meaning in life is motivated by our present and future relationships, for example with the generation to come (Fredrickson, 2013). The outlook which educators have in relation to the meaning of

life can be influenced by hope (Carr, 2004), for example, if the educator has high hopes for his future in education and along his or her path gets into a car accident as a result of which he is no longer able to teach, he or she could face this problem still being hopeful in respect of his or her view of the meaning of life. Fifthly, autonomy is when the educator experiences a sense of self-determination and self-efficacy. Deci, et al. (2008) emphasize the key importance of autonomy, such as when the educator follows his or her own goals and acts in a responsible way in the classroom while being in control of the discipline.

2.3 Emotional well-being

Emotional well-being includes a cycle from psychological transformation through to positive emotions that stimulate the broadening of a person's cognizance (Fredrickson, 2004). Daniels and Strauss (2010) indicate that the educators' enthusiasm towards life also promotes emotional well-being. An example of this is that if the learner in the classroom is disciplined and respectful towards the educator, the educator experiences a positive feeling towards the student that might impact positively on the educator's emotional well-being.

3. Positive experience of an educator-learner relationship

Trust, warmth and low incidence of conflict between educator and learner are aspects associated with a positive educator-learner relationship (Baker, 2006). Educators may also value these aspects as important for a positive relationship experience. A classroom environment where there is a feeling of security will encourage a positive educator-learner relationship (Baker, 2006). An example of this is a classroom environment where the learners feel safe to share personal experiences with the educator. Philip (2008) stresses the fact that the study of the educator-learner relationship is not only for the benefit of the learner, and that this relationship needs to be explored from educators' perspectives. For example, some educators might experience a positive relationship as motivation to give the best possible education to the learner.

3.1 Closeness of a positive educator-learner relationship

Conflict is normal for all relationships, where some disagreement might arise with inharmonious interaction and feelings of frustration (Johnson, 2009). In the classroom environment it might exist when a child disobeys the disciplinary boundaries set by the educator. In contrast to the conflicting relationship that the educator and the learner might experience, they might experience a relationship of closeness to such a degree that both the educator and learner maintain warmth and openness in the relationship (Baker, 2006; Koomen et al., 2008; Morris & Myers, 2009). One of the important indicators of a positive relationship is found in a close relationship and the co-experience of warmth and a special bond (Koomen et al., 2008). This could happen when, for example, the learner has the openness and courage to share personal experiences with the educator, and the educator responds with understanding and care towards the learner.

3.2 Supportive educator-learner relationship

The Self-Determination Theory supports the following three dimensions in which educators can contribute to a supportive educator-learner relationship: Firstly, autonomy support (such as showing students respect while giving them choices in the class and not merely taking control without having consideration for them); secondly, structure (encouraging the students to experience the effectiveness of engaging in school work); and lastly, involvement (the learner needs to have interpersonal relationships in order to interact in the classroom), (Minnaert et al., 2013; Koomen & Verschueren, 2012). The Self-Determination Theory was used to determine the learners' motivation and engagement when having supportive educators (Minnaert et al., 2013), and it is clear that these three dimensions have an effect on educators' motivation and engagement with supportive learners. Then again, these are dimensions we all seek when interacting with people to form a positive and supportive relationship. It seems that experiences of supportive and healthy relationships could supply the needed motivation for educators to experience career satisfaction.

Self-regulation is motivated by a caring educator (Koomen & Verschueren, 2012) and it is a state in which a person is encouraged to control his actions to fulfil his needs (for example the learner wants to succeed in the specific subject so he works hard). The need of the educators might be to form a positive relationship in order to motivate them to keep their

achievements in view which in turn will ensure career satisfaction. The educator then regulates his behaviour so that he engages with the learners.

According to Riley (2008) the educator serves as a secure base for the learners, enhancing support for their achievements, where the learner takes on the attachment role of care-seeker, while the educator is the care-giver. It is clear that a caring educator is able to regulate supportive behaviour that provides a safe haven in the sense of a non-threatening emotional environment, namely a secure classroom environment (Koomen & Verschueren, 2012).

3.3 Career satisfaction as a result of positive educator-learner relationships

Educators are adults whose lives are mostly dominated by their work; their achievement motivation came from childhood (did they persist and triumph in failure or gave up?) and adolescence (influenced by parental, educators' and peer motivation) which influences the choices they make daily in their career and in their lives (Rider & Sigelman, 2009). If the educator's achievement motivation was persistent throughout his developmental stages he might constantly be motivated to optimize his achievements in his career, which results in career satisfaction. Not only achievement motivation is important; so is a supportive academic school context that will contribute to educators' efficacy to promote a learning environment to the learners in their respective classrooms (Ciani et al., 2008). When the headmaster of the school constantly motivates the educator in his various subjects, the educator might experience an external motivation to succeed. Another positive effect on an educator's efficiency is the support from fellow educators that have already amassed experiences and who can share those experiences and help each other (Ciani et al., 2008). When educators experience self-efficacy they might enjoy a feeling of belonging.

Skaalvik and Skaalvik (2011) stress that the educators' feeling of belonging and their emotional exhaustion are aspects that influence their perspective of career satisfaction. These are all aspects that are related to the school context in which the educator finds himself. The feeling of belonging might be manifested by positive supportive relationships in the school context such as social support from co-educators, and learners' support through engagement in their learning and academic achievements. Emotional exhaustion might be limited through structured discipline and learners' commitment to obey.

3.4 Positive emotions regarding a positive educator-learner relationship

When asking people randomly to define a positive emotion, most of them will refer to a feeling of happiness and then conceptualize it by means of different expressions such as laughter, jumping of joy, all of which mean the same. According to Fredrickson (2003) it is difficult to define and physically express positive emotions. These emotions are essential to enlighten problems and contribute to an educator and learner’s personal growth, psychological growth and improvement of physical well-being (Frederickson, 2004).

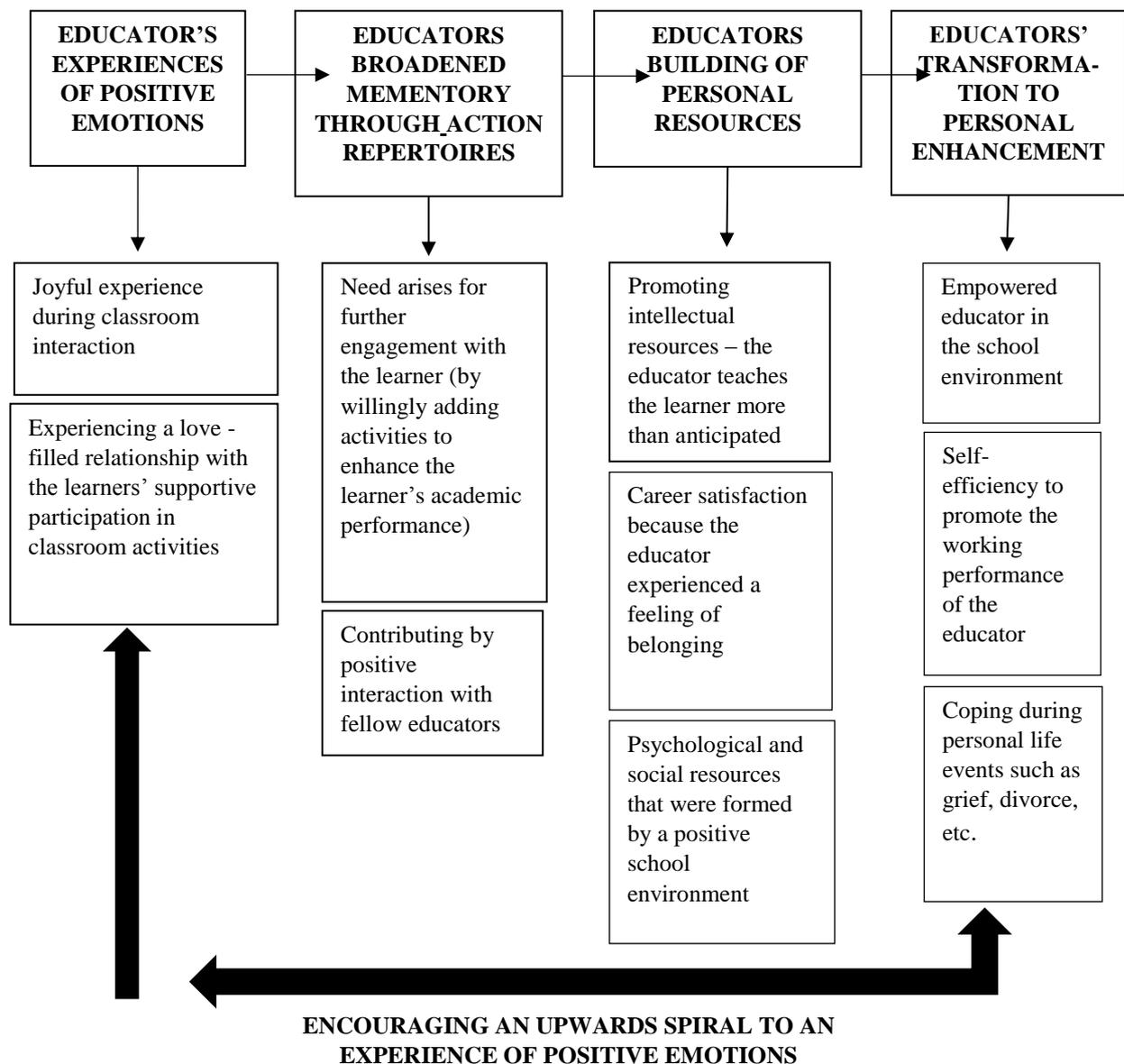


Figure 1. The experience that the educator might gain through positive emotions based on the Broad-and-build theory of Fredrickson (2004).

To understand positive emotions experienced by educators in the educator-learner relationship, the Broaden-and Build theory of Fredrickson (2004) explains the effects of positive emotions.

This exploration takes place in a safe school context and in a close relationship between the educator and the learner. Then it can contribute to the educator's personal resources which in effect will transform the educator into a more creative, knowledgeable, resilient, social and healthy educator (Fredrickson, 2004; 2006).

Positive emotions are examined in the science of Positive Psychology and positivity. The experience of heartfelt positivity is of crucial importance for the personal well-being of human beings, such as educators. In addition, research indicates that when people let positivity out, it can change the way they act towards others. These upward spirals of positivity ignite positivity in and between people (Fredrickson, 2002; Fredrickson, 2004; Fredrickson, 2013). In this way positivity can change communities if people are inspired to add more goodness to the social world (Fredrickson, 2009; Fredrickson, 2013). These moments of warm, positive emotions such as joy, gratitude serenity, interest, hope, pride, amusement, inspiration, awe, and love are universal to all human beings. The daily experience of these positive emotions entails becoming the best version of ourselves and the strengthening of quality (Fredrickson, 2013; Van Schalkwyk & Wissing, 2013). The ten emotions in the framework of educators' experiences will now be discussed.

Firstly, joy can be experienced when the educators' surroundings, such as the school buildings and the classrooms, are safe and familiar. In addition, joy is described as those feelings and thoughts that things are going your way, and even better than you have expected (Fredrickson, 2009). Educators need to know what brings them joy in order to activate this positive emotion to cultivate feelings of shared enjoyment and happiness.

Secondly, gratitude is usually experienced when somebody receives a gift or genuine appreciation (Van Schalkwyk & Wissing, 2010). It is not mere mindless manners of reciprocal exchanges, such as merely thanking somebody since it is the "right thing to do", but appreciation can be unexpected and heartfelt. When educators experience gratitude from learners expressing their sincere appreciation for a well-prepared lesson, it can open the hearts of educators and build the educator-learner relationship. These moments of true thankfulness could be powerful ingredients to build personal and relational well-being (Fredrickson, 2009; Fredrickson, 2002).

Thirdly, Fredrickson (2009) explains serenity as those moments of peaceful quietness when a person's surroundings are safe and familiar. Educators need to be aware of those moments of serenity in the school community, and find ways to integrate this healthy emotion into their lives more fully and more often.

Fourthly, interest is a positive emotion which is closely linked to the experience of teaching on a daily basis, since the process of learning involves being curious about new information, experiences and situations (Peterson & Seligman, 2003). When human beings are interested in something, they feel open and alive (Fredrickson, 2009). This awareness and eagerness could be a good experience for educators when learners are captivated by the information presented to them in the classroom situation. These opportunities of increased attention and eagerness could be important for educators' personal capacity-building and effective interconnectedness with the learners.

Fifthly, hope is associated with difficult circumstances when things are not going well for a person (Peterson & Seligman, 2004). This positive emotion is about those desperate situations, for example when a learner failed an important test, and the educator motivated the learner to turn things around and to plan for a better outcome. Then again, educators should be able to identify those moments of hope that prevent them from collapsing into despair when dealing with difficulties. In this sense hope involves the belief that things can change, and educators could use their competences and resourcefulness to bring about change (Fredrickson, 2009).

Sixthly, pride has the potential to build educators' personal power, for instance when they experience positive feedback from their learners, and are given credit for an achievement (Peterson & Seligman, 2004). Relationships could be strengthened when persons recognize that they have made a difference in someone else's life (Fredrickson 2009). For example, an educator will experience pride when he or she guides the dreams of learners to persist towards greater triumphs.

Seventhly, amusement is about shared laughter and unexpected funny moments are healthy and build connections with others (Fredrickson, 2009). Persons, such as educators, could deliberately increase their personal well-being by using humour and being open to those moments of "non-serious social incongruity" (Peterson & Seligman, 2004). This could be when an educator enjoys a learner's unexpected witty remarks or joke. These moments could be encouraged by educators in the classroom situation, seeing that amusement is social and

we share laughter with another. Educators could apply the celebration of silliness to cope effectively with their own stressful situations as well as when the learners are dealing with high levels of anxiety, such as examination stress.

Eighthly, inspiration is about human excellence and those uplifting moments when people transcend the ordinary (Fredrickson, 2009). Persons can be inspired by a role-model to do their best so that they can reach a personal higher ground (Peterson & Seligman, 2004). In this sense an educator can be inspired when she or he witnesses a co-educator exceeding personal limitations. In the same manner educators could be touched by witnessing a learner helping a friend.

Ninthly, awe is about goodness on a grand scale and being overwhelmed by greatness (Fredrickson, 2009). Educators can be inspired or awed by nature or humanity. This self-transcendent emotion can compel educators to see themselves as part of something much larger, such as God's creation. The deliberate use of this positive emotion can connect educators to their learners by the positive emotional bond to a charismatic leader, for example, South Africa's former president, Mr Nelson Mandela. Educators who are in awe of Mr Mandela could experience moments of goodness when learners are being creative in the manner they celebrate Mandela day in the South African context and by underlining the importance of forgiveness, which is one of the strong characteristics of this Nobel Prize winner and leader.

Lastly, love is associated with all the above-mentioned emotions and is positively correlated to personal and relational well-being (Peterson & Seligman, 2004). The other positive emotions can be transformed into love and compassion in the context of interpersonal moments of sharing joy, expressing gratitude, experiencing safety and serenity, celebrating own and others' achievements with pride, being inspired by and mutually experiencing awe in respect of great leaders.

Positivity is of vital importance for fully functioning people, and positive emotions can change the inner chemistry of our bodies (Fredrickson, 2009, Algoe et al., 2013). In this sense the use of positive emotions and increased positivity depend on the individual. Educators and learners are good examples of people dealing with interpersonal connections continuously, and with positivity, people feel closer and more connected to other people in their lives (Fredrickson 2009). Within the framework of Positive Psychology it would be

sensible for educators to increase their quantity of positivity over time towards flourishing (Fredrickson, 2009).

4. Definitions and theoretical foundations

A person's phenomenology is the perception that s/he has of the world filtered by her/his senses by means of which s/he understands the world. S/he is not merely a fixed thing in a fixed world, but s/he is a human being who constantly interacts with her/his environment (Philippson, 2009). The educator, in comparison, is a unique human being. Educators' perception of a student in a school environment differs from educator to educator, for each person has his own understanding of his phenomenology through his senses. Kepner (2001) stresses that a person does not have a nature of its own but in a relation with his environment, where he integrates his experiences, which are available through contact functioning. The educator interacts with the learners in his environment to satisfy needs that arise from his environment. S/he might have to adjust or change after engaging with the environment. An educator cannot adapt or change if the contact between him and the learner is unavailable in the school environment (Kepner, 2001). The educator's engagement includes the capacity of opportunities which he chooses through his intuition that influences his phenomenology (Philippson, 2009).

Positive Psychology provided this research with a magnifying lens by means of which the secondary educators' experience can be understood while examining positive relationships with the learner, positive traits of the educator and the outcome of their relationship. This lens guides this research to go through the process of interest that includes strengths of the educators that lead to a life of fulfilment and to understand how educators can facilitate their optimal functioning (Harrington et al., 2006). The process includes mechanisms of interest that are defined as extra-psychological factors such as educator-learner relationships, the school community and the career environment of an educator (Harrington et al., 2006). The outcome of the educators' experience of the relationships was equal to the educators' subjective, social and cultural states that characterized a positive educator-learner relationship.

The positive educator-learner relationships came directly from the educators' subjective states of positive emotions emanating from positive relationships with the learners as well as positive harmonious experiences in a school community. Positive Psychology was foundational during this study to promote integration between the secondary educators'

human flourishing and fulfilment (Harrington et al., 2006). Fulfilment is a result of positive educators' character, cognition and educator-learner relationships which are crucial elements to enhance the educators' flourishing in which positive emotions are anchored (Fredrickson, 2006).

The subjective states of the educators (also during data-gathering) included positive states founded on positive psychology's positive emotions. Effectiveness arising from positive emotions might promote creativity and help with day-to-day problem solving that contributes to career efficacy for the educator (Carr, 2004). Knowing the significant effect of positive emotions experienced because of human flourishing (Fredrickson, 2006), the educator-learner relationship was explored. The broaden-and-build theory provided a lens through which the researcher could link educators' positive emotions to their resilience, growth and longevity for a better understanding of their experience during the educator-learner relationship (Fredrickson, 2006).

Another theory that brings better understanding of educator-learner relationship is the ecological system theory, which includes the interdependence between the educator and learner in their school environment (Lazarus & Lolwana, 2008). In this system there are different patterns of functioning such as goals and values (a powerful goal is authoritarian discipline and control in the classroom for the educator to manage the learners) and communication patterns (how clearly messages are communicated between the educator and the learner is important for their functioning and interaction in the classroom) (Lazarus & Lolwana, 2008).

From different frameworks the researcher gained a better understanding of the experience of the secondary educator of a positive educator-learner relationship which might contribute to the well-being of the educator through optimal functioning and flourishing in a positive educator-learner relationship.

5. Conclusions

The literature review shows the importance of understanding the educators' experience of a positive educator-learner relationship for a possible enhancement of the educators' functioning and flourishing. In the literature there has not been much qualitative research done on the educators' experience of the educator-learner relationship. A positive educator-learner relationship might not only promote optimal functioning and flourishing, but also the

educators' overall well-being which might also promote an optimal functioning school system.

The literature research concerning references to educators' perspectives of a positive educator-learner relationship was scant. Liberante (2012) stresses that positive educator-learner relationships are of key importance for optimal education. It seems that the educators' experiences of relationships are of the utmost importance for personal well-being, and that this ecological understanding could impact the interconnectedness between the educator and the learner.

Section B will be presented in the form of a research article, titled: Secondary educators' experiences of the educator-learner relationship in the Gauteng Province of South Africa. Finally, in section C conclusions will be drawn, possible limitations of the study will be given, and recommendations made for future research.

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SECTION B

ARTICLE

**Secondary educators' experiences of the educator-learner relationship in
the Gauteng Province of South Africa**

Submitted to the Perspectives in Education journal

INSTRUCTIONS FOR AURHTORS – PERSPECTIVES IN EDUCATION JOURNAL

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Name(s) of the author(s), title(s), and affiliation(s) (should not be disclosed in the text)

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An English abstract of not more than 200 words should be typed on a separate sheet, followed by up to 10 keywords that characterise the article.

Division of the text must be clear and logical into **unnumbered** sections. Subsections should be clearly indicated by using the following fonts to indicate the different heading levels:

Level 1: Lower case and bold (14pt)

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Level 3: *Italic*

Level 4: Underlined

Tables and figures must be placed at the end of the article with their approximate positions in the text indicated. All photographs/figures must be clearly printed originals — no fill or grey shading may be used. Tables and figures should be numbered consecutively and be accompanied by a brief heading for tables or caption for figures. Each table/figure must be referred to in the text.

Do not use footnotes. Use endnotes only (not more than five endnotes per article). *Perspectives in Education*, Volume 26(4), December 2008.

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If several articles by the same author and from the same year are cited, the letters a, b, c, etc. should be added after the year of publication e.g. (Brown, 2001a).

In works by three or more authors the surnames of all authors should be given in the first reference to such a work. In subsequent references to this work only the name of the first author is given, followed by the abbreviation *et al.*: e.g. (Ziv *et al.*, 2005).

For personal communications (oral or written) identify the person and indicate in brackets that it is a personal communication, e.g. (M Smith, pers. comm.).

List of references

Only sources cited in the text are listed, in alphabetical order. These should be presented as indicated in the following examples. Special attention should be paid to the required punctuation.

Journal articles:

Johnson DW & Johnson RT 2002. Gifted students illustrate co-operative learning. *Educational Leadership*, **50**:60-61.

Books:

Van Zyl R & Thomas PP 2004. *Recent advances in classroom research*. New York: McGraw-Hill.

Chapters in books:

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Running head: Educator-learner relationship

**Secondary educators' experiences of the educator-learner relationship in
the Gauteng Province of South Africa**

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Abstract

The aim of this study was to explore secondary educators' experiences of the educator-learner relationship. Positive Psychology, the broaden-and-build theory, and the ecological system theory were used as theoretical framework. Participants from various secondary schools from the Gauteng Province of South Africa were selected. A phenomenological research design included personal interviews and focus group discussions as techniques to collect qualitative data. The findings are in agreement with the theoretical frameworks, namely that positive relationships contribute to human flourishing and well-being. The following themes were identified from the study: Different aspects of the supportive educator-learner relationship; awareness of differences in the educator-learner relationship; important perspectives of "a calling" for the educators; the role of emotions in an educator-learner relationship; challenges for the educator in the educator-learner relationship; the role of discipline and values in an educator-learner relationship; and, the phenomenology of the educator's experiences. Recommendations for future research include the need to explore additional support systems of for the secondary school educator that might further educators' well-being by enhancing social, psychological and spiritual capacities.

Keywords: Secondary educator; learner; educator-learner relationship; positive relationship; well-being

Introduction

The educator is often viewed as being of instrumental importance for learners' achievement and healthy development (Riley, 2008:626). Then again, if the educator is seen as one of the closest links between the learner and school achievements, it is also necessary to consider the educators' well-being, seeing that all social interactions are of reciprocal nature (Fredrickson, 2013:5). The focus of this article is to explore a group of South African secondary school educators' experiences of the educator-learner relationship. This article will also present the theoretic framework for the study and recommendations will be made to encourage future research in some areas.

The wealth of positive relationships is of key importance for personal well-being as well as to experience higher levels of well-being (Aubi & Nayeri, 2001:1571; Keyes, 2006:5). Positive Psychology is about positive human health as directed by flourishing, and flourishing is viewed as that category of well-being that indicates a fully functioning human being (Fredrickson & Losada, 2005:1). Wellness covers emotional, psychological and social well-being (Keyes, 2006:7). Emotional well-being, known as the hedonic aspect or the "feeling good" component of well-being, refers to an educator's experience of mainly positive emotions; while psychological well-being (Fredrickson & Losada, 2005:7; Keyes, 2006:7), represents the eudaimonic aspect of well-being as positive functioning; and social well-being indicates an educator's positive interconnectedness and functioning in and contributing to the community (positive relationship with the learners) (Keyes, 2006:5). Social well-being is associated with social resources and warm connections (Keyes, 2006:5). Positive relations described and viewed as nurturing relationships could manifest as respectful engagement and transparent communication (Kitching & Roos, 2012:42). In this sense positive relationships can be viewed as an investment of the educator in the well-being and functioning of the learner, and vice versa (Bergner & Hegi, 2010:621). A nurturing educator-learner relationship is significant to promote effective educating and to motivate learners towards engaged learning (Liberante, 2012:8).

Furthermore, the positive educator-learner relationship could be encouraged by a positive school environment (Liberante, 2012:2). A fit school community is an environment that meets the adolescent's developmental needs such as the need to promote competence (Chipuer, Creed, Hanish, McGregor & Zimmer-Gembeck 2006:912). Neal and Neal (2013:726) stress the significance of networking in ecological systems, which include interdependence through direct and indirect social interactions in a fit school community. This interconnectedness is a strong indication that the healthy contact between educator and learner is essential for successful development and personal growth.

Conceptual framework

Positive Psychology (Fredrickson, 2006:57) embraces positive relationships as of central importance for complete well-being. Positive affects as an integrative part of healthy relationships benefit a person in four ways to promote well-being (Fredrickson and Losada, 2005:2; Algoe, Bratley, Catalino, Coffey, Cohn, Fredrickson, Kok & Vacharkulksemsak 2013:2): Firstly, positive emotions motivate an open mind-set for engagement; secondly, positive emotions motivate improved physical health; thirdly, it promotes mental and physical health and fourthly, the first four ways combined could prolong an educator's life. This study looks at the positive experiences of secondary school educators from their functioning in an educator-learner relationship to understand the negative experiences, in order to reach a pragmatic level.

The following reasons motivated the study: Firstly, the need to explore secondary school educators' experiences as to the educator-learner relationship became clear when it was found that research of the past two decades focussed mostly on the relational experiences from the learners' phenomenology (Koomen & Verlschueren, 2012:217; Theron & Engelbrecht, 2012:265). This indicates a possible skewed approach considering past research, seeing that the educator-learner relation is not a one-sided connection, but it is about co-experiencing and interconnectedness (Kitching & Roos, 2012:39). Therefore, the well-being of the educator is important. Secondly, educators' sense of belonging in the school community can be related to the degree of career-satisfaction they experience (Liberante, 2012:5; Skaalvik & Skaalvik, 2011:1030). The criteria for educators' perceptions of career satisfaction might differ and be dependent on different factors, such as superior acknowledgement, relationships in the school environment, personal goals and learner connection (Skaalvik & Skaalvik, 2011:1030). This is noteworthy, since the process of engaging is integrative to educating as perceived responsiveness. Thirdly, research indicates that the connection of educators and learners could determine adolescents' emotional and behavioural engagement (Baker, Grant & Morlock, 2008:3; Brinkworth, Eccles & Wang, 2013:690). A good connection between the learner and the educator generates learners' engagement in the school context (Chipuer et al., 2006:915). Educators add value to learners' positive goal settings, and they could enable learners to see the bigger picture of their lives (Liberante, 2012:7). Positive networks of connectedness also contribute to youngsters' future development (Hamre & Pianta, 2001:626), such as developmental opportunities after school (Chipuer et al., 2006:926). Lastly, positive and nurturing relationships could provide that buffer to overcome daily difficulties as well as continuous challenges for both the learner and the educator (Van Schalkwyk & Wissing, 2013:52). The way educators perceive the learner as an adolescent and human being, influences their self-efficacy that might contribute to the identity formation of the learner, inspiring him or her to explore more opportunities when faced with difficulties (Rider & Sigelman, 2009:321). The experience of positive connections and appreciative engagement also supports self-efficacy that will enable the learners and the educators to focus on their potential, rather than their challenges (Maddux, 2002:285).

Empirical investigation: Method and procedures

This research was done within the framework of the qualitative method; a phenomenological research design was used. The qualitative method presented useful information and insight via the participants' interactions and narratives of relationships (Seabi, 2012:89, cited by Maree). By exploring the participants' unique experiences the study engaged their understanding as educators of the educator-learner relationship.

Research context and participants

A purposeful sample was used to maximise the range of specific information to be obtained about the phenomenon (personal experiences of the educator-learner relationship) as well as the context. The sample of six participants consisted of secondary school educators from the Gauteng area of South Africa that have been in service in secondary schools for at least four years. The participants' ages were between 28 years and 39 years and they were from different secondary schools in the Gauteng area. This was needed to obtain a varied understanding of the phenomenon. All participants had the same cultural background concerning their work-experience with secondary school learners belonging to various cultures.

Research procedure

After permission had been obtained from the North-West University of Potchefstroom to proceed with the data gathering, the researcher started the process. Volunteered educators gave informed consent. During the individual interviews the participants had a choice as to how to present their experiences of the educator-learner relationship. Most of the participants made lists about their experiences in this respect. After the individual interviews the researcher invited the educators to participate in a group discussion. Open-ended questions were used to direct the discussion and to uncover the shared experiences of the participants.

Data collection method

Multiple techniques such as interviewing, observation and document analysis were used to enhance the trustworthiness of the data findings and crystallization. The objective of the individual interviews was to encourage the participants to unrestrainedly narrate their experiences as well as to ensure their unique contribution to the study.

- Participants were invited to visually map or list their relationship with learners
- Participants were encouraged to include categories which they find relevant regarding the phenomenon, such as motives, emotions, responsibilities, etc.
- Participants were requested to focus on healthy relationships with secondary learners
- Participants were asked to include any additional concepts that they m find relevant
- Participants were asked to map their role as secondary educator as well as the role of the secondary learners in the educator-learner relationship

Free-flowing and appropriate discussions took place during the meetings of the focus groups, and the following open-ended questions were presented to the participants:

- What are your experiences of learners with whom you have a positive relationship?
- How would you describe a healthy (positive, i.e. constructive) educator-learner relationship?
- Tell me about your relationships with teenagers in the school community.
- Describe your experiences (as an educator) with learners in maintaining a positive relationship.
- What needs, if any, arise from healthy relationships with learners?
- What are your motives, if any, for maintaining a positive relationship with learners? Why do you regard the educator-learner relationship as vitally important?
- Based on your experiences as an educator, tell me about the challenges that you faced while in an educator-learner relationship.
- What emotions do you experience when having a positive relationship with learners?
- Please give me an example to illustrate your continuous efforts to build educator-learner relationships and even some valuable lessons learnt.

Data analysis

The transcribed data were analysed into meaningful codes and categories by using thematic data analysis (Braun & Clarke, 2006). The interpretive act of transcribing was not a technical process, but led to significant unanticipated phenomena (Bailey, 2008). The researcher's contextual information about the presented research was used to transcribe and interpret the data into categories from which themes emerged (Bailey, 2008). The data reflected the holistic understanding of the educator's experience of the educator-learner relationship. The identified themes that emerged via the process of data analysis presented an authentic view of the participants and their experienced phenomenology.

An inductive approach was used during thematic analysis, where data were collected from the individual participants as well as the focus groups, i.e. all the participants. The identified themes were merely a process of coding the data while bracketing the researcher's preconceptions, for the themes were richly data-driven (Braun & Clarke, 2006). The researcher gained access to the holistic view from the literature review of the educator-learner relationship to ensure that the research would be relevant with respect to previous findings on the understanding of the educator-learner relationship.

Through crystallization the researcher was motivated to use different types of data techniques and various theoretical frameworks, not merely to give truthfulness by means of the research, but also to provide an in-depth understanding of the educator-learner relationship (Tracy, 2010).

Themes and subthemes from the data analysis

The following themes were identified: Different aspects of the supportive educator-learner relationship; awareness of differences in the educator-learner relationship; important perspectives of "a calling" drawn from the educators' experiences; the role of emotions in an educator-learner relationship; challenges for the educator in the educator-learner relationship; the role of discipline and values in an educator-learner relationship; and, phenomenology of the educator experiences.

The first theme, namely the different aspects of the supportive educator-learner relationship includes the following subthemes: the educator as a role model for the learners; the need of a positive educator-learner relationship for the educator; classroom interaction encourages engagement; warm connection could empower the learners with regard to academic improvement as well as building the learners' resilience; senior/junior educators in the educator-learner relationship; the educator creating an enabling space for the learner; sincere friendliness in the educator-learner relationship; caring educator-learner relationship.

The first subtheme, the educator as a role model for the learners, contributes to the learner's positive conception of his or her relationship with the educator (Brinkworth, et al., 2013:691). The participants expressed the need to be a positive role model for the learners: "Learners are not adults, they are still developing, and they still need role models" (P6). The second subtheme, the need for a positive educator-learner relationship for the educator, reflected the positive experience of positive emotions ("feeling good") and positive functioning ("doing good") as part of their motivation to be educators: "...it is a motivation to wake up and go to school knowing you have a good relationship with the learner" (P3).

This makes them more career driven: “I think it is of great importance for job satisfaction” (P5). This can only happen when the contact between the educator and the learner assimilates them, Philippon (2001:165) refers to assimilation as a meeting of the self and the other that motivates growth and change.

The third subtheme, the classroom interaction that encouraged engagement included the educator’s willingness to give the learner more than what is expected: “...effort and that extra step” (P3). The educators have the need to feel connected: “I feel I have to be in touch with them, I want to know what is going on in their lives” (P6). Not only does the learner benefit from this positive experience: “If there is a positive experience, the learner will succeed in learning” (P5), but the educator gains quality from the relationship: “Learners respect you if you are well prepared in your subject” (P5). In connection with the experience of a warm educator-learner relationship, it is clear that it provides support in the classroom environment (Baker, 2008:12).

The fourth subtheme, that of senior/junior educator in the educator-learner relationship, showed that this was a controversial issue among the participants. Participants referred to age as well as their lesser years of teaching experience, by stating that being younger might have brought about more openness in their relationships with the learners: “...to have an open and relaxed relationship with them” (P6). Then again, the more senior educator mentioned that the issue of respect towards a senior educator adds to positive connectedness: “...if you’re older they decide they buy in to what you teach, your attitude and your role in the class... and if they buy it, they will respect it” (P5). It is also important for the positive educator-learner relationship to have mutual respect: “...yes definitely mutual respect, I would say” (P2).

In the fifth subtheme, the educator creating an enabling space for the learner to communicate, the conclusion was reached and underlined by all the participants that it was important to create a safe space for the learners to communicate and to engage with them: “...when the learners feel comfortable to discuss their stuff” (P3). When the learners have the confidence to approach the educators they also expect a non-judgmental response: “I feel you, the educator, must be unprejudiced” (P1), to maintain an open relationship with the learner.

The sixth subtheme, sincere friendliness in the educator-learner relationship, emphasized the importance of a friendly relationship with the learner. The educators experienced this as necessary to promote a positive relationship between them: “...most of them see you as a friend that is positive” (P4). This type of relationship is not just based on friendliness, but also the need to engage in a respectful manner: “...try to have a respectful friendship with them, rather than a parent-child relationship” (P6). Kitching and Roos (2012:42) stress the importance of a respectful engagement in the educator-learner relationship that encourages mutual unconditional acceptance.

The seventh subtheme, a caring educator-learner relationship, portrays a positive experience for all the participants, and some experience the educator to be a mother like figure to the learner: “...you’re a mother at the school, that is what I like” (P5). The benefit of such a caring relationship is that it creates trust were the learner feels he or she can share personal things with the educator and that is a positive experience for the participants: “...yes definitely...if you gain their trust” (P1). The learners’ positive experience of a caregiver-child relationship is the result of him or her gaining the trust and warmth of the educator and that provides a secure attachment (Brinkworth et al., 2013:691)

The positive experience of the educator when engaging with the learner is about caring, and to approach the learner with kindness and unqualified acceptance. These

experiences cause the educator to achieve higher levels of career satisfaction. Positive experiences are of vital importance, as well as the awareness of the differences between the educator and the learner. The educators' open-mindedness makes them more resourceful and empowers them to fully engage with the learner, and this approach promotes a positive educator-learner relationship.

The second theme is the phenomenology of the educator experience. Here the educator is given the opportunity to explore his or her own phenomenology in order to get a sense of him or herself. The identified subtheme deals with the educators' personal experiences and interpretation of the learners' behaviour and transformation. The educators shared experiences of what influence the educator-learner relationship has on the learners' behaviour and the transformation of their lives. What they said, was heartfelt: "...a girl that had an obstacle with a boy...today she is one of the best leaders in the group, I would say of all the other leaders" (P5). There are benefits for the learners to be derived from this positive relationship: "Definitely, I think they learn to be open-minded in any other relationship" (P4). The educators have a strong need to identify children in distress and to reach out to them: "Learners that have a certain home environment, learners that are emotional, to get through to them, for those learners to trust you" (P1); "...you understand that you may not discipline that learner, for she does not know if she is going to sleep in the same bed tonight and if she will be moving tomorrow" (P5).

The third theme, namely the important perspective of "a calling" for the educators includes the following subtheme: Educators' endeavour to be the best person as well as the best educator brings about career satisfaction. The subtheme, the educators' endeavour to be the best person as well as the best educator, reflects on the educators' career satisfaction: "...if it is your passion, you will get job satisfaction" (P6). If the educator experiences the internal satisfaction of being a good educator, the learners will achieve success: "...job satisfaction, he masters his grade and this is a win-win situation" (P5). The educators know exactly what their career entails and what their expectations are: "...you have to teach, and at the end you have to participate" (P2). To be an educator there needs to be positive relational capital, thus for the educator to have a positive attitude while educating contributes to the educator-learner relationship: "...positive relationship between the learner and the educator, is rewarding for both because it is fun to teach in such a class" (P1).

"A calling" to be an educator is of great importance for these educators, not only for efficacy and competence that encourage career satisfaction but also for self-acceptance of the educator of being the best that he or she can be. An additional benefit of the educators having a "calling" is that it equally determines the learners' efficacy in respect of their competence at school, for the educator engages him or herself fully in his or her task as educator and the learner gains from it.

The fourth theme, awareness of differences in the educator-learner relationship, includes the following subthemes: First, the importance of openness regarding differences and the educators' coping mechanisms in order to build relationships. This subtheme includes the open-mindedness of the educators. Hostrup (2010:88) explains that, to be open-minded, the educators need to bracket their own perceptions of the learner in order to engage in a holistic way, "not to be narrow-minded of race, culture and other stuff" (P4). These educators grasp the importance of accommodating differences, knowing that one of the consequences of not accommodating the learners might be to encourage friction in the relationship: "...those values that they learn at home and those that you implicate may bring conflict" (P3).

The second subtheme entails the educators' coping mechanisms in order to build relationships. One of the methods the educators utilizes to cope with difficulties in the context of the classroom, such as dealing with a disrespectful learner, is through prayer, "...just closed my eyes and prayed: please Lord help me" (P2); or to deal with troubled circumstances is to exercise loving-kindness and to pray, "I think it was the guidance from the Holy Spirit" (P5).

It is evident that the educators are well aware of possible differences concerning their culture, values and norm in comparison to that of the learners. Should the educators be confronted with differences they cannot accommodate, they rely on their coping mechanism, namely prayer to address these differences.

The fifth theme, the role of emotions in an educator-learner relationship includes the following subthemes: Positive and negative emotional responses of the educator. The first subtheme, positive emotional responses, was expressed with great enthusiasm by the educators during the discussion. That also reminded the educators of pleasant experiences that made their relationships worthwhile: "...those positive remarks bring a positive attitude from your side...it is rewarding for both" (P1). Another expression of an educator in experiencing a sharing relationship was: "...it feels 'awesome', if a learner shares" (P5). The positive experience in the supportive educator-learner relationship meant for the learners that they "...are satisfied with themselves" (P3). All educators agreed that humour brings forth positive emotions: "...humour is a strong thing that gives you a personal relationship with the learner" (P4). It is clear that there is a variety of positive emotions that the educator and the learner experience from the relationship.

The second subtheme, negative emotional responses of educators, were explained from the educators' perspective in good relationship with learners. If the learner displays disrespectful behaviour, it affects the educator: "...a person gets frustrated and irritated" (P2); "...you feel hurt" (P4). Close relationships involve emotional attachment with the learners, thus when a learner is going through good or bad times, the educator experiences what the learner goes through to some extent: "...heartbroken and emotional when something good happens" (P3). All the educators shared negative and positive emotions that they experienced in the relationship. These expressions of their emotions were significant and unique to the educators. When job satisfaction is low the educator is faced with challenges in the educator-learner relationship.

The sixth theme, challenges for the educator in an educator-learner relationship, includes the following subtheme: Rude, disrespectful behaviour of the learner. Most of the educators agreed that misbehaviour on the learners' side demotivates a positive relationship; "...it is a lot of effort, it is difficult" (P2), and also affects the educators' approach to the relationship: "I can also be stubborn toward a learner that I know does not care" (P4). The educator-learner relationship has its "ups" and its "downs" that influence the attitude of the educator towards the learner. Therefore there is a need for appropriate discipline when engaging with learners.

The seventh theme is about the role of discipline and values in an educator-learner relationship. Rider and Sigelman (2009:295) stress that the importance of the learning environment to motivate achievement, is affected by the educators' academic focus in the classroom. All of the educators seem to see discipline as second nature in the relationship with the learners. This theme includes the following subthemes: Responsibilities in respect of moral behaviour; professionalism (discipline and boundaries) in the educator-learner relationship and consistency and honesty displayed by the educator. In the first subtheme, responsibilities in respect of moral behaviour - are understood by educators to be

misbehaviour sometimes driven by learners' moral values. The educators strive to teach them moral behaviour: "...we get basic rules from the school that the school gives them" (P3); to motivate a learner to strive to behave better: "I believe that I understand moral values better than some of them" (P6). The input by the secondary educator to change moral behaviour is of great significance, according to Rider and Sigelman (2009:393), especially in the adolescent period where moral growth is established.

The second subtheme, professionalism (discipline and boundaries) in the educator-learner relationship, supported the educators' need to maintain a professional relationship (although challenging at times). One participant said: "Discipline is important from day one so that they realise that there are rules in the class" (P1) Discipline also creates a good learning environment for the learners: "...discipline for me is positive ...I think the learners experience it positively" (P5).

The third subtheme, the consistency and honesty of the educator, was agreed to by most of the educators: "I think you have to be the same everyday" (P2); "I also think what keeps it constant is respect" (P3). A senior educator mentioned that there is a lack of a support system for educators that deals with their struggles in the school environment, either when educating or in their relationships with the learners. One participant commented: "...honestly, a person also needs to say if it gets too much" (P5). Consistently enforcing discipline and values in the classroom encourages moral behaviour and respectful engagement by the learners.

Discussion of themes

The findings indicated that educators value supportive educator-learner relationships highly. The focus of this study was centred around the secondary school educators' experience of the educator-learner relationship in order to answer the research question: What are the experiences of secondary school educators in the Gauteng area, South Africa, of the educator-learner relationship? It was clear that co-experiencing and interactive connections are integral parts of the educator-learner relationship. Educators' experiences of the educator-learner relationship as positive interconnectedness contribute to their well-being and personal growth.

Secondly, these findings show that the educator-learner relationship produces good quality and positive connections for the educator and encourages a healthy sense of belonging for the educator in the school community. It was mentioned that positive educator-learner relationships empower learners to develop future competencies and get employment, as well as resulting in self-acceptance, goal achievements and independence.

It was agreed upon that the daily experience of positive emotions is a vital part of teaching that could contribute to career satisfaction and a successful life for the educators. Also, positive emotions involve the fuelling of positive feelings and functioning that could aid learners to achieve success. In this sense, emotional interconnectedness of the educator and the learner encourages the educators' experience of well-being.

Lastly, educators' are fortified by positive and nurturing relationships towards upwards spirals of positive functioning and the building of their personal resources.

In view of the above-mentioned this research adds to well-being theory and those aspects that are needed to protect and to promote human flourishing. Flourishing entails optimal functioning and engagement that build healthy relationships and warm connections. This means that optimal functioning for the educator cannot be accomplished without the experience of relational wellness in the school community. The presence of positive human

health for both educators and learners involve supportive and nurturing relationships to promote positive experiences.

Recommendations

It is recommended that weekly reflections and sessions with co-workers might support secondary educators to identify and address daily blessings (“what went well”) and struggles (struggles in educating and building positive relationships with learners). Multi-disciplinary teams among the co-workers providing supportive assistance to the secondary educators with social, psychological and spiritual foundations could inspire a positive school environment and improved educator-learner relationships. There should be further studies to explore the idea of the establishment of these multidisciplinary teams among educators to gain insight in the need for a support system that could create and maintain a positive school environment.

The Gauteng group of educators were motivated to make a difference in the lives of learners by means of effective education while experiencing a sense of belonging in the school environment and having a positive relationship with the learners. The research shows that secondary educators benefit from a positive educator-learner relationship.

Conclusion

Secondary educators from the Gauteng area of South Africa expressed their earnest desire to be the best educator they could be. The perspective of the “calling” of an educator adds to learners’ development and school performance as well as to career satisfaction for the educator. The results show the overall factors that contribute to a positive educator-learner relationship for secondary educators. The study adds value in the recommendation to develop sustainable support to enhance the quality of life and well-being of educators in South Africa through this exploration. The findings indicate that the wealth of positive relationships is of key importance for educators’ personal well-being, as well as to experience higher levels of well-being.

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SECTION C

INTEGRATED SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMODATIONS

1. Introduction

This section presents the conclusions and possible limitations of the study, and recommendations for future research. The orientation, methodology, findings and general discussions of the research were described in the previous sections. This section is about the evaluation of the findings and the interpretation of the qualitative information. A summary of the findings meeting the research aim and objectives will be discussed.

2. Summary of findings

The focus of this research was to explore secondary educators' experiences of the educator-learner relationship. Within the framework of the qualitative method, a phenomenological research design was used. Both individual interviews, which included either visual or listing data, and focus group discussions were used to collect data. The qualitative method presented useful information and insight via the participants' experiences. By exploring the participants' unique experiences the study engaged their personal understanding as educators of the educator-learner relationship.

Permission had been obtained from the North-West University of Potchefstroom to proceed with the data gathering. The researcher started to look for voluntary secondary school educators to participate in this study.

A purposeful sampling selection was used, six secondary educators' from various secondary schools in the Gauteng area volunteered, and possible dates for meetings were agreed upon. The participants were thoroughly informed about the research aim, objectives and focus after which all of them were also well informed about the procedure of the data gathering as well as the ethical considerations during the research. Informed consent was signed by the participants and the individual interviews took place. During the personal interviews the participants had a choice to present information of their experiences with learners in the educator-learner relationship in any way in which they felt comfortable. Most of them made

lists as to their unique experience of the learners. One of the participants used an image (visual material) to present her experiences.

After the individual interviews the researcher invited the educators to participate in a discussion where they had the opportunity to share their experiences with each other. The focus group was directed by open-ended questions. The participants were given the opportunity to reflect on their experiences as participants of the research process at the end of the group session.

The main focus of this study was centred around the secondary school educators' experience of the educator-learner relationship. The significance of the educator-learner relationship was presented as being of key importance for the educators' well-being, personal growth and flourishing. The rationale and the method were described. It also included the formulation of the problem, research aim, research question and objectives of the study.

The underlying paradigms of this study, Positive Psychology, formed the framework within which the educator-learner relationship was studied. Findings from this study support the reviewed literature which mentioned the importance of understanding the educators' experiences of the educator-learner relationship. These insights and information revealed possible pathways by means of which to promote educators' positive functioning and flourishing. Current research indicated that positive relationships and warm connections are an integral aspect of higher levels of well-being, i.e. flourishing, and that interconnectedness and co-experiencing are essential for educators' well-being and continuous personal growth. Educators' interactive capacity as well as the ability to connect successfully with others are linked to their personal well-being.

Furthermore, an important finding revealed that the educator as well as learners could benefit from the experience of positive relationships, seeing that positive human health must be viewed as a holistic understanding and within ecological systems. This mutual benefit of quality relations is about the complexities of interconnectedness (Kitching & Roos, 2012), as well as the sheer simplicity for all humans to connect as social beings (Fredrickson, 2013). This exciting wisdom once again showed that well-being cannot be experienced or enhanced without healthy relations or interactive engagement, since positive relationships are one of the core features of well-being (Seligman, 2011). The implication of this finding is that apart

from being well-trained and highly educated, educators must also master those abilities to interrelate successfully with learners.

In the light of the above-mentioned, the following must be stated: This research adds to the well-being theory and those aspects that are needed to build human flourishing. Flourishing entails optimal functioning and engagement that build healthy relationships and warm connections. This means that optimal functioning for the educator cannot be accomplished without the experience of relational wellness in the school community. The presence of health and higher levels of well-being for both educators and learners involve supportive relationships to promote positive experiences. The active ingredients of fruitful co-experiencing are positive emotions, such as caring and humour. Seeing that all emotions are short-lived (Fredrickson, 2009), educators could use positive emotions in a creative manner to build quality relations, as well as to erase or to undo negative experiences. What is important to understand is that positive experiences, accompanied by appropriate emotions, enhance the educator and the learners' well-being and build social resources.

During the course of this study, the researcher noticed the necessity to utilize the educators' unique understanding of relations, namely their phenomenology, as a research tool. This could be a valuable tool towards future interventions.

3. General summary by the researcher of her experience

The researcher's profession entails working with learners in an educational and therapeutic way. The work includes sessions with learners as well as dealing with their parents' involvement. The conversations between the researcher and the parents generally involve the parents' concern about their children's relationship with their educators, and the comments are rarely positive. The researcher was interested as to how they formed their opinions, and wanted to know the perspective of the educators regarding the educator-learner relationships.

Initially the educators needed information as to what the educator-learner relationship entails. Much research was found about the educator-learner relationship. The researcher came to the conclusion that information about the educators' perspective and experience of the educator-learner relationship, was scant. The researcher found that the educators had few opportunities to share their experiences with the parents and the public. This was therefore the starting point of the researcher's research journey.

The selection of the participants was an exciting search, for most of the educators who had been approached, were prepared to engage in this research. The informal setting outside the school context added to a non-formal atmosphere, and the educators and the researcher were at ease to engage with great enthusiasm during the data gathering. The experience of interacting with the educators during the data gathering, was resourceful and pleasant. This good experience also motivated and encouraged the researcher to start the data analyses.

The educators' good understanding of the questions during the data gathering helped the process of data analyses and clear themes and subthemes emerged from the collected data. All identified themes gave the researcher a better understanding of each participant's unique experience regarding the educator-learner relationship. Also, it encouraged the researcher to view the educators' role in the educator-learner relationship with greater compassion and appreciation.

4. Conclusions of the study

As a result of the afore-mentioned summary of findings, the researcher came to the following conclusions:

- In the researcher's opinion, the research question (What are the experiences of secondary school educators in the Gauteng area regarding the educator-learner relationship?) has been answered, given the evidence presented in Section B.
- The researcher asserts that the aim of this phenomenological study, to explore the secondary school educators' experiences of the educator-learner relationship in the Gauteng Province of South Africa, was adequately met.
- The researcher used multiple techniques such as interviewing, observation and document analyses in order to ensure the trustworthiness of the data findings and crystallization was obtained.
- According to the researcher an ethical conduct throughout the study was maintained.
- The researcher identified the following themes from the data analyses: Different aspects of the supportive educator-learner relationship; phenomenology of the educators' experiences; important perspectives of "a calling" emerging from the

educators' experiences; the role of emotions in an educator-learner relationship; awareness of differences in the educator-learner relationship; the role of discipline and values in an educator-learner relationship; and challenges for the educator concerning the educator-learner relationship.

- The researcher derived the following aspects from the themes identified: Firstly, the supportive educator-learner relationship, viewed by the educator as positive experiences that contribute to a positive educator-learner relationship. Engagement that portrays loving kindness and sincere caring by the positive role model, namely the educator, is of crucial importance. Kitching and Roos (2012) defined a nurturing relationship as respectful engagement in an educator-learner relationship. It was remarkable that the positive experience of the learners is that the educator invests not only in their school achievements but also in their personal lives. At the same time the experience of respect from the educator also promotes trust and a feeling of safety for the learner in the presence of the educator. While research indicates that the learners are academically motivated in a supportive educator-learner relationship (Liberante, 2012; Baker et al., 2008), this study adds value to the educators' support of the learners regarding their school success as well as their personal lives.
- The second theme underlines the phenomenology of the educators' experiences. Philippon (2009) showed that human beings experience the world and relationships according to their phenomenology. The unique experiences of educators in the educator-learner relationship are based on how they experience and understand the world and incidents. This means that educators understand relationships in terms of the framework of their particular personal experiences. The educators expressed the significance of the positive educator-learner relationship to promote a unique transformation in the behaviour of the learners they engage with. The study adds value to the learners' well-being, in the sense that the educators are willing to invest in the wellness of the learners.
- The third theme is about the important perspective of "a calling" for the educators versus educating as merely a job. The educators did not only view their "calling" as being the best educator, but benefited from the feeling of experiencing career satisfaction which add value to their quality of life and personal well-being.
- Just as these positive experiences are important for the educators, so are the differences between the educator and the learner. The fourth theme deals with the

awareness of differences in the educator-learner relationship. The educators' approach to be open-minded empowers them to fully engage in spite of differences, and this attitude promotes a positive educator-learner relationship. Then again, the differences can occasionally present certain challenges for the educator, and various coping mechanisms can be effective, such as utilizing spiritual resources, for example, praying. Reflecting on their vulnerability as well as their determined watchfulness to "never give up", makes an important contribution to this study. This explains the educators' awareness and helps us to understand that an educator is emotionally attached to learners, and focused to be the "best" educator. The honest awareness of the differences is part of the educators' skills and constructive coping to build relationships with learners.

- The fifth theme, namely the role of emotions in an educator-learner relationship, adds value to the positive experiences of the educators and the learners when the educators engage with the learners. The experience of mostly positive emotions emphasized the essence of positivity for healthy connectedness in the educator-learner relationship (Fredrickson, 2013). It also confirmed the broadening of the educators' perspectives and that the educators benefited from the experience of increased meaningfulness (Fredrickson, 2004; Fredrickson, 2013). Negative emotions are part of normal experience and these feelings were understood as being an integral portion of being sincerely involved with the learners and the shared experiences. This information once again indicated that the educators experienced a unique interconnectedness with the learners.
- The sixth theme, challenges for the educator in an educator-learner relationship, includes misbehaviour of the learners in the classroom which could affect the educators' attitude towards these learners. The educator-learner relationship has its "ups" and its "downs" that influence the attitude of the educator towards the learner. The need for effective discipline deals with the challenging aspects of the educator-learner relationship.
- The seventh theme, the role of discipline and values in an educator-learner relationship, reflected on the importance of discipline in the classroom in order to be focussed on the learners' academics, to be task-oriented and to manage a comfortable classroom environment (Rider & Sigelman, 2009). The study adds value in reflecting

on the educators' ability to maintain appropriate discipline while being open-minded in the following through of the consequences.

5. Limitations

Because the study focused mostly on the positive experiences and those aspects that build the educator-learner relationships, the negative experiences were not fully explored. Negative emotions were uncovered from the relationship that the educators experienced. The coping mechanisms were also explored to understand how the educators cope with challenges with regard to misbehaving learners. This limited the research in understanding negative educator-learners relationships that the educator struggles with, and the challenges of educators that do not have the ability to set appropriate boundaries and disciplinary measures to manage the learners and to promote a comfortable classroom environment.

This study consisted of six participants from the Gauteng area, which limited the study to merely generalizing the findings in relation to the whole of South Africa. Keeping that in mind, the study gained from each participants' contribution to the study in sharing their unique experiences of the educator-learner relationship.

6. Recommendations

The following recommendations are based on the findings of this study regarding the educator, learner and the school.

6.1 Recommendations for educators in an educator-learner relationship

- The secondary educator would benefit from a holistic support system in the school environment where weekly reflections in debriefing sessions with co-workers might support secondary educators in their daily struggles in the school environment (dealing with struggles in educating and building positive relationship with learners).
- The educators should be open-minded in learning effective ways to engage in a positive educator-learner relationship, in order to benefit from the relationship.

6.2. Recommendations for schools to enhance the educator-learner relationship

- There should be multidisciplinary teams among the co-workers that could provide supportive assistance to the secondary educators with social, psychological and spiritual foundations to create a positive school environment and educator-learner relationships.
- The school should provide a fit environment for the educator and the learner to create a sense of belonging for both. This would bring about career satisfaction and successful academic achievements.
- Workshops on how to build effective relationships with the learners could be established by the schools. This would encourage the educators to engage with the learners in a positive educator-learner relationship. The research shows that secondary educators benefit from a positive educator-learner relationship.

6.3. Recommendations for future research

- Further studies to generate these multidisciplinary teams among educators need to be investigated. Such teams could gain insight into a foundational support system that could create and maintain a positive school environment for education and positive educator-learner relationships.
- This study focussed on a healthy and positive educator-learner relationship that was significant for the learners' personal growth, as well as for the educators as positive functioning and flourishing contribute to their overall well-being. There is a need to also explore the single unhealthy and negative educator-learner relationships that the educators experience with some learners from the educator's perspective in order to find a way to change the negative connections and to reinforce these relationships to become healthy and positive relationships.

7. Implications of findings

A nurturing educator-learner relationship encourages respectful engagement. Respectful engagement entails the perspective that educating is a “calling” versus simply a job. This experience to work as an educator with a “calling” brings about the translating of positive emotions such as caring and inspiration into daily practice. These daily experiences of quality

ties empower educators to persevere and cope with challenges and to discipline learners in an appropriate manner to manage a school fit environment. Differences between the educator and learner related to culture, norms and values could add to the building of character strengths. These issues provide valuable insight into South African perspectives which reflect on the importance of the strength of South African educators. The reality for the learners is that they do not mainly remember difficulties in a certain subject like maths (even though it is needed to develop intellectual skills), they always remember the unique interconnectedness and positive emotional experiences like hope and caring because of the educator-learner relationships. This points to the greatness happening daily in “normal” activities, always interwoven with relations. Human beings are living in the “information age”, but we are not machines built to merely gather information, and in this sense all relational processes and engagement add to wellness resources. The ultimate achievement for all involved, in this case the educator, is about well-being, and well-being can never be without relational wellness.

Well-being and warm connections go together, and this interconnectedness is an essential aspect of human beings’ sense to belong, the experience of safety and social acceptance (Keyes, 2007). The study showed the effects when the educator’s attitude towards a misbehaving learner is negative and the educator withdraws in engaging with this learner. Neither the educator nor the learner will experience a warm connectedness, so the sense of belonging and the experience of safety and social acceptance for both will be influenced.

Results confirm the reciprocal nature of the educator-learner relationship (Fredrickson 2013). Therefore the educators are instrumentally important for the learners for school achievement (Lazarus & Lolwana, 2008), and so are the learners for the educators in respect of job satisfaction.

This study presented the learner-educator relationship as viewed from the educators’ perspective. Both perspectives need to be taken into account for only then the interconnectedness could be understood to promote the psychological, social and emotional well-being of both the learner and the educator.

The cultural relatedness of the learner and the educator plays a significant role in engaging in an educator-learner relationship (Koomen et al, 2011). If for example there are cultural differences, there might be a conflicting engagement, simply because of the misinterpretation of actions regarding cultural norms.

Then again, an ill-fit school environment will also discourage an educator-learner relationship which directly influences the feeling of belonging of both the educator and the learner. The educator-learner relationship would then be influenced to such an extent that there could be less healthy relationships and school success and more negative functioning.

Results imply that positive relationships between the educator and the learner can be viewed as an investment in the well-being and positive functioning of both the educator and the learner (Bergner & Hegi, 2010). High levels of well-being such as optimal functioning, positive relationships, positive emotions and superior health indicate flourishing of the educator and the learners (Keyes, 2005).

8. Final comments

The researcher asserts that this study provided insights into the benefits of a positive educator-learner relationship for the educator and the learner in the school environment. The researcher believes that this knowledge and the conclusions reached could be beneficial to those engaging in an educator-learner relationship. Furthermore, the researcher believes that this study offers a platform from which to investigate the many levels and benefits of the educator-learner relationship for the educator and the learner.

From the findings it became clear that all the secondary educators embrace the standpoint of a “calling” to be the best possible educators. The idea of contributing to learners’ development and school performance fuels the educators’ experiences of career satisfaction. Keeping this in mind, the results showed that the overall factors that contribute to a positive educator-learner relationship also contribute to positive responses from both the educator and the learner. Being a positive role model the educator interacts in a caring and friendly manner with the learner, still being aware of their differences with regard to behaviour, culture, norms and values, which appear to be weaknesses. The discipline and boundaries set by the educator are of great significance for the secondary educators to guide moral behaviour, mutual respect, and honesty in the educator-learner relationship. The study concluded that positive relationships indicate the presence of those social networks which are always indicative of fully functioning educators as well as learners.

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SECTION D

ADDENDA

ADDENDUM 1 - THEMATIC ANALYSIS

The data gathered from the group and individual interviews were put into patterns and categories that aroused. Subthemes emerged from the broaden categories.

Summary of the categories and subthemes that emerged from the data:

Themes that aroused from the data	Subthemes that aroused from the data	Significant verbatim
1. Different aspects of the supportive educator-learner relationship	1.1 The educator as a role model for the learners	Understanding from the educator: "Kinders is nie volwasse nie, hulle het nog groei nodig, hulle het nog rolmodelle nodig" - "Learners are not adults, they are still developing, and they still need role models" (P6)
	1.2 The need of a positive educator-learner relationship for the educator	Improves the school environment: "...gaan vir jou lekker wees om op te staan en terug te gaan skool toe en te weet jy't 'n goeie verhouding met die kinders." - "...it is a motivation to wake up and go to school knowing you have a good relationship with the learner" (P3); "ek dink dit is geweldig belangrik vir jou werksbevrediging" - "I think it is of great importance for job satisfaction" (P5)
	1.3 Classroom interaction encourages engagement	Strength of an educator: "moeite en daai ekstra stappie" - "...effort and that extra step" (P3); Strength of educator enhances learners participation: "Ek voel ek moet in-touch voel met hulle, ek wil weet wat aangaan" - "I feel I have to be in touch with them, I want to know what is going on in their lives" (P6); Improving the learner academic functioning: "As daar 'n positiewe ervaring is gaan die kinders suksesvol leer" - "If there is a positive experience, the learner will succeed in learning" (P5); "Kinders respekteer jou as jy weet wat jy doen met jou vak" - "Learners respect you if you are well prepared in your subject" (P5)
	1.4 Senior/junior educators in the educator-learner relationship	Being a junior educator: "...om 'n oop en 'n gemaklike verhouding te he met hulle" - "...to have an open and relaxed relationship with them" (P6); "...as jy ouer is, dan besluit hulle, hulle koop in op wat jy teach, jou houding en jou gesag en jou rol wat jy in die klas het." - "...if you're older they decide they buy in to what you teach, your attitude and your role in the class... and if they buy it, they will respect it" (P5);

		Improving educator-learner relationship functioning: "wedersydse respek" - "...yes definitely mutual respect, I would say" (P2)
	1.5 The educator creating an enabling space for the learner	Strength of the educator seen by the learner: "...wanneer die kinders gemaklik voel om dinge te bespreek. Ek dink kinders kan aanvoel" - "...when the learners feel comfortable to discuss their stuff" (P3); Strength of an educator: "...ek voel jy as onderwyser moet onpartydig wees" - "I feel you, the educator, must be unprejudiced" (P1).
	1.6 Sincere friendliness in the educator-learner relationship	Strength of an educator: "...kan baie van hulle jou soortvan sien as 'n vriend of vriendin wat positief kan wees" - "...most of them see you as a friend that is positive" (P4); "...probeer ek om meer 'n respekvolle vriendskap met hulle te hê eerder as die ouer-kind verhouding" - "...try to have a respectful friendship with them, rather than a parent-child relationship" (P6)
	1.7 Caring educator-learner relationship	Strength of an educator: "...jy's 'n ma by die skool, dit is waarvan ek hou" - "...you're a mother at the school, that is what I like" (P5); Effect on an educator-learner relationship functioning: "ja definitief...as jy hulle vertrou gewen het" - "...yes definitely...if you gain their trust" (P1)
2. Phenomenology of the educator experiences	2.1 The educators' personal experiences and interpretation of the learners' behaviour and transformation	Strength of educator to change a learners situation: "'n meisie wat al in 'n strik geval het met 'n seun...vandag is sy die beste kringleier sou ek sê van hul almal" - "...a girl that had an obstacle with a boy...today she is one of the best leaders in the group, I would say of all the other leaders" (P5); Strength of an educator: "Definitief, ek dink hulle leer aan om oop kop in enige verhouding dan te wees" - "Definitely, I think they learn to be open-minded in any other relationship" (P4); Strength of an educator to identify when a learner come from bad circumstances: "Kinders wat sekere huislike omgewings het, kinders wat emosioneel is, om deur te dring tot daai kind dat daai kind jou op die einde van die dag vertrou" - "Learners that have a certain home environment, learners that are emotional, to get through to them, for those learners to trust you" (P1); "...jy verstaan, jy kan nie met daai kind raas en skree nie want sy weet nie of sy vanaand nog in daai selfde bed gaan kan slaap waar sy slaap nie. Hulle trek dalk alweer" - "...you understand that you may not discipline that learner, for she does not know if she is going to sleep in the same bed tonight and if she will be moving tomorrow" (P5).

<p>3. Important perspectives of “a calling” drawn from the educators’ experiences</p>	<p>3.1 The educators’ endeavour to be the best person as well as the best educator, reflects on the educators’ career satisfaction</p>	<p>“...if it is your passion, you will get job satisfaction” (P6); Both educator and learner participate: “...werkbevrediging baie en hy kom deur en dis ‘n wen-wen situasie” - “...job satisfaction, he masters his grade and this is a win-win situation” (P5); “...jy moet klas gee, op die ou einde moet hy deelneem” - “...you have to teach, and at the end you have to participate” (P2); Strengths in a successful relationship: “...positiewe verhouding tussen kind en onderwyers is, is dit rewarding vir beide want dit is lekker om in so klas, klas te gee” - “...positive relationship between the learner and the educator, is rewarding for both because it is fun to teach in such a class” (P1)</p>
<p>4. Awareness of differences in the educator-learner relationship</p>	<p>4.1 The importance of openness regarding differences and the educators’ coping mechanisms in order to build relationships</p>	<p>“...nie narrow minded dink oor rasse en kulture ..en goed nie.” - “not to be narrow-minded of race, culture and other stuff.” (P4); Conflict between learner and educator because of different backgrounds: "daai waardes wat hulle by die huis leer en wat jy toepas in die klas kan voel of daar botsing/konflik is" - “...those values that they learn at home and those that you implicate may bring conflict” (P3).</p>
	<p>4.2 The educators’ coping mechanisms in order to build relationships</p>	<p>When learners are disrespectful and too hard to handle: "...maak ek net my oë toe en bid - asb Here help my net" - “...just closed my eyes and prayed: please Lord help me” (P2); Identifying learners in troubled circumstances: "Ek dink dit was miskien leiding van die Heilige Gees..." - “I think it was the guidance from the Holy Spirit” (P5).</p>
<p>5. The role of emotions in an educator-learner relationship</p>	<p>5.1 Positive emotional responses of the educator</p>	<p>Motivates a good relationship: “...daai tipiese positiewe aanmerking maak dat jy ‘n positiewe gesindheid het...vir beide is dit rewarding” - “...those positive remarks bring a positive attitude from your side...it is rewarding for both” (P1); “...fantasies, dit voel vir my wow, as ‘n kind met my deel” - “...it feels ‘awesome’, if a learner shares” (P5); Motivation for the learner: “...is tevrede met hulself” - “...are satisfied with themselves” (P3). “...humor is ‘n sterk ding wat jou ‘n persoonlike verhouding met die kind gee” - “...humour is a strong thing that gives you a personal relationship with the learner” (P4)</p>
	<p>5.2 Negative emotional responses of the educator</p>	<p>Disrespectful behaviour from learner: discourages educator-learner relationship “mens raak gefrustreerd en geirriteerd” - “...a person gets frustrated and irritated” (P2); “...jy voel seergemaak, jy voel vrekite, I went out on a limb”</p>

		<p>“...you feel hurt” (P4).</p> <p>Strength of a good educator-learner relationship: “hartseer ook emotioneel wees oor iets wat dalk goed gebeur het met die leerder” - “...heartbroken and emotional when something good happens” (P3)</p>
6. Challenges for the educator in the educator-learner relationship	6.1 Rude, disrespectful behaviour of the learner	<p>Disrespectful behaviour of learner change of the educator: “dit is baie moeite,dis moeilik” - “...it is a lot of effort, it is difficult” (P2); “ek kan ook baie hardkoppig wees met ‘n kind wat ek weet net nie omgee nie” - “I can also be stubborn toward a learner that I know does not care” (P4)</p>
7. The role of discipline and values in an educator-learner relationship	7.1 Responsibilities in respect of moral behaviour	<p>“...ons kry basiese reëls by die skool wat die skool vir hulle gee” - “...we get basic rules from the school that the school gives them” (P3); Strength of the educator: “Ek sal definitief iets aanspreek, ek glo dat ek morele waardes beter verstaan as sommige van hulle” - “I believe that I understand moral values better than some of them” (P6)</p>
	7.2 Professionalism (discipline and boundaries) in the educator-learner relationship and consistency	<p>Strength of the educator in discipline: “Dissipliene van dag een wat hulle moet besef dat daar reëls in die klas is” - “Discipline is important from day one so that they realise that there are rules in the class” (P1); “...dissipliene is vir my regdeur positief...ek dink die kinders ervaar dit positief” - “...discipline for me is positive ...I think the learners experience it positively” (P5).</p>
	7.3 Honesty displayed by the educator	<p>Strength of an educator: “ek dink jy moet net elke dag dieselfde wees” - “I think you have to be the same everyday” (P2); “ek dink ook wat dit konstant hou is respek” - “I also think what keeps it constant is respect” (P3); “...eerlikheid, mens moet ook sê as dit te veel raak” - “...honestly, a person also needs to say if it gets too much” (P5).</p>

ADDENDUM 2 - CONSENT FORMS FOR RESEARCH

Secondary educators' experiences of educator-learner relationship in the Gauteng Province of South Africa

Consent form from the Secondary School Educator

I, _____(Name & Surname), secondary school educator, hereby consent to participate in the research conducted by Chrisché Knoesen and agree to the following:

- I am well informed of the purpose and procedure of this research and may at any time excuse myself from the process if I don't want to participate.
- I am willing to participate in the individual interviews and group discussions necessary for data gathering.
- I am well aware of the fact that all data gathering will be recorded only for research purposes.
- I am also informed of the safe keeping, confidentiality and sensitivity in regards to the data gathered from the participants.
- I also give consent to use the information given to this study for research purposes only.
- I may request feedback on the outcome of the research when the researcher is done analysing the data.
- I also had the opportunity to ask any questions regarding this research before participating.

Signatures:

Researcher:

Chrisché Knoesen

Secondary school educator

ADDENDUM 3 – RAW DATA FROM DATA ANALYSIS

Evidence of the extract of the raw data will follow to illustrate the data analysis process by which the respective subthemes and themes in Addendum 1 were distilled.

Catogorie	Theme identified within categorie	P 1 Valuable input	P 2 Valuable input	P 3 Valuable input	P 4 Valuable input	P 5 Valuable input	P 6 Valuable input
1. Many different aspects of the supportive educator-learner relationship	1.1 Role model	Strengths' as an educator "...kinders moet opkyk na jou" "...dat hul vrymoedigheid het om na jou toe te kom"		Strengths' as an educator "...ouers by die huis maar nie tipiese rolmodel is nie" "...hulle kyk op na jou" Understanding from the educator "indien die leerder nie regtig sy ondersteuning by die huis kry nie is jy as onderwyser sy eerste veilige vesting, waar hy wil hulp he of net daai ondersteuning en liefde of wardering wil he"	Influence on the learners' understanding of life "oor baie sulke goed gepraat...van de wereld en die toekoms en hoe hulle mekaar sien" Understanding from the educator "hulle het leiding nodig" "het hulle meer beskerming nodig"	Transforming change in the learners life "as hul terug dink aan jou na skool...sy het my darm met respek behandel" Understanding from the educator "verseker"	Strengths' as an educator "goeie waardes... om te probeer 'n rolmodel vir hulle te wees" "hulle moet jou ken.." Understanding from the educator "kinders is nie volwasse nie, hulle het nog groei nodig, hulle het nog rolmodelle nodig"
	1.2 Need of an educator-learner relationship for the educator	Improves teaching environment "wat jy daarvan gaan vat en neem en so terug gaan huis toe en jousef motiveer om weer op te staan die volgende dag"		Improves teaching environment "gaan vir jou lekker wees om op te staan en terug te gaan skool toe en te weet jyt 'n goeie"	Improves teaching environment "definitief"	Improves teaching environment "ek dink dit is geweldig belangrik vir jou werksbevrediging"	Improves teaching environment "verseker"

				<i>verhouding met die kinders.</i>			
1.3 Classroom interaction = empowering engagement	Strengths' as an educator "in groepwerk.. dink dis baie belangrik om jou kinders te leer ken" "...die kind is bloot daar om te leer by jou"	Strengths' as an educator "...die leerder moet veilig voel in my omgewing" "...as 'n leerder sukkel...help hom mooi reg, dit help bou ook 'n verhouding..."	Strengths' as an educator "hou van dat die leerders baie in groepe werk..hulle probleme hoor en luister en raadgee" Improve learner academic function "ek dink om 'n beloning vir 'n kind te gee" "...jy hulle iets kan leer"	Strengths' as an educator "you will kill the bull...ek sal regtig ver agteroor buig vir 'n kind wat ek weet probeer -do anything to help the learner on a personal and acedemic level	Strengths'' as an educator "jy moet goed voorberei.." Improve educator-learner relationship functioning "Kinders respekteer jou as jy weet wat jy doen met jou vak" Improve learner academic function "as daar 'n positiewe ervaring is gaan die kinders suksesvol leer"	Strengths' as an educator "...omdat ek goeie verwagtinge van hulle het en ek motiveer hulle regtig"	
Senior /junior educator relationship	Being a junior educator acknowledging a weakness that needs improvement "vat meer kans by my as by 'n ouer juffrou"			Being a junior educator acknowledging a strength "kan baie van hulle jou soortvan sien as 'n vriend of vriendin wat positief kan wees want hulle deel maklik goed" "al het jy 'n professionele verhouding, dat daai kinders nogsteeds by jou uitkom"	Being a senior educator acknowledging her past experienc as junior educator "as jy jonk is, is dit moeiliker..." Improving a learners perspective "...as jy ouer is, dan besluit hulle, hulle koop in op wat jy teach,..jou houding en jou gesag en jou rol wat jy in die klas het." "...en as hulle dit daar inkoop respekteer hulle dit"	Being a junior educator acknowledging a strength to improve a educator-learner relationship "om 'n oop en 'n gemaklike verhouding te he met hulle"	
To create an enabling space for learners to communicate	Strength of an educator "...ek voel jy as onderwyser moet onpartydig wees.."	Strength as an educator "...net om te wys jy gee om" "...om te luister is vir my een van die belangrikste dinge om te doen"	Strength of the educator seen by the learner "...wanneer die kinders gemaklik voel om dinge te bespreek. ek dink kinders kan aanvoel" Strength as an educator "...hulle het 'n	Strength of the educator seen by the learner "die oomblik wat jy haar kan picture in 'n ander rol as voor in die klas...jy voel jy vir haar iets met haar kan deel wat vir jou moeilik is.." Strength as an educator "dit het baie positief om met hulle so naby in 'n verhouding te kan kom"	Strength as an educator "as hulle van jou hou wil hulle met jou share" "as hulle gaan agter bly en verduidelik wat is die situasie dan weet jy die verhouding is op 'n ander vlak...dis nogal vir my belangrik"	Strength as an educator "ek se elke dag vir hulle kom vra my.. dis my hele open approach"	

				<p>verhouding met jou, hulle kan jou vertrou, hulle kan vir jou dinge vertel."</p> <p>"...kinders wat baie swaar kry, hulle sal meer met jou kom probleme bespreek"</p>	<p>"...respek van my kant af die feit dat hulle individuelisties is...verskillende vermoë..verskillende persoonlikhede"</p> <p>Transformation from being a learner to being an educator</p> <p>"het al soveel gegroei so jy kan dit wat jy nou beter weet as meer volwasse mens kan jy nou beter toepas"</p>		
	Sincere friendliness			<p>Strength of an educator</p> <p>"... jy is maar as ondewysers hulle ma of hulle vriendin in 'n mate nogsteeds professioneel"</p>	<p>Strength of an educator</p> <p>"kan baie van hulle jou soort van sien as 'n vriend of vriendin wat positief kan wees"</p>	<p>Strength of an educator</p> <p>'vriendskaps-verhouding jy moet weet watter kind doen wat, en jy moet vir hom se as hy goed gedoen het"</p>	<p>Strength of an educator</p> <p>"...probeer ek om meer 'n respektvolle vriendskap met hulle te he eerder as die ouer-kind verhouding"</p>
	Caring relationship enables trust	<p>Strength of an educator</p> <p>"moeder figuur...ek is meer die beskermende juffrou, die omgee juffrou...wat altyd daar wil wees vir die kind"</p> <p>Effecting educator-learner relationship functioning</p> <p>"ja definitief...as jy hulle vertroue gewen het"</p> <p>The learners reality</p> <p>"kinders is baie sensiteif" because of their circumstance s at home</p>	<p>Strength of an educator</p> <p>"die onderwyser moet soos die ouer wees vir die kind"</p>	<p>Strength of an educator</p> <p>"iemand waarmee hulle, hulle probleme kan bespreek...hulle geluk of iets wat hulle behaal.."</p> <p>Effecting educator-learner relationship functioning</p> <p>"Die leerder moet veilig voel in my omgewing ...as 'n leerder iets het om te se ..moet hy veilig voel om dit vir my te kom se"</p>		<p>Strength of an educator</p> <p>"...jy's 'n ma by die skool, dit is waarvan ek hou"</p> <p>Effecting educator-learner relationship functioning</p> <p>"Ek dink as kinders jou eers op 'n vlak beleef het waar hul veilig voel by jou en dan is hulle geneig om oop te maak met jou"</p> <p>Effecting the learners life</p> <p>"...ons moet kyk wie sit voor ons..hulle is nie altyd veilig nie"</p> <p>"...sy't gewonder wie gaan dit raaksien...toe het sy besluit om met my te deel"</p> <p>"...die goed wat daar uitkom...dis skrikwekkend as jy dink waarmee sit hierdie kinders"</p>	
2. Awareness of	Culture *Norms, values like	Improving educator-learner	Conflict between learner and	Conflict between learner and	Improving educator-learner relationship -	Improving educator-learner relationship	

<p><i>differences</i></p> <p>Various influences on the educator-learner relationship</p>	<p>trust, respect</p>	<p>relationship "onderwysers moet baie respek he teenoor leerders...hetsy dit is kulture, gelowe.." Improving educator-learner relationship functioning "onderwysers moet baie respek he teenoor leerders" "wedersydse respek"</p>	<p>educator because of different backgrounds "julle menings gaan verskil"</p>	<p>educator because of different backgrounds "daai waardes wat hulle by die huis leer en wat jy..toepas in die klas kan voel of daar botsing/konflik is"</p>	<p>"...dis baie belangrik om onderwysers in die sisteem te he wat soort van oop kop mense is..nie narrow minded dink oor rasse en kulture ..en goed nie" Strength of educator in terms of their own values "Definitief het dit 'n baie groot effek..want kinders het nie noodwendig dieselfde waardesisteme nie"</p>	<p>functioning "...die verhouding moet altyd respek he"</p>	
	<p>Learners' behaviour</p>	<p>Effecting educator-learner relationship functioning "Ek dink daai basiese goedjies geleer word by die huis en as dit nie geleer word nie kan daar konflik ontstaan"</p>	<p>Improving educator-learner relationship functioning "leerders moet ouers/onderwysers sien as grootmense vir wie hulle moet respek he"</p>		<p>Improving educator-learner relationship functioning "positiewe verhouding, as albei mekaar respekteer" Effect from learner "goeie maniere..ordentlik en mooi te praat"</p>	<p>Effecting educator-learner relationship functioning "hulle drentel na jou klas stap... ja dis deel van respek"</p>	<p>Learner attitude shows through behaviour and effects educator-learner relationship functioning "ja dit voel of hulle nie respek vir jou het nie" (drentel klas toe)</p>
	<p>Educators' beliefs and coping to build relations</p>		<p>When learners are disrespectful and too hard to handle "maak ek net my oe toe ne bid-asb Here help my net" "toe gaan dit sommer baie beter, so ek glo maar"</p>		<p>Improving relationship functioning "Respek en hoop hulle hanteer"</p>	<p>Identifying learners in troubled circumstances "ek dink dit was miskien leiding van die Heilige gees.."</p>	<p>Improving relationship functioning "Ek glo as daar regtig probleme is sal hulle met my kan deel"</p>
	<p>Educators' willingness give learners more than what is expected motivating learners to academic, sport and life</p>	<p>Educators' participation in class reflects on the learners behaviour "wardering.. die kinders se gesindheid...d at hulle dit wys. Positiewe gesindheid"</p>	<p>Strength of an educator that motivates respect from the learner "respek..jy ietsie kan doen en 'n kind se vir jou dankie, beteken dit kla baie."</p>	<p>Strength of an educator "moeite en daai ekstra stappie" "as jy die kind op so manier motiveer dat hy bo sy..potensial nog uitstyg."</p>	<p>Strength of educator that influences learner participation "dis 'n verantwoordelike id van onderwyser om klas op so manier aan te bied sodat Learners' participation "n kind wat kan kommunikeer, kind"</p>	<p>Improving relationship functioning "kinders is erg oor reverdigheid" "...dink mens stel so belang in hulle, en hulle kom dit agter dan deel hulle ook ervarings met jou" Seeing academic change in the learners "...dit wat jy"</p>	<p>Strength of educator enhances learners participation "ek voel ek moet in-touch voel met hulle, ek wil weet wat aangaan" Learners need "hulle het persoonlikheid nodig, hulle het"</p>

	achievements	<p>Outcome of educators motivation towards learner "biegtie motivering sal vir hom baie beteken"</p> <p>Supportive class environment improving participation "absoluut,..ek dink ook dit is baie belangrik die skoolopset"</p>	<p>Motivation to have a relationship with the educator "as jy vrae vra en die leerder sukkel...help hom mooi reg, dit help bou ook jou verhouding, dat hy meer gemaklik voel"</p>	<p>improving learner outcome "as 'n kind regtig sukkel, en hy kan in jou vak of in jou sportgebied uitstaan bo sy omstandighede"</p>	<p>moet nie bot of gee ook niks vir jou nie" Strength of an educator that motivates respect from the learner "goeie maniere.. ordentlik en mooi te praat"</p> <p>Motivation to life achievements "Ek probeer hulle regtig motiveer deur vir hulle te vertel hoe gaan die lewe werk van skool..." Motivation to academic achievements "...mens straf soms met debiet punte en mens hoop dit motiveer hulle om weld it dan te doen"</p>	<p>rondom hulle doen beïnvloed hulle skoolwerk... dan hou hy van jou en dan hou hy van die vak en dan op die ou einde maak dit hom suksesvol" Learner's participation "jy wil openheid he"</p> <p>Motivation to sport of life achievements "gee erkening, watokal hulle goedge doen het, onthou dit al het dit niks met jou vakgebied te doen nie"</p>	<p>inspirasie nodig, hulle het motivering nodig" Effect on learners "hulle te motiveer en om hulle positief te hou..ek wil hulle, hulle volle potensiaal laat bereik...nie net in akademie nie maar ook persoonlike potensiaal te bereik"</p> <p>Strength of the educator "ek dink my verantwoordelike hulle is om my beste te gee as onderwyser en as mens" NB stelling</p>
3.Important perspective of "a calling"	Educators' career satisfaction	<p>Strengths to work with learners "die onderwyser se beroep is 'n roeping...in dieselfde sin moet jy 'n liefde vir kinders he"</p>			<p>Need to have career satisfaction "definitief"</p>	<p>Both educator and learner participate "...werkbevrediging baie en hy kom deur en dis 'n wen-wen situasie"</p>	<p>Need to have career satisfaction "verseker" Strengths to work with learners "...ek wil kinders uplift...ek wil hulle,hulle potensiaal laat bereik...as jy doen wat jou passie is, jy kry bevrediging" "ek kry definitief bevrediging uit my werk uit, soos regtig-regtig"</p>
	Educators' approach to be a best person as well as a best educator	<p>Strenght of educator "jy moet altyd voorbereid klas toe kom en jou deel as onderwyser doen.."</p>	<p>Strenght of educator "as 'n leerder sukkel..jy moet dit raaksien so help nie jy sien oor dit nie dan is jou rol as onderwyser niks werk nie" "jy moet klas gee, op die ou einde moet hy deelneem so jy moet maar aanhou en"</p>	<p>Strenght of educator "daai ekstra stappie wat jy doen...jy verwag ook moeite"</p>			

			aanhou"				
	Positive relational capital	Strengths in a successful relationship "positiewe verhouding tussen kind en onderwyers is, is dit rewarding vir beide want dit is lekker om in so klas, klas te gee" "dat hulle dit warder teenoor jou en dat hulle dit wys..positiewe gesindheid"	Strengths' of successful relationship that contributes to the learner "...daai kind het so verander, net omdat ek daardie bietjie moeite gedoen het om hom te gaan help...So dit beteken vir hul baie"	Strengths' of successful relationship that contributes to the learner "jy hulle iets kan leer" "as die kinders iets behaal" "as jy hulle vertrou gewen het"			
3. Role of emotions	Positive emotional responses	Motivates good relationship "daai tipiese positiewe aanmerking maak dat jy 'n positiewe gesindheid het...vir beide is dit rewarding..." Learner academic achievement motivate good relationship "tevredenheid" "vreugde, jy weet jy het goed gedoen as onderwyser" Strength of the learner "kinders is ook passievol...in wat hul doen" "vreugde...veral op die sportveld"	Motivates good relationship "positiewe gesindheid" "goeie verhouding met die kinders het gaan hulle saam jou sleg voel, saam jou bly voel as jy bly is" "liefdevol, kinders hulle is partykeer lief vir jou"	Motivation for the learner "...is tevrede met hulself" Strength of the educator to share the learners joy "Opgewond e..iets wat positief gebeur het en hulle wil dit eenvoudig net vir jou vertel"	Motivation for the educator "...jy kan sien hoe probeer hierdie kind aanhoudend maar als tel net eintlik teen hom, ek dink vir daai kinders raak jy so lief" For some learners "humor is 'n sterk ding wat jou 'n persoonlike verhouding met die kind gee"	Motivates good relationship "watter emosie kom op ..as hy jou vak op sy rooster sien...ek het goed gevoel want toe besef ek hy hou van my klas en dit was vir my lekker" For some learners "humor..maar nie by alle kinders nie" Transformation from a positive supportive relationship "sy lewe al 'n jaar met volle vreugde en vrede" "dit voel ook lekker dank an jy bietjie help" "fantasties, dit voel vir my wow, as 'n kind met my deel"	Learner academic achievement motivate good relationship "Trots... op die kinders...sien hulle het regtig gegroei in hulself of hulle doen beter.." Strength of career satisfaction on educator "gelukkig is in jou werk dan gaan jy dit meer uitstraal"
	Negative responses of	Change of educator	Disrespectful behaviour	Strength of a good	Disrespectful behaviour from	Disrespectful behaviour from	Disrespectful behaviour from

	educators	"emosioneel"	from learner discourages educator-learner relationship "mens raak gefrustreerd en geirriteerd"	educator-learner relationship "hartseer ook emosioneel wees oor iets wat dalk goed gebeur het met die leerder" change of the learner "leerder se nou maar swak doen in 'n toets, gaan hy voel hy het misluk"	learner discourages educator-learner relationship "jy voel seergemaak, jy voel vrek, I went out on a limb" "moedeloos, teleurgestelling"	learner "kontak is gewoonlik negatief aanvanklik...kom laat in jou klas...val jou aan..." change of the learner "vrees...as mens dit kan elimineer, dink ek jy kan ook makliker leer"	learner discourages educator-learner relationship "ek voel partykeer geirriteerd ...dan weet ek hulle het nooit probeer nie"
4. Weaknesses in an educator-learner relationship	Rude, disrespectful behaviour of learners		Disrespectful behaviour of learner change of the educator "dit is baie moeilik...die kind wat nooit werk doen nie, nooit luister nie"	Weakness of learner (change in time) "...leerhinderisse...selfoene het 'n groot invloed" "kinders kan nie meer 'n gesprek voer nie, verhouding...is basies kort af en eenvoudig"	Disrespectful behaviour of learner change of the educator "ek dink jy kom meer op 'n stadium waar jy ophou akkommodeer...op hou om te pleit" "ek kan ook baie hardkoppig wees met 'n kind wat ek weet net nie omgee nie" "dit baie negatief gemaak veral met die moeilikheid makers"	Weakness of learner (change in time) "Godsdiens is oppad uit" Disrespectful behaviour of learner change of the educator "ek het die kind al 'n paar keer gechallenge...oogkontak maak...hy is verras want niemand anders...sal belangstel" "as jy vir hom terug gil, het jy vir hom verloor"	Disrespectful behaviour of learner "Party kinders se somer lelke goed vir mekaar"
5. The role of discipline and values	Responsibilities-Moral behaviour			Strength of the educator "jy moet vir hulle die basiese beginsels leer, jy moet waardes, reëls leer dat hulle weet..wat is reg, wat is verkeerd" "ons kry...basiese reëls by die skool wat die skool vir hulle gee"	Strength of the educator "soveel van die sienings wat jy oordra...so tipe seining gee dat hulle gemaklik kan wees"		Strength of the educator "ek sal definitief iets aanspreek...ek glo dat ek morele waardes beter verstaan as sommige van hulle"
	Professional (Discipline and boundaries) educator	Strength of the educator in discipline "Dissipliene van dag een"	Strength of the educator in discipline "beter klasomgewin"	Strength of the educator "jy is maar as"	Strength of the educator in discipline "moenie skree nie...veral nie op"	Strength of the educator in discipline "dissipliene is vir my regdeur"	Strength of the educator in discipline "ek skree nooit nie... ek gee"

	learner relationship	<p>wat hulle moet beseft dat daar reëls in die klas is</p> <p>"wanneer daar huiswerk nie gedoen word nie moet jy die nodige stappe neem...jy moet streng wees"</p> <p>Strength of the educator when setting boundaries</p> <p>"jy kan ook nie te betrokke raak as onderwyser nie"</p>	<p>gheas wat jy die healtyd baklei</p> <p>"partykeer moet jy raas...jou ma gaan ook met jou raas as jy iets verkeerd gedoen het"</p> <p>Strength of educator when setting boundaries</p> <p>"die onderwyser moet naby wees maar moet weet waar om die lyn te trek...jy sal weet wanneer is dit nou genoeg"</p>	<p>onderwyser hulle ma of hulle vriendin in 'n mate moet jy steeds professioneel wees"</p> <p>Strength of the educator in sharing experiences</p> <p>"persoonlike goed nee, maar ek hou daarvan om vir die kinders raad te gee"</p>	<p>hoerskool kinders, jy maak 'n fool van jouself"</p> <p>Change for the learner</p> <p>"dan sal dit gewoonlik in die vakgebied goed gaan"</p> <p>Strength of the educator when setting boundaries in field of their subject</p> <p>"die aard van die vak ook dat hulle amper nader aan my voel...amper tjommie...dat dit vir 'n kind moeilik is om onderskeid te tref"</p>	<p>positief...die juffrou hoef nie te skree om hulle stil te kry nie...ek dink die kinders ervaar dit positief"</p> <p>Weakness of educator when setting boundaries</p> <p>"dit is moeilik want hoe weet mens wat om te se...genoeg is genoeg"</p> <p>Change for educator from experiences</p> <p>"ek moes vir haar reguit se...ek dink ek moes dit dalk vroeër gedoen het"</p> <p>Strength of educator</p> <p>"jy sal moet stop"</p>	<p>debiet punte...anders ruk hulle hand uit, dan het hulle ook nie respek nie...dissipliene te he sodat dit 'n goeie leer omgewing is vir die ander"</p>
	Mutual Respect	<p>Improving functioning between learner and educator</p> <p>"ek dink jy as onderwyser moet onpartydig wees...dit is belangrik om alle fassette te leer ken, hetsy dit geloof is of kultuur is en dit sensitief hanteer"</p>	<p>Improving functioning between learner and educator</p> <p>"ja definitief sal ek se...wedersyds e respek"</p>		<p>Improving functioning between learner and educator</p> <p>"ek dink dit is definitief jou verantwoordelike id om aan te pas by kinders...respek en hoop hulle hanteer...ek dink dit is 'n persoonlikheids skill"</p>		
	Consistency and honesty from the educator	<p>Strength of an educator</p> <p>"om altyd dieselfde te wees dat hulle nie moet weet daar is 'n miskien 'n uitweg nie"</p>	<p>Strength of an educator</p> <p>"ek dink jy moet net elke dag dieselfde wees"</p> <p>"ek dink eerlikheid teenoor kinders is belangrik want hulle sien deur jou"</p>	<p>Strength of an educator</p> <p>"ek dink ook wat dit konstant hou is respek...ek dink leerders het baie respek vir jou as onderwyser"</p>		<p>Strength of an educator</p> <p>"eerlikheid, mens moet ook se as dit te veel raak"</p>	
6. Phenomenological frame of the educator	Educators' personal experiences and interpretati	<p>Strength of an educator to identify when a learner come from bad</p>		<p>Strength of an educator to share experiences</p> <p>"persoonlike goed nee"</p>	<p>Strength of an educator</p> <p>"Definitief, ek dink hulle leer aan om oop kop in enige verhouding dan te"</p>	<p>Strength of educator to change a learners situation</p> <p>"'n meisie wat al in 'n strik geval het"</p>	

	<p>on of learners' behaviour and transformation</p>	<p>circumstances <i>"Kinders wat sekere huislike omgewings het, kinders wat emosioneel is, om deur te dring tot daai kind dat daai kind jou op die einde van die dag vertrou"</i></p>		<p>maar ek hou daarvan om vir kinders raad te gee" Understanding the learners situation <i>"Gr11,12 hulle is half geirriteerd, hulle wil klaarmaak met skool"</i></p>	<p><i>wees"</i></p>	<p><i>met 'n seun...vandag is sy die beste kringleier sou ek se van hul almal"</i></p> <p>Transformation in a learners life because of a good educator-learner relationship <i>"sy't my vertel dat sy gemolesteer was, dat sy haarself sny...sy't gese syt gewonder wie gaan dit raaksien, toe het sy besluit om met my te deel"</i> <i>"en intussen het sy gaan studeer, matskaplike werkster en het sy dit geword en ek dink sy sal fantasties doen...ons het nou nog kontak"</i> Strength of educator to identify a learners bad circumstances <i>"n kind het 2 weke terug vir my gese haar ma is total en al verslaaf aan swaar dwelm middels en sy weet nie wat om te doen nie"</i> <i>"jy verstaan, jy kan nie met daai kind raas en skree nie want sy weet nie of sy vanaand nog in daai selfde bed gaan kan slaap waar sy slaap nie. Hulle trek dalk alweer"</i> <i>"Ander kind het vir my gese haar ma is in die trunk in chille, sy verlang haar dood na haar, sy wil graag kontak maak"</i></p>	
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ADDENDUM 4 – RAW DATA OF INDIVIDUAL DATA GATHERING

* Verhouding - jonk (verstaan hulle)^{Participant 4}
↳ style
↳ musiek
↳ vak gebied.
↳ was ook redelik onlangs vir my.

- goeie verhouding met leerders wat hul kant bring - enige (hul eie vermoë) gebied.

- emosies - Ek sal baie opffer
Indien jy ongeskik is doen ek niks vir jou.
- Baie van hul sien my as vriend...

verantwoordelike. ↳ +/-

- RESPEK - beide kante.

- voorbereid te wees vir klas en so aan te bied dat kinders daar wil wees.

- Kinders nog baie gefokus op rasse - Jy as onderwyser wees voorbeeld.
Dink wyd.

(Vloce B). Participant 1

Onderwyseres



- As n leeder sukkel, sien dit raak. Help!
- Leeders moet veilig voel in jou omgewing.
 - $\frac{1}{x}$ onderwyseres
 - $\frac{1}{x} \frac{1}{x}$ kinders
 - > Wees naby maar weet waar om die lyn te trek.
- Net bietjie aandag beteken baie.
- Sien as n leeder sukkel deur vroe te vra.
- Onderwyser moet die kind se ouers wees vir die skool ure.



- Leeders moet onderwyser sien as grootmense vir wie hul respek moet betoon.

o Alomtegenwoordig

Participant 3 (Voice 3)

o Onpartijdig

o Respektvol nees
technica onderworppe

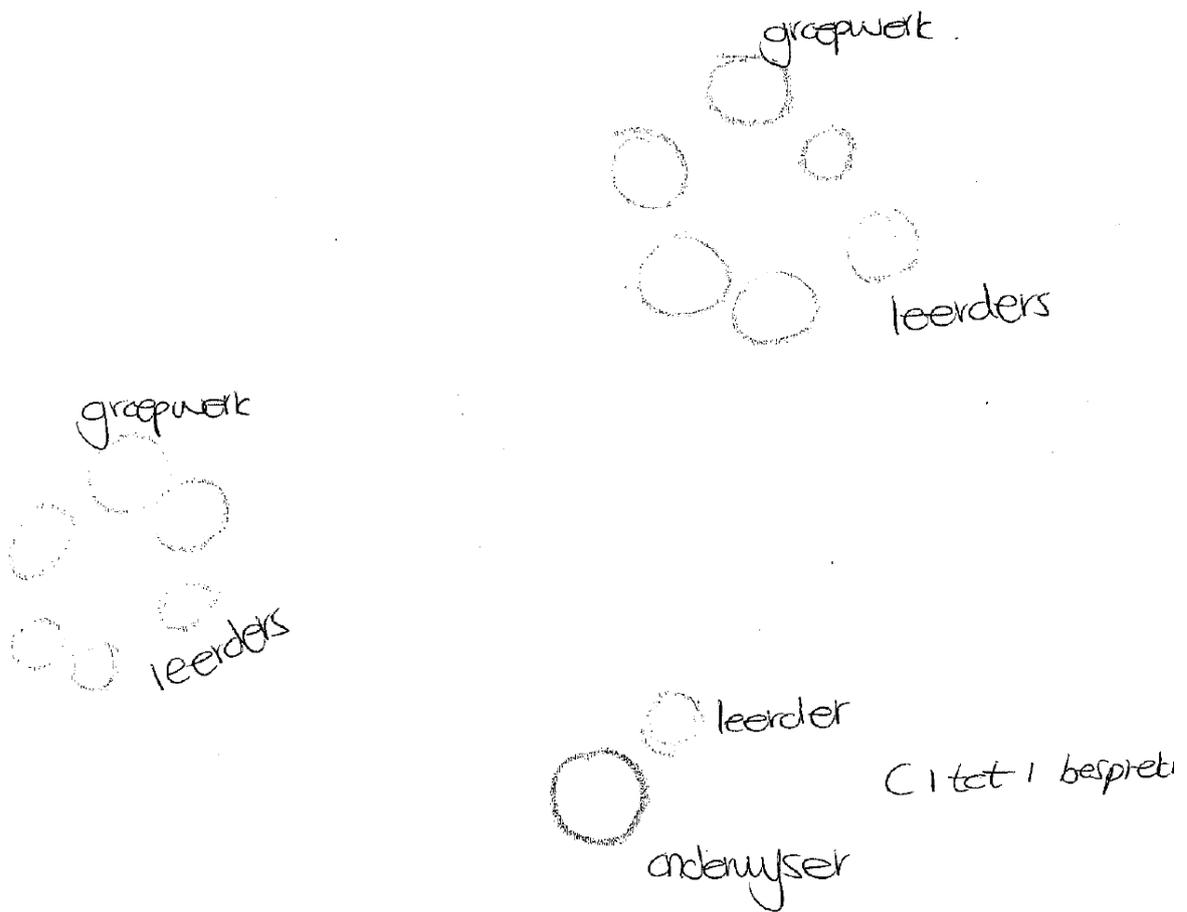


o huiswerk

o Dissipline

o Groepwerk

Participant (Voice 2)



- Identificeer problemen
- Bespreek algeheel / gezamenlijk in klas.

My verhouding met leerders: Participant 6

- Ek probeer om in voorgesprokene of op enige tyd behalwe in my vak (wisk.) 'n op en gemaklike verhouding te hê met leerders. Ek wil hê hulke moet eerlik wees oor hoe hul vaal en amper 'n tipe 'vriendskap' met my te hê eerder as 'n tipe 'ouer-kind' verhouding. Bogenoemde is seker omdat ek nog 'n jong onderwyser is (25.)
- In my klas glo ek dis nodig om streng te wees oor dissipline probleme bv. as leerders praat terwyl ek praat maar blyten dit is ek net myself en baie gemakklik.

Motiverings vir verhoudings:

- Ek wil hê leerders moet my as 'n goeie voorbeeld en rolmodel sien. • Ek wil 'n onderwyser wees soos die wat ek gehad het
- Ek wil hê leerders moet hou van wisk en daarom is ek nie te streng nie. • Ek wil hulle motiveer + inspireer om hul volle potensiaal te bereik

- * Emosies: - Ek voel soms baie jammer vir leerders wat nie so goed is met wisk nie
- Ek voel soms bietjie geïrriteerd as ~~hulle~~ leerders nie intelligent is nie
- Ek voel baie trots as leerders goed doen / positief is teenoor my vak.

Verantwoordelikheid: - My beste te gee as onderwyser. om hul te motiveer + positief te hou