

Teachers' self-configuration experiences with learners with challenging behaviour

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SUMMARY

KEYWORDS: Relationships, teacher-learner relationship, self-configuration, sense of self, challenging behaviour, field theory, interpretive descriptive design.

Challenging behaviour poses problems for teachers globally and yet very little research has been done with regard to the teacher-learner relationship and what challenging behaviour does to the teacher. The goal of this study was to explore teachers' experiences of challenging behaviour within their relationships with learners that display challenging behaviour regarding teacher's self-configuration. A qualitative approach was pursued in the form of an interpretive descriptive design in order to gain a better understanding of the teachers' self-configuration experiences.

For the purpose of this study the field theory was used as the theoretical framework, viewing teachers in their environment, specifically focusing on the teacher-learner relationship. A total of 12 teachers were purposefully selected from a school in Observatory, Johannesburg. The data were collected through in-depth interviews. Additionally, incomplete sentences were used to enrich data and to enhance trustworthiness. Triangulation was ensured by using two data collection methods to increase the credibility and validity of the results. The interviews and incomplete sentences were recorded via audio recording equipment. The recordings were then transcribed in order to identify emerging themes and subthemes. Thematic analysis was used once the data had been transcribed in order to gain meaningful information.

This study revealed teachers' self-configuration experiences in their relationships with learners with challenging behaviour and experienced their relationships with these children as a foundation for self-configuration. Teachers' self-configuration is embedded in their different selves at school and their love and

passion for teaching are reduced due to negative emotions. Experiences within the relationship escalate to the home environment and challenging behaviour causes stress for teachers. Teachers viewed challenging behaviour as behaviour that is an internal challenge for the learner, but also behaviour that is directed externally towards the teacher and other learners. Trust and respect, class size, individual attention and communication were identified elements contributing to self-configuration within the teacher-learner relationship. This study showed the importance of relationships in the school context and specifically focused on teachers' self-configuration.

OPSOMMING

SLEUTELWOORDE: Verhoudings, onderwyser-leerderverhouding, selfkonfigurasie, gevoel van self, uitdagende gedrag, veldteorie, vertolkende beskrywende ontwerp.

Uitdagende gedrag lewer wêreldwyd probleme vir onderwysers en tog is daar baie min navorsing gedoen ten opsigte van die onderwyser-leerderverhouding en wat uitdagende gedrag aan die onderwyser doen. Die doel van hierdie studie was om onderwysers se ervaring van uitdagende gedrag in hulle verhoudings met leerders wat uitdagende gedrag met betrekking tot onderwysers se selfkonfigurasie toon, te ontgin. 'n Kwalitatiewe benadering is gevolg in die vorm van 'n vertolkende beskrywende ontwerp ten einde 'n beter begrip te vorm van onderwysers se ervaring van selfkonfigurasie.

Vir die doeleindes van hierdie studie is die veldteorie gebruik as die teoretiese raamwerk, waar onderwysers in hulle omgewing waargeneem is met 'n spesiale fokus op die onderwyser-leerderverhouding. 'n Totaal van 12 onderwysers is doelbewus gekies van 'n skool in Observatory, Johannesburg. Die gegewens is versamel deur middel van deurtastende onderhoude. Daarbenewens is onvoltooide sinne gebruik om die gegewens te verryk en die geloofwaardigheid te verhoog. Triangulasie is verseker deur van twee versamelingsmetodes van gegewens gebruik te maak om die geloofwaardigheid en die geldigheid van die resultate te verhoog. Die onderhoude en onvoltooide sinne is opgeneem deur middel van oudio-opnametoestelle. Die opnames is getranskribeer ten einde voortkomende temas en subtemas te identifiseer. Tematiese ontleding is gebruik nadat die gegewens getranskribeer is ten einde betekenisvolle inligting in te win.

Hierdie studie het onderwysers se selfkonfigurasie-ervarings in hulle verhoudings met leerders met uitdagende gedrag aan die lig gebring en het hulle

verhoudings met hierdie kinders ervaar as 'n grondslag vir selfkonfigurasie. Onderwysers se selfkonfigurasie is veranker in hulle verskillende persoonlikhede by die skool en hulle liefde en passie vir onderrig word verminder as gevolg van negatiewe emosies. Ondervindings binne die verhouding reik uit tot by die huisomgewing en uitdagende gedrag veroorsaak spanning vir onderwysers. Uitdagende gedrag is deur onderwysers gesien as 'n interne uitdaging vir die leerder, maar ook gedrag wat uitwaarts gerig is op die onderwyser en ander leerders. Vertroue en respek, die grootte van die klas, individuele aandag en kommunikasie is geïdentifiseerde elemente wat tot selfkonfigurasie in die onderwyser-leerderverhouding bydra. Hierdie studie het die belangrikheid van verhoudings in die skoolverband aangetoon en het in die besonder gefokus op onderwysers se selfkonfigurasie.

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 of this dissertation was done according to the guidelines and requirements set out in Chapter Two of the Manual.

The article will be submitted to the *Journal of Teacher Education*. The guidelines for submission to the journal are attached in Addendum 4, Journal submission guidelines.

DECLARATION

I, Sandra Roberts, declare herewith that the dissertation entitled: **Teachers' self-configuration experiences with learners with challenging behaviour**, which I herewith submit to the North-West University: Potchefstroom Campus, is my own work and that all references used or quoted were indicated and acknowledged.

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DECLARATION

I, Sandra Roberts, declare herewith that the dissertation entitled: **Teachers' self-configuration experiences with learners with challenging behaviour**, which I herewith submit to the North-West University: Potchefstroom Campus, is my own work and that all references used or quoted were indicated and acknowledged.

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I, Anna Catharina Petronella Strauss, declare herewith that I did the language and technical editing of the above-mentioned dissertation.

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SECTION A

PART 1

ORIENTATION TO THE RESEARCH

1. INTRODUCTION AND PROBLEM STATEMENT

Hartup and Rubin (2013) is of the opinion that relationships are more than mere contexts for social learning; they are gateways to a wide range of experiences. Humans are social beings and they are born with generic instructions to form and maintain relationships (Erwin, 2004). According to Knoell (2012), whether relationships are positive or negative, they have proven to have a profound effect on an individual's life.

According to Ewing (2009), research in the past highlighted the importance of the relationship between the learner and teacher for the learner to adjust at school and be successful (Harrison & Clarke & Ungerer, 2007; Troop-Gordan & Kuntz, 2013). Zoul and Whitaker (2013) state that in schools today educators would agree that the quality of relationships within the school determines how successful the school will be in terms of student and teacher performance. Doumen, Koomen, Buyse, Wouters, and Verschueren (2012) are of the opinion that close, positive teacher-learner relationships are a source of security and emotional support for learners as they explore and negotiate demands in the school environment. According to Erwin (2004), developing relationships takes time and developing positive and healthy relationships with learners encourages academic success as

well as prevents discipline incidents. Teachers find themselves playing a very important role in a learner's life by bringing out the potential in the learner (Pitre, 2007). Teachers play multiple roles on a daily basis while teaching learners; some of these roles include being a peacemaker, nurse, mother, mediator, police officer and social worker (Lovewell, 2012). Prasad (2008) states that teachers' attitudes play a vital role in the school environment and teachers' relations with learners influence learners' relations with teachers.

The importance of the teacher-learner relationship is further highlighted by Barbarin and Wasik (2009), who state that learners who develop positive relationships with teachers, are more self-confident and will achieve more in the classroom. However, learners also play an important role in the lives of teachers as shown in a study by Philipp and Schupbach (2010), where the findings showed that teachers' interactions with learners can be emotionally demanding and cause emotional exhaustion for teachers. In a study by Vick (2008) it was found that teacher-learner relationships are influenced by individual characteristics of the teacher and the learner as well as the classroom and school characteristics. Although studies have been done on this reciprocal relationship (Koles, O Connor, & Collins 2013; Troop-Gordon & Kopp, 2011), not much research has been done on the experiences of teachers in terms of their relationships with learners. A study by Sun and Zhang (2011) focused on teachers' experiences and reciprocal relations between the learner and teacher, but did not specifically focus on the self-configuration of teachers within these relationships and the study's focus was only on the first preschool year. Another study by Split, Koomen and Thijs (2011) focused on the teacher-learner relationship with the emphasis being on teachers' well-being.

The present study therefore adds value with its focus on teachers' self-configuration within their relationships with learners that display challenging behaviour.

It is essential for teachers and learners to develop strategies in order to work together; therefore the vital component for success is the relationship between teachers and their learners (McSherry, 2001). According to Baker, Grant and Morlock, 2008; O' Connor et al., 2011; and Silver et al., 2005 (cited by Larrivee, 2012), a supportive teacher-learner relationship can help to prevent the development of problem behaviour while low-quality relationships can hinder the development of proactive behaviour. The key to successfully working with learners who display challenging behaviour is the development of supportive relationships. Bruhn, Crnobori, Lane, and Menzies (2011) are of the opinion that dealing with challenging behaviour is one of the most difficult aspects of teaching. According to Emerson and Einfeld (2011), challenging behaviour might significantly impair a learner's life as well as the lives of the people that care and work with the learner. Challenging behaviour is a broad term, however According to Emerson as cited by Emerson and Einfeld (2011) challenging behaviour can be defined as "culturally abnormal behaviour of such an intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour that is likely to seriously limit use of, or result in the person being denied access to, ordinary community facilities (p.7)." Evertson and Weinstein (2011) argue that what one teacher identifies as challenging behaviour another teacher might describe as tolerable behaviour or a minor problem. Therefore challenging behaviour is viewed subjectively and could have a different meaning for different teachers. For the purpose of this study behaviour was approached in the same way as mentioned in the previous two sentences.

The effect that challenging behaviour will have on the teacher, depends on the way in which the teacher chooses to handle the behaviour displayed by the learner. According to Cooper and Olsen (2001), teachers who respond calmly immediately cause a positive ripple effect. When a teacher reacts calmly and quickly to a learner that is displaying challenging behaviour, other learners respond by improving their behaviour, therefore giving the teacher control of the classroom and allowing him or her to continue with the lesson. Pearnel (2013) is of the opinion that teachers should avoid confronting learners in the presence of their peers. Learners that display challenging behaviour and believe that the teacher is trying to embarrass them in front of their peers, will try to save face and retaliate by trying to annoy the teacher or even be vindictive and therefore the teacher loses control of the lesson and is unable to manage the class. This kind of teacher-learner relationship might lead to different experiences of sense of self by both teachers and learners.

Ahles (2004) states that people with a healthy sense of self will usually have healthy relationships. Sense of self, for the purpose of this study, is viewed within the context of relationships in which self-configuration occurs. The self can only be understood as a relational phenomenon and the self creates and maintains relationships, therefore without context or relationships there would not be a self to relate to (Johnsen, Sundet & Torsteinsson, 2004). This view is supported by the field theory which, according to Yontef (1993), focuses on the person as an active agent. Corey (2013) is of the opinion that the field theory simply states that an organism must be seen in its environment or in its context and that everything is influx, relational, interrelated and in a process. In educational literature it has been acknowledged that the social conditions in which teachers work and live, their emotional contexts, and the professional and personal elements of the teachers'

lives, their experiences, their beliefs and their practices are integral to one another, all forming part of the teachers' field. There are often tensions between these elements which have an impact on the teachers' sense of self. According to Gold and Roth (2013), there are a variety of factors that contribute to stress and to the demoralisation of teachers, such as lack of personal support, student discipline and apathy, poor image of the profession and lack of community support.

The experiences of the teachers and their self-configuration might be directly linked to the challenging behaviour of the learners that are experienced within these relationships (Day, Sammons, Stobart, Kington, & Qing 2007). These experiences form part of a configurational process in which, according to Polster (2005), the self is formed through personal experiences. Gillion (2007) is of the opinion that the "self may develop a range of configurations which allows a wide range of ways of meeting different social challenges" (p.164).

From the above discussion it seems as if not much research has been done in order to explore the experiences of teachers regarding their self-configuration within these relationships. Addressing such a gap with this study might be a small-scale contribution to understand the teachers' experiences of themselves within these relationships and how it could enhance not only the teacher-learner relationship, but also secure a healthier self-configuration.

The following research question arises: How do teachers experience self-configuration in their relationship with learners with challenging behaviour?

2. RESEARCH AIM

The research aim, according to Terre Blanche et al. (2006), is about specifying the focus of the study. The aim of this study was to explore the teachers' experience of self-configuration in their relationship with learners with challenging behaviour through a qualitative approach in the form of an interpretive descriptive research design.

3. LITERATURE REVIEW

The following themes were investigated: relationships, self-configuration, sense of self, educational context, the field theory and challenging behaviour. In order to get to these themes the following searches were conducted: journals, books, dissertations, NWU search engines and other databases.

4. RESEARCH METHODOLOGY

4.1 Research approach and design

Kumar (2011) views qualitative research as research that is based on the philosophy of empiricism and it follows a flexible and unstructured open approach to enquiry. Qualitative research is an umbrella term for a variety of methods and approaches for the study of natural social life (Saldana, 2011). Merriam (2009) states that qualitative researchers have an interest in comprehending how people make sense of their world and the experiences they have in the world. For the purpose of this study an interpretive descriptive research design was used. The foundation for this approach is a qualitative investigation of a phenomenon of interest for the purpose of capturing patterns and themes which are subjective perceptions, but that generate an interpretive description that is capable of creating clinical understanding. These studies often build upon small samples using data collection methods such as interviews (Thorne, Kirkham & O'Flynn-Magee, 2004). Furthermore, the importance

of relationships regarding self-configuration is highlighted by the interpretive descriptive research design taking its point of departure from viewing people not only as individual entities who exist in a vacuum, but exploring their world within the whole of their life context (Holloway & Wheeler, 2010). Regarding the interpretive descriptive framework the teachers' experiences of their world were explored in terms of their self-configuration within their relationships with learners with challenging behaviour. Gray (2009) is of the opinion that interpretive studies are used to explore the experiences of individuals and their views and perspectives of these experiences.

4.2 Population

The population, according to Terre Blanche et al. (2006), is the larger pool from which individuals are drawn as a sample and this sample is what the researcher uses to generalise the findings.

4.3 Sampling

The sample included teachers from a government school in Observatory, Gauteng. This school did not specialise in schooling learners with challenging behaviour, however teachers identified learners according to their own definition of challenging behaviour. For the purpose of this study the researcher engaged in purposive sampling as this type of sampling is about the researcher wanting to discover, understand and gain insight, therefore a sample from which the researcher can learn the most, is selected (Merriam, 2009). The researcher wanted to explore and gain insight into self-configuration experiences of the teachers who had contact with learners with difficult behaviour.

4.4 Research Method

The researcher briefed all the teachers at the school about the study explaining the criteria for inclusion. Teachers, who fitted the criteria and had completed the consent forms, were selected for the study. Sampling criteria included that teachers should have had at least two years of teaching experience in order to have an idea of what challenging behaviour constitutes and there was familiarity in their relationships with learners. All the participants had to be able to speak English, although for most of the participants English was not their first language. Participants of different races, genders, religions and cultures were considered for inclusion in this research study. According to Romney, Batchelder and Weller (as cited by Guest, Bunce and Johnson 2005) small samples are sufficient in providing accurate information in a particular cultural context study. The teachers who gave consent included five black female teachers, one white male teacher, one white female teacher, two Indian female teachers and lastly three black male teachers.

4.5 Research procedure

- An ethics number and consent were obtained from the North-West University, Potchefstroom campus: NWU 00060-12-A1.
- Additional consent was obtained from the Department of Education, the school principal and the participants.
- Data were collected by the researcher via in-depth interviews and incomplete sentences. The data was audio-recorded.
- Data were transcribed and thematically analysed.
- Ethical concerns were addressed as indicated under point 6 of this section.

4.6 Data collection method

The data gathering method that was appropriate for this study were in-depth individual interviews (Lawthom & Tindall, 2011) with each teacher for approximately one hour at a primary school in Observatory. The questions that were used in the interview were as follows:

- How do you define self-configuration and challenging behaviour according to your own views?
- How do you experience your own self-configuration within your relationship with learners with challenging behaviour?
- How do you experience learners in the class that don't display challenging behaviour?
- What happens to the teacher-learner relationship with learners that display challenging behaviour?
- What happens to the teacher-learner relationship with learners that do not display challenging behaviour?

In-depth interviews were used as the researcher was seeking information on individual, personal experiences from participants about a specific issue or topic (self-configuration within the teacher-learner relationship) in an effort to capture their individual experiences (Hennink, Hutter, & Bailey 2011). After the first interviews had been conducted, a second interview was scheduled during which incomplete sentences, completed by the participants, were discussed with the participants. A few examples of the incomplete sentences for this study were as follows: "As a teacher I would consider it to be challenging behaviour when.....", "the teacher-learner relationship is important because....." and "challenging behaviour of learners in my class affects me personally when....."

The incomplete sentences were used to enrich data collection and enhance trustworthiness. One method of data collection cannot necessarily provide adequate support and by using more than one method the interviewer's bias was reduced, this being the value of triangulation (Mackey & Gass, 2005).

4.7 Data analysis

The aim of data analysis is to make sense of text that was transcribed. According to Boeije (2010), data analysis is about systematically searching and arranging the interview transcripts and field notes to increase the researcher's understanding of the data and then to present what the researcher has discovered to others. Data analysis requires the researcher to think inductively and to move from particular raw data to abstract categories (Merriam, 2009).

Before the researcher could start with the data analysis, she first had to organise and prepare the data which had been transcribed and then scanned into an electronic document. The researcher analysed the data by using a basic system of thematic analysis which consisted of three different stages. Thematic analysis was used for the purpose of this study. Thematic analysis identified, analysed and reported themes in the data (Braun & Clarke, 2006). The transcribed data were coded into categories from which subthemes and themes emerged.

Stage one was descriptive coding in which the researcher's goal was to identify the transcript data that had been helpful in addressing the research question by highlighting the relevant information. The second stage that the researcher used was interpretive coding in which the researcher made clusters of descriptive codes forming subthemes. A colour coding system was used to help grouping relevant information into subthemes. The third stage involved the researcher deriving key

themes from the data (Horrocks & King, 2010). In this stage the researcher made an interpretation and investigated the meaning of the data.

5. TRUSTWORTHINESS

Yin (2011) states that there are three objectives for building trustworthiness and credibility in a qualitative study. The first objective is transparency which the researcher demonstrated by describing and documenting the qualitative research procedure in such a way that others could review and try to understand it. The researcher explained the research procedure and asked participants if they had any questions. Thereafter the techniques used to collect the data were explained in-depth. Participants were encouraged to ask questions if at any stage they felt that they needed information. All data were available for inspection. The second objective involved doing qualitative research methodically. The researcher tried as much as possible to work in an orderly way by following a set of research procedures in order to avoid careless work, but she did make room for unanticipated events like interruptions during interviews. The final objective is adherence to evidence in which the researcher's goal was to base conclusions on data that had been collected and analysed fairly.

According to Lincoln and Guba (1985), in evaluating the worth of the research study, trustworthiness is important. Trustworthiness included triangulation which was a way to make sure that enough data had been collected to make valid claims (Jamison 2006). Triangulation refers to the use of several different research techniques, for example interviews and incomplete sentences, that were used in this study in order to confirm and verify data gathered in diverse ways (McMurray, Pace, & Scott, 2004). In order to enhance trustworthiness by means of triangulation, two

data collection methods were used in the form of in-depth interviews and incomplete sentences.

6. ETHICAL CONSIDERATIONS

According to Terre Blanche et al. (2006), protecting the welfare of the research participants is the essential purpose of research ethics. The researcher strives towards not causing harm, distress, anxiety and pain for the participants by insuring that participants are informed about all the relevant aspects of the research study before they agree to take part (Paul, 2010). A written informed consent form is signed by each participant who takes part in the research study which, according to Lewin and Somekh (2005), is essential because this means that the participants give their permission and are fully aware of what the research study entails.

Terre Blanche et al. (2006) state that anonymity is when research does not record identifying details of the participants on any research records, therefore the participants are not traceable after the research study. This was done by using numbering instead of the participants names. In this study the researcher insured that there was a private, quiet place, which was the media centre at the school, for participants to take part in the study. The media centre was only used by the learners at break times and for the rest of the time it was locked and not used. This was ideal as there were no interruptions and anonymity was more likely because the researcher had privacy while gathering the data. Anonymity was also insured by removing names from paperwork.

Confidentiality which, according to Boeije (2010), concerns data and agreement as to how the data would be handled in the research study in order to insure privacy. Confidentiality was achieved by the researcher keeping data in a locked-up cupboard at her home while she worked on the research study and only

she had access to the data. After completion of this study, data will be securely stored at the Centre for Child, Youth and Family Studies, North-West University, until such time that it has to be destroyed.

Participants were informed that being part of the study was voluntary (Flick, 2009) and that they had the right to withdraw from this study, without penalty, at any stage of the research. No remuneration (Seidman, 2012) was applicable for this study and participants were informed that they would not receive any incentives for participation. Participants were also informed that they would not have to incur any costs to participate in the study. A counsellor was available, although none of the participants made use of him. After the study feedback will be given to the relevant participants in the form of a written document.

7. CHOICE AND STRUCTURE OF RESEARCH ARTICLE

This study is presented in research article format with the intention to submit it to the *Journal of Teacher Education*.

Section A: Orientation of study with literature chapter

Section B: Research article according to the guidelines of the journal

Section C: Conclusion, limitations and recommendations

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SECTION A

PART 2

LITERATURE REVIEW

1. INTRODUCTION

This literature review gives a global overview as well as a South African context overview of the most prominent concepts that formed part of the main focus of the study. The educational context is discussed as part of an individual's field and the importance of relationships within a school context is highlighted, specifically focusing on the teacher-learner relationship with regard to learners that display challenging behaviour. The literature on the field theory is also discussed as this theoretical framework views individuals in their environment, focusing on their interconnections with the events and settings in the environment as well as on the relationships with others. The focus on relationships made this theory relevant to the study. The literature review further explores the self-configuration experiences of teachers with regard to teaching children with challenging behaviour. Challenging behaviour seems to be a universal term and it is interesting to see how it affects teachers within the teacher-learner relationship. These experiences configure teachers in a certain way which in essence helps to develop the teacher's sense of self; this aspect is discussed in more detail. Furthermore, the self has different facets of which self-identity, self- concept, self-perception, individual personalities, and self-efficacy are defined in more detail.

The literature on what constitutes challenging behaviour is also reviewed. Teachers experience challenging behaviour in different ways and there are different forms of challenging behaviour which will be discussed in more detail. The literature also covers the underlying reasons for challenging behaviour as well as the context

in which the behaviour occurs as this is important to distinguish whether behaviour is challenging or not.

2. RELATIONSHIPS

For the purpose of contextualisation and logical structure it might be significant to discuss the importance of relationships and what constitutes a relationship before paying special attention to the essential teacher-learner relationship which is the focus of this particular research study. According to Willerton (2010), for most people relationships are the most important aspect of their lives and relationships often occupy a great deal of their time. These relationships can also be associated with feelings of happiness or feelings of heartache and pain. Relationships are very important in any individual's life and according to Noller, Freeney and Peterson (2001), individuals consider relationships to be the central part of their life and that relationships have important implications for an individual's health and well-being. Relationships inevitably link individuals to the broader environment or field. Roffey (2011a) is of the opinion that relationships are interactional by nature, with positive relationships being explicitly reciprocal, allowing each individual to influence and to learn from the other.

According to James, Masters and Uelman (2010), in order for a classroom to be organized and not in chaos, it is essential for the educational environment to acknowledge the reciprocal nature of the relationships among teachers and learners. Furthermore, Saha and Dworkin (2009) describe the reciprocal nature of the teacher-learner relationship as important for both learners and teachers. They state that teachers need learners in order to have a professional identity and learners need teachers to educate and care for them. This reciprocal nature of relationships is evident within the educational context as described in the next two sections.

3. EDUCATIONAL CONTEXT

According to Walters and Frei (2007), classroom environments can affect a teacher as well as a learner's ability to feel relaxed and comfortable. People often sense whether they will like a place as they observe how individuals interact with one another, how they listen to others and what they say. Therefore the interactions within the classroom environment will probably have an impact on the teacher-learner relationship.

The working atmosphere in the classroom is a very important issue in education, in terms of learner attainment, equality of educational opportunity and the quality of teachers' working lives. The classroom environment can either be a place in which the teacher feels relaxed and in control of the lesson, or one in which little learning can take place because some learners are spoiling the learning of others by displaying some form of challenging behaviour (Haydn, 2007).

The educational context forms part of the teacher's field and is always changing depending on the learners, the challenges that learners bring into the classroom, the teacher's style and different other environmental factors. According to Goldstein and Brooks (2007), no two classrooms are the same, and the classroom environment reflects the learner as well as the teacher's style and personality. Kabot and Reeve (2010) are of the opinion that every year the classroom environment changes for many teachers depending on the different needs of their learners, schedule and set of strategies. The overall classroom climate is largely determined by the relationships between the learners and the teacher. The classroom life consists of a variety of different learners such as gifted learners, behaviourally challenged learners and learners that require special education (Newberry, 2010).

According to Savage and Savage (2010), teaching is a stressful profession especially because classrooms are complex environments with interactions between an educated teacher and young learners who are in need of knowledge and socialisation. Teachers do not always have the luxury of working with learners on an individual basis and learners are there because they have to be there and not necessarily because they want to be there. Otten and Tuttle (2011) state that teachers often express the opinion that their job is to solely teach academic skills and that teaching behavioural skills is not their responsibility. However, previous research has indicated that there is a co-occurrence between academic and behavioural problems (Bursztyn, 2007; Ghesquière & Ruijsenaars, 2005).

4. THE TEACHER-LEARNER RELATIONSHIP

According to Weare (2000), studies have shown that a key factor in improving morale and high levels of performance, have to do with the quality of relationships in the school environment. Furthermore, a warm, caring and supportive relationship is essential for teachers to teach more effectively and for learners to learn. The quality of the relationships that teachers have with learners is the keystone for teaching, particularly with regard to effective management. According to Friedman, as cited by Savage and Savage (2010), the most important issue in the teacher-learner relationship relates to classroom management and discipline. The way in which teachers form and maintain their relationships in the classroom, is crucial to their work success; if the teacher can interpret the underlying relationship processes accurately, he or she can proactively influence the dynamics of the class (Riley 2010). Tuckman and Monetti (2012) are of the opinion that a critical ingredient for teachers to have success with learners who display emotional and behavioural problems, is to establish a positive relationship with them. However, if there are

many children in the class, the interpretation of underlying relationships becomes difficult. According to Pianta, as cited by Doll, Zuker and Brehm (2004), studies have shown that higher numbers of learners in a class lead to fewer and less positive teacher responses to each learner, therefore making it difficult to build good teacher-learner relationships with all the learners in the classroom. The dynamics of the relationship, especially with regard to difficult learners, might not easily be understood (Newberry, 2010) and this might be more difficult in big classes.

Marzano (2007) states that there are two complementary dynamics that makes up effective teacher-learner relationships. The first one is the extent to which the teachers give learners the sense that they are providing guidance and control both academically and behaviourally. The second one is the extent to which the teachers provide a sense that the teacher and learners are a team devoted to the well-being of both the teacher and the learners. This team can either be a failure or a success depending on the team members. In order to have a successful teacher-learner relationship both parties need to contribute, for example a teacher who respects the learner might win that learner over and vice versa. According to research done by Delpit and Kohn, as cited by Grootman (2001), teachers who unconditionally care for their learners and who accept them with no strings attached, can have a lifelong positive influence on the learners' characters. According to Ostrosky and Jung, as cited by Gartrell (2014), the teacher, the learner as well as other learners in the class all benefit from an improved teacher-learner relationship.

Learners spend an average of between five to seven hours with their teacher. It is therefore better for both parties if there is a positive teacher-learner relationship, with limited stress. Savage and Savage (2010) state that the consensus among researchers is that the most common source of stress for teachers is the

relationships that they have with learners. Learners are aware of the kind of behaviour that causes stress to teachers. The three main kinds of behaviour that teachers find stressful are not listening to the teacher, demonstrating a lack of motivation and displaying challenging behaviour. These kinds of behaviour interfere with the teacher's success and learners have the ability to influence teachers and to cause feelings of stress, frustration and failure.

It is usually easier for the teacher to develop a positive teacher-learner relationship with learners that do well, pay attention and grasp things easily than with learners that display challenging behaviour. According to Morse (cited by Tuckman and Monetti, 2012), there are two key traits that teachers must display regarding children with challenging behaviour. The first trait he calls differential acceptance, meaning that the teacher can witness learners' extreme acts of challenging behaviour without responding similarly. The teacher must view these acts as resulting from the learner's past frustrations. The teacher needs to try and help the learner to learn that he or she is behaving inappropriately and how to behave better. This means understanding and addressing the behaviour, without approving or condemning the learner. The second trait that Morse identifies is called empathetic relationship which means that the teacher is attuned to recognising the non-verbal cues that help him or her to understand an emotionally disturbed learner's individual needs. It also means communicating with the learner directly and honestly. A learner can tell when a teacher is genuinely interested in his or her welfare. Beyond this a teacher must be a role model by demonstrating the kind of self-control that he or she is trying to instil in the learner.

From the above discussion about relationships it seems clear that a person does not function in isolation, but is connected to a broader field. This is also true for

teachers and learners with challenging behaviour. They stand in a reciprocal relationship within a broader field. In order to gain an understanding of the importance of the field and its role regarding relationships, the theoretical framework for this study, namely the field theory, will be discussed.

5. THE FIELD THEORY

The German psychologist and founder of the field theory, Kurt Lewin (1952), is of the opinion that various forces and influences act together to produce a specific and unique outcome at a particular time or in a particular situation. According to Yontef (1993), and very similar to what Kurt Lewin (1952) describes, a field is a web of relationships and everything affects everything else in the field. The field therefore can be seen as a unitary whole and can be internal or external. The field can be understood as an internal frame of reference because, according to Wedding and Corsini (2013), field is all about the way the world appears to be for an individual in his or her own unique way. It has to do with a person's learning and experiences. The external field is the environment in which an individual lives (Ellis, 2007).

The field theory is involved in understanding the interconnectedness of events and settings in which those events take place (Mackewn, 1997). An individual is never isolated or independent but always in contact and connected to everything around him or her (Joyce & Sills, 2010). It is important to consider what each party brings to the relationship and how the relationship is affected by the contexts in which it is embedded.

The essence of the field theory is well explained by Parlett (1991). He discusses five principles of the field theory that characterise the general way of perceiving and thinking about context, holism and process. The five principles will be

discussed briefly. The first principle is the *principle of organisation* in which everything is interconnected and meaning is derived from the total situation. This principle emphasises that in order to gain understanding of a particular situation, one needs to consider the context of the situation. The second principle is the *principle of contemporaneity*, which points out that it is a constellation of influences in a present field that can explain present behaviour. This principle emphasises that what is important in the field, is what is present and not what is from the past or for the future. This principle further states that what happened to an individual in the past does not cause the individual to behave and feel like they do in the present. What is important is the here and the now. The third principle is the *principle of singularity*, which highlights the fact that each situation and each person's situation field are unique. Circumstances are never quite the same and individuals have different perspectives of looking at a situation even though they might be in the same situation, for example teachers that teach the same subject to the same class will experience different phenomenal experiences. The fourth principle is the *principle of changing process*. This principle is about the field undergoing continuous change and that nothing is permanent. Even with the same individual the field keeps reconstructing itself moment by moment and an individual cannot have an exactly identical experience twice. Lastly, the fifth principle is the *principle of possible relevance*, which highlights that everything in the field is part of total organisation and is potentially meaningful. No part of the total field can be excluded as everything is important even if it might seem irrelevant.

Mann (2010) states that from a field perspective it is not just development of the person that it is important but also the person in relation to the environment and the environment in relation to the person. Therefore relationships play an important

role in the development of a person. Yontef (1993) is of the opinion that although the field is always changing, each person has his/her own unique way of relating to that changing field. The aspects that are brought to each field include behaviour, thinking, feelings and perceptions which in essence make the teacher who he/she is. Wedding and Corsini (2013) state that “(a) portion of the total perceptual field gradually becomes differentiated as the self (p.112)”. The “self” cannot be understood other than through the field (Perls, 1951).

Self is derived from all experiences that an individual has. As discussed above the way in which individuals see themselves has to do with the interactions and relationships that they share with others. According to Grobler, Schenck and Du Toit (2003), one of the experiences that affects the self is the interaction with the environment and especially with other individuals who are seen as important, therefore the relationship and the interaction that a learner has with the teacher, would affect the self of the teacher as well as that of the learner. No person lives in isolation and people are different and have different perceptions. Each individual's perception of him or herself, other people and their relationship will differ (Grobler *et.al*, 2003). Experiences that affect the self also occur in the educational context, which is the environmental focus of this study.

6. SELF-CONFIGURATION

According to Thornes and Mearns, as cited by Simanowitz and Pearce (2003), “(a) configuration is a hypothetical construct denoting a coherent pattern of feelings, thoughts and preferred behavioural responses symbolised or pre-symbolised by the person as reflective of a dimension of existence within the Self” (p. 56). Hewett (2012) states that the way individuals see themselves, their self-image, is built upon the way that people interact with them. Philippson (2012)

highlights the point that when a person configures his or her own experience, it forms part of the other person's self-configuration; therefore relationships play an important role in discussing self-configuration.

Self-configuration, according to (Polster, 2005), is about taking details of personal experiences and forming them into unified patterns and then these experiences make it possible for a person to be identified in a particular way, for example as a patient teacher or a frustrated teacher. Therefore the significance of these characteristics that come from the individuals' experiences inevitably develop into different selves. People are made up of different selves; a teacher, for example, has her teaching self, her professional self, her caring self, her hard-working self and her adventurous self (Polster, 2005). These selves have to do with the experiences that the teacher encounters which combine into certain configurations and evolve into the recognition of personal characteristics forming the self (Polster, 2005). If the learners, for example, are challenging the teacher, her impatient or frustrated self might come to the fore, but if the learners are pleasant, a calm or satisfied self of the teacher might make contact with the learners.

An important aspect of an individual's self-configuration is that it helps to develop and form an individual's sense of self. Sense of self can further be defined in terms of self-identity, personality, self-concept and perception and self-efficacy.

6.1 Sense of self

Having a sense of self means knowing who you are as a person, also knowing what makes you comfortable and uncomfortable. Sense of self has to do with an individual's values, beliefs and morals, which is stated so well by Wedding and Corsini (2013) in saying that the following terms, self, concept of self and self-

structure, refer to “organized, consistent, conceptual gestalt composed of perceptions of the characteristics of the ‘I’ or ‘me’ and the perceptions of the relationships of the ‘I’ or ‘me’ to others and to various aspects of life, together with the values attached to these perceptions” (p.116).

One’s sense of self is largely influenced by the interactions and encounters that one has with significant others (Shapiro, 2004). Shaffer (2009) is of the opinion that the self-arises from social interactions and reflects other people’s reactions to us. Therefore the self depends on our interactions with and reactions from others. According to a gestalt perspective and the founders of gestalt (Perls, Hefferline & Goodman, 1951), the self is an interrelationship between a person and the environment and the self is a changing process and not a structure. An individual’s selfhood can only be understood in observing how the person relates to his or her environment. How teachers relate to learners that display challenging behaviour, will affect their sense of self. Therefore the self can only be understood in relation to others (Yontef, 1993). Philippson (2012) also emphasises that because the self is relational, relationships play an important role in developing the self.

According to Day et al. (2007) the following has an impact on the sense of self of the teacher: social conditions in which teachers work and live, their emotional contexts, the professional and personal elements of teachers’ lives, their experiences and their beliefs. Savage and Savage (2010) are of the opinion that teaching is a very personal activity and when teachers teach, they put their knowledge, their skill, their personality and their values on display for all to observe.

For the purpose of this study sense of the self will be discussed in terms of the following: self-identity, personality, self-concept/self-perception and self-efficacy

as these aspects make up an individual's sense of self. An individual's identity describes a sense of self within an individual and an individual's sense of self can be defined as his or her emotions, beliefs, thoughts, ideas and personal goals (Carducci, 2009). Each one will now be discussed in more detail to get a better understanding of the complex term 'sense of the self'.

6.1.1 Self-identity

Identity is asking the question 'who am I?' Shaffer (2009) describes identity as a sense of who one is and where one is going in life as well as how one fits into society. According to Zastrow (2009) identity development is a lifelong process and there are gradual changes in an individual's identity throughout his or her life-time. Identities can never be fixed or unified; they are always in flux and under construction (Danielewicz, 2001). For the purpose of this study self-identity will be discussed with regard to personal identity and professional identity. An individual's personal identity might change with time depending on events in his or her life. Personal identity is about how an individual defines him/herself. It is all about what makes one unique as an individual and what makes one different to others. Furthermore, personal identity has to do with a person's traits, characteristics and attributes (Leary and Tangney, 2012).

According to Beynon et al. as cited by Forde, McMahon, McPhee and Patrick (2006), professional identity is constructed by the teacher who carries out the role he or she has to play and is based on his/her values, beliefs, feelings attitudes and understandings. It is also based on an individual's personal history, culture and ethnicity. Professional identity is shaped by factors such as the expectations of society, internal identity based on personal identity and notions of learning and the

role of the school. According to Beijaard, Meijer, Morine–Dersheimer and Tillema (2005), teachers’ personal lives and characteristics are intertwined with their profession.

Identity is important as it plays a crucial role in influencing the emotional well-being and effectiveness of the person. According to Day et al. (2007) the professional and personal identity of teachers is a key variable in their motivation, commitment and self-efficacy as well as job fulfilment. Teachers are complex individuals with strengths and needs much like their learners. It is very important for teachers to know how they think about themselves as well as how they think about the learners they teach and how they build the relationships that they need to have. Teachers have exactly the same issues as learners in many ways, like pressure to perform, issues of control, how to get a maximum amount of satisfaction out of their days, and how to make experiences meaningful and worthwhile (Roffey, 2011b).

It is therefore important to discuss self-concept and self-perception as this has to do with how an individual perceives his/her identity. Self-concept and self-perception will now be discussed in more detail.

6.1.2 Self-concept /self-perception

Self-concept is a general term used to refer to how people think about or perceive themselves. It includes their characteristics and abilities and how people think about and evaluate themselves (Shapiro, 2004). According to Mercer (2011), self-concept is “a dynamic, multidimensional psychological construct which both influences and is affected by a person’s social contexts and interactions” (p.13). To be aware of oneself is to have a concept of oneself and according to Yontef (1993), awareness must include self-acceptance and real self-acknowledgment. Self-

concept plays a critical role in the development of personality according to Shapiro (2004).

6.1.3 Personality

Laurent (2008) states that personality is that which is personal and that which belongs to one individual only. To have a personality means to possess one or several qualities, one or several defects and an original character not like that of others. Burger (2011) states that personality is “consistent behaviour patterns and intrapersonal processes originating within the individual” (p. 4). Nettle (2009) discusses personality as something deep and consistent within individuals that determines their choices and situations that are brought about. He describes five different personality types under which people fall namely: extraversion, neuroticism, conscientiousness, agreeableness and openness. Personality has to do with determining one’s choices with regard to experiences encountered and this in essence helps to strengthen one’s sense of self (Blom, 2006).

Walker (2013) is of the opinion that if teachers maintain a positive attitude on a daily basis they will create a positive classroom environment. A positive attitude is a personality trait. In order for them to uphold a positive attitude, the first step is to really love what they do and then to love children. The teacher’s positive attitude will not only be part of his or her personal persona but it will manifest itself in the teacher having positive relationships with learners, other teachers and parents; therefore, having a positive attitude is an essential attribute that should make up part of a teacher’s personality.

Furthermore, teachers are role models and what this means is that they need to provide a consistent model of appropriate behaviour and attitude to learners who

often lack this model outside the school environment. One key way of being a good role model would be to treat learners the same way that the teacher would like to be treated, for example being respectful and polite (Cowley, 2006).

Even though self-efficacy is not a personality trait, the ability for developing a strong feeling of self-efficacy might be related to personality (Leary and Tangney, 2012); therefore self-efficacy will now be briefly discussed.

6.1.4 Self-efficacy

According to Bandura (1997) self-efficacy can be defined as “one’s belief in one’s ability to succeed in specific situations”. He also states that self-efficacy beliefs are influenced by experiences and observations of the behaviour of others. Day et al. (2007), are of the opinion that in order for teachers to teach effectively they need to feel more than just psychologically and socially comfortable; they must also have some sense of self-efficacy. Westwood (2004) is of the opinion that the development of a personal awareness of self-efficacy is influenced by a teacher’s successes and failures, as well as by actions and reactions by learners concerning the teacher’s capabilities. They want to feel that their professional work is bringing about positive changes in their learners which is often more difficult with learners with challenging behaviour.

For the purpose of this study challenging behaviour will now be discussed in more detail. The teacher-learner relationship will also be discussed with regard to challenging behaviour as well as how it influences the self-configuration of the teacher.

7. CHALLENGING BEHAVIOUR

According to O' Brien, as cited by Mcsherry (2001), challenging behaviour can be recognised in the school policy as behaviour that requires extra support from the teachers as well as from the school in general. Most of the time the challenging behaviour of learners disrupts the normal operation of the classroom environment (Carr 2004). However, McSherry (2001) places a positive emphasis on the term challenging behaviour, describing it as a way that prompts teachers to rise to the challenge rather than to see the problems as lying within the learner. Therefore challenging behaviour requires the attention of teachers and it is behaviour that does not go unnoticed. Challenging behaviour, according to Hue and Li (2008), is behaviour that interferes with teaching, violates the rights of other learners to learn and can sometimes make them feel psychologically and physically uncomfortable. Gray (2002) is of the opinion that challenging behaviour has an emotional element, either in relation to a learner whose challenging behaviour is causing concern or the teacher who responds to it. Frequently the behaviour of some learners challenges the teacher especially when he/she is teaching a large class of learners which is very often the case in government primary schools in Johannesburg, South Africa.

Challenging behaviour can be displayed in different forms, for example children that fall under disruptive behaviour or behaviour disorder. According to Rogers (2003) many children exhibit inappropriate, naughty, wrong and irresponsible behaviour as well as rule-breaking behaviour. Teachers get annoyed and angry and complain about challenging behaviour such as inappropriate loud noises and talking at the wrong times, inattention, frequent non-compliant behaviour and constant restlessness. Another type of challenging behaviour is Attention-deficit Disorder. Globally Attention Deficit/hyperactivity Disorder (hereafter referred to as AD/HD) is a

well-known term, especially with regard to the educational sector. Nass and Leventhal (2010) are of the opinion that AD/HD is very common and on average one child in every classroom setting is diagnosed with AD/HD. Selikowitz (2009) states that AD/HD is not a new disorder and was described as far back as 1902 and it is one of the most common disorders in childhood, affecting as many as 5 % of school-aged children worldwide. According to Barkley (cited by Lougy, DeRuvo, and Rosenthal, 2009), AD/HD is a controversial psychiatric disorder in the USA and it is a psychological disorder in children that has been studied thoroughly. Weyandt (2007) also states that AD/HD is the most frequently studied disorder in childhood and volumes of scientific evidence exist for this disorder (Wolraich et al., 2005). AD/HD occurs in two very different forms: one that is mainly a learning difficulty and the other which mainly affects the child's behaviour.

Rogers (2003) is of the opinion that behaviour disorder can be defined as "significant deviation from normalcy which can be expected from most children of the same age and under the same circumstances" (p.12-13). The researcher agrees with him as he states that this definition depends on which teacher is asked when, as well as the beliefs, attitudes and experiences of the teacher. Therefore this study shows that challenging behaviour is experienced differently by different teachers and what might seem to be challenging to one teacher, might not be the case for another teacher who might have more experience. In research done by Rogers (2003), he states that the exact behaviour that some teachers describe as deviant, other teachers describe as annoying but normal.

According to Hobart and Frankel (2002) and Carr (2004), another type of challenging behaviour includes attention-seeking. If learners are not reassured that they are loved and cared for or given attention, they might seek it by being

aggressive, angry, rude, swearing, showing off or expressing their needs through other worrying behaviour. Carr (2004) states that attention-seeking behaviour can be learned behaviour because the behaviour was effective in the past when the learner got what he/she wanted. This behaviour occurs when a learner is unable to do a particular task and gets frustrated and bored. Sometimes negative attention can be motivating for some learners, especially if they feel that this is the only attention that they are used to receiving. Challenging behaviour in the form of temper tantrums also occur because learners feel frustrated and need to get attention.

From the above discussion on the different forms of challenging behaviour it seems important to consider the context in which the behaviour is displayed in order for behaviour to be considered as challenging behaviour. This point is strongly emphasised by Emerson and Einfeld (2011), who state that it will depend on the following factors whether behaviour should be defined as challenging in a particular context: social rules which constitute appropriate behaviour in a school setting, the ability of the learner to give a believable account of his or her behaviour and lastly the capacity within the setting to manage any social disruption caused by the learners' behaviour. Context is therefore very important and essential in giving meaning to any behaviour. Behaviour can only be defined as challenging in particular contexts, for example screaming and swearing in a classroom setting could be considered to be challenging behaviour while the teacher is trying to teach (O'Donohue & Fisher, 2009). According to research studies by Carr (2004), there are various reasons for learners to display challenging behaviour and usually identifying the reason for displaying the behaviour could help in finding the solution to the problem. The behaviour needs to be considered within the context. Communication difficulties could be a contributing factor to challenging behaviour because if learners

are unable to express their wants and needs and if they feel misunderstood, inappropriate behaviour might be used to express these needs. Furthermore, according to Hewett (2012), learners display challenging behaviour for many different reasons, for example having difficulty in communicating. Another aspect that could cause a learner to display challenging behaviour is environmental factors because they might react negatively to noise. Some learners are sensitive to noise, especially learners with autistic spectrum disorders and they might therefore react by displaying challenging behaviour.

According to Lever (2014), people used to think that challenging behaviour occurred as a consequence of a child's planned actions and children were labelled as 'naughty'. While this might be the case in some circumstances, the reality is that challenging behaviour mostly has an underlying reason. Often challenging behaviour is a message that things are not right with the learner and it is the teacher in the classroom who is the first to hear what is being said.

Socio-economic disadvantage can also contribute to learners who display challenging behaviour because of poor parenting, poor social skills and poor language development. Westwood (2004) states that teachers need to understand the impact of the learner's background environment (this would form part of a teacher's self-configuration having empathy and understanding for a learner) in connection with extreme poverty which is a socio-economical disadvantage which is very common in South African government schools today. Learners might use this challenging behaviour as a survival technique in their environment. Lastly, a medical cause or reason could be an underlying cause for challenging behaviour, for example sensory difficulties, pain and illness. Avis, Fisher and Hompson (2009) are of the opinion that challenging behaviour can indicate disengagement from learning;

it can also show that learners are not placed in the appropriate school programme or that the level of learning is inappropriate.

Goldstein and Brooks (2007) are of the opinion that challenging behaviour has become a greater focus for teachers than the actual curriculum in many schools. According to Gray, Miller and Noakes (2013), if you ask a teacher what makes their job difficult, they will point to the problems presented by learners with challenging behaviour. The researcher agrees with Gray, as cited by Hanco (2002), who states that in order to meet learners' emotional, behavioural and learning needs it is essential that the teachers' needs are also addressed because if their needs are not met, it might be difficult to help their learners with their needs. Teachers' needs might thus be linked to their reactions towards challenging behaviour. According to Riddall-Leech (2003) there are several factors that influence teachers' reactions to challenging behaviour. The first factor would be family structures and upbringing, for example a teacher might be more tolerant and understanding in respect of a learner who has experienced changes in family circumstances such as divorce, bereavement, abuse and health issues, especially if the teacher had also experienced one of these changes in his or her family circumstances. The financial conditions in which the teacher was brought up will also affect his or her judgement about acceptable behaviour by learners. Individuals tend to have strong opinions about financial status and the way in which people behave. Another factor that will influence a teacher's reaction to challenging behaviour is culture and ethnic group because it might be acceptable for learners to behave in a certain way in some cultures but that same behaviour in other cultures might be seen as unacceptable or challenging. Religion is also a factor that influences a teacher's reaction to challenging behaviour because religious views and beliefs affect the way we conduct

our lives and become part of our upbringing and this in turn affects teachers' values. Therefore the self-configuration of the teacher will influence the way in which he or she views challenging behaviour.

Challenging behaviour highlights the importance of relationships and this is emphasised by Hewett (2012), who states that challenging behaviour has to do with relationships and communication which are going wrong. Often teachers find themselves spending more time with learners who display challenging behaviour because, according to Gartrell (2014), teachers that accept the challenge of challenging behaviour intentionally direct their responses to the child who especially needs the relationship, no matter what their personal feeling towards the child is. Teachers thus have a strong influence on learners to either approach or avoid certain behaviours (Goldstein & Brooks, 2007). The teachers' attitudes can be contagious, for example, if they are happy and cheerful, the learners will be happy and cheerful, if they are respectful to learners, learners will be respectful to them.

Another factor that influences the reaction of teachers to challenging behaviour is age. According to Riddall-Leech (2003) individuals do not have the same opinions and values throughout their lives, for example behaviour that was tolerated while teachers were still new in their profession might not be tolerated the older they get. Gender is also a factor that influences this reaction because teachers' views about how specific genders should or should not behave, depend not only on their own gender, but also on the teacher's upbringing, culture, religion, family and ethnic group (Riddall-Leech, 2003).

The teacher cannot be solely responsible for challenging behaviour exhibited in the classroom; the cause is often due to a variety of factors. Holmes (2005) states

that poor and challenging behaviour displayed by learners in the classroom is almost never directed at the teacher. It is not a personal thing. It emerges from an inability in a child to appropriately express anger often combined with a lack of self-respect. Teachers often blame learners with learning difficulties for their lack of motivation which they believe is an underlying reason for learners to display challenging behaviour (Westwood, 2004).

Walters and Frei (2007) is of the opinion that teachers often have to deal with challenging behaviour that extends beyond the regular set of rules and consequences. Some learners with extreme challenging behaviour can be trying on the teacher's patience as well as their emotional state. This links to one of the challenges that teachers face today in the school environment, namely lack of discipline because of pressures that society impose on individuals and families. These pressures include the effect of substance abuse, child abuse, spouse abuse, neglect, community and media-related violence, poverty and single parenting. Many learners bring elements of dysfunction into the classroom and unpack all their pain by displaying challenging behaviour and by underachieving. They push teachers to breaking point and then the teachers are limited when it comes to discipline which often leaves them feeling frustrated and helpless (Grootman, 2001).

The researcher is in agreement with Grootman (2001), who states that discipline is a fact of life and a normal part of the growth and development of a learner as well as a normal part of the classroom experience. Hue and Li (2008) describe discipline as the act of teachers responding to misbehaviour by learners in an effort to restore and maintain order, control and authority in the classroom environment. Learners need to be taught how to be well-disciplined, no learner is born disciplined. Misbehaviour is a normal facet of learning and growing and is not a

sign of teacher failure. Even excellent teachers come across issues of discipline at one time or another.

Discipline is in a critical stage at primary school level and teachers are responsible for policing and teaching learners. Teachers must spend time disciplining learners which often frustrates them and makes them less motivated to teach (Felix, 2011). According to Bender (2007), disciplinary problems are becoming more frequent in schools and teachers have noticed an increase in discipline problems and a decrease in self-discipline in learners at almost every age and level of schooling.

8. CONCLUSION

This literature review showed the importance of relationships in an individual's life but specifically focused on the importance of the teacher-learner relationship and how this relationship is essential for both the learner and the teacher. Not only are relationships important, but individuals are never isolated and they are always connected with their environment and with others. These interactions influence their self-configuration which in essence develops their sense of self.

Although challenging behaviour might have different meanings for different teachers, most teachers experience learners with challenging behaviour. According to the literature, challenging behaviour does tend to have an influence on the teacher-learner relationship, but what is not clear, is what this relationship does to the teachers' sense of self and their self-configuration.

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Section B: Article

TEACHERS' SELF-CONFIGURATION EXPERIENCES WITH LEARNERS WITH CHALLENGING BEHAVIOR

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Abstract

Challenging behavior is on the increase and poses complex problems for teachers in relationships with learners with challenging behavior. The experiences that teachers have, might play a role in their self-configuration. A qualitative approach was used with an interpretive descriptive design in order to gain a better understanding of the teachers' self-configuration experiences within their relationship with learners that display challenging behavior. This article explores twelve teachers' experiences. The results of this study indicate that teachers experience challenging behavior as directed towards teachers and other learners and that it also holds an internal challenge for the learners with challenging behavior. Furthermore, teachers identified specific underlying reasons for challenging behavior and viewed the teacher-learner relationship as a foundation for self-configuration. Teachers also found that experiences within the relationship escalate to the home environment. Teachers' love and passion are reduced due to negative emotions and challenging behavior causes stress for teachers.

Keywords

Relationships, teacher-learner relationship, self-configuration, sense of self, challenging behavior, field theory, interpretive descriptive design.

INTRODUCTION

Relationships and the quality thereof are very important in a person's life because, according to Roffey (2011), human beings are social animals and they need each other; at the deepest level individuals want to feel that they belong and that they are connected with others. Hennessey (2011) also highlights the importance of relationships and states that relationships are necessary for the

individual's biological, social and psychological existence. Although relationships are important in general, this study is particularly interested in focusing on the teacher-learner relationship and the importance of this relationship with regard to learners that display challenging behavior, especially exploring how teachers experience their self-configuration within these relationships.

Teachers spend a large portion of their time with learners and so relationships, whether they are positive or negative, will develop (Lever, 2014). The teacher-learner relationship is very important within the school context. Several studies concluded that the quality of the teacher-learner relationship is important for school adjustment and student success (Bernstein-Yamashiro & Noam, 2013; Nerren, 2008; Weiner & Craighead, 2010). However, this relationship is not only important because it is pivotal for student success, but also because it drives and defines the meaning of a teacher's work (Bernstein-Yamashiro & Noam, 2013). According to Fraser and Mcgee (2011), just as teachers affect learners, learners have a strong influence on teachers and the reciprocal nature of this relationship requires interplay of communication, empathy, trust and challenge.

Furthermore, the quality of the teacher-learner relationship affects the learners' academic, social, emotional and behavioral outcomes (Bray and Kehle, 2011). According to Marlowe and Hayden (2013), a lack of the ability to form strong healthy relationships will contribute significantly to emotional and behavioral issues in the classroom. These issues in turn affect the quality of the relationship. Research has shown that a learner's typical way of interacting and behaving affects the relationships that they form with teachers (Spodek & Saracho, 2013).

Teachers experience challenging behavior in their teaching careers and according to Rogers (2009), all teachers at every level in a school context face challenging behaviors such as typical calling out, learners interrupting the teacher, inappropriate loudness and then moving to more disturbing issues such as bullying, violence and behavior disorders. These behaviors can leave the teacher feeling overwhelmed and frustrated (Bell, 2013). Teachers often have to adapt and change because of this challenging behavior as it was unexpected and not part of the teaching plan. Depending on the way that the teacher chooses to deal with the challenging behavior, this will determine in what way the challenging behavior will affect the teacher. According to Collins (2010), each teacher will have a different way of responding and reacting to learners who display challenging behavior; some teachers might feel anxious and others might feel quite relaxed. The way in which a teacher reacts, will depend on the individual's sense of self. According to Bayer, Brinkkjær, Helle Plauborg and Rolls (2009), the sense of self is not a fixed identity or static, it is a result of an ongoing interactive process of social construction and sense making, therefore depending on the interactions that teachers have with learners, this will influence their sense of self. The self includes the professional identity of a teacher which, according to Schutz and Zembylas (2009), is a dynamic, and continually changing active process. This process develops over time through interactions with others such as learners, colleagues and parents in a school context. This study was used to explore the teacher's self-configuration with regard to the relationships with learners with challenging behavior which seems to be a problem, not only in South African schools, but worldwide.

Challenging behavior is on the increase and it poses complex problems for teachers (Wearmouth, Glynn, Richmond & Berryman, 2013). Similarly Otten and

Tuttle (2011) found that reaching and teaching learners with challenging behavior is a tough job for teachers. Challenging behavior has an influence on a teacher's self-configuration and this is emphasized by Rogers (2009), who says that challenging behavior causes stress and frustration for teachers which eventually causes self-doubt in which teachers start to think negatively about themselves as well as thinking negatively about their learners.

Not much research has been done on exploring the experiences of teachers regarding self-configuration within this teacher-learner relationship. Studies were done with regard to the reciprocal nature of relationships with teachers and learners (Koles et al., 2013; Troop-Gordon & Kopp, 2011), but there has not been much research on the experiences of teachers in the teacher-learner relationship. Addressing this gap in research regarding self-configuration of teachers within relationships with learners with challenging behavior this article might add some understanding of the significance of self-configuration within these relationships and contribute to healthier teacher-learner relationships.

The following research question emerges: How do teachers experience self-configuration in their relationship with learners with challenging behavior?

CONCEPTUAL FRAMEWORK

The participants were approached from a field theoretical perspective and viewed within the context of their circumstances, i.e. within the school context in which they work with the focus being on their relationships with learners who display challenging behavior. According to Lewin (as cited in Brownell, 2010), the field theory can be described as a method of analysing relations that are casual and of building scientific constructs. The field theory is a holistic concept and it looks at all

events as a function of the relationship of multiple interacting forces (Sommers-Flanagan & Sommers-Flanagan, 2012). Colverd and Hodgkin (2011) state that teachers are shaped by their surroundings and by the environment in which they work, therefore it can be said that the teacher's external field does have an influence on his/her self-configuration. This external field might refer to what Yontef (1993) describes as "school, business, family . . . an individual in his or her own life space." (p.294). According to Grobler (2009), the relationship between this external and internal world plays a role in the individual's experience of sense of self. When working from a field theoretical perspective, the environment, externally and internally, cannot be ignored. The field theory thus seems applicable as theoretical framework as the teacher is viewed within his/her environment with specific reference to the teacher-learner relationship. The five principles of field theory were applied to this study because teacher's total situation was considered, they were considered within their own context, it was considered that different influences such as age and gender could influence their views on challenging behavior, the present behavior of the learners was of importance and the focus was not on past experiences that the teachers had, each teacher's experience was unique and this was considered in the study, the field is always changing and this was explored as teacher's described their different experiences of learners displaying challenging behavior and how they handle each situation differently and lastly teachers considered different reasons for learners displaying challenging behavior trying to understand not excluding anything as this may be relevant to the field.

METHOD

A qualitative approach (Spodek & Saracho, 2013) was used in order to gain a better understanding about how teachers experience their own self-configuration in their relationships with learners that display challenging behavior. According to Miller, Birch, Mauthner and Jessop (2012), qualitative research offers new opportunities to understand and explore the social world. An interpretive descriptive research design was used, which, according to Holloway and Wheeler (2010), allows the participants to make sense of their subjective reality and attach meaning to it. The researcher explored and described these meanings through in-depth interviews and incomplete sentences. Thematic data analyses were used to identify important themes and to make sense of data that had been collected (Braun & Clarke, 2006). In order to insure trustworthiness, triangulation was used to complement information from different sources (Martyn, 2010). Ethical clearance was obtained from the North-West University, Potchefstroom campus: NWU 00060-12-A1.

PARTICIPANTS

Twelve participants who fitted the criteria for inclusion gave written consent after the study had been explained to all the teachers at the school. The participants included five black female teachers, one white male teacher, one white female teacher, two Indian female teachers and three black male teachers. The researcher previously worked at this specific school as a school counsellor and noticed that the staff's morale seemed to be very low. The researcher was interested to find out what was causing the low staff morale. When talking to some teachers casually, the researcher realized that teachers were disheartened by the difficulty to work with learners with challenged behavior. The researcher was curious to know what happens to teachers' self-configuration within this relationship and how it could be

addressed to enhance their morale. According to Gray et al. (2013), challenging behavior poses a threat to the professional self-confidence of teachers as well as to their morale. Self-confidence and morale are part of what makes a teacher who he or she is and different experiences form different self-configurations for teachers. All the participants were teachers at one specific school in Johannesburg as there seemed to be a need at this specific school for this particular research study. Purposive sampling (Monette, Sullivan & DeJong, 2010) was used because the study required that the participants should all be teachers at this specific school in Johannesburg who taught learners with challenging behavior.

RESULTS AND DISCUSSION

From the data it was evident that most teachers go into teaching because they have a love and passion for the profession. According to Maiers and Sandvold (2014), “passion is living your life doing what you love” (p. 17). Love and passion are elements that make a teacher who she or he is and according to Connolly (2011), most people enter the teaching profession because they have a love for learners and a passion for what they teach. Being a good teacher has been directly linked by the teachers in the study to having a passion for teaching: *“I would say I’m a good teacher because I’m resilient and I love my children” (P11-incomplete sentences)*. *“I really love working with kids” (P3-incomplete sentences)*. Teaching especially becomes awarding when the teachers see the positive effects it has on the children’s lives. *“I’m passionate about what I do. I didn’t choose the teaching as a career but it so happened that I ended up in the field and when I started teaching I began to enjoy in the my effort causing changes in other peoples life”(P1-interview)*. *“I take this job as um to me it is a hobby actually ja I feel happy when my results are getting better and learners feel like they can’t wait to come back*

for tomorrow”(P4-incomplete sentences). True passion for teaching was evident in the words of a teacher who stayed committed, irrespective of the stressful challenges. “I’m very passionate, you know teaching is stressful it can demotivate you but people ask me why do you do it. I say I love it” (P2-incomplete sentences).

However, within the midst of this love and passion for teaching, teachers do experience challenges that at times might cause them to get disconnected from their passion for teaching. According to Day and Gu (2014), these challenges could include changing internal and external working condition and contexts, and unanticipated personal events that the teacher experiences. Another challenge might be having learners in the class with challenging behavior.

This discussion continues with the focus on how teachers view challenging behavior, what they see as the underlying reasons for such behavior, the teacher-learner relationship as foundation for self-configuration, and how teachers experience their self-configuration within their relationships with learners with challenging behavior. The before-mentioned four themes with subthemes were identified from the data and are indicated in the table below. These themes and subthemes are subsequently discussed with support of participants’ direct quotes, as well as literature.

Table 1. Themes and subthemes that emerged from the study.

Theme	Subthemes
Teachers' views on challenging behavior	Challenging behavior is experienced as directed towards teachers and other learners
	Challenging behavior is an internal challenge for the learner
Underlying reasons for challenging Behavior	Lack of discipline options in the classroom
	Lack of parental support
	The maturity of learners contributes to challenging behavior
The teacher-learner relationship as foundation for self-configuration	Trust and respect
	Class size
	Individual attention
	Communication
Self-configuration experiences within the teacher-learner relationship	Teachers' self-configuration is embedded in their different selves at school
	Teachers' love and passion for teaching are reduced due to negative emotions
	Experiences within the relationship escalate to the home environment
	Challenging behavior causes stress for teachers

TEACHERS' VIEWS ON CHALLENGING BEHAVIOR

Most of the participants attach a negative connotation to challenging behavior and view it as abnormal. *"It's a behavior that is not accepted according to what the person is doing or the learner is doing, something that is out of line"* (P7-incomplete sentences). *"So it's your children with consistent non-conformity traits. Or rebellion traits or you know not fitting into the norm traits"* (P8-interview). *"They do things they are not supposed to do at a particular time"* (P1-interview). *"I can just label as problem kids, they are bullies and they are just against the school rules"* (P4-interview). According to Gray et al. (2013), teachers

perceive challenging behavior as a direct as well as a personal threat to their authority. Teachers view challenging behavior as stressful and unacceptable (Chazan, Laing & Davies, 2014). Challenging behavior can be linked to learners who break the school rules (Bahman & Maffini, 2008) with the most common form of challenging behavior being bullying (Westergaard, 2009). Participants also indicated that challenging behavior is becoming worse. *“It becomes worse each and every year. We are getting more difficult or more challenging children every year. In the classroom you’ll find that before you had maybe one. Now it’s worse: 3, 4, 5, 6, or 10 children who have different challenge” (P6-interview).* *“When I started teaching, when things were extremely mild, you know we did not have such extreme challenges (P11-interview).”* According to Lee (2007), challenging behavior is serious and becoming worse, not just with regard to teenagers, but also with younger learners.

The participants view challenging behavior as behavior of the learner that is mostly directed towards the teacher and other learners. However, some participants also recognize the internal challenge that challenging behavior holds for the learners themselves. These two views are now discussed as subthemes.

Challenging behavior is experienced as directed towards teachers and other learners

Challenging behavior is foremostly seen as behavior of the learner that is affecting the external field of the learners. According to most participants, challenging behavior affects the whole classroom environment and it takes time away from teaching the curriculum. Participants state that it becomes difficult to continue with lessons, as time needs to be put aside to attend to

disruptive behavior. *“They are so challenging in the way that you can’t go on with the lesson, when you look at the other children you can see that they are irritated with what the other child is doing”*(P6-interview). *“So it is sometimes disturbing because you will spend maybe spend five minutes per period and in thirty minutes you teach twenty five minutes in that period because you have to calm them down”* (P12-interview). *“Sometimes difficult mostly if you introducing the lesson and we getting into fundamentals of the topic of the day and then when the behavior starts so now it spoils everything cause now you have to deal with that challenging behavior while everybody was attentively listening”* (P3-incomplete sentences). This negative effect of challenging behavior on the classroom is also indicated by Leaman (2009), who states that although challenging behavior only involves one or two learners, it can easily affect the mood of the whole classroom. Similarly Bell (2013) found that not only does challenging behavior affect other learners and the learning process but it also affects the teacher.

Challenging behavior is an internal challenge for the learner

Challenging behavior was furthermore described by participants as being associated with learning difficulties. According to Paley (2012), learners who have learning difficulties might be described as having challenging behavior, especially if their behavior has an impact on their lives. Behavioral disorders were also described by participants as being associated with challenging behavior. In this description some of the participants acknowledged that challenging behavior not only affects the teachers and the other learners, but also the learners themselves. *“Some learners that have a challenging behavior due to other circumstances like being ADD in the class and not getting the proper medication”* (P2-interview). *“It’s because of you*

know different situations maybe there's a learning difficulty or there's a language barrier" (P5-interview). "Challenging in the sense that the child struggles with his or her work, in the classroom, among his peers" (P10-interview). This internal struggle of children with challenging behavior is well documented in literature. According to Curtis and O'Hagan (2009), attention-seeking behavior is the most common form of challenging behavior in learners. Lever (2014) highlights that learners engage in attention-seeking behavior when a task is too difficult or not interesting enough for him/her to complete and this behavior often prevents others from learning or could be a danger to other learners' well-being in the class. According to one participant, learners with challenging behavior need to prove something of themselves to others and sometimes only know how to do it by acting out. "They want to show the others how macho, if you can say it like that, or how cool they are" (P9-interview).

UNDERLYING REASONS FOR CHALLENGING BEHAVIOR

Even though participants experience challenging behavior as problematic in the teaching environment, and even though they do at times have negative feelings towards learners with challenging behavior, they do acknowledge that there is usually an underlying reason why learners display challenging behavior. The underlying reason could be psychological or environmental, or they might be related to social circumstances or family dynamics (Clark & Griffiths, 2008). Some of the responses regarding possible underlying reasons for challenging behavior were: *"I begin to understand the problem and the learner has a problem and his behavior is evident is a symptom of the problem that he has" (P1-interview). "When I see a learner misbehaving the first thing that comes to my mind is to say maybe something wrong, maybe it*

can happen at home and when the child comes back to school the child cannot settle down" (P7-interview). "... it's a bit challenging cause they come from different backgrounds and they adapt things from home and they can take it out on you"(P3-interview). Participants were aware of some of the circumstances learners with challenging behavior lived in. According to the participants, it is often better to get to know the learners' background in order to get a clearer picture of the situation and possibly develop a better understanding of the challenging behavior. According to Westwood (2009), evidence shows that background is often strongly implicated in the case of learners that display challenging behavior. One participant mentioned small flats with no room to play, which might lead to an abundance of energy that is unleashed in class (P10-interview). Other comments were: "Some problems maybe they come from far. Maybe as far as back at home as well, from broken families, broken mums" (P4-interview). "It would be a child with problems at home or you know problems with learning so they seek attention or they behave badly as a result of underlying problems" (P5-interview). "I know that we all come from different backgrounds. Some of the children are more challenged. Other children are raised by single parents. Some are raised by grannies, you know, so it affects them. Their background affects them big time in the classroom" (P6-interview). One participant mentioned that it is important to acknowledge that people have different circumstances that might lead to specific behavior. This is also true for learners with challenging behavior. This awareness that people come from different circumstances is not only necessary for teachers, but also for the learners in the class. "But I do mostly make a general talk where I say, some people don't behave the way they behave because they want to. Don't

forget you are from different homes, things happen differently and someone might come to school having been shouted at and slapped and called all sort of names” (P11-interview).

Participants were thus clearly aware that there are underlying reasons for challenging behavior. Three specific subthemes emerged as possible direct reasons for challenging behavior.

Lack of discipline options in the classroom

According to most of the participants in this research study, there is a lack of discipline options in the classroom that is contributing to the increase of challenging behavior. The teachers feel as if their hands are tied (P10-incomplete sentences) and the punishment system in the school is not effective. *“The punishment system at the school, I don’t want to say it too loud. I don’t think it’s very effective” (P9-interview).* *“I have even started trying all sorts of strategies. Black dots, cleaning, punishment outside the classroom. Sending them to another teacher and who knows what else I have thought of trying to you know” (P8-interview).* *“Another thing: you can’t punish the children physically, so that’s why the child will say okay, Mummy’s not here. My teacher won’t do anything. They’ll just talk and shout and that’s it. It’s very difficult because we’re lacking in the way of punishing a child” (P6-interview).* Legotlo (2014) is of the opinion that schools in South Africa are faced with disciplinary problems and although corporal punishment has been outlawed, some educators resort to these measures as they do not have effective alternatives. O’Hair and Kreps (2009) highlight that the lack of discipline is one of the most important problems facing public schools.

According to Greene (2009), teachers often feel that the conventional school discipline is not working for learners that display challenging behavior. According to the participants, this ineffectiveness of the punishment system causes learners to take advantage. *“I think when they have got this challenging behavior they know in the school environment you know what this is as far as the teacher can do she can’t do anything more to me” (P2-interview)*. Greene (2009) emphasises the importance of finding alternatives to manage learners with challenging behavior.

Lack of parental support

Some participants indicated that the lack of parental support and involvement of parents with their learners at home are contributing factors to challenging behavior at school. *“Obviously then it comes from home, because if a child is not disciplined at home, he does not know the word no, then wherever that child goes he won’t accept the rules, or know when to stop, won’t know when he has overstepped the board” (P10-interview)*. *“Teaching children with challenging behavior is sometimes difficult when there is no support like from the parents . . .” (P4-incomplete sentences)*. Reid and Morgan (2012) states that in order for teachers to feel that they are in control of managing learners’ challenging behavior, a good relationship between parents and the teacher is invaluable. These authors also highlight that building good relationships with parents can have a considerable and beneficial effect on the teacher-learner relationship. One participant went further stating that it is also necessary for parents to support teachers by communicating their parental styles so that the teacher might have a better understanding of the child and how to go about disciplining the child. *“Certain*

behavioral problems which we experience in the classroom are from home and you need a parent to come forward to lay out the foundation so that you understand the child more” (P6-incomplete sentences). In order to minimize challenging behavior and promote positive interactions it is important for parents and teachers to work together through careful planning to help to support the learner (Kirk, Gallagher, Coleman, & Anastasiow, 2012).

The maturity of learners contributes to challenging behavior.

Two of the participants mentioned how maturity is a contributing factor with regard to challenging behavior. Teachers expect learners to act maturely and know which behavior is appropriate and which is inappropriate. According to Colverd and Hodgkin (2011), emotional intelligence (EQ) is essential to control and promote positive behavior and sociability. Bacon and Dawson (2014) are of the opinion that an individual's ability to act with emotional intelligence depends on his or her emotional maturity and maturity is all about an individual's understanding of himself or herself and insight in how to interact with others. Nilsen (2014) is of the opinion that young learners that are emotionally immature are often trying to establish themselves in their environment and out of their need to belong they display challenging behavior. *“But also with the learners you find some of them are also very immature, the level of maturity is also different.” “You find the maturity levels you know the EQ and the IQ plays a major difference in also behavior” (P2-interview).* One of the participants identified that some learners feel that they might be too mature for their current grade and this could also influence their behavior. *“I’ve got a few boys there that has maybe in terms of, as well as maturity. Others are just too old to be in grade seven, maybe. I’ll just put it that way. So you find*

that they are just not interested anymore in being in primary school” (P4-interview).

THE TEACHER-LEARNER RELATIONSHIP AS FOUNDATION FOR SELF-CONFIGURATION

Relationships play an important role in the school context and according to Bear (2010) positive teacher-learner relationships play a crucial role in preventing challenging behavior and/or correcting challenging behavior. The quality of the teacher-learner relationship is also dependent on the teacher’s self-configuration and the other way round. According to Wedding and Corsini (2014), the field, which in this case is the school environment, is a systemic web of relationships which influences a person’s self-configuration.

Bireda (2011) suggests that the quality of the relationships that the teacher has with his or her learners will depend on the teacher’s belief system, the teacher’s faith in the ability of learners and the teacher’s own efficacy. According to some of the participants it is clear that for the classroom to be a successful place there needs to be a good teacher-learner relationship. Some of the participants emphasize the importance of the teacher-learner relationship for learning and that it is a team effort involving the learner and the teacher. *“The teacher-learner relationship is important why so that you become successful maybe like in delivery of your lessons as well as trying to change the ones that have got those challenging behaviors”*(P4-incomplete sentences). *“You must have a good relationship with them otherwise they won't listen to you or do the work”* (P9-incomplete sentences). *“Teacher-learner relationship is important because the success of teaching and learning hinges on*

that" (P1-incomplete sentences). "Because you know you can't work in a place whereby there's no good relationship. You have to build a good relationship, you and your learners" (P12-incomplete sentences). Some of the participants went further by stating that not only is the relationship between teacher and learner important, but that the parents plays an equal important role as part of this relationship. "Learning is a team activity the parent the teacher and the child" (P1-interview). "It's a triangle. It's a teacher, the learner and the parent and we form most of their day" (P2-incomplete sentences). "Don't forget to inform the parents because children's learning is like a triangle. It's me, as a teacher and the parent and the learner" (P12-interview). Hornby (2011) describes how parental involvement helps learners to improve their attitude and behavior and helps teachers to improve their morale and it impacts on the school climate also improving the teacher-parent relationship.

The teacher-learner relationship gets affected when learners display challenging behavior and starts misbehaving. According to Wubbels, Den Brok, Van Tartwijk and Levy (2012), teachers have a responsibility to manage learners that misbehave and in doing so they must manage their own emotional reactions as this in turn affects their classroom behavior. If a teacher, for example, becomes aggressive and starts shouting at learners, this will have a negative influence on the teacher-learner relationship. Two participants responded to the incomplete sentence, "The teacher learner relationship is affected when?" in the following ways: "The children has a linguistic barrier, when the children has a learning barrier or when the child is having maybe difficulties or problems elsewhere other than school" (P8-incomplete

sentences). *“When there's disruptive behavior... naughtiness,”* (P9-incomplete sentences).

Other specific aspects that were identified by participants as role players in the relationships between teachers and learners with challenging behavior, and which might directly or indirectly contribute to self-configuration, were trust and respect between teacher and learner, class size, the individual attention that learners receive and communication between teacher and learner.

Trust and respect

According to Meece and Eccles (2010), teachers feel that it is important to create a classroom atmosphere of mutual respect and trust. Positive relationships between learners and their teacher are essential and a positive teacher-learner relationship is built on trust (Reinke, Herman & Sprick, 2011). According to Osula and Ideboen (2010), when the quality of the teacher-learner relationship and emotional happiness improve the more trusting and trustworthy everyone is. Some of the participants emphasized the importance of trust and respect in a successful teacher-relationship. The data show that respect and trust is a two way street; in order to receive respect and trust, one needs to be respectful and trustworthy. *“They must have trust in you, they must respect you but it's also two way. We need to respect and have trust with them”* (P2-incomplete sentences). *“I think the most important thing it starts off with trust and respect okay once I get to know my learners and we build that trust its easier for me to get to know them on a little bit more of a personal level”* (P5-interview). *I respect where they are coming from their background because I also expect them to*

respect me and my background where I am coming from so you know these words that says do things to other people that you expect them to do back to you” (P7-interview). “I tell them guys to earn respect, please give it. You want me to enforce and create your rights of free education, don’t infringe on the rights of us by slowing us down by giving rubbish or doing things that you know is not right” (P8-interview). “But if you are accessible to the children, they get to trust you and they get to tell you their fears, the secrets and whatever is bothering them at home” (P10-incomplete sentences).

Class size

In the public schools the class size is big and it is difficult to build good relationships with children and deal with challenging behavior. According to OECD (2013), the Department of Basic Education reports an average of 36 pupils per class in public schools in South Africa. Teachers become frustrated by the number of learners in the class and it is difficult for them to give learners individual attention. *“Also when the learner that I am teaching when I’m making efforts and those efforts do not seem to be yielding, I might end up experiencing frustration with the help that I’m giving. It’s worse in a situation where the numbers are as big as we are handling in public schools” (P1-incomplete sentences). “It can get a bit much because we are teaching large amounts of learners” (P5-interview). “They need that assurance that I am there for them, but with the number of children that are in that classroom, it is difficult . . .” (P10-interview).*

Individual attention

Most participants emphasised the importance of individual attention and one-to-one interaction when working with learners with challenging behavior. Doll et al. (2004), are of the opinion that it is important for learners to have one-on-one conversations with teachers as they have a choice in this private time to discuss whatever they want to or more likely to share personal information which will help the teacher to learn more about the learner and possibly to understand the learner's behavior. They indicated that usually it is the learners that display challenging behavior that the teachers get to know as they need to find out why the learner is behaving like that and how they can resolve the problem. *"... some children it's like they are simply saying I'm a different person, if you are patient enough to find out what it is that makes them to behavior the way they do like on a one on one if you understand them better you might find a way of dealing with how they behave" (P1-interview). "Those who are not challenging at all to be honest it is not easy for me also to notice them or to identify their weaknesses" (P3-interview).*

One-on-one interaction seems to be an effective way to get to know the learner and establish what is causing the challenging behavior. It also seems to be effective in building a teacher-learner relationship. *"Right, but when I really fail I call the learner aside on one on one and I speak to them" (P1-interview). "Because sometimes it's a good thing if a child is naughty because you scold them than you have a one on one and then you realise no something has happened at home the social the emotional background of what's going on at home and that's where you find out and you find out okay no child is just naughty there is a reason" (P2-interview). "... you have to take him/her to a side try to find out what is the problem and now it's affecting other children" (P3-interview). "Just talk to them, sometimes in private as well, after*

school, in the morning or during breaks. Talk to them one-on-one and then maybe you can see a future in them” (P4-interview). “If they are giving me challenging behavior I can have a one on one with them” (P5-interview). “I call the child aside and try to talk to the child and find out why are you misbehaving in my class?” (P7-interview). “I normally have one-on-one maybe after school, sit the person down and tell that you know what you are doing is really not nice or acceptable, I don’t think it makes you feel happy also” (P10-interview).“ I would find that when I am with them, one on one, I find that I always win” (P11-interview). The importance of individual attention is emphasized by Landy and Bradley (2014) who states that individual attention is important to build stronger supportive relationships between the teacher and the learner, especially for learners that might be experiencing difficulties in the school environment. According to Honigsfeld and Cohan (2010), the quality and the quantity of individual attention is used to get to know the other on a deeper level and to increase the level of trust within the teacher-learner relationship which is important.

Communication

The teacher-learner relationship is affected when there is ineffective communication between the learner and the teacher. According to MacGrath (2012), communication and the teacher-learner relationship “lie at the heart of teaching” (p. 62) and the relationship between the teacher and the learner is better when there is improved communication. “... *teacher-learner relationship is affected when okay its affected when there is no communication at all through the teacher and the learner because now we not building any relationship” (P3-incomplete sentences). “ ... if the learner is willing to communicate I feel a sense of enlightenment a sense of closeness with the learner but if the learner blocks me out sometimes I feel*

frustrated because it doesn't give me the tools with which to deal with the learning problem that we are having" (P1-incomplete sentences). According to MacGrath (2012), communication can considerably improve the teacher-learner relationship as well as learners' behavior in the school context.

SELF-CONFIGURATION EXPERIENCES WITHIN THE TEACHER-LEARNER RELATIONSHIP

The participants show that challenging behavior affects the person that the teacher is. It influences all aspects of the teacher's life. Therefore it influences the character and person that the teacher will become. The data shows how challenging behavior defines them as people and as teachers. *"It makes me unhappy and it interferes with, I am normally a person that enjoys what they do but once I face a challenging situation it kind of brings me down" (P1-incomplete sentences). It affects the way the teacher feels personally, emotionally and psychologically. "... it affects me personally when I think obviously it changes your lesson because learners are disrupting it, it's also being selfish and disrupting other learners and it's also time wasted" (P2-incomplete sentences).*

According to Philippson (2012), individual experiences influence the relationship and in relationships each person configures his/her own experience. The experiences that individuals have with regard to interactions that they have with others, combine into certain configurations which become personal characteristics in developing the formation of the self (Polster, 2005). The following subthemes emerged regarding self-configuration of teachers within the teacher-learner relationship.

Teachers' self-configuration is embedded in the different selves they take up at school

Being a teacher often involves the teacher having to present different selves to accommodate learners as learners spend most of their time at school with the teachers. Being a teacher is about embracing a population of selves which exist in every human being (Polster, 2005). According to him selves are formed by a configurational reflex due to a cluster of experiences. Teachers have different experiences in their relationships with learners and from these experiences different selves are configured in order to make contact with the needs of the learners. In the case of a teacher some of these selves could include being a nursing self if learners get hurt, being a policeman when something goes wrong, being a parent while the learners are at school and presenting a counselling self when a learner needs emotional support. *"Helping learners understand their work, it also means that for the period that they with me I'm playing parent to them"* (P1-incomplete sentences). *"A teacher means being a teacher, being a social worker, being a mommy its fitting all the different roles in one to develop the child holistically"* (P2-incomplete sentences). *"I'm teaching and at the same time now I am turning the classroom into a court room, where you have to investigate these"* (P4-interview). *"Being a teacher means you are a facilitator. You are a guidance teacher, you are a social worker, you are a doctor, you are a police, and you are a mother. You are a friend; you wear many hats as a teacher"* (P10-incomplete sentences). *"Being a teacher means? Being everything, social worker, teacher, mother, advisor, motivational speaker is everything"* (P11-incomplete sentences).

The selves that the teacher presents at a specific moment are dependent on the needs of the selves that the learner presents at that same

point in time in their relationship. This correlates with Philippson's (2009) theory when he states that the self emerges in a given situation. Fromme (2011) also highlights that selves are parts of an individual which are internalized as schemas, created in relationships with others and evoked in different situations.

Teachers' love and passion for teaching are reduced due to negative emotions

Emotions help individuals respond to social situations and these emotions could either be pleasant or unpleasant depending on the social situation (Reis & Sprecher, 2009). Emotions allow individuals to respond deeply to life in personal ways and to connect with others (Gerth, 2012). Teachers might feel angry, fearful and powerless when they are faced with challenging behavior (Schutz & Zembylas, 2009). Some of these emotions might include frustration and could refer to a frustrating self that emerges in the relationship. According to Philippson (2009), the self involves the whole field and not just the individual and the relationship that one has with others in a given situation is important in developing the self. According to Schutz and Zembylas (2009), teachers' emotions are linked to their identity and well-being. Participants commented on their emotions that could reduce their love and passion for teaching. *"I feel frustrated because it doesn't give me the tools with which to deal with the learning problem that we are having" (P1-incomplete sentences). "He can challenge you he can get you frustrated" (P2-interview). "Sometimes as human beings we get frustrated very quickly and it's very easy to just scream and nobody benefits" (P5-interview).* It thus is evident how specific selves are formed as a reaction to the response of the other in the relationship, in this case the specific non-compliance of the learner that leads to a frustrating self of the

teacher. Sills, Lapworth and Desmond (2012) are of the opinion that the self changes moment to moment and the self is born of relationships that emerge from relational encounters that individuals share with each other. This frustrating self can even co-emerge with another self that the teacher presents and to which the learner again responds in a specific way. According to Duck (2011) people display different selves depending on the relationship and the circumstances. The emergence of such selves was evident in comments made by participants. *“After teaching I give them a task and that is my goal, where I want to see after the lesson and if I don’t reach that goal, then I am **frustrated** and **unhappy**” (P6-incomplete sentences).* *“... it’s very frustrating for me, and I have a lot of children that sit outside the class because it makes me so **angry** and frustrated that I just chase them out, just to get rid of them because they do not want to be here; they do not want to do anything” (P9-interview).* *“I get frustrated... **de-motivated**” (P11-interview).*

Often when challenging behavior reaches a certain point teachers tend to lose their temper and control. *“I went physical, the learner was arrogant and I ran short of professional means of dealing with it” (P1-interview).* *“... you reach a point as a teacher as well at certain times you know you going to lose it and you need to remove the person or yourself from the situation and not let the learner see that you losing control”(P2-interview).* *“I feel like I’m losing my temper but I do find ways to control them” (P4-incomplete sentences).* *“They drive you to such an extent that you just lose your cool, you use the wrong words, you use just the wrong everything” (P10-interview).*

The love and passion teachers might have for teaching might be reduced to such an extent where they no longer see themselves as being able

to teach. *“I want to resign all the time, get home you're stressed, because you're not used to this type of treatment, I just feel I haven't got control. That's how I feel, not good for your health, it's not worth it, I can't carry on like this”* (P9-incomplete sentences). *“I feel very de-motivated and discouraged. I feel like leaving . . .”* (P11-incomplete sentences).

These quotes indicate how the relationship with learners plays a definite part in the self-configuration of the teacher. The selves that the learner presents as “symptoms” of their challenging behavior, elicit specific selves of the teacher, which in turn has an effect on the learner. This emergence of selves within relationships is supported by Polster (2005) who states that different selves are configurations formed out of one's experiences.

Experiences within the relationship escalate to the home environment

Teachers are unable to leave their work at work - they often find themselves thinking about learners with difficult circumstances and challenging behavior when they are at home with their families. *“When I get home that's when I start thinking that okay these learners they need this and that. Most of the learners they are neglected from home, most of the learners they are going through abuse, I would go home every day crying”* (P3-incomplete sentences). *“When it comes to your own free time but you always keep on thinking about what you saw what was happening at school”* (P4-incomplete sentences). *“I take this home and I think about this child you know when I should be concentrating on my family”* (P5-incomplete sentences). The relationship they have with the learner with challenging behavior causes specific selves to emerge. One participant

referred to anxiety attacks where it seems as if an anxious self-emerged as a result of the teacher-learner relationship. According to Reid and Morgan (2012), challenging behavior can cause stress for teachers and make them feel anxious about going to work. One participant responded, *“I would think, normally Sundays I have anxiety attacks. I won’t sleep on Sundays; I will think alright, ‘Adam’ was very naughty this week so ‘Adam’ and the person he sits with. They do this and that. It disrupts him and what do I do. Alright let me, who have I not swapped in the class. No no that one is very timid and she will be bullied if I do not regroup her. So I play it all in my head when I am asleep. So I have those meetings with myself” (P10-incomplete sentences)*. Two other participants mentioned insomnia and the inability to relax as a result of the relationship with learners with challenged behavior, possibly indicating a sleepless self and a tense self that respond to the specific demands of the relationship. According to Vaswani (2008), teachers take their work home as they are continuously preoccupied with thoughts of problems that need to be solved. One of these problems includes working with learners with challenging behavior. *“You end up taking it home. You end up spending a sleepless night. The child is very much in your thoughts you are trying to think what to do how to approach the whole situation” (P11-incomplete sentences)*. *“I have this one in my mind. What am I going to do? You don’t, you know you don’t relax” (P12-incomplete sentences)*.

Challenging behavior causes stress for teachers

Challenging behavior seems to cause significant stress for teachers. Teachers come into the teaching profession to reach all types of learners but they experience stress and anxiety when faced with learners that display

challenging behavior, especially when it influences the learning and teaching of others (Morgan & Ellis, 2011). It was evident from the data that a “stressed self” was present with most participants. Emerging together with the “stressed self” were selves like “worrying self”, “pressurised self” and “tiring self”. These selves, according to Polster (2005), can be described as member selves which are selves that are responsive to immediate experience and are field - dependent in everyday tasks. *“It’s stressful for me in such a way that if it was for me I would take that learner and say go back and don’t come back tomorrow or I will see you next week cause it spoils everything like it spoils my day” (P3-interview). “So it somehow affects me to such a point to find out maybe you are stressed but not like always or every day because it’s something that happens maybe once a week ja it’s not every day that you have to deal with these problems” (P4-incomplete sentences). “It’s **tiring**; there is a lot of stress, unfortunately when you want to know your children better and you want to know these underlying things it puts a stress on you when you realize what these children go through” (P5-interview). “Become stressed because you can’t reach out to help the child and there is no one to help you help the child” (P6-incomplete sentences). “I feel very **worried** very you know stressed for example what happening, what’s wrong with the child and how can I help the child? I feel very stressed and **pressurised**” (P7-incomplete sentences).*

CONCLUSION

Relationships play an important role in the school environment, not only for the learners, but for the teachers as well. Research was focused on the importance of the teacher-learner relationship and how it influences the learners and not much research was done on the importance of this teacher-learner relationship and the self-configuration experiences of the teacher, especially with regard to learners displaying challenging behavior.

Although all teachers in this study have come across challenging behavior in their teaching career, challenging behavior is very complex and what one teacher might describe as challenging behavior, might be different from how another teacher describes this behavior. Challenging behavior is experienced as directed not only at teachers, but at other learners.

This study revealed teachers' self-configuration experiences in their relationships with learners with challenging behavior. Firstly, challenging behavior was viewed by teachers as behavior that is an internal challenge for the learner, but also behavior that is directed externally towards the teacher and other learners. Teachers identified underlying reasons for challenging behavior, and they linked it to a lack of discipline options in the classroom and a lack of parental support. In some instances they found children might become too old for their grade, which in turn could escalate into challenging behavior. Furthermore, how teachers experience their self-configuration in their relationship with learners with challenging behaviour was explored and the data showed how these relationships contributed to the teacher's self-configuration. The following elements were identified as contributing to self-configuration in the teacher-learner relationship: trust and respect, class size, individual attention and communication. It was found that teachers' self-configuration

is embedded in their different selves at school and their love and passion are reduced due to negative emotions. It was also found that experiences within the relationship escalate to the home environment and challenging behavior causes stress for teachers.

CONTRIBUTION TO THE FIELD

Through this study awareness was created in teachers of how they experience working with learners that display challenging behavior and how their experiences within these relationships specifically link with their self-configuration. Although this study might be a small-scale contribution towards understanding teachers' self-configuration, it can enhance the teacher-learner relationship and secure a healthy self-configuration for teachers. Once teachers become aware of this by reading this study, they can develop an understanding of their own reactions to children with challenging behavior. They can then reconfigure their selves in order to make more effective contact with these learners and facilitate a healthy relationship that will not only benefit them, but the learners and broader environment as well.

IMPLICATIONS FOR PRACTICE AND FUTURE RESEARCH

The results of this study have implications for future researchers, teachers and learners that display challenging behavior. Each of these groups as listed above would benefit from information that was shared by the teachers who took part in this study regarding the teacher-learner relationship with learners that display challenging behaviour. Future research could include a bigger scale contribution towards understanding self-configuration of teachers within the teacher-learner relationship working with learners that display challenging behaviour.

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SECTION C

REFLECTION ON THE RESEARCH PROCESS

1. INTRODUCTION

In this section a reflection on the research process is presented. Special attention is given to the experiences of the researcher and the evaluation of the research. In part 1 of section A the research problem for the study was outlined. From the discussion it was evident that teachers have specific experiences regarding self-configuration within the teacher-learner relationship with learners that display challenging behaviour. The importance of the teacher-learner relationship was explored and although literature showed that there was research done on the importance of this relationship for learner success, not much was done from the perspective of the teacher, especially regarding self-configuration.

2. RESEARCH EVALUATION AND SUMMARY

This study was conducted according to qualitative principles with the aim to explore and describe teachers' self-configuration within their relationships with learners that display challenging behaviour. An interpretive descriptive design was used to gain a better understanding of teachers. This research design was effective because it allowed the researcher to explore the teachers' experiences and the teachers were able to voice their experiences in their own way. Purposive sampling was used to select the participants as the participants needed to have experienced challenging behaviour before and needed to be teaching at this particular school mentioned above. The teachers were briefed about the criteria for inclusion for the research study in a staff meeting. The teachers that met the criteria and completed the consent forms were selected for the study. The researcher did not experience

any difficulty recruiting willing participants as the teachers were eager to participate. The sample study consisted of five black female teachers, one white male teacher, one white female teacher, two Indian female teachers and three black male teachers. The participants all spoke English even though they were from different races. The participants' personal information was kept confidential and their identities were protected by not including their names or any other personal details in the study. Participation in this research study was also voluntary.

Data were collected in the form of in-depth interviews and incomplete sentences. The in-depth interviews were effective as it allowed participants to express their experiences, they had time to discuss their opinions and these opinions were not influenced by any other participants. The in-depth interviews gave the participants opportunities to speak freely taking as much time as they needed to describe their experiences providing insight for the researcher. Although the incomplete sentences were more structured compared to the interviews it was also effective in gaining interesting data. The incomplete sentences were then used to enrich and enhance data that had been collected from the in-depth interviews. During the discussion of the incomplete sentences, the researcher was also able to clarify any uncertainties from the in-depth interviews and gain extra relevant information for the study as participants were now more familiar with the research topic. The in-depth interviews and incomplete sentences were audio-recorded and then transcribed. Data from the in-depth interviews and incomplete sentences were combined. The transcribed data were then coded into categories from which themes and subthemes emerged. The four themes with their subthemes that emerged were:

Table 2. Themes and subthemes that emerged from the study.

Theme	Subthemes
Teachers' views on challenging behaviour	Challenging behaviour is experienced as directed towards teachers and other learners
	Challenging behaviour is an internal challenge for the learner
Underlying reasons for challenging Behaviour	Lack of discipline options in the classroom
	Lack of parental support
	The maturity of learners contributes to challenging behaviour
The teacher-learner relationship as foundation for self-configuration	Trust and respect
	Class size
	Individual attention
	Communication
Self-configuration experiences within the teacher-learner relationship	Teachers' self-configuration is embedded in their different selves at school
	Teachers' love and passion for teaching are reduced due to negative emotions
	Experiences within the relationship escalate to the home environment
	Challenging behaviour causes stress for teachers

In this research study the researcher concludes that relationships are important in the school context, especially regarding self-configuration. Challenging behaviour was seen to lead to specific self-configuration experiences of the teachers causing stress and frustration for them. Furthermore challenging behaviour was not only experienced negatively in the school environment, but also in the home environment of the teachers.

3. EXPERIENCE OF THE RESEARCHER

The experience of the researcher will be discussed from a professional as well as from a personal perspective.

3.1 Professional experience

The researcher was interested in working with children with challenging behaviours. From the experience of the researcher, working with learners with challenging behaviour as a counsellor, it was evident that challenging behaviour on a daily basis poses a big problem for teachers within the school environment. The researcher had spent time in the school environment before the study which helped to gain insight in the field. The researcher expected that teachers would experience challenging behaviour in a negative way and that it would influence them on a personal as well as on professional level.

The researcher found each interview to be unique and valuable for the research study. It was interesting to see how the same questions brought out different responses as well as similarities. The researcher found the participants to be engaging and open to share their experiences. One of the obstacles that the researcher encountered, was scheduling convenient time slots for the participants in the data gathering process as the participants were busy. Sometimes appointments that had been scheduled needed to be rescheduled because participants had to be on break duty or fill in for teachers that were absent. This was frustrating for the researcher and created a delay in the research process. The researcher had to be flexible and patient. The researcher was relieved when the data gathering process was completed as the research process could then continue.

3.2 Personal experience

The researcher found the research process to be very stressful and difficult. The researcher felt anxious at times trying to meet all the time deadlines while working full time. Although the teachers knew that the researcher was the school counsellor, the participants had no contact with the researcher prior to the research data collecting process. It was, however, difficult to find convenient times to interview the participants. The researcher felt less anxious and relieved when all the interviews were completed. The researcher found it challenging as the participants knew that the researcher was the school counsellor, so she had to explain to the participants why she wanted to interview them. She had to clarify her role and she emphasised the fact that the participants were the experts in the interviewing process. One of the teachers became emotional and it was difficult for the researcher not to go into counselling mode, so the participant was referred to the counsellor that had been arranged for the study. The participant stated that she was fine and did not need to speak to the counsellor. The researcher treated all the participants with respect.

Although the process was stressful, the researcher enjoyed the research process as it was interesting to see how teachers experienced the research study and the researcher was satisfied with the outcome of the study. The school principal, as well as the participants, were also very interested in and positive about the research study which was valuable for the researcher.

4. LIMITATIONS OF THE STUDY

Because the researcher was employed at the school as the school counsellor, some of the participants were initially hesitant to participate as they were worried that the information would be shared with the principal. However, once the researcher explained that the information would be kept confidential, participants felt more comfortable participating.

The number of participants for this study could be considered a limitation as the study was conducted on a small scale. Another limitation might be that participants were all from the same school and therefore the representation of the results might not reflect enough of the greater population.

5. RECOMMENDATIONS FOR FUTURE RESEARCH AND PRACTICE

The researcher recommends that this research study should be done on a bigger scale involving different schools. It would be interesting to see whether the findings in other schools would be similar to this study. Current research focuses on the importance of the teacher-learner relationship with regard to learners and their success and how challenging behaviour affects the learners' lives. There is a lack of research focusing on the importance of the teacher-learner relationship for teachers and what kind of effect challenging behaviour has on teachers' sense of self.

The researcher feels that once there is an awareness of what teachers are experiencing with regard to learners that display challenging behaviour, programmes could be put in place to assist teachers to have more positive relationships with learners and help them to secure a healthier self-configuration. These programmes

could also assist teachers to find effective ways of working with learners with challenging behaviour for what is being used now, is not working.

The researcher suggests that once challenging behaviour has been identified the teacher could have one on one sessions with the learners to try and establish what may be causing the behaviour. The teachers could encourage the learners to attend counselling sessions with the school counsellor. Discipline programmes should also be put in place to help control the challenging behaviour and improve learners' behaviour, therefore making it easier for teachers to teach again and improving the teacher-learner relationship in the long run.

Another suggestion would be to involve school management such as the grade head or principle in order to have a holistic approach. Meetings with the parents and school management could be helpful in helping improve the learners challenging behaviour. As challenging behaviour seems to be a problem in schools the Department of Education could run workshops for teachers and school management to equip them to handle learners with challenging behaviour correctly without it affecting the their teaching ability.

CONCLUSION

In this study teachers' self-configuration experiences were explored within their relationships with learners that display challenging behaviour. This study achieved its aim through interviews and incomplete sentences within an interpretive descriptive design. From these data-gathering methods data were obtained and analysed. Themes emerged, which clearly show that teachers do have specific self-configuration experiences within the teacher-learner relationship. It was also indicated that teachers need more support in working with learners that display

challenging behaviour to improve the teacher-learner relationship and for an improved self-configuration. The information from the study, together with future studies, can be helpful in developing programmes to enhance teacher-learner relationships.

From the findings it is clear that challenging behaviour is a problem that teachers experience. Teachers also identified that the teacher-learner relationship with learners that display challenging behaviour is difficult and often contributes to the teachers' self-configuration. This self-configuration in turn plays a role in how teachers react towards children within the teacher-learner relationship.

SECTION D

ADDENDA

The contents of this CD will be arranged into different folders for organisational purposes.

The contents are as follows:

Folder 1: Addenda 1-5 Consent letters and Interview questions.

- Addendum 1: GDE Research Approval Letter
- Addendum 2: Principal Informed Consent Form
- Addendum 3: Informed Consent Form for Participants
- Addendum 4: In-depth Interview Schedule
- Addendum 5: Incomplete Sentences for Second Interview

Folder 2: Addenda 6-7 Transcriptions

- Addendum 6: Transcriptions for in-depth interviews for participants 1-12.
- Addendum 7: Transcriptions for incomplete sentences for participants 1-12.

Folder 3: Addendum 8 Thematic Analyses

This folder consists of 12 documents summarising the two interviews of each of the participants. Demonstrating how data analysis was done.

Folder 4: Addendum 9 Journal Submission guidelines.

This folder consists of the guidelines for the Journal of Teacher Education.

Addendum 1

GDE RESEARCH APPROVAL



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

Enq: Gugu Khumalo
Tel: 011666 9066

TO : **Observatory East Primary School**
Mrs. C. De Matos

FROM : **Mr. Raymond Martin**
District Director

DATE : **12 August 2013**

PURPOSE : **Research Permission**

Dear Colleagues

Kindly be informed that Ms. Sandra Roberts who is currently registered with the University of Potchefstroom will be conducting research in your school and the topic is: Teacher's self-configuration experiences regarding learners with challenging behavior.

She will investigate the importance of the teacher-learner relationship and how learners who develop positive relationships with teachers are more self-confident and will achieve more in the classroom. However, learners also play an important role in the lives of teachers. In this study she will also investigate how teachers could feel emotionally exhausted while interacting with learners.

Participants will be informed that being part of the study is voluntary and that they would have the right to withdraw from this study, without penalty, at any stage of the research.

Hope for a positive outcome at the end of the research.

Thanking you for your cooperation.

Yours in Education

A handwritten signature in black ink, appearing to be 'R. Martin', written over a dotted line.

Mr Raymond Martin
Johannesburg East District Director

DISTRICT: JOHANNESBURG EAST
Tel: (011) 666 9002, Cell: 082 464 8225, Fax: 086 266 7734 | Email: Raymond.Martin@gauteng.gov.za
142/144 Fourth Street, Benmore, Sandton, Private Bag X9910, Sandton, 2146
www.education.gpg.gov.za | Call Centre: 0800 005 175



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

For administrative use:
Reference no. D2014/196

GDE RESEARCH APPROVAL LETTER

Date:	07 August 2013
Validity of Research Approval:	08 August 2013 to 20 September 2013
Name of Researcher:	Ms S Roberts
Address of Researcher:	P.O. Box 752943
	Gardenview
	New Redruth
	2047
Telephone Number:	072 1997 720
Fax Number:	N/A
Email address:	s_roberts20@yahoo.com
Research Topic:	Teacher's self-configuration experiences regarding learners with challenging behaviour.
Number and type of schools:	ONE Primary
District/s/HO	Johannesburg East

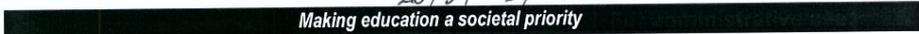
Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

Mkhado
2013/08/08

1



Office of the Director: Knowledge Management and Research

9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

David Makhado
.....

Dr David Makhado
Director: Education Research and Knowledge Management

DATE: *2013/08/08*
.....

2

Making education a societal priority

Office of the Director: Knowledge Management and Research

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Addendum 2

PRINCIPLE INFORMED CONSENT FORM



NORTH-WEST UNIVERSITY[®]
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
POTCHEFSTROOMKAMPUS

Centre for Child, Youth and Family Studies
Corner of East and College Street
Wellington
7655
Tel: 021 8643593
Fax: 021 8642654

22 August 2013

The Principal.

INFORMED CONSENT FOR TEACHERS' PARTICIPATION IN THE RESEARCH PROJECT

Title: Teachers' self-configuration experiences regarding learners with challenging behaviour.

Permission is hereby requested from you to allow teachers at your school to engage in a research project. The aim of the project is to obtain information about teachers' experiences regarding self-configuration (What makes teachers the person that you are) within their relationship with learners with challenging behaviour. Participants will be involved in the research for approximately two hours in the form of interviews and completing of incomplete sentences. The interviews will be held at Observatory East primary school. The researcher does not foresee risks for participants, except possible emotional discomfort. If discomfort is experienced, emotional support will be available. I have received proof of consent obtained from the Gauteng Department of Education. Ethical approval was obtained for the research project which is conducted through the Centre for Child, Youth and Family Studies (CCYF), Faculty of Health Sciences at the North-West University's Potchefstroom Campus. The CCYF falls under the African Unit for Transdisciplinary Health Research (AUTHeR).

It would be appreciated if you would give permission for the research to be conducted at your school.

Yours faithfully

Sandra Roberts

Name and Surname
(Principal)

Signature

Date

Addendum 3

INFORMED CONSENT FORM FOR PARTICIPANTS



NORTH-WEST UNIVERSITY[®]
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22 August 2013

Dear participant

INFORMED CONSENT FOR PARTICIPATION IN THE RESEARCH PROJECT

A research project of the North-West University

Title: Teachers' self-configuration experiences regarding learners with challenging behaviour.

You are hereby requested to engage in a research project to exchange information about your experiences of self-configuration (What makes you the person that you are) within your relationship with learners with challenging behaviour. Participants will be involved in the research for approximately two hours in the form of interviews and completing of incomplete sentences. The interviews will be held at Observatory East primary school. The researcher does not foresee risks for participants, except possible emotional discomfort. If discomfort is experienced, emotional support will be available. Ethical approval was obtained for the research project which is conducted by the Centre for Child, Youth and Family Studies (CCYF), Faculty of Health Sciences at the North-West University's Potchefstroom Campus. The CCYF falls under the Africa Unit for Transdisciplinary Health Research (AUTHeR). You are hereby requested to familiarize yourself with the content before you sign the form below.

In signing this form I declare that:

I have been informed what the purpose of the research is and that I will participate in data gathering sessions where I will be requested to take part in an in-depth interview. This will last 60 minutes. I will also engage in an additional interview where I will be completing incomplete sentences that will be discussed for approximately one hour.

I understand that there are no foreseeable risks or discomforts when I agree to participate in the study. I understand that the results of the study may be published, but that my name or any identifying information will not be revealed. The North-West University will maintain confidentiality of all records, material and recordings. I have been informed that I will not be compensated for my participation.

I have been informed that any questions I may have concerning this research or my participation before or after my consent, will be answered by the researcher of this study. I understand that I may withdraw my consent and discontinue participating at any time of the research process, without penalty or loss of benefit to myself. In signing this consent form, I am not waiving any legal claims, rights and remedies.

Name and Surname
(Participant)

Signature

Date

Addendum 4

IN-DEPTH INTERVIEW SCHEDULE

Interview one.[Thank you for agreeing to take part in this research study, the purpose of this research is to explore your experiences of self-configuration in the relationship with learners with challenging behaviour.

Your views and thoughts will be valued and handled with care. The information that will be shared during this research study will be treated with confidentiality and anonymity so please feel at ease to share your thoughts and views. Are you ready to get started?

Self-configuration has to do with who we are and how we have become who we are, what our thoughts are, what our values and beliefs are, how we react towards others and how we experience others. It is about what makes us the person that we are today? It has to do with our individual personalities and how we react to things and situations. The focus of this specific research project is to discuss your view on how you are configured within the relationships with children in your class with challenging behaviour.

Tell me what you understand about challenging behaviour?]

We have discussed the definitions of self-configuration and how you view challenging behaviour. Can you please tell me about **how you experience your own self-configuration within your relationship with learners with challenging behaviour.**

Possible probing questions:

Tell me about how you experience the learners in your class who display challenging behaviour.

What happens to you when learners in your class display challenging behaviour?

How do you react to learners in your class who display challenging behaviour?

How do you react to learners in your class who do not display challenging behaviour?

What happens to the teacher-learner relationship with learners who display challenging behaviour?

Addendum 5

INCOMPLETE SENTENCES FOR SECOND INTERVIEW

Interview two: Incomplete sentences.

1. Challenging behaviour is _____

2. As a teacher I would consider it to be challenging behaviour when _____

3. Being a teacher means _____

4. Teaching children with challenging behaviour is sometimes difficult when _____

5. As a teacher I am happiest when _____

6. As a teacher I am unhappy when _____

7. What makes me a good teacher is _____

8. My shortfalls as a teacher are _____

9. The teacher-learner relationship is important because _____

10. The teacher-learner relationship is affected when _____

11. My reaction to learners in my class with challenging behaviour is _____

12. My reaction to learners that do not display challenging behaviour is _____

13. After spending time with a learner with challenging behaviour I feel _____

14. Challenging behaviour of learners in my class affects me personally when _____

15. I consider challenging behaviour as resolved when _____

16. When challenging behaviour of learners in the class starts affecting the class I _____

17. I control challenging behaviour of learners in my class by _____

18. The way I experience my psychosocial well-being with regards to challenging behaviour is _____

Addendum 6

In-depth Interview Participant 1

Date: 27 August 2013

- R:** Okay, Good morning thank you so much for agreeing to take part in this research study.
- P1:** Okay, It's a pleasure.
- R:** Pleasure. Thank you. We going to be talking um the purpose of this study is to explore your experiences of your self configuration with regards to the relationship with children with challenging behaviour. Okay so I know that sounds a bit like a mouth full but we going to break it down now. I just want to find out from you what do you understand by the term challenging behaviour?
- P1:** My understanding is that a learner is not recognizing the boundaries they have around them.
- R:** Okay
- P1:** And um sometimes they do things they are they are not suppose to do at a particular time. It's not a problem to talk but it is a problem to talk when you are busy or when I l'm busy with a verbal instruction. So a learner that does not understand themselves and the context in which they are to the fact that they don't behaviour in accordance within the context in which they are. For me that is challenging behaviour.
- R:** Okay that is a very nice definition of challenging behaviour. Okay good no that's nice because I mean each teacher will experience challenging behaviour in a different way, um my next question to you is what do you think I mean by your self configuration?
- P1:** To configure means for me how I perceive myself ,self perception so maybe you are saying how do I view myself when I deal with learners with challenging behaviour what is my self perception as a teacher dealing with learners with challenging behaviour.
- R:** Okay that is correct, okay so the way that I have defined self configuration is it has to do with who you are as a person, okay how you have become the person that you are, okay what are your thoughts your values your beliefs, how do you react towards others and how do others experience you. So what you have said is pretty much ja its very close to what I have identified self configuration as, um it's also about what makes you the person that you are today, what experiences in your life has brought you to the person that you are.
- P1:** Maybe socialisation affect of a teacher a learner
- R:** Okay that's very possible, as well as your personality what type of personality you have and how you react to different things and different situations or different contexts okay um so the focus of this specific research project is to discuss your view on how you are configured within the relationship with children in you class with challenging behaviour which is exactly

what you said to me .Okay So um basically what I'm going to just ask you is to tell me a little bit about your experiences with learners with challenging behaviour in your classroom.

P1: Before maybe we could start from with my self perception, what do I perceive myself to be, I think I perceive myself to be passionate but there is a limit to my passion. Haha because I normally have a way of operating with learners which is I correct, I remind then the third time I run short of ways to deal with a learner I let you know if you do something that is not accepted if you do it again I remind you if you do it again I'm then like maybe you are openly repelling against the parameters of working, so this is the time when I believe that my patients normally have failed me because I normally start talking to you I have explained the reason why for example in class if I say you should not be talking while working I explained that it distracts other learners and it distracts the person teaching then it also affects the quality of the work that they are going to produce. I expect somebody coming from an environment with boundaries to understand that. So when they do it again I go back with them what did we say about talking in class for example then they repeat it to me if they do then I say but you have done it again we talked about it, we agreed it wasn't good you have done it again can I understand the reason why it happened then maybe they explain then I repeat my reason for the rule in class with the learner if it happens for the third time then this person is not making a mistake they know it's wrong and they doing it anyway then as a teacher I normally fail at that. I think I need help with that. I'm very poor with punishment in fact that's one of my biggest challenges I am having as a professional is discipline if I could deal with that adequately I think I could be more affective. That's how I feel.

R: Okay so how does it affect you are as a person?

P1: Sometimes I become emotional. I really do become emotional. Sometimes it does affect the flow of mine for example if I have to stop to correct a learner the order of things, the way I wanted to explain things suddenly changes. I get affected my self expression or my I don't know how to put this the way I wanted to put things across to learners its affected in a negative way. I cannot fully express myself to my learners the way I wanted to because I think I want to cover that maybe but somebody has done something intentionally, I'm like but why why why like I seem to dwell on that a lot and that affects my teaching and my work.

R: Your teaching and your work, okay does it have any other affect on anything else in your life?

P1: um not that I'm aware of.

R: okay.

P1: Yeah not that I'm aware of but I think I have also admitted to something negative. That normally happens I win some of my learners very difficult learners I win them because I employ sometimes if I fail with my second attempt I employ a one on one and even when I approach a learner on something I try to use a one on one. Right, but when I really really fail I call the learner aside on one on one and I speak to them. I turn around the whole issue what they are doing to me and the other learners I turn it around and I say right let us

imagine a situation of this nature. Somebody is doing what you don't like you tell them they do it you tell them they do it how would you feel? I turn the issue around to them they tell me their feeling then I say to them this is how I feel and this is how the other learners feel. Right, I also try to make learners appreciate that **learning is a team activity the parent the teacher and the child.** The parent has a part to play the teacher has a part to play the child has a part to play. If one of these people does not play their part properly then the team activity is affected negatively, so I try to make them realise what their portion is what could make them succeed what could make them fail and **during my one on one I try to bring that particular behaviour that the child displays in class and reveal to them how this is going to affect their intended goals.**

R: Okay and does that work quiet well for you?

P1: It does work with some learners. Some learners just think it is a waste of time. And um I really do get stuck **I really do get stuck and I end up screaming** yes I end up screaming sometimes. I remember one time a parent came here **I went physical** with a learner because I felt that **the learner was arrogant** I didn't have the right to do what I did but it got to a point that **I ran short of professional means of dealing with it** and I was quiet embarrassed so had to I apologised to the parent but it did happen.

R: Oh okay so is that usually how you are as a person or was this a reaction to being pushed?

P1: I think like I think **I do not believe I am a violent person** I never resolved an issue through violence even in my family setup. I have never used physical violence. I do spank my children but that's far apart, it's like my child is twelve years old now I think if I remember well I have had to physically hit him twice in the twelve years. I'm not saying this is the right thing but I am saying this is what happened. So I don't regard myself as a violent person but I can learn from others but my interpretation is that I'm not violent because I never seem to resolve anything through physically. **I normally talk to somebody so this is the approach that I employ also with my learners until it gets to the point that I realise that maybe it is not working. My biggest problem is that if my approach fails than both myself and the learner become failures because the learner does not change and I have no means of changing the learner.**

R: Okay and then how does that make you feel?

P1: **I'm passionate about what I do .I didn't choose the teaching as a career but it so happened that I ended up in the field and when I started teaching I began to enjoy in the my effort causing changes in other peoples life.** I began to enjoy until I started teaching properly but the other thing that happen to me was I grew up in a family where my dad drank beer and my mother went to church two extremes right as a boy growing up in a rural area I looked after cattle. I couldn't go with mom to church and I couldn't go with dad to the beer drinking so that's what happened so I grew up in a situation where by I couldn't participate in any of the activities that my parents were doing. But, **when I grew up I made a decision to adopt Christianity** when I don't know what to call it something that guided my way of thinking a belief right, **so that's when I began to look at people differently from what I had been in the past because in the past although I wasn't violent I was more friendly with objects than with**

people. I was mechanically orientated than socially orientated. So the generality of the point in mind was that they would come with their toys and things and I would fix those toys so I was generally orientated towards mechanically engineering and I taught them that originally but when I went in to teaching I started to relate better to people and when I adopted Christianity it also helped me to be a better person with people than I was initially because as I a young boy growing up I think I related more with non human things than with human. Right, so I believe that's part of the reason why sometimes I would get to a certain point I can't deal with in further because I was an introvert, up here is a situation where now I am dealing with people which need me to extrovert now speak out preach out to people my learners, right, my original nature is in cooperation with the expectation of my career right there could be a conflict there right

R: So that basically answers how it makes you feel when the challenging behaviour gets to point when you don't know what else to do

P1: Yes

R: Okay okay thank you. Alright and Then I wanted to also ask you what happens to you um when you teach learners that do not display challenging behaviour

P1: Learners that do not, repeat, go over the question again

R: Okay no problem okay so we spoke about what happens to you when you um teach learners that have challenging behaviour but now to the other side of that what

P:1 Okay the opposite

R: The opposite of that what happens when learners aren't challenging how does that you know.....

P:1 I feel I get a sense of satisfaction as well and I'm not generally offended by a learner who is failing. No, I get I could go home sit and think about ways in which this learner could be assisted try things talk to the learner. Um most of the learners I found to be doing badly are learners with poor conceptualisation like the learner views things in blocks does not break them apart. So what I try to diagnose what the problem is and I try to come up with means and ways. Sometimes even informally, right if a child is beaten is revealing aggressive behaviour like besides dealing with it as a teacher I try to deal with it as a friend by dealing with the issue as a friend with the learner. Right, but when I look at learners who are angry I try to give a lot of attention to what they give. I do I'm poor with my rewards right I do say them verbally but I think I lack in consistency of giving physical things to learners. Particularly to learners who don't have who are not intricately motivated, right learners who want something tangible to say I got this because I did well. Right, I'm poor with managing that right but I do realise the need for it. Although sometimes because of a number of factors I don't attend to it as regularly as I should but I do enjoy learners who are not challenging. I must add although that I recognize that even the learners who are challenging learners I feel sometimes it's not like they want to get at you it's who they are. Right, you get irritated that they affecting the normal learning environment but for them they are presenting another way of looking at things and another way of doing things. Also maybe they are saying I am a

person that wants to speak out I'm a person that wants activity you find them walking around they are simply saying I'm this type of this person and maybe as a person I might not be patient enough to accommodate them into my general way of approaching my work.

R: Okay so am I understanding that sometimes they might need a more unique way of dealing with them

P1: That's it I think they need a more unique way which might be lacking in me. Okay so because it's lacking in me and because I have not considered the full possibility of doing a thing what comes from somebody which is not what I thought comes like it is an offence and yet the child is simply expressing themselves and children are energetic people they can't sit still they can but you really really need to build strict boundaries around them.

R: Okay so boundaries seem to be coming up quite a bit. Okay that's important

P1: I think for me learning is only possibly where there is discipline I mean formal learning okay where learning informal learning we can learn anyhow but in the formal classroom discipline is quite important to avoid a lot of accidents, you create an environment where you can correct and share ideas and so discipline is key for me to learning.

R: Okay and discipline does that entail or um boundaries make up discipline

P1: Yes, it doesn't have to be you making the boundaries always you can talk to the learners we want to learn how bad can we do it. What are the things we can do in order to learn what are the things we can't do which can hinder our learning then the learners can create their own rules and then when they break them you refer them back to their rules. Guys you made a promise you made a declaration to say, if you get a good class they can make their own rules live by them and you have a democratic system but in some cases you have learners that will always want to go out of there way and live out of the system that has been created to control the area.

R: Okay and in that situation that's where the teacher will step in and try

P1: Yes because overall accountability rests on me if anything happens in the classroom um I'm the one to answer so weather I lead them to arrive at a certain conclusion or they do it by themselves at the end I must be aware that I'm the one that is going to answer so I must make it a point that whatever we agree on is good for everyone.

R: Okay and then I just want to ask what happens to the teacher-learner relationship with learners who display that challenging behaviour.

P1: Sometimes it depends on the motive that's what I could say it's from my experience it depends on the motive of the learner. Some learners I found that they may personally not like the teacher right and the relationship will always be bad but for some children it's like they are simply saying I'm a different person okay if you are patient enough to find out what it is that makes them to behaviour the way they do like on a one on one if you understand them better you might find a way of dealing with how they behave. Okay I teach a particular learner called nao chabela ,in grade 5m, she is a buddle of energy right for her its pt safety is

key, anything that you do safety first but for her it's like impulse, what comes to my mind now is what I will do that's the first thing the second thing is I think she lacks attention or she gets too much of it at home. So when she comes to school there is thirty something other children to get their attention then in order to get their attention she will do the things that are normally 'wayward' if I can use this term because every lesson you have to talk to Nao nao don't no no nao don't no noa don't and she likes helping but her helping never comes to a stop. Right so you end up whatever the case you will end up with a conflict on your hand right because she keeps wanting to help and then what needs doing doesn't get done, yes so the relations are quite bad in some cases. In some cases they become bad while the teacher and learner are trying to find out there areas of differences if it's a cooperative learner you will find that maybe sometimes you strike an understanding and you start working. I have a learner in grade um 4n his background situation whole situation is bad there is no mom there's a dad, dad will sometimes leave him alone so we have a learner who is playing dad and mom to himself sometimes. When he comes to school the lack of love at home is evident okay so at first when I met him we were quarrelling a lot and he would do anything to make me unhappy or angry, and I tried one on ones and they failed and at one time I ended up screaming publicly losing my temper publicly in front and he took it as humiliation. He even harder more um until I almost gave up then it came to me no let me try the negotiation way and the other way he tried to to to to hit back at me was by not doing his work, right he refused to do his work and if you gave him a book he would scribble like he was making a signature in the book but you get another teachers book the work has been properly done, in your book scribbling and I interpreted that as anger. Right when I started to understand how he was living and started trying to close the gap and luckily he responded then one of the days I sat down with him because the other learners were also poking him right knowing he had a short temper. Then I used to resolve these issues but something else would come up something else would come up and you would get other learners stuff then one day I sat down with him and talked over the issue and said what would you like other learners to do for you, the classroom is an unhappy place for you, how would you want other learners to change and then he said I would like them to accept me and like me accept me as a friend. And I said if you took their stuff do you think they will he said no then I mentioned a number of other things that he was because he was swearing he was doing quite a number of things then I talked to him about that and I asked him if he thinks by continuing to do that he would win the trust and the friendship of the class he said no. Then I started now turning his attention to the positive action that he could take my conclusion to him was you can not expect something good from something from somebody you are doing bad to if you want them do something good to you be good to them and I treated it like a secret between him and myself to say I want you to try tomorrow with somebody whom you think can respond positively to you. We stayed for a week then after the week he came back and said no actually I had a very fun break during the interval and I said what happened he said I brought some lunch and I offered it to the particular learner and we shared and we played together and there was no quarrel and then I said what do you think lead to that, okay, then he repeated what he thought was the reason for that then I encouraged him to do more of that. The acceptance levels in class have changed also what I noticed was that his effort in his work for me instead of the scribbles that I was getting I'm

getting work hand writing that is I don't know how many times better than what I use to get when the relationship was bad.

R: Okay

P1: Ja

R: So um I just want to try and clarify here so in order to have that that relationship with the learner it's good to get to know what their unique situation or circumstances are and then work with that.

P1: I think that is very very bad because you dealing if you don't have information about a situation it becomes difficult to deal with it adequately or properly if I could say so I believe also what helped in the situation was that I came to understand what the background of the learner. I came to know the learner not as a learner but also as a member of a family. I also came to know the family that he comes from so your experience combined together with my experiences in class were affected together and I begin to understand the problem and the learner has a problem and his behaviour is evident is a symptom of the problem that he has. Right, so when I when I understood this as a symptom and moved back I was able now to find a way of a dealing with the learner but about when the learner started changing I also came back to the class to say according to me since this time this boy has been trying this and that and that and that and that but you are not meeting him half way. So I built a bridge between the learner the other learners and him and I also gave him responsibility but we also sat down about it when you are giving out books I don't want you to argue with anybody that's going to affect your relationship with the other learners. I also want you to do your responsibility very well because the other learners are watching and saying but Mr has made um so and so a monitor but he is failing in that, right so I want you to do this thing so well that the others learners will begin to appreciate that there is something that you can do right. So he starting doing that and the other learners started appreciating what he was doing and he is not yet there but at least there is positive indication to say that the learner is moving towards accepting other people, accepting his responsibilities, accepting the teacher for whom he wasn't accepting initially.

R: Okay and how are you experiencing that that change in that learner.

P1: Satisfaction, yes you resolve something you get ja I think I would say a sense of satisfaction that at least you made a positive change in somebody's life and it will please me so to see him because I believe he is quite intelligent but the fact that he has to mother himself and father himself sometimes is a huge task, which other learners are not aware of and they wouldn't care anyway. Right, so that factor is what causes him his attention is spread over a number of things while you want your work he could be thinking about the next meal at home.

R: Okay okay alright well thank you very much for taking part in my um in this research study

P1: Okay

R: It's appreciated and also just to let you know everything that we discussed here will be confidential

P1: Alright

R: Okay are there any questions or anything that you want to add from your side before we end off.

P1: Ja no besides what I have explained from your side of things what what would you is there like **my admittance was discipline is my challenge** right so while I have the patients I lack there there are times when that patients seems to fail me is there a way to be a teacher that I could reach out to a learner accept what I have mentioned to you.

R: Okay well I think from what I have heard it seems very good what you are doing. I mean to try and find out really what is going on with the child cause I mean children are not usually naughty you know, their usually is a reason for that behaviour or they not usually challenging. I mean they quite good at sitting down and doing what they need to do if there is discipline. If there are boundaries I mean boundaries are very very important um but in some cases like you have seen some of learners are going through difficulties at home and it becomes more a holistic approach that you have got to take. You have got to try and see okay why is the learner struggling to write or why is the learner not able to sit still in class what are the other possibilities so in the case where you are actually looking at the unique situation that is the ideal way of dealing with the child to look at the holistic approach find out okay I can see this is what the child is giving me sometimes you need to dig a bit deeper which is sometimes difficult when you have got forty other children in your class. Um but in saying that I mean I feel there is sometimes times where you feel I don't know how to handle this particular child and with time you either will find a way or there will be that child that you might not reach okay but I think that that is a natural thing about being a teacher and sometimes you can only do as much as you can do. So by doing what you are doing you are looking at the holistic situation you are trying to find out, you are dealing with all the symptoms that the child is giving you and then digging deeper finding out okay why he is acting in a specific way um but I mean it is possible to get to a place where you are not always sure what to do with a child and in a case like that maybe to discuss it with other colleagues or maybe to have the one on one is ideal, I mean that's not always practical with the forty children but you seem to be doing that so from what I can see I don't see any other way that you could really improve on what you doing.

P1: Thank you

R: You already doing quite a bit you know what I mean you are going that extra mile there are very few teachers that will actually take the time to see what's going on with the child um at home for example because when you are a teacher you are busy. you got expectations of that child and your expectations are that they come to class and they do what they told you know and sometimes for you to actually dig a little deeper well lets see what's going on with this child you are already doing that the extra step the extra mile

P1: Okay Thank you

R: Okay anything else that you want to share about how you experience you your own self configuration within the relationship with these children with challenging behaviour. anything to do with how you see, More to do with your self configuration

P1: Well um so far this is what I could say there is but should anything come up maybe in our next discussion I could come out with it, but um I also want to say that generally my learners my relationships with my learners my learners regard me as a strict person right **I think I am strict.** Um but I also um explain my strictness okay to say I believe that if we are in class while we have the fun that we might have our main business is learning so my children view me as a strict person they use to find it difficult to like approach me right because maybe I physically say no if you have to sit down you have to sit down so **I believe I have strong I have a strong belief in set boundaries okay and I stand up for that so I believe also that affects how my learners learn just who I am to them or this strict guy until I started teaching PT which is where they saw me doing some activities and so on they generally thought I am mad or something you know and that tended to affect how we related but since I started teaching PT unfortunately my limbs aren't that allowing me too I discovered that our relationship from the play field going back to class sort of improved.**

R: Okay well that's interesting ,okay so teaching the PT helped with

P1: Ja, to do classroom work the relationship in the class playing games but when we come back to class I was like one of them they didn't see me as this person that does lots of things that we don't understand. They actually brought themselves up or brought me down to their level to say his one of us he can play with us you know so maybe what I can add **is that taking interest in what the children do sometimes can help also if they see you getting interested in things that has nothing to do with education that they learning in class that can also impact positively on their work.** I think that is about it.

R: Thank you very much

P1: Thank you

- R: Okay Thank you for agreeing to take part in this research study, the purpose of this research is to explore your experiences of your self-configuration in the relationship with learners with challenging behaviour.
- R: Okay so your views and thoughts will be valued and handled with care. This information that will be shared during this research study will be treated with confidentiality and so you can feel at ease to share your thoughts and views. Um are you ready to get started?
- P: Yes
- R: Okay I just want to find out from you what do you understand by the term self configuration?
- P: **Self configuration** okay obviously **its dealing with your self and how you configure and put things together and obviously make your analysis of it after** that I think.
- R: Okay good so what I say self configuration is: it has to do with who we are and how we have become who we are, what our thoughts are, what our values are, what our beliefs are, how we react towards others and how we experience other people. Okay it's also about what makes us the person that we are today? It has to do with our individual personalities and how we react to things and situations. Um so the focus of this research project is to discuss your view on how you are configured within the relationship with children that display challenging behaviour.
- P: Okay so it's just behaviour not academic more behaviour.
- R: More behaviour yes, so when we talk about challenging behaviour what do you understand by the term challenging behaviour, how do you understand it?
- P: okay I mean **every learner obviously displays some sort of behaviour** obviously some are good some are bad and with proper processes in place we do end up sort of helping the child to remediate that behaviour because it's actually changing the behaviour but then there is **some learners that have a challenging behaviour due to other circumstances like being ADD in the class and not getting the proper medication and then when you have to go back and look at the history of the child you understand what is causing that challenging behaviour** and some of the times as I said when you find out the learner is ADD not all of them have been, **you can see the symptoms and the signs of it but parents have still not got them tested or put them on medication or sort some sort of help and that can be challenging.** I mean obviously the barriers that they have there but also lots of learners with the situations at home **because sometimes it's a good thing if a child is naughty because you scold them than you have a one on one and then you realise no something has happened at home the social**

the emotional background of what's going on at home and that's where you find out and you find out okay no child is just naughty there is a reason why they do that and that's when you find out that some of them are serve but some of them are mild that you can obviously help and deal and put steps in place.

R: Okay that's a very nice definition of challenging behaviour.

P: Okay

R: Okay so now that we have discussed the definitions of self-configuration and how you view challenging behaviour. Can you please tell me about **how you experience your own self-configuration within your relationship with these learners with challenging behaviour.**

P: So how I view myself okay

R: Ja

P: You know what, the person I think that I started sort of thirteen years ago I have changed and the kids have changed me. I have adjusted to them the way I speak, I mean I was a very soft person but I have changed as well to get to their level of you speak loud and even when we go to the malls or something my husband says you screaming and I say no I'm speaking but you get to their level. You have to adjust and understand where they coming from and I'm coming from a basically a system of education where I was just around Indians, Indian teachers Indian people but coming into this environment because there is a lot of African immigrate children I have adjusted so well to them I can't go back into another environment because I understand my kids, I know the spirit they have, I don't know how to put into words. It's not that I'm racist but I love teaching these kids. You understand what I am saying

R: Yes, Yes

It's not that I'm being racist but I love the spirit of these kids in this school and knowing lots of them the circumstances that I can hopefully make a difference with them and they have changed me and also taught me a lot. But also I think the day that I became a parent you understand kids better as much as I studied I got my honours, I got my theory but things like that but when you teach a child and when you teach a child from a parents point of view you always say if this was my child I would do it differently and I think being a parent really accelerates or helps you to become a better teacher sort of thing because you understand if I was there mommy or if they were my child what would I do. All children are naughty so in that sense and I think we all learn from each other and I also...looking at children of today is like they lack a core and that causes behaviour problems because there is no proper core of culture of religion like when we do show and tell in English I say bring something from your culture. They say I don't know maam. You know, they won't even have a cultural outfit, they can't speak about their culture and I think my views are sort of not instil

obviously me being a Hindu but instil proper core values of you know basic things that you want them to have its not only about educating a child it's about putting in values of, you know believing in them because sometimes people don't give them that positive at home you know. You can do it, you can do it and even in the Ana like I kept on encouraging them and like from last year 56 average like they moved up to 70 something. And I kept on telling them believe in yourselves you know as much as we take it for granted that you have to teach because there is so much but it's also everyday to just put a little bit of other things into them to build them up for the future so I think that's where I also instil that in them.

R: Okay that's very nice

P: Okay

R: Okay um and then can you just tell me how you experience learners in your classroom who display the challenging behaviour how do you experience that?

P: You mean how do I feel or how do I deal with the issue.

R: Ja you could tell me how you feel and how you deal with the issue?

P: Okay like there is one learner can I name

R: Yes you may I will keep it confidential.

P: Okay I mean Chuku he's been diagnosed as ADD. He's on his medication and when he takes it he is so good but when he doesn't everybody knows that Chuku didn't maam he didn't take his tablets because no matter what you can do to this child he can become really really challenging. I have removed him from everyone at the front, he sits right I'm here, my desk is here, he sits alone at the back and he can challenge you he can get you frustrated but then on the other had when his good he is so good understand he'll sit he'll work maam can I do this maam, but when he doesn't and he challenges you, you can tell him anything he will sort of um give you sort of attitude or he will still not care he will still get up, still walk around, he still go irritated the other learners, he will still do things he knows what buttons to sort of press you know and that can frustrate you. Like the one day he was so troublesome that I said one of the learners you know what because you know you reach a point as a teacher as well at certain times you know you going to lose it and you need to remove the person or your self from the situation and not let the learner see that you losing control. So I asked a learner to bring him up to the office to just sit here for half an hour with his work to remove him completely alone here and he deliberately I promise you deliberately went like this just to challenge me.

R: Went slowly

P: I mean literally like this. From my class up here. After five minutes I actually left my class to see where he was and he was here standing and like. Then when he came to

the office I said I'm phoning your father and then the eyes oh maam I'm so sorry balling but he knows what he is doing but as soon as you say daddy is coming or I'm going to phone dad then the crocodile tears and I will behaviour and I said but you could have chosen you could have made the choice to behaviour in class rather than all of us ending up where we are and disrupting everything you know so children as well I think when they have got this challenging behaviour but also they know in the school environment you know what this is as far as the teacher can do she can't do anything more to me. They have their sort of way in the end because I mean obviously we don't have corporal punishment we don't believe in that I mean you scream you shout but you can't lose it too much because they know that you losing control. So you need to know how to, you know, say the things and show them you know what I'm still in charge but then the crocodile tears still come ja. And I think also you know what I'm with the grade 5's it's not so bad but as they get bigger in grade 6 and 7 you know the hormones in third and fourth term that's where you see the challenging behaviours and also like the groups getting up to mischief and you know that's where you start experiencing things like that.

R: Okay and how do you experience that is it when you spoke just now you said it gets to a point that it is frustrating how else does it....

P: I mean obviously at our school we do have structures in place of if a child does this you first speak to them you do this, and we do have like structures in place and the final thing is obviously phone the parent and if it continues with the demerits and things like that if they getting uncontrollable you call the parent in for an interview and if the behaviour continues then you have a disciplinary hearing. If like you know obviously if they did like we have misconduct 1 and 2 and if it falls under misconduct 2 its serious and then every child will have to go through that step, it's not like every child is treated differently. We follow the processes and then from the SGB like having you as a psychologist we say refer to the psychologist or what does the SGB say, how do we discipline this child, what do they do something for the school to clean up, you know, things like that and also finding the root of the problem. It's not only screaming and shouting at the child like sitting down and also asking them why you doing this, the one on one's are really effective because also lots of them when they have this challenging behaviour they like the attention from everyone and they all this mucho type and then you sit with them one on one they like a different child and then they open up and they tell you oh maam I'm sorry and the body language changes and the attitude changes you know so one on one's are also good to have with them sometimes.

R: Okay and once you have had the one on one how does that make you feel as a teacher?

P: Oh God you know it's like a mommy feeling because you can scream and shout at a child but as I say when you are a mommy and then you feel guilty and then you still want to help them and then you calm yourself and then you say but this I always tell

my kids you know I don't scold you because I hate you I don't shout cause I hate you, it's because we care. I could just leave you but just like your mommy, I always remind them you are like my other children it's like we push you, we scream, we shout because we want something better for you at the end of the day you know as much as you do something to them you tell them this is the reason why you know. It's like a mommy child relationship as well that you have with them.

R: Okay, Okay and then um I wanted to ask you what happens to you when learners in your class um... this is very similar to the previous question but what happens to you as a teacher when they display this challenging behaviour um you spoke a little bit about being sometimes you frustrated, when it gets to a point where like nothing is working and the challenging behaviour is just too much how does that affect you as a teacher?

P: Okay you know I think in most cases I control the situation, you do get respect from them. As I said with Chuku like obviously remove the child from there you do get frustrated because you know you going to lose it to a point, remove yourself or the child from the environment or from the classroom away from the learners so it just like sort of calms you down and you need to also realise you know what at the end of the day they are children and you are also the adult and you need to be professional. As much as you got these words and these things and these ideas going in your head it doesn't come out to the learner, they don't know what you give, whatever is going on in your head you retranslate that and put it in a different way and speak to them in a professional manner as well, you don't let them see that what Mrs is really thinking or what she really wants to do because that's not you know sort of thing, you follow the protocol and the proper procedure and you know what it might not work today, like even with Chuku as I said the last second term we had a manage problem with him and I was also losing it, I said you know what I need to do a turn around and also motivate and do the positive and that work. You know after scolding them or after disciplining them but also finding a way of saying okay how we going to make this better sort of thing and like with Chuku as well I promised him if he comes everyday for his medication I will get him a tuck shop voucher and it worked, and his been coming and touch wood in term three he has been so good where he has been coming up for his meds because what should happen he should lie that his coming up or he'll take his time instead of taking it at eight o'clock he will do it at another time or things like that. And also other learners you know it's like some of them it's just once off as well with challenging behaviour of the fighting or the aggressiveness and then they realise you know it was wrong and you know it's things like that like you know and especially with boys you find with the challenging behaviour they very physical the first reaction is hit then speak and then they regret what happens but this year compared to the last few years normally we have a lot of you know SGB hearings and the last two terms we haven't actually had which we going to have one now for the foundation phase for two learners but other than that it hasn't been so bad this year.

But hopefully as I said that but also as I said third and fourth term they also start getting out of hand. So Ja

R: So it's quite manageable

P: Yes its quite manageable yes. Most I think if I had to rate it, I think 90% of whatever situations we did have with challenging behaviours we have find solutions or improvements with lots of the kids over the years like with Cameron that we had and we sort different things or with the foundation phase with the learners you know it is manageable, **it does get stressful but I think we contain and manage it**. I think we quite lucky and also the type of kids, the parents do play a role some of them but it is manageable.

R: Okay so even though sometimes it's frustrating and a little bit stressful

P: Ja I think anything in life you have your ups and downs but it comes back down sort of.

R: Okay Nice um what happens to you when with learners in your class that don't display challenging behaviour, how does that affect you?

P: The ones that are...

R: The ones that are fine...

P: They motivate you

R: They motivate you okay

P: **They motivate you like um like no two classes are the same like you say no two children are the same.** Like I had the 5m's and the 5B's and the 5B's were always like noisy and I always told them you know come on guys come on and just by talking to them and telling them they actually are better than the other class now even their marks their behaviour and I told them you know what you the better class now come on keep at it and they try and they walk in and they behave and you know sometimes it's just little things that make a big difference to kids, we don't realise that but even when I was speaking to the other teacher Mrs Mashiysa and with teachers we always tend to chat a lot. We come up to the staff room but we still talk about the kids. We always talking about the kids and even Mrs Mashiysa said she noticed that the one class is getting so good that yet they were naughty and that motivates you and saying you know what there is a change in you guys go and then **by you motivating yourself motivating them you have a better classroom environment and I always tell them you know what you don't want to come to a classroom and have a boring lesson, you don't want to come to a classroom where the teacher is screaming at this person at that person. You want to come to the classroom to learn to have fun** when you leave this door that's **my philosophy for this 30 minutes walk out with something new and keep it with you for the rest of your life**. It's not to make me happy to get ten out of

ten it's to keep it with you and build on it until you get into your final steps of life. I don't want you to forget things and learners that don't display that It's so good because also there is hope you might lose it with the ones that challenge you and you look at the rest you know what and I even tell them you know what if you want to misbehave the rest of us want to learn please remove yourself, you sit at the back, I will teach learners that want to learn you know sort of thing but they do motivate you I think. And it also, learners like that you want to also challenge them to become better. Yes

R: The ones that are challenging, you want to challenge them to become.....

P: You know to improve them selves. I always say don't stay here you get here and I push them to get here.

R: Is that all the children or the challenging behaviour children?

P: All of them, I say all of you can do it that's why you are sitting in this school because you are in grade 5 and you can do it. I always give them like pep talks I think it helps. But also when you scold them you scold them as well to tell them you know what this is not it this is not the rules come now you need to get a move on but also with the learners you find some of them are also very immature you know the different years because some of them are born years two years apart that sitting in the same class so the level of maturity is also different if you must think about it and lot of them that are born in the second and third term they start kicking in now whereas the ones that are born in January are already sort of mature. You find the maturity levels you know the EQ and the IQ plays a major difference in also behaviour.

R: Okay and then I have got my last question for you.

P: yes sorry I talk a lot but it just comes out.

R: no its good we need all this information what happens to the teacher-learner relationship with learners who display challenging behaviour? So the actual relationship between you and the child with challenging behaviour what happens there?

P: You know what I think it depends on the teacher, you talking about me personally or in general.

R: No you personally

P: Okay at the end of the day you know what you are not perfect and I always tell my kids you don't point a finger there is three pointing back at you, sometimes I might be doing something as well to also not listen to the child enough or whatever. But the learner and the teacher relationship as I said we put steps in process and sometimes it can just be a personality clash, sometimes it's a personality clash but you can't go now as an adult and treat that child differently, yes they got behaviour problems but

because now you don't like the child, I don't ever do that where I treat them and show them in a... you know Mrs doesn't like you I like try sort of encourage them and build on the relationship. Yes you have got a behaviour problem but you can still work you know sort of things like that to improve them. So and if there was an incident that happened you forget it and you also move on you know you don't keep on harping on the child you did this you did this you know, yes you did that it is a new day let's move on but if you are going to misbehave I will discipline you and I think also learners are so sharp I think the one thing about me is I'm very fair and very objective, whether it is a clever learner, whether it's a short learner, whether it's a immigrant I treat you all the same and children pick that up with teachers. They know when you favour and they know when you fair and I think when you fair and you strict you get more respect and that makes a difference.

R: okay so then my next question to you was going to be what happens to the teacher-learner relationship with children who do not display challenging behaviour?

P: As a teacher speaking to other learners you motivate them like I was just talking to Miss Nkala and she gave me a great idea like every test we write now we have a top five and every time another test we have the top five and they see how the names change and I said anyone can get there you know. It's like motivating them putting their names up and then when their names appear three times I from my side buy them something you know it's like little things like oh Mrs is watching us and they all like fight to get to the top five and to be there all the time and you know you always have to find new ways of , you know teaching is stressful it can de motivate you but people ask me why do you do it I say I love it, I have my bad days I have my good days but at the end of the day when you see the child in January and you get them through to December and you see how much they have learned and especially with this CAPS new syllabus it is so good to see how the learners are developing and you know and learners that obviously don't challenge you its' to build them up that's my main aim just build them and build them and give them everything I can this year not just for this year for life because you educate them for life and one day and even they always come back to you Mrs we doing this and what you said is so true you know it's so motivating. I think to see you learner your child get from January to December and the improvement but there is also as I say some learners you can try and try but you can only help them so much and if they don't want to move forward you know it's also their fault then you also need to be responsible as well.

R: Okay so am I right in saying that um the way you deal with the teacher-learner relationship is equal no matter whether they are challenging or whether they not challenging.

P: No you don't mark them I won't mark them no. Oh Chuku did that so I don't want to look at him it's a new day good morning everyone lets carry on and should his behaviour come up again we will sort today's behaviour and finish it yesterdays behaviour was in the past you know, you can't do that.

R: So you treat them all the same and fair to everyone.

P: I'm very fair and even if I ask for duties I won't just ask you know this learner I give everybody a chance and say please go to the teacher or just do this you know and they like that sometimes all they want is attention. They just want to have attention they want something positive I mean all of us if somebody says you hair looks so nice it just makes you feel better you know little things to them. Sometimes yes we get so focused on work but you must also remember it's the little things that make the big things to.

R: Okay well thank you very much for taking part.

P: I hope it helped.

R: Yes it did, Thank you

In-depth Interview 1.

Participant 3.

R: Okay thank you for agreeing to take part in this research study.

P: Okay

R: The purpose of this study is to explore your experiences um of your self configuration

P: Okay

R: in the relationship with learners with challenging behaviour. Okay so we going to break it down so don't worry.

P: Okay, Okay

R: Your views and thoughts will be valued and handled with care. The information that will be shared during this study will be treated with confidentiality.

P: Alright.

R: So please feel at ease to share your thoughts and views. Okay, Are you ready to get started.

P: Yes.

R: Okay, what do you understand by the term self configuration?

P: Um it starts with like your getting the fact to know your self in how you consider your self mostly um before it goes with the learners , you as a teacher or as a coach what do I want myself and what is expected from me before it goes to the learners first.

R: Okay

P: Yes

R: Okay, I'm going to just tell you what self configuration means to me.

P: Alright.

R: It has to do with who you are as a person

P: Yes, yes definitely

R: Yes that's what you said

R: How we have become who we are, okay, what our thoughts are, what our values are and our beliefs are.

P: Okay

- R: How do we react towards others and how do we experience other people. It's also about what makes us the person that we are today. It has to do with our personalities.
- P: Our personalities yes.
- R: And how we react to things and situations. So the focus of this specific research project is to discuss your view on how you are configured.
- P: Okay
- R: Okay within the relationship with children in your class with challenging behaviour.
- P: Alright.
- R: Okay but before we start that I just want to ask you what do you understand by the term challenging behaviour?
- P: Um the challenging behaviour um at this stage actually at like primary school level mostly I haven't experienced it that much cause mostly I'm not in the classroom so like I'm always at the field and that is the most part that the children loves but then you might find sometimes it's a bit challenging cause they come from different backgrounds and they adapt things from home and they can take it out on you that's when it becomes challenging for me but it doesn't happen like most of the time. It is only there and there. Yes
- R: Okay that's good and what are those things that they adapt.
- P: um like being bully for an example, you sometimes like at home there are rules that the children must obey. Some of the houses they don't have rules at all. So you find out the children come to school and they come to school and there are rules, like I said each and every house has rules so even when they come to coach I make my rules from the onset and they know that they must follow the rules so like to a child whereby there is no such at home something like a rule that you must obey then it gets a bit challenging. And you will sometimes you will talk and goes like no I don't want to do this and its form of respect also. It's a bit challenging cause they see you as a coach but they don't see a need for having respect for you cause it's not there at home, you get what I'm saying.
- R: Yes I hear what you saying that makes a lot of sense.
- P: Yes and it becomes a bit challenging to work with a child like that cause now you have to take him/her to a side try to find out what is the problem and now it's affecting other children.
- R: Okay , so is there anything that you want to add about what you think challenging behaviour is or do you think we have covered everything.
- P: Ja cause um mostly if I can say about challenging behaviour, it's when a learner is being difficult in a way questioning like whether this is true or this is how it should be done or not or behaving or acting in a difficult way also.
- R: Okay.

- P: Ja
- R: Okay, Thank-you.
- P: that's what I can add with.....
- R: with challenging behaviour.
- P: Yes.
- R: Okay and then now that we have discussed what the definitions of self configuration and how you view challenging behaviour, can you please tell me how you experience your own self configuration within your relationship with children with challenging behaviour.
- P: Okay can you come up with the question again.
- R: Okay I can.
- P: Yes
- R: How do you experience yourself okay your self configuration, we spoke about self configuration being who you are, your personality okay so how do you experience who you are your self configuration with children with your relationship with children with challenging behaviour.
- P: Oh Alright like I said earlier on um with me mostly to be honest its only like once in a while whereby I have learners who are challenging or with challenging behaviour cause like I said there is a difference with me being a coach and teachers or teachers who are teaching life skills because we play a big role more than any other teachers because most of the children they trust us and they can relate to us more than any other teachers so that is why most of the time I have good relationships with my learners cause they love me, I love them back and now they know that they can rely on me. They can share whatever that they want to share with me and for me actually it makes my job easier whereby even sometimes I can't even um notice the challenges cause they even love sports and not just because they love sports cause coach is there and I do it in a different way, so with me to be honest I think my first year when I started here that's when I had challenges and that's when I sat down and said what do I want as a person and where am I going to cause now most of the learners are like a bit old when I started here. Some of them were even taller and like bigger than me but not in age obviously and it was a bit challenging for me cause sometimes they will say arg she is so small, we can't take this and that's when it actually built me and my self esteem and to sit down and say this is what I have to do for me to be where I want to be and that's where I saw that some where somehow I was lacking confidence. But through that challenges it made me to build up my self confidence to be what I am today when it comes to challenges with them. So now lately and this time to be honest I don't have any challenges or I haven't faced any challenges with learners.
- R: And do you think it's because of maybe you've built yourself up.

P: Yes Yes I think it really helped and the thought that like I said the first year it was a nightmare and then that's when I sat down and said I have to do this and that and through that challenge because before I came here I was working in a private school so it was different from the treatment that I got here from the children. So in private schools mostly you don't get most of the challenges that I got here and that's when I was not even aware about my self configuration like we said when I first came here. After I had those challenges that's when I said who am I , what do I want, how can I build this, oh I lack self esteem I lack self confidence. I learned that through their challenges on that year and then on the following year that's when I worked on it and it makes my life easier cause now I know I want this and I have learnt that through those challenges when I first came here with those learners.

R: Okay and then I know that you said that you don't deal a lot with children with challenging behaviour but tell me about how you do experience maybe even if it is passed learners that were in your class that displayed challenging behaviour, How did you experience it? How did you deal with it?

P: To be honest it was very sad for me for the first time, the way I experienced it. And then I'm an open person, most of the time. I have friends who are teachers also so I would sit and talk to them because for me it felt so sad cause like when I come to work this is a child I am a parent. I came to make a difference but not to be challenged by a child. So it makes me feel sad in a way but then it's because of I lacked some self confidence in me. So it felt very sad but then I worked on it and I shared and had opinions also from other people who had better experience like me and some of the teachers here also at the school.

R: Okay so that helped you deal with the challenging behaviour.

P: Yes it helped me a lot I don't want to lie.

R: Okay, Are there any techniques or anything that you use when you are working with children that are being a little bit challenging even on the sports ground like maybe they don't want to listen, they doing their own thing.

P: Yes Alright. Um I know it might sound silly but believe me it helps cause like most of the children in this age to be honest they lazy. I don't want to lie. They lazy. So what I do and what I have realized according to my experiences and what I'm using at the moment um with learners who are like a bit challenging or with challenging behaviour most of the children like it's the boys and they do love soccer more than anything else so what I do if I find that behaviour I will tell them you know what you out of the soccer team or you won't do PT for the rest of the year, you just going to do the laps. They hate doing the laps around the field. So now if I come and they see I'm standing like firm with my shoulders tall and then they know arg shoo there's coach otherwise we going to do the laps the whole day. So know that already they don't have to mess with me or else they will do the laps for the whole PT lesson and that's what they hate. So they will come with the well disciplined manner and well disciplined behaviour and our PT lesson runs smoothly.

R: Okay

- P: Yes, I just deal with it with laps. I don't want to lie it helps.
- R: Okay and then how do you deal with children who do not display challenging behaviour. How do you experience those children?
- P: Ja those children like I said they don't come from the same family with the same backgrounds sometimes you will find that some learners they don't challenge at all but there are some who challenge in a positive way. Ja which is very good for me cause I can see the progression of the learner but then those who are not challenging at all to be honest it is not easy for me also to notice them or to identify their weaknesses and what not cause they there because they are there and which it makes me sick sometimes cause it's not easy for you like we have forty in a class, so I have to assess all of them. Some of them just for once a week you can't even identify that for example Lesego was here cause they don't have any challenges with them so it's a bit ja.....
- R: Do they fall under the radar those children that have got no challenging behaviour, you know like they just they there.....
- P: They there but yes ja cause there are those who are challenging in a very very good way which is very good cause like I know that I have to set up like further stations with challenging activities for them cause they like a bit advanced so which is a good thing.
- R: What happens to you when learners in your class display challenging behaviour. So um I know maybe there's not a lot but what happens to you if there is a learner that is particularly challenging that day or giving you a bit of a hard time. What does it do to you as a person?
- P: Um it drains me to be honest cause I don't like to shout to be honest that's my weakness and another thing I don't like being angry. So when I'm with them I know that I must be forever smiling even though there is a boundary that they know that they don't have to jump this line but then it drains me cause it's one thing that I hate that to shout this and that no so if happens for me it's too much strain I don't want to lie and it's stressful for me in such a way that if it was for me I would take that learner and say go back and don't come back tomorrow or I will see you next week cause it spoils everything like it spoils my day in a way cause I don't like shouting and being angry cause I have to be there for them at all the times and I recognise their personalities as well cause you know with sports it reveals character, it does not build character. That is why I'm the one that can be able to see the character from the learners so if they come up with that behaviour so it just turns me off and go like arg this and that and it's so strenuous for me. I feel like a bit stressed I don't want to lie.
- R: Okay thank you for that, what happens to you when you deal with learners that don't display challenging behaviour, when they do behave you know in accordance to the rules? How do you feel with those learners?
- P: Ja um I really love working with those children to be honest like I said 99% of them it's that behaviour actually which is very nice even though sometimes you might feel that you need

to see them growing also and having like a positive challenge towards me but then I really love working with children like that.

R: Okay good thank you, and then I just want to ask you what happens to the teacher-learner relationship the relationship you have with the learner with learners that have challenging behaviour? What happens to your relationship with them when they are displaying challenging behaviour?

P: Ja, you know at first it depends how you take that challenge cause it starts with me first before the learner cause first I have to know okay if for example Lesego is doing this and then I have to know how to deal with that first then that's when I can sit down and take the learner first and say alright, well not in front of other children when everyone is gone. I will call him/her at the side now I didn't like this and that, this and that remember I'm an adult you're a child I love you, I am a parent, we came here to work this is there problem. Cause sometimes you know what they behave like this because it's not because they want to, yes I know some is peer pressure I know but some they going through a lot that we don't even know, so some of them they even confide to me that you know what I'm going through this at home. Some you'll find that they being abused this and that, so now I also have a learner a relationship with them as a mother also not just as a teacher to them as the mother to them and then we talk one on one and we will see that oh this is where the problem comes from. So I make sure that on that day we sort it out and understand where does it come from and follow up and then so that we know we don't have a bad relationship cause at the end of the day I'm there parent also. I came to make a difference, I cannot say alright Lesego don't come Thato don't come this and that. So I have to find out, I sit with I do sit believe me and then we sort it out and then I see what is the problem so that we can have a nice relationship with them. Nothing will change right after I have spoke to the learner and I also to some a bit of a follow up to see on that learner and it becomes so well. Cause it is amazing the things that you will find out that we were not even aware of cause it can't be one learner every day every day in every class then there must be something. Then and sometimes like I said they don't trust, they are scared of the teachers. So with me most of the children they open, so that is why they even confide in me coach this and that this and that and then we sort it out and then our relationship stays the same nothing will change.

R: Okay that's good, and then what happens to your teacher-learner relationship with children that don't have challenging behaviour. How's that relationship?

P: Those children actually I take them like my biological children cause they not they don't have challenging behaviour so everything goes smoothly and well and our love grows everyday with those children even those with challenging behaviour also. So we like one team and they know it's like mommy and daughter mommy and son with coach so I don't have that much problem also.

R: Okay

P: Yes

R: So do you find that the relationship with challenging behaviour and with children without challenging behaviour, you able to work on the relationship.....

P: Yes I am able to work on it cause the challenging one you sit down as a teacher or an adult with that learner and then try to find out even though we don't have time but I do make time cause like I said with sports it really... you know it's so amazing what I have learnt mostly in this school that most of the children they going through a lot and I can even see that through sports cause in a classroom its fine they sitting they can write but they not revealing their character as quick than when they at the field like I said it does reveal their character so that's when I can see and then sometimes we talk and the child goes like arg this and that then that's when I call a child and then we talk we sit and then we she or he explains that's when I can see that's where the problem goes and we end up having like a good teacher and learner relationship more than the ones that doesn't have any behavioural challenges .

R: Okay because you get to spend more time with those children

P: Yes and some of them they being neglected at home. They need sometimes during my lessons even five minutes I take it when we done with the skills and stretching. I just give them to let them talk cause sometimes even at home they not given a chance just to be listened. A parent to sit and listen to whatever, so you know what it makes them feel loved and accommodated all of them. Not in different occasions or what but in a special way all of them. So it really works a lot.

R: Okay and then is there anything else that you want to add with regards to how you experience your self configuration with relationship with children with challenging behaviour or do you think we have covered everything?

P: Ja you see with self configuration it is very important to be honest. That is why even if it was first there in your research it is very important. Cause talking from experience, I lacked it, I didn't know who I am, what I want, where am I going that is why I ended up having most of the challenges from the learners. So it is very important to know about our self who I am , what I want as teachers or its fine if I call me as a teacher its fine.

R: Yes you are a teacher

P: As teachers to know then it makes it easier to deal then with the learners cause sometimes we also human, we are teachers some of us for example we grew up being abused. So if I haven't dealt with that for an example if a learner has a problem like that and comes to me coach this and that I won't be able to help that child cause I have never dealt with it me as a person so it is important to know ourselves first and learners then it will be easier to have a better relationship with them.

R: Okay thank you very much.

P: Alright

R: Okay is there anything else that you want to add or are you happy?

P: Ja you know what I think that this is a good research that you are doing because of there are children yes who are challenging in their own way but like I said with sports to be honest you will find out most of the children they do love sports. Yes there are those who don't love sports but if you know who you are what you want, they end up loving sports just because of you. Cause I had children who said when was it before we closed coach on Friday must we come to school I said yes you can come. Are we going to have PT I said I don't think so maybe you are going to clean the classrooms. Arg coach I'm not coming I said no we will do PT no coach we are coming because we want to see you. You know we come for PT we love it because the way you teach us. Even in my walls I have the letters from them, you know what cause the way the relationship I have with them they end up having the love for the sports even if they didn't do. So self configuration it is very very important to know who we are and what we want and our personality as well, the way we approach the children it is very very important because whatever we say it lies within them. Yes so it is very important also and our personality also it counts through the children yes cause we came here to play a role we are there parents, we have to love them, we teach them so there's no way that if I don't know what I want then it's going to be stressful for me, I remember that year when I got home I would drink pills every day each and every day because I didn't know at the moment what I want and what must I do, where am I going. You see it's like standing right around here but not knowing where is forward or at the back, so self configuration it is very very important as teachers or whoever working with learners it is very important. Then to overcome those challenges then it becomes much easier and now you know how to help or how to deal with such situations with learners then it makes life easier in that way.

R: Alright

P: And they have to trust us that's the thing and it comes again with our personality cause if they don't trust you then they won't share anything with you and they will always come with a bad behavioural problem which is a problem towards you again as a teacher.

R: Okay so trust is very important as well.

P: It is very important. Yes cause I also had most of the cases whereby they know that if I can tell coach then its fine its sealed and they will come and confess coach I did this I did this this and that , so sometimes it's not about being teacher and learner also as a parent mother or father being there for them. Even though it's not easy cause there is a lot of them but there will only be few that have those problems then be there and try to advise them also. Then it helps.

R: So to give that extra.....

P: To give that extra mile also for them, yes, ja cause that's what I do most of the time with them. It really helps not for them and for me also as a person I can see I'm growing and where I'm going also. So it helps for both us the learner and myself also.

R: Okay thank you very much.

P: Alright, Okay.



CERTIFICATE OF VERACITY

I, the undersigned, hereby certify that in as far as it is audible the foregoing is a true and correct transcript of the recording provided by you in the matter:

(NAME OF AUDIO: Participant 4 – In-depth Interview)

TRANSCRIBER	:	HRE02
DATE COMPLETED	:	23/12/2013
NUMBER OF PAGES	:	6
PROOFREAD	:	<input type="checkbox"/>

INTERVIEWER: Okay, thank you for agreeing to take part in this research study. The purpose of this study is to explore your experiences of your self-configuration, in the relationship with learners with challenging behaviour. Okay, so we are going to break that down a little bit. It sounds a bit like a mouthful.

INTERVIEWEE: Okay.

INTERVIEWER: So your views and thoughts will be valued and handled with care. The information shared during the research study will be treated with confidentiality and please feel free and at ease to share your feelings and your thoughts and your views. Are you ready to get started?

INTERVIEWEE: Yes, I am ready. We can start.

INTERVIEWER: Okay, firstly I want to ask you what do you think I mean by the term self-configuration.

INTERVIEWEE: Self-configuration maybe it is like looking at my inner feelings. Like how do I look at things in relation from my own point of view, in terms of the learners, the way they are doing their business around the school?

INTERVIEWER: Yes, okay, that is very good. Okay, so the way I define self-configuration, which is very much similar to yours. I said it has to do with who we are as people. What has made us the people we are today? What our thoughts are? What our values are? What our beliefs are? How do we react towards others? How do we experience other people? It is about what makes us the person that we are today. It has to do with our individual personalities. And how we react to things in situations, so the focus of this specific research project is to discuss your view on how you are configured, within the relationship with children in your class, that display challenging behaviour.

INTERVIEWEE: Yes.

INTERVIEWER: Okay, so could you tell me a little bit, about how you understand the term challenging behaviour?

INTERVIEWEE: Mainly these are, like I can just label as problem kids. Mainly they are bullies and they are just against the school rules. Anything that is of authority to them it means nothing. They are just here because they are supposed to be at school but actually, they are not here, in terms of their mind. Emotionally they are far away.

INTERVIEWER: Okay.

INTERVIEWEE: Those are like problem kids that you have to deal with them most of the day. Some problems maybe they come from far. Maybe as far as back at home as well, from broken families, broken mums where you find that there is no, maybe, parental figure

to just point those kids back in line. In terms of behaviour. This is what I am thinking of as challenging behavioural kids.

INTERVIEWER: Okay, thank you. So now that we have discussed the definition of self-configuration and how you have huge challenging behaviour, can you please tell me about how you experience your own self-configuration, within your relationship with these learners with challenging behaviour?

INTERVIEWEE: Some of them really are, I think when I look at my own background in my own history, it is almost similar, but I think some of them are going too far. Yes, because you find that, well I certainly admit that some problems are really there, at home, but I think some learners are taking this too far. You see, most of them are just against school authority, school rules; I've got a few boys there that has maybe in terms of, as well as maturity. Others are just too old to be in grade seven, maybe. I'll just put it that way. So you find that they are just not interested anymore in being in primary school. So, talking from that, I've been through status like those so I almost understand what it means to come from places whereby you feel like you are not being taken very good care of, you know, being loved and that. But still there's a limit in the bond as to how you can react here at school and how you behave yourself. That is what I can say.

INTERVIEWER: Okay, so tell me how do you experience challenging behaviour in your classroom?

INTERVIEWEE: Yes, normally in my classroom, generally is not, when I'm talking about; like do you talk of my class or the whole school, like the learners that I teach?

INTERVIEWER: The learners that you teach, all of them.

INTERVIEWEE: Okay, I feel like others are not too bad. Most of them are not too bad. There are just a few groups of learners, maybe, who are trying to do, I mean maybe to be known about doing the wrong things. I think others they have been let off the hook for quite some time and then their behaviour has sort of like been accepted. To say this is how they are and then they are behaving like and this. This one is naughty. This one is crazy. This one is that, and they have taken it like that and then they keep on doing things, in the way that they feel like everybody is looking at them. And on the other part others, when we start getting hard on them, they come back and then they go back and do the basics that they are supposed to be doing. That is how I have experienced it. Especially in the grade sixes, I feel like they have been left too long to just go left or right. They are just uncontrollable in terms of this, especially with the girls. That girls' class only but most of them are showing signs that they are likely to reform, not in the next two or three months

but maybe in grade seven, when they are the big ones, maybe. I am just looking at it in that way but in grade seven, it is too late but it is not too bad. Especially in grade seven. Even in 7C, we just have a few people, here and there, but the rest of them they are really good.

INTERVIEWER: They are really good, okay, and how does challenging behaviour affect you, as a teacher?

INTERVIEWEE: Yes, it does because sometimes you spend more of your time on things that are not even necessary. Because now you have to solve case number one, case number two; now that time that you are wasting there, trying to solve things, like those issues, I should be teaching, you see. So it does affect me because now I have to, at the same time, I'm teaching and at the same time now I am turning the classroom into a court room, where you have to investigate these. Find out who did this and that, you see; even this issue of cellphones that are being stolen around the school. It is really worrying because you find that when people in grade six or seven, they start doing things like this, like stealing teacher's cellphones. You tend to wonder what kind of learners you are going to have in two or three years to come, so it really worries me a lot. That we have behaviour that is almost out of control because stealing a teacher's property, things like cell phones; we don't expect them in primary school, at least. So, we are really concerned about this, as well because we are not saying that kids must come here and do things our way, morning to sunset, but some of the cases that you have to solve. They really drain you a lot because you have to take more of your time and try to sit down and look at all the angles as to whom might have been doing this. Because most of them, normally, they don't want to admit, even if they know that so-and-so did it. You won't get an answer until maybe you start threatening them, "I'll call the cops. I'll do this and that." Still you find nothing, but not all the cases because I remember last term that one learner got her phone back. It was stolen and then I tried to threaten them and then the next morning it was there. So it is also worrying because I also leave my phone, just like the one that we have here right now. I can go out; maybe I am called by the officer here, when I go back I would be very lucky to find it on the table, so it is also affecting me as well, because I am not very safe and secure, in terms of things like this.

INTERVIEWER: Okay, thank you. What happens to you when, I mean how do you experience learners in your class that don't display challenging behaviour?

INTERVIEWEE: That do not display?

INTERVIEWER: Yes.

INTERVIEWEE: Most of those, normally it is those above average learners, who are very

talented at school and even the parents, they are supportive, they keep on coming and they are really concerned about what is happening about their child's education. So, mostly those people do not have those problems. Even the homes from where they are coming from, it seems like there is parental figures that are balancing everything, at school or at home. So, yes, those ones I don't have much problems with those. They normally do very well.

INTERVIEWER: Okay and how do you feel about those learners?

INTERVIEWEE: I am very happy. I am very happy to have learners who are doing things like that because mostly peer pressure is likely to affect people like those because they end up with people who are doing the wrong things and then they want to be, as I've said to you, with people who are very naughty, who are popular at school. But, well with those, I haven't seen anyone going astray. Most of those that have been doing very well, without those challenges, they are still in line.

INTERVIEWER: Okay and it makes you feel happy to see those?

INTERVIEWEE: Beyond happiness.

INTERVIEWER: Okay, good, and then I wanted to find out from you what happens to the teacher/learner relationship, with these learners with challenging behaviour?

INTERVIEWEE: One thing for sure I have to accept and understand that all learners are different. Others will be average. Others will be above average and others will be excellent. So, even those that have those challenging behaviours we cannot change them overnight, and expect them to be angels by tomorrow. But, still, as part of our work, we have to put a few of our college skills and try our best to reform them. Getting angry with them won't help because it is going to be there every day and then you have to solve their cases. Especially when they start affecting those who do not have challenging behaviour, so you have to just tolerate them. Even if sometimes we don't understand them, you know, so we cannot just avoid them and start getting, you know, be heavy with them or angry. Just talk to them, sometimes in private as well, after school, in the morning or during breaks. Talk to them one-on-one and then maybe you can see a future in them. Because I've seen them, some of them when you talk to them in private like this, they really try, by all means to reform themselves.

INTERVIEWER: Okay, so is that how you help the relationships?

INTERVIEWEE: Yes, so that at least we do not end up, like [inaudible: 0:11:44] them and then we just don't care because if we don't care then that behaviour is going to end up spreading around the whole class, if not the whole school. Then they end up affecting

those other learners who are doing well.

INTERVIEWER: Okay, so it is important to work on that relationship?

INTERVIEWEE: Exactly, yes, we cannot ignore those. The idea here is they are doing those things, some of them, that they just want to be seen, they want to get your attention and maybe they don't even get it at home. So we can't just leave them and label them and say, "This one is crazy", no, we can't. We have to at least try our best to find a solution to those.

INTERVIEWER: Okay.

INTERVIEWEE: I've seen it, as well in some of the learners there. You will find the one learner was behaving very badly. Others we have given them things like responsibilities, class monitors, class prefects, and all those things and it has worked. Then they have changed, so we have to repair that relationship, instead of just letting them carry on like that because that thing is going to end up coming back again and it is now affecting twenty people, instead of affecting maybe one or two.

INTERVIEWER: Okay and then what happens to you, to the teacher/learner relationship with learners that do not display the challenging behaviour?

INTERVIEWEE: With those, normally, it is a very good one because we really don't have any issues to solve, except maybe one or two, but those ones, they really give us a reason to want to come back tomorrow and look forward to teaching them. You know that with this learner if ever there is a problem, maybe, it is just once in a year or in a term. You don't expect to every day to be solving cases from those, so the relationship is very good. It is encouraging. It makes you even feel happy to come back tomorrow to look forward in teaching those kids as well.

INTERVIEWER: Okay and then is there anything else that you want to add, with regards to how you experience your self-configuration, with the relationship with learners with challenging behaviour? Is there anything else that we left out that you would like to just add?

INTERVIEWEE: I'm trying to think but, I think, we've basically covered almost everything. If there is anything, I am not aware of, as of now, but I think everything, basically, has been included there, in what we've discussed.

INTERVIEWER: Okay, thank you very much for taking part in the interview.

INTERVIEWEE: Okay, you are welcome.

In-depth Interview .

Participant 5.

R: Okay thank you for agreeing to take part in this research study.

P: Okay

R: The purpose of this research is to explore your experiences of your own self configuration in the relationship with learners with challenging behaviour. Okay so we going to break it up, I know it sounds a bit like a mouth full.

P: It does, it sounds psychology doubled, yes configuration

R: okay so your views and thoughts will be valued and handled with care. The information that will be shared during the research study will be treated with confidentiality.

R: So please feel at ease to share your thoughts and views. Okay, are you ready to get started?

P: Let's get started.

R: Okay, so how do you understand the term self configuration?

P: **It's the way in which you adapt yourself to the behaviours of the different children that you see and the problematic behaviour.** That's what I understand from it.

R: okay yes, so what I said self configuration was it has to do with who we are as people, what makes us the person that we are today, what are our thoughts, what are our values, what are our beliefs, how we react towards others and how we experience other people. It has to do with our individual personalities and how we react to things and different situations. So the focus of this specific research project is to discuss your view on how you are configured within relationships with children with challenging behaviour.

P: Okay

R: Okay so before we continue, I just want to find out what do you understand by the term challenging behaviour?

P: **Challenging would be not the norm, you know where the child tests your limit so to speak. It would be the extreme cases not really the just the naughty child seeking attention. It would be a child with problems at home or you know problems with learning so they seek attention or they behave badly as a result of underlying problems** so to speak.

R: Okay so now that we have discussed self configuration and how you view challenging behaviour, can you please tell me how you experience your own self configuration with regards to your relationship with learners with challenging behaviour.

P: **I think the most important thing it starts off with trust and respect okay once I get to know my learners and we build that trust its easier for me to get to know them on a little bit more of a personal level** so **if they are giving me challenging behaviour I can have a one on one**

with them, you know where I try to find out what is the problem because in most cases when they are exhibiting this behaviour it's not because you know they want to misbehave. It's because of you know different situations maybe there's a learning difficult or there's a language barrier or I don't know maybe the child just doesn't have grounding or maybe there's a problem at home because most of the time when children have terrible behaviour it's because something happened at home or maybe parents are fighting at home or something of that matter, so you know get to the root of the problem first and if I can't do that successfully then you know I'd pass it on to somebody else to try and figure out what's going on with this child or speak to the other teachers and find out are they behaving in a similar pattern in your classroom or is it just me, so that I know what the problem is because if it's only in my class than obviously there's a problem with the way I'm teaching and you know what I'm doing or maybe this child just doesn't like females or doesn't like me or whatever it may be.

R: Okay thank you, so tell me how do you experience the learners in your class with challenging behaviour? How does it make you feel?

P: It can get a bit much because we are teaching large amounts of learners so it can really rattle you cage you know because you've got so many things that you want to achieve by the end of the lesson and if there is somebody that is constantly distracting you and the rest of the class it derails you so to speak. So yes it can be challenging and it can drive you insane but I've been teaching for long enough to know not to let that get to me, you know.

R: okay, so it doesn't get to you

P: as badly no

R: and if it does get to you, in what way does it really you know affect you?

P: Just to want to know why the child is not you know following the rules because in my classroom I start off at the beginning of the year with the mutual respect thing and if you don't give me respect then you don't earn my respect so you know then I want to know why? What's the root of this and it tumbles that norm where the mutual respect is and I can't let that be so it worries me until I find out what's going on.

R: Until you find out what's going on and then once you find out....

P: And then its steps to try alleviate that, to help the child in whichever way I can or if my behaviour is wrong and the child feels that I'm threatening or you know maybe they feel uncomfortable or maybe there's a preconceived idea that maybe I'm favouring or whatever it may be to deal with those problems and you know to have a one on one so you know I know what the child is experiencing, they are able to communicate that to me and then to try rectify that.

R: Okay thank you and then tell me how to you experience learners in the class that do not display challenging behaviour.

P: Oh I enjoy them because then you able to do what you meant to do and you able to move on at the pace that you want to , so it's actually a breath of fresh air.

R: Okay thank you for that and then what happens to the teacher-learner relationship with learners that display this challenging behaviour?

P: I'll be honest it is challenging because I mean you know as a teacher you not teaching one class the whole day, you teaching different classes. So it does get to you at times when you know like Timothy for example I don't teacher him but I use to teach him in grade 4 and when he was coming for Afrikaans I just knew ooh I had to do something to you know get him to fall in line and with him I learnt that positive reinforcement worked wonders. You give him some form of authority in the class and he will be the first one doing his work and making sure everybody else in his group is doing his work. So you have to find these ways of manipulation so to speak to get them to do what you want them to do and it worked so you know that's generally what you do when you know that's coming you prepare for it.

R: Okay so tell me a little bit more about the teacher-learner relationship.

P: okay

R: How does the challenging behaviour of a child affect that relationship with you as the teacher?

P: You know what I have learnt to forgive but I can't forget and I believe that children learn from mistakes so if you going to be negative all the time with these children and have these preconceived ideas you are badly behaved, you always going to be badly behaved and I know that and I'm not going to give you a chance again then it doesn't build the child in fact it's to the child's detriment and I think you as a person you don't grow either because as a teacher you meant to be more motherly whether you a man or a women you know you nurture these kids and you need to be a bit lenient with them because sometimes these kids just need a bit of love. Often what I have learnt about the kids in this area from this area many of them come from broken homes from homes where the parents expect them to be like the adults. They have to do the cooking, the cleaning the everything and you have got to understand that situation because if you don't and the child comes to school and you know your homework's not done and this child is tired and wants to fall asleep you going to be irritable and think that this child is just not interested but if you know where this child is coming from, it just you know it gives you that much more perspective and new understanding and you try to rectify the situation you know contact the parents and find out what's going on , what is the situation at home and that sort of thing?

R: Okay so really getting to know the child to build that relationship.

P: It is important.

R: Okay and then what happens to the teacher-learner relationship with learners that do not display this challenging behaviour?

- P: I think shame those poor ones; you know I still have a relationship with them. There are a few that I would identify as like the really quiet ones that won't do anything wrong but then again they won't participate and I try to draw them in and try to include them in the things we do even like in discussion even if they give me a little bit of information or you know try give them a little more responsibility so that able to shine a little bit because those are the ones who are generally not very confident so they try to hide away from or shy away from you know from being in the lime light. So I try to include them a little bit and give them some form of authority so to speak you know so that they can you know show a little bit more of themselves and I find that when you do that then they communicate and they more open with the kids in class and they have a better relationship in the class and they see each other as a family rather than just we in this class.
- R: Okay and then do you find that with the children that display the challenging behaviour that there is more effort on the relationship.
- P: My part, it is more effort. It is, it requires a lot more.
- R: In what way?
- P: You've got to over see the child, you've got to find out background information, you've got to have this preconceived notion that this is what you know is coming next , you know that this is why the child is behaving like that. So you know every time that child is in your class you got to take cognisance of that idea, that this child is coming from another space and you need to be patience because you know sometimes as human beings we get frustrated very quickly and it's very easy to just scream and nobody benefits. Sometimes the screaming works but sometimes its futile so you know you've got to.... it takes a lot of effort to remember all of that and um ja.
- R: okay so just a quick one how does the challenging behaviour affect you as a person?
- P: It's tiring; there is a lot of stress involved because you know when you find out these things unfortunately when you want to know your children better and you want to know these underlying things it puts a stress on you when you realize what these children go through and where they coming from and you know you take for granted children should be happy and care free but when you realise the reality of where they coming from it's a bitter pill to swallow because these kids what they go through you wouldn't expect adults to go through you know and it affects you whether you like it or not emotionally it affects you . You know at the back of your mind whether you in school or at home you still thinking about how this child is affected and what's happening with that child at the moment, you can't really just cut off completely. You can try to but not completely.
- R: Okay thank you is there anything else that you would like to add on how you experience your own self configuration within the relationship with learners with challenging behaviour?
- P: I think we have covered everything.
- R: Thank you very much for taking part in my research.

P: No problem.



CERTIFICATE OF VERACITY

I, the undersigned, hereby certify that in as far as it is audible the foregoing is a true and correct transcript of the recording provided by you in the matter:

(NAME OF AUDIO: Participant 6 – In-depth interview)

TRANSCRIBER	:	HRE01
DATE COMPLETED	:	14/01/2014
NUMBER OF PAGES	:	9
PROOFREAD	:	<input type="checkbox"/>

INTERVIEWER: Okay, thank you very much for agreeing to take part in this research study. The purpose of this research is to explore your experiences of self-configuration in the relationship with learners with challenging behaviour. Okay, so everything that we talk about will be confidential. All your views and thoughts will be valued and handled with care, so please feel at ease to share your thoughts and views. Are you ready to get started?

INTERVIEWEE: Yes, I am.

INTERVIEWER: Okay. The first question that I have for you is, what do you understand by the term self-configuration?

INTERVIEWEE: Dealing with the children in class.

INTERVIEWER: What do you think self-configuration means? I just want to see if you... Okay, when we talk about self-configuration, we talk about who you are as a person. What makes you the person that you are? What are your thoughts? What are your values? What are your beliefs? How do you react towards others, and how do you experience other people?

INTERVIEWEE: Oh, the way I feel about myself towards other.

INTERVIEWER: Yes.

INTERVIEWEE: Okay, thank you.

INTERVIEWER: So it also has to do with your individual personality and how you react to things and situations. The focus of this research project is to discuss your view on how you are configured with relationships with children with challenging behaviour.

INTERVIEWEE: Challenging behaviour.

INTERVIEWER: Okay.

INTERVIEWEE: Yes. Anyway, I know that we all come from different backgrounds. Some of the children are more challenged. Other children are raised by single parents. Some are raised by grannies, you know, so it affects them. Their background affects them big time in the classroom. They want to be seen. They want attention, and they seek attention in a wrong way, so sometimes as a teacher you're not even aware that this child needs my attention in a different way. They don't want to be treated the same way as the other kids. They want to be special. They want to feel like those children. Anyway, with regard to those children...I consider them as children who have behavioural problems because they don't know how to behave towards other kids. They have their own environment which, when they come here, they see a different environment and they see things which they don't even experience at home so they differ according to their abilities as well. Some you'll find are challenged, but they are weak. Some are more challenged but they are clever

in the classroom academically so if a child is weak and he's more of a challenge, the child is difficult to deal with because most of the parents are unavailable. They are not availing themselves. You phone them and then it's another problem that you can't concentrate on a child only. You need somebody who's intervening so that you are able to help this child so if you are alone as a teacher it's very difficult for you to reach out to help that child. Some of the children are clever but they need that attention. They have their own problems at home and when they come here, academically they're okay, but they have behavioural problems, so the parents are aware my child is a clever child. When you call them, they avail themselves, but when you talk to the parent you find that there's a gap between a child, a parent, and the other parent like a father they don't live together and most of the parents are depriving their kids of being in the same environment with their fathers. There's a child in my class he's six. His father's presence as well...it affects him. He can't even write a word. He's so mixed up. I don't know. It's as though there's a block in his brain, so it's very difficult, but you need to treat them differently and you accept their behavioural problems because some situations you can't change them you have to live with it. We need the next teacher to be aware that this kind of child has this problem. Even though we can't nurse the problem as such, we need to sit down with the child and say okay, fine. I understand where you're coming from. I understand. This is a school. In a school we need to conduct ourselves in this way, and this etcetera, is not acceptable. However, I can blame the parents more so because they don't engage themselves with the child's daily routine. Do you understand? They're very busy. You'll find that when you talk to a child who came to the classroom without their homework and you ask where is my homework? The child will say, my mother came late last night. Mummy didn't come home last night. Such problems affect the child. The child can't do the homework by him or herself. Some of the homework needs someone to motivate the child. They are not motivated, so those are the problems were facing. Another thing: you can't punish the children physically, so that's why the child will say okay, Mummy's not here. My teacher won't do anything. They'll just talk and shout and that's it. A parent will say to you but ma'am, I think you are messing up here. You should punish them. You must use a cane or whatever on them. That's what I'm using at home to draw my child's attention. The children are therefore aware that teachers are not supposed to whatever to us, so that's why they leave...they don't bother with doing the work, which is given to be done at home.

INTERVIEWER: Okay.

INTERVIEWEE: We figure out many ways of punishing a child and our hands are tied. It's so

difficult because a child becomes used to your shouting. Why didn't you do my homework? He or she knows when they come back to class the following day, she will just say why didn't you do my homework? And it ends there. Do you understand? It's not a question of respecting their parents. They fear their parents because they use physical punishment. Do you understand? In the school they don't fear that physical punishment. Even if you say get out of my classroom. If you don't do my work, get out, so they enjoy that. Go and remove the [inaudible 0:07:07.8] they enjoy that. No break until...and then you give them a short break. You do my work until... They don't care. There's nothing that pushes a child to... Okay, let me focus. Let me do this. My teacher will come and punish me.

INTERVIEWER: They don't care.

INTERVIEWEE: They don't care.

INTERVIEWER: So how would you define challenging behaviour?

INTERVIEWEE: It's very difficult because were lacking in the way of punishing a child which can always send a child's mind to say I need to do my work or my teacher wants this. Even looking at himself and saying I'm in Grade Three. I want to work hard for Grade Four. There's nothing that motivates the child to focus in going to another grade. Even when you say in classes, students, are you aware that your marks are low? Are you aware that your work is behind? Are you aware that you might not make it for Grade Four? When you look in the child's eyes, you don't see a picture of the fear of oh, I might fail or I might not go to Grade Four. My other classmates will go forward and I'll be left behind. They don't have that idea that you're talking about. They don't care, so it's very difficult for you to intervene alone actually. There's no one outside in a child's other world to come and intervene and help you out to outgrow the child, so I find it very challenging. That's why most of the marks are becoming low. It's because parents don't engage themselves.

INTERVIEWER: They don't engage themselves. Okay, that's very important sometimes, to have the parents involved. If they're not involved it makes it difficult because you can only discipline up until a certain point. What kind of behaviour is challenging? If you could give me examples, what is challenging behaviour, if children do what types of things?

INTERVIEWEE: I can give you an example of one child in my classroom. Okay, there are lots of them but they have different challenges. This one child, when you talk to him he doesn't talk to me. When I call his name, Leandra, why didn't you do my homework? He will just keep quiet and look at me and change his face, become so aggressive and he's so stubborn. Leandra, did you eat last night? It's quiet. Leandra, why did you come to school today? It's quiet. Leandra, do you want to talk to me? It's quiet. Sometimes I become very frustrated.

I don't know how to...I sometimes say okay, Leandra. Go and drink water because I want him to go out. Maybe he'll get another fresh mind to come and talk to me, or there's something that he needs outside. I don't know. I become very frustrated. Then I call the parent and say I don't understand your child. He doesn't talk to me at all. The mother says also at home. If he wants to keep quiet, he keeps quiet. If he wants to talk... At break, I went out in January/February to observe him alone. What kind of child is he outside of the classroom? He plays. He teases other children. He grabs other children's food. He bullies. He does everything that is ugly, but in the classroom he's quiet, therefore I don't know. It's as though he doesn't even hear what you're saying. He'll just look at you, change his face, and look at you using the eyes that attitude. I'll say stop looking at me like that and he'll just turn and look up, down, or outside the classroom, but with a face like don't even talk to me. Do you see? That is another challenge that I have and I don't know how to handle this. That's when I ask Mali to intervene, so Mali spoke to the child and she came to me empty-handed as well and said this is a very stubborn child, who doesn't open up. He doesn't tell what he wants or what he doesn't want. What is it that he wants to happen? I still remember the other time in class, I said to him by the way, you're from KwaZulu Natal, and he said yes. I asked if he likes his country and he said yes. Are you Zulu? He said yes, ma'am. I'm Zulu. I said, okay, do you have cattle at home....your father or grandfather? There are lots of them. I said okay, I think it would be better when you go and become a shepherd. It will be right. Yes ma'am, I want to because when you go with other boys in the bush to feed the cattle its nice, ma'am. We eat fruit from the bush and we learn how to fight. He's therefore the kind of child whose not in the classroom. He doesn't want to be in the classroom, sitting and doing schoolwork. He talks about fighting. We learn how to fight. We learn how to whistle. I don't know how they do it. He told me ma'am, we drink cow urine for us to know how to use the whistle. I didn't know. I'm hearing this for the first time. He has to go there. I spoke to the mother and she said to me no, we are no longer together with the father. The father went back to KwaZulu Natal. I said to the mother, maybe it's where everything started. She said no, he's like this. They did the traditional whatever. They thought maybe there were ancestral things. They performed those rituals, but it doesn't work. I said maybe he needs prayers. The mother said I think so, ma'am. I'll take him to the pastors because even if he decided not to sleep in the house...they said there's a granny somewhere, but she's not a real granny. They call her Gogo. He sometimes goes and sleeps there. When he comes from that house, water hasn't even touched his body, the hair is upside down, the uniform etcetera, so I complained several

times to the mother, but she's still young as well. She doesn't know how to handle the child and to me, it will be so difficult because the child is still in Grade Three, and the mother can't handle the child. I just fear where he's going. This other child...the parents are separated as well. The father wants to have the child, he said to me. He only came this time because I told him that I need to return the child. He's not coping. I have him chances and the homework isn't done, etcetera. The father said I don't live with them. I live in my own place, so he stays with the mother and the grandmother. I understand that the mother works for a call centre in Midrand and he lives in Soweto, so she only goes to Soweto when she's off or during the weekend when she's not working. Obviously the grandmother won't be able to help the child with everything that you want at school. The child can't even write a word. I'm not talking about sentence...a word. If I can show you his written work, you can't read it. I don't know what language that is. Now the mother came because she heard that the father came and she said to me what did he say? I said no, he just explained to me that you don't live together etcetera. What about the child's work? I gave it to him. I've shown him the books. Its proof because I don't want him to say my child is not that bad that you want to return the child. I need to show him the proof as he is a parent. She said ma'am, you've blundered. You shouldn't have shown him this work because he went to the court. He wants to have custody of Lesedi, complaining that I'm not involved in the child's academics. I said no, don't think of you. Don't put yourself in front. Put the child first. If that will assist the child, for the father to stay with the child, then when you're off you'll go and fetch the child. When you're at work, he's engaged. I don't see any problem. She said no, the family don't understand me. They don't like me. I said do you see? It's all about you. You're not saying they don't like the child. They might not like you, but they're on good terms with the child. They will all engage themselves to help the child. Maybe the child is crying out that I'm missing my Daddy. He's a boy. Some boys love their dads more than their mothers. I said okay, I don't want to interfere but I was just trying to show you that you shouldn't think about you only. Think about...sit down with your child and ask him who do you want to live with? Do you want to go to Daddy sometimes, or do you want to live with Daddy? When I come back, I'll go and fetch you. Understand the child first and then make a decision. I mean, he's not the enemy. He's the child's father. He won't kill him. She used words that were...he looks like an ugly person. Do you understand? However, I understood what the father said to me. Ma'am, it's about my son. Everything can stop, ma'am, for me to help my child. Those are the challenges we come across and our hands are tied. We can't go beyond and say to the father do this or to the mother do that,

but I'm advising my parents think deeply about your child's future.

INTERVIEWER: Okay. And then, tell me how do you experience learners with challenging behaviour in your class? How does it affect you? How do you experience it? What does it do to you as a teacher?

INTERVIEWEE: It affects me a lot because sometimes we have to stop a lesson and reprimand the child, hey, stop it, and when you come back to a lesson the other child is very destructive. Sometimes it just switches the lesson off and you start talking to them, you know what? When I start teaching, do not do this, so you're trying to implement discipline, so you are going backward now. You're not going forward. They are so challenging in the way that you can't go on with the lesson. You need to stop your lesson. When you're busy with that one the other one begins. Sometimes you feel like leaving them, walking out of the classroom, refreshing yourself, and going back. They are not children whom you love, to go on and on. It becomes worse each and every year. We are getting more difficult or more challenging children every year. In the classroom you'll find that before you had maybe one. Now it's worse: 3, 4, 5, 6, or 10 children who have different challenges. This one has that, that one has something else, but they all want your attention. You can teach when someone starts singing miming and when you say who is miming? They all say it's not me. It's this one. It's not me, so you are actually automatically interrupted. It's so challenging.

INTERVIEWER: Its challenging to carry on with the lesson.

INTERVIEWEE: When you want to go back to the lesson you don't have that energy, you see, so it's very difficult. It's too much.

INTERVIEWER: Okay, and how do you experience learners that don't have challenging behaviour?

INTERVIEWEE: They get bored and they'll say ma'am, even yesterday he was doing this. They come up with things you're not even aware of, things which maybe happened after school because those children who are more challenging; even the parents are running away from them. They don't pick them up on time after school. Do you understand? In the morning, they drop them as early as possible. They get tired of them, but when you call the parents to come forward, let's talk, to them it means they feel like its lowering themselves. I don't know how they feel. It means it's something that's not normal. I don't know. The children that are good, feel bored. They'll say that one is disturbing us. I still remember one child DJ in my class who said, ma'am, chase this one out of your class. He's disturbing us. Children who are wise, who are clever, and who would see that this one seeks ma'am's

attention...sometimes they'll say, ma'am, this one also kicked me. There's one child I put here who was swearing very badly. He's so forward. He knows everything that you don't expect a child to be aware of. He's a big child, so I put him in front. He will turn and maybe do funny things faces while I'm teaching. You see, he's in front and I'm standing there. You can't see when he turns to the children on the side and pulls funny faces. You'll just hear the children laughing. What is wrong? The children will say its Irwin again, ma'am. Take him out of the classroom, ma'am. He's disturbing us, so they get bored.

INTERVIEWER: They get irritated.

INTERVIEWEE: They get irritated with one child or two children in your classroom.

INTERVIEWER: Okay. Then tell me, what happens to the teacher/learner relationship, your relationship with children with challenging behaviour. How does it affect the relationship?

INTERVIEWEE: It affects the relationship very badly because at first you don't judge. You need to search or go back and look at the child's background, his other environment like at home. What is happening? Does this child live with parents? What is happening? You need to follow up. You do follow-ups. Sometimes you find that it's a normal child whose mother and father are working: they're fine. Do you understand? Its him. You then give him love. Maybe you give him duties like in the class. So and so come and wipe the board. So and so it's your duty to take the dustbin out and then in the afternoon you bring them into the classroom. Get the child active. Engage him. Those children want physical work like come here. Do this. Take this to that one, but coming to academic work you give a child written work and the work is not done. It's just writing and writing. They have many stories. They want to tell you this and that. Stop talking. You're doing my work. Did you complete your work? If its completed, then its completed. Bring your book. The book is hidden. When he sees that I want to see the book, there's a chance that he will be busy. You don't know how to treat the child. You give him love, you shout, and you do some of this. Some of the children, when you show them... My boy its fine, leave my boy, then you give that attention. They change. You see, ma'am, today I'm a good boy. You see, ma'am, I'm this. Here's my book. However, when it goes on and on and immediately he sees that you're giving the other child attention he starts. Do you understand? You don't know actually know what to do. That's why I said many teachers are frustrated.

INTERVIEWER: Okay, and then just the last question: how do you experience the teacher/learner relationship with children that don't have challenging behaviour?

INTERVIEWEE: Yes, with those ones in my class as I said to you, are my assistant teachers to them. As I said when I'm busy helping whomever, you're good in maths. You'll do maths. I

have DJ, Prince, and Naheem in my class, so I know which area they're good in, so I'll say to whoever... [Inaudible 0:24:24.7] is good in English. China, focus on tenses today etcetera, so it's like peer teaching, so I do that every day and they feel that they are really my assistants. They are teachers as well, so they feel good. They'll say ma'am, can I read this story today? They also bring books from home. Ma'am, I read this story about... Can I share with the class? Is it okay? Not now, maybe after school.

INTERVIEWER: Well, thank you very much for all the information that you've shared with me today. Thank you.

INTERVIEWEE: Okay, you're welcome. Bye.

INTERVIEWER: Bye.



CERTIFICATE OF VERACITY

I, the undersigned, hereby certify that in as far as it is audible the foregoing is a true and correct transcript of the recording provided by you in the matter:

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INTERVIEWER: Thank you for agreeing to take part in this research study the purpose of this research is to explore your experiences of your own self configuration okay. In the relationship with learners with challenging behaviour okay.

INTERVIEWEE: Okay

INTERVIEWER: So we are going to break it down so do not worry I know it sounds a bit like a mouth full at the moment. Okay so your views and thoughts will be valued and handled with care. The information that will be shared during this research study will be treated with confidentiality okay. So please feel at ease to share your thoughts and your views and then are you ready to get started?

INTERVIEWEE: Yes I am ready.

INTERVIEWER: Okay. So now I wanted to find out from you how do you understand the term self configuration? What do you think that means?

INTERVIEWEE: The term itself configuration I mean self it goes back to the person and finding himself or herself self configuration. So I think it goes with self identity and go together with that and since our discussion or interview is about the learner I think it refers also about the learner if I am okay but to self configuration I think it refers to self with behaviour personally about the person yes let me put it in that way.

INTERVIEWER: Okay good so what I...

INTERVIEWEE: I do not know if I answered you well as you...

INTERVIEWER: Yes you have, maybe I can just give you an idea of what I thought self configuration was but it is very similar to what you said.

INTERVIEWEE: Yes

INTERVIEWER: So self configuration has to do with who you are...

INTERVIEWEE: yes

INTERVIEWER: Who we are as people and how we have become who we are. So what our thoughts are? What our beliefs are? What our values are? How we react towards others and how we experience other people? It is about makes us the person that we are today.

INTERVIEWEE: Today, yes

INTERVIEWER: It has to do with our individual personalities and how we react to different things and situations.

INTERVIEWEE: Okay

INTERVIEWER: So the focus of this specific project is to discuss your view on how you are configured okay within the relationship with children with challenging behaviour okay. So we want to find out how are you? What happens to you? How are you made up when you deal with children that are displaying challenging behaviour how the relationship...

INTERVIEWEE: In other ways are you saying how to deal with learners with maybe not behaving very well. How do I deal with learners who are challenging you know behaviour.

INTERVIEWER: Yes exactly

INTERVIEWEE: what do you...?

INTERVIEWER: Yes so we want to know how does it affect you as a teacher. Affect you as a person? The relationship between you and the learner. What happens to that when the child is displaying challenging behaviour so but before we continue I just want to find out. Challenging behaviour is quite a broad term. How do you define challenging behaviour?

INTERVIEWEE: From my point of view when talking about challenging behaviour **it is a behaviour that is not normal to me okay especially coming from a learner.**

INTERVIEWER: Okay

INTERVIEWEE: It is a behaviour you know when you are teaching you expect a learners to behave in a well discipline way and the learners doing something that is completely out of the behaviour you know maybe **disruptive in class, making noise in class and you are telling the children to be quite they all settle but there is one or two children you are misbehaving.**

INTERVIEWER: Okay

INTERVIEWEE: They will do funny things to me that is a challenge that I have to deal with for example **if I say fold you arms and when open your books and the child is fidgeting, pulling other things around, pulling the desk to me it is a challenging behaviour that I really have to find out and deal with immediately when I find this behaviour happening in my class.** Okay.

INTERVIEWER: Thank you that is a very nice definition of challenging behaviour okay. So now that we have discussed the definitions of self configuration and how you view challenging behaviour. Can you please tell me how you experienced your own self configuration within the relationship with learners with challenging behaviour? So it comes back to what we were speaking about just now.

INTERVIEWEE: Right about the behaviour I start first with myself.

INTERVIEWER: Okay

INTERVIEWEE: That I make sure that I am discipline because learners they look for role models they are looking towards me

INTERVIEWER: Okay

INTERVIEWEE: The manner in which I behave they copy and try to apply it.

INTERVIEWER: Okay

INTERVIEWEE: So I try by all means to make sure that I treat them equal. I listen to their ideas, I accommodate them, I respect where they are coming from their background because I also expect them to respect me and my background where I am coming from so you know these words that says do things to other people that you expect them to do back to you. So what I do I try by all means to you know make sure that I am model for them so that they copy good things from me.

INTERVIEWER: Okay, okay

INTERVIEWEE: So, can you repeat again there is another thing that I...

INTERVIEWER: Okay

INTERVIEWEE: Answer

INTERVIEWER: No it is fine, so how do you experience your own self configuration within the learner within your relationship with the learners with challenging behaviour? So we spoke about that, how does challenging behaviour or the relationship with learners with challenging behaviour what does it do to you as a person as a teacher?

INTERVIEWEE: The challenging behaviour?

INTERVIEWER: Yes

INTERVIEWEE: Right. I do not feel good truly speaking. If I experience a challenging behaviour in my class but I like it on the other side because it makes me to wake up and say wake up there is a problem that you have to deal with.

INTERVIEWER: Okay

INTERVIEWEE: When I see a learner misbehaving the first thing that comes to my mind is to say maybe something wrong, maybe something is happening, maybe it can happen at home and when the child comes back to school the child cannot settle down. So I call the child aside and try to talk to the child and find out why are you misbehaving in my class? I told you to sit properly you are not sitting properly even now. I told you to fold you arms you are fidgeting and talking to other children, so before I react I want to find out why the child is behaving in this way you might find there might be something you know behind the screen that is happening. So I try to find out from the child why the child is behaving until I find it a problem and then the next step is to consult and inform the parents about the behaviour that I am experiencing from the child but before I make sure I deal with the problem for example being disruptive, talkative. I can even take the child for detention before

INTERVIEWER: Okay

INTERVIEWEE: But before detention I must now first what happened? Why the child is behaviour like this because everything happens for a reason. So the child might just be disrupted to show off in class or the child cannot settle because of stress of other things that are happening. So I try first to find out.

INTERVIEWER: Okay. So you have to find out what the child is going through...

INTERVIEWEE: What is happening, what the child is going through.

INTERVIEWER: Okay

INTERVIEWEE: It can...many things can happen it can be pure pressure from friends it can be being bullied, could be being abused from home and this is an load for the child to carry so the child finds a way you know of escaping to deal with the pressure so I try to call the child aside and then talk to the child as we are talking right know I also do the same thing and call the child and talk to the child.

INTERVIEWER: On a one on one basis...

INTERVIEWEE: One on one basis because talking in front of the class is an embarrassment also to the learner so it is better to talk to the child alone.

INTERVIEWER: Okay good thank you. So then tell me how do you experience these learners in your class who display the challenging behaviour? How do you experience them what kind of you know...

INTERVIEWEE: Behaving like they do...

INTERVIEWER: Yes. I know we have spoken about what it does to you but how do you experience if a learner is continuously doing the challenging behaviour in you class room? What does it do to you as a teacher and do you is there a way, do you to resolve it? Is there a way that, what happens when you cannot resolve it you know?

INTERVIEWEE: Truly speaking I do not think of it because it happens in front of other children and what I do as I said... can repeat again you said what how do I deal with them?

INTERVIEWER: Yes. How do you experience them...?

INTERVIEWEE: I do not feel good.

INTERVIEWER: Okay

INTERVIEWEE: It also affects me.

INTERVIEWER: Okay. How does it affect you?

INTERVIEWEE: Emotionally, I feel sometimes I can go to the child and you know and take the child outside because I am emotionally targeted at times but I am a type of person who is able to control my emotions...

INTERVIEWEE: Okay

INTERVIEWER: and I use the tone get out know even those who were trying to copy the behaviour of the child they can see that chances are very limited. So I use the voice tone and also it affect me emotionally because I do not feel good like dealing with the child teaching the child and the child again is misbehaving in my class but as a challenge truly speaking somewhere somehow I get effected emotional and stressed sometimes.

INTERVIEWER: Okay, okay

INTERVIEWEE: Yes

INTERVIEWER: And then what happens? Do you resolve the challenging behaviour or how does it, are there some learners that you just there like no hope or...

INTERVIEWEE: I do follow ups. I do not leave it like that because once I leave it that behaviour we are losing the child. The child may become worse so I go to my fellow colleagues and consult how do you find this child because with me this child is very disruptive now a days and I explain the types of behaviour that I experienced from the child. Okay. If about two or three colleagues experienced the same problem then it is not only me then I do follow ups consulting parent say parent I have a challenging behaviour now with this child. Now a days this is what I am experiencing in my class and this is not acceptable so I try to involve the parent also the principal should also know about the challenging behaviour that I am experiencing so that when a parent is here the principal is not shocked what is happening. So I involve the parents until we see a progress. Sometimes we use detention on Fridays children come for detention. So the child can send to come for detention on Friday or the child can be on daily report. When you talk about daily report it is a we record behaviour of the child okay class. Each lesson when they go they come to me for natural sensors and technology and at the end of the lesson I am going to comment, did the learner behave well or very disruptive or average. When he goes or she goes to the next teacher the teacher will comment about her subject social sensors math or any subject. At the end of day the learner must take the daily report to the parents. Now we are communicating with the parent about the behaviour of the child so the parent must read okay. In social science the learner behaved well but in social in EMS misbehaved, work not done, very disrupted, showing off, making sound in class. Now the child take the daily report home for the parents to sign so that we are communicating with the parents to deal with a challenging behaviour of the child using a daily report.

INTERVIEWER: Okay alright, Okay thank you. Then tell me how do you experience learners in your class that are not challenging?

INTERVIEWEE: They are very good its pleasure to teach them.

INTERVIEWER: Okay good yes

INTERVIEWEE: Because they do not you know give some problems and to what I do I even tell them well done, keep it up and the other way to motivate them we to use merits systems. We give them merit it is a reward. Those who are misbehaving when they see those who got merits it is a challenge for them also to say you know what I can also behave

the same way because I want a certificate. I want the principal to give me a voucher to go to the tuck shop. What I have to do is just to behave very well. So we use merits system and give them certificates for their behaviour.

INTERVIEWER: Okay

INTERVIEWEE: It is working well for us here at observatory.

INTERVIEWER: Okay good. That is good I am glad to hear that and then what happens to the learner teacher relationships with children that display challenging behaviour that actual relationship that you build with the learner. What happens to it when the children are displaying challenging behaviour?

INTERVIEWEE: I want to understand it well you mean a challenging behaviour the relationship...

INTERVIEWER: Between you and the learner

INTERVIEWEE: Who are...?

INTERVIEWER: Challenging...

INTERVIEWER: Challenging okay. First of all their human beings. They need to be told that they are very important. They are loved and they are not hated when they are being punished but you need I make them aware that the problem that I have with you is just your behaviour.

INTERVIEWEE: Okay

INTERVIEWER: If you can solve that behaviour I have no problem with you. The reason why I am calling you right now to talk to you about your behaviour on one on one is because I care about you and when I teach you do some other things that I do not like you are missing very important things in education so when I call you right now I want to make sure that you understand what I like and what I do not like your behaviour I do not like it. The thing that you must be honest with them...

INTERVIEWER: Yes

INTERVIEWEE: They must see that you do not like that behaviour and tell them that I still like you like other children the problem that I have with you is only your behaviour. So if you can deal with that behaviour and change you will see that I will treat you like other

children but what I make at the end of our communication is my learner I say what are you promising me I ask them. What are you promising me from now on? So they normally promise, say I will change my behaviour I accept that I did wrong things some of them they even cry to show they really they are not happy for what they have done

INTERVIEWER: Okay.

INTERVIEWEE: And yes that is what I do and sometimes I give them task in class

INTERVIEWER: Okay.

INTERVIEWEE: Because they are very disruptive right. I want to win them so what I use. I can make him or her an monitor or I can send him to the office they like that and after tell them say well done for doing that, you see you are so good, you are capable, you can do it. So they become happy and sometimes they even ask how did I behaved today I said well done you did it.

INTERVIEWER: Okay. So you motivate them you build them up you encourage them to behave.

INTERVIEWEE: Yes I am encouraging them also.

INTERVIEWER: Okay good. And then tell me what happens to the relationship with you and the learner with children that do not display challenging behaviour? With the children that are good and well behaved? How is your relationship with them?

INTERVIEWER: It is very good.

INTERVIEWEE: Okay

INTERVIEWER: Yes it is very good because I also do the same thing like sending them somewhere. I give them the positions of being not a prefect a monitor. Class monitor maybe the other one being in charge of the file to check the names for the merits and the merits system that we are using here at school. So I give them roles to do also to accommodate them.

INTERVIEWER: Okay. So it sounds like you treat both of them the challenging ones and the non challenging ones in the same way the only problem with the challenging ones is the behaviour not the relationship that you actually building with them.

INTERVIEWEE: Yes that is true.

INTERVIEWER: Does that make sense?

INTERVIEWEE: Yes it makes sense. I treat them equally.

INTERVIEWER: You treat them equally okay

INTERVIEWEE: I make sure those who are having a challenging behaviour I make them aware that the problem that I have with you is your behaviour your disruptive behaviour showing of in class taking your time before coming to class intentionally because you want to show off so I discuss with them first.

INTERVIEWER: Okay

INTERVIEWEE: But when he gets in classroom I treat them equally.

INTERVIEWER: They all equal

INTERVIEWEE: They are all equal

INTERVIEWER: Okay. Thank you for that. Is there anything else that you want to add I am just going to repeat the question? How do you experience your own self configuration within your relationship with learners with challenging behaviour is there anything that you feel that we have missed? Anything that you want to add about your own the way you are made up as a teacher and how these learners with challenging behaviour influence or effect you as a teacher as a person?

INTERVIEWEE: As I said before the children are looking towards me as a teacher. So my background counts a lot, the way I handle myself. They copy from me so I am a role model to them. So my relationship I make sure that it is very good with the learners. The language I use also place an important role

INTERVIEWER: Okay

INTERVIEWEE: All those things they say a lot about the whole myself so I try by all means to make sure that I set a good example to my learners.

INTERVIEWER: okay, okay and is it easy to manage the challenging behaviours?

INTERVIEWEE: Sometimes it is not easy. I must be honest with you. Sometimes there are those learners who are very challenging you can talk to them and if even involve the parent but you still experience the same problem after sometime. Okay after contacting the

parent they will pretend to be okay for some time but after two weeks three weeks they start again but some of them I am happy we are winning we get them to the right point.

INTERVIEWER: The ones that you do not win. How does that affect you as a teacher?

INTERVIEWEE: I feel bad because I my aim to come here was to make a change to touch someone's life to make a difference and if I do not get the child right I think I feel I have lost something so but we do not give up we keep on trying to come up with different strategies to you know to assist those children.

INTERVIEWER: Thank you very much for all the information that you have shared with me today I really appreciate it.



CERTIFICATE OF VERACITY

I, the undersigned, hereby certify that in as far as it is audible the foregoing is a true and correct transcript of the recording provided by you in the matter:

(NAME OF AUDIO: Participant 8 – In-depth Interview)

TRANSCRIBER	:	HRE
DATE COMPLETED	:	27/01/14
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INTERVIEWER: Ok, thank you very much for agreeing to take part in this research study. The purpose of this study is to explore your experiences of your self-configuration in relationship with learners with challenging behaviour. Ok so we are going to break that down, so don't worry. Your views and thoughts will be valued and handled with care. Obviously what we talk about here will be confidential. So please feel at ease to share your thoughts and views. Are you ready to get started?

INTERVIEWEE: Yes and I am very at ease to share my thoughts.

INTERVIEWER: Ok, great! I wanted to just ask you, what do you think I mean by self-configuration?

INTERVIEWEE: Your personality and character traits. Who you are as an individual; how you interact with human beings. How you see yourself as an educator as a pedagogical practitioner. What background do you have that comes into play during classroom practice? You theoretical and practical experience that underpin who you are at that present stage, that type of thing. And yeah I suppose there are certain other aspects as well; you know aspects that are not easily definable. Like certain people have this x-factor about them, that are more leading towards a different type of teacher role-model, you know- authority figure for children. Some will differ; some will be very reliant on like the undergraduate or background studies. Others will be like me; I like to be intuitive as well. I like to be on the go and I like to be very pre-emptive person. I like to be intuitive about the class each day, the children and how I can problems before they come up. So I try and predict you know, and I try and I don't know, use a bit of psychic ability to see what's going to happen before it happens so I can try and lesson the disciplinal behavioural or control. You know problems that you don't want in the class so that you can focus more on educating and that type of stuff.

INTERVIEWER: Ok, that's a very good definition of self-configuration. So mine is very much similar to yours. I'm not going to even give you my definition. Then just tell me what do you understand by the term challenging behaviour?

INTERVIEWEE: Challenging behaviour would definitely be, when we studied we learned about conformative children. You learn about non-conformative and then you learn about the in-between like the discipline children. So it's your children with consistent non-conformity traits. Or rebellion traits or you know not fitting into the norm traits. You know you have got to be able to distinguish between a learner who needs a little bit of help and is not necessarily a weak child because they have got to be able to behavioural or an attitude problem. Then the ones, who you've got to work on their issue because that's the only way

you're going to implement a better work ethic or install a better developmental progress within that individual.

INTERVIEWER: Ok, so that's your definition of challenging behaviour.

INTERVIEWEE: Yeah children who ok my experience... ok I've only had less than two years now would definitely be the children who consistent basis have less instilled values within their community or whatever systems they're interacting with. When they come into the school those values are not apparent, so because those values are not apparent, they can't you know alienate them. Or I don't know if that's the correct word? They can't practise those skills because they haven't been taught those skills you know.

INTERVIEWER: Alright thank you for that... so now that we have discussed what self-configuration is and what challenging behaviour is, can you tell me how you experience your own self-configuration within the relationship with children with challenging behaviour?

INTERVIEWEE: It's quite a parallel question hey?

INTERVIEWER: Yes! So basically I want to find out, the relationship with children with challenging behaviour, how does it self-configure you? How does it make you the person that you are?

INTERVIEWEE: You know we've been dealing with stuff like that in my honours class as well. The last one I attended on Tuesday, there was a very interesting reading in our one reading that we did and it said something like the teachers with the best intentions and you know your caring, kind, very eccentric values type of individuals. Go into a classroom and they land up turning to the opposite. Because no matter how much you want to elicit positivity from the children that you have and have a relationship within the classroom. You can't do it unless you have to become a mean as well. And that type of thing? So, when I first got into teaching and was experiencing children, it's always short limited spaces or context that is not in the classroom. Then when I hit the classroom and all of a sudden you realise there is more of a responsibility with this adult figure that you are in the classroom and getting these children developed and progressed in a space of a year. You start thinking about all these different possible strategies and methods that you've been taught you know? So my experience, I've felt a necessity as part of my background like you know already to resort to authoritarian and strict very controlling you know, because I feel that they need to know strict boundaries and limits to how they can interact with an adult. Then

I'll swop, or swop over like a complete 180 degrees and I'll be like, ok guys, so now we've done a lot and you have done a great lot of work. Let's stop, lets chill for 30 minutes, lets have a talk and what do you guys want to talk about? Then I'd get completely friendly, fair and whole dropping you down to the level of the child. Just getting them to voice themselves and that type of thing. And I feel that going between the two creates a balance with the child I think. So that's my experience, that's what I've been relying on. Sometimes a little bit too excessively or sometimes a little bit too fanatical. Like I've had to create boundaries with the way I had to go authoritarian. Or friendly with them, but that I've learned by doing it. So experiential.

INTERVIEWER: Alright, so how do you experience the learners in your class with challenging behaviour?

INTERVIEWEE: I find a lot of it boils down to their ethic and the models that they've had before and what may be their cultural community or parental attitudes and believes are towards education as well. But I've had like last year I had a case scenario with a certain child who from the get go was very violent and abusive with other children. So being new to the school, they had told me you've got to resort to demerits and detention. Did it and it didn't work. Continuously fighting with him and being really authoritarian with him and at times like once I put dishwashing liquid in his mouth and then got him to spit it out afterwards. Things like that just made him go further and further away and distance him even more. Eventually I am always perpetuating a child who has I was turning into more of non-conformist because of the way I was treating him. Then went opposite and started being friendly with him, and he would also volunteer because he had this difficulty of academia work, his scholastic progress, he would come and ask if he could clean the book shelf and do other things. So because I create a model of work hard to play hard, performance equals success. He could see that the only way he was going to win me over was by trying to do things like this. So I let it happen because I'm trying to be mean all the time. You know and at the end of the year we didn't make a lot of progress, like work wise but I feel that he has gotten half or better skills that he had at the beginning of the year. Why, because I pushed them so hard all the time as a class. So yeah I don't know if that's really answering your question.

INTERVIEWER: It does answer the question. Cause how do you experience the child? What challenging behaviour, so then you experience it in a quite negative way and then you change your way? By becoming friendlier and...

INTERVIEWEE: Yeah.

INTERVIEWER: then that obviously reeled him in and was made easier for you.

INTERVIEWEE: Yeah but at the end of the day I still had to go strict on him as well, because when you give them a gap it's like you give them the finger and then they take the hand. Then to give you another example, there are children who are weak, really weak. They haven't had adequate remediation or nobody's taken a real concerted effort to make these individuals better within the stage of January to December. So when I get them in my class, I pick on them quite a lot, because I feel that by breaking them down I am building them up. But then I also bring in positivity as well so that I build them up to build them up. So I am trying both of these at the same time and by doing them at the same time I feel that once again there is more balance coming in. I have been very harsh, I make children land up crying and sometimes becoming more introverted and going in their shell then over a longer space I have seen the long term effect of them actually growing self-esteem and confidence a little more. Purely because I have stuck to either complete authoritarian or opposite type of thing and no in-between. Like sometimes I think of myself as bipolar. You know? Because sometimes I have to be like that, the minute you start saying something that they laugh about the attitude completely changes of who I am in front of them and this teacher authority figure, so I snap and I go back. And yeah sometimes the anger about that comes through too much.

INTERVIEWER: Ok thank you for that. And what happens to you when you are dealing with learners who do not display challenging behaviour, what does that do to you?

INTERVIEWEE: Ok I land up giving them more extension stuff because they are working faster. I land up using like a little bit of labelling theory, and they say we must be careful about how we label children. But you know sometimes I don't know how else to do it, so I would label a child that is top working. Getting top marks in the test as the ideal child. Making them realise that it is a competition, there has to be some type of competitiveness. You have to work harder to get me to see you like this child. We have this whole classroom atmosphere as well, where we encourage and support each other. I'll get the top children to help out the weak children when they finish their work as well, so that they can help out and uplift them so they can realise what it is that they're supposed to know; without realising the copying or asking questions again and again - having to be repeated instructions and things like that. Today we had Sabelo; Sabelo a boy in my class who in the beginning of the year was very resorting to crying every time I picked on him. Or telling him

something that is wrong, sometimes I don't even raise my voice and sometimes I say it in a very loving and friendly way and he bursts into tears just because this child sees himself as such a negative learner. Trying to break that as well, but I think by building it as well sometimes that helps to break it down you know and I've gotten him now today he can count which has been literally for this child a great climb. Sixes he has counted in sixes, sevens, eights, we did it as a whole class and where each child has to say the numbers so they can all listen to each other. Then we do it in fours and then we do it backwards. And he got it right every single time, and every time he did it I smiled and I shouted almost yes and yes and I clapped. Everyone started clapping, you know so yeah I kind of get them to realise that they've got these mistakes and the only way to get them to, or the only way I can think of doing that is by telling them straight out and shouting at them and telling them; "listen here china, you are not going to get anywhere if you don't fix this". Making them cry if they need to and then tomorrow we come back and we changed our attitude hopefully and we can get on track you know so then it takes longer though.

INTERVIEWER: Ok, and then tell me how does challenging behaviour affect or what does it do to you as a person?

INTERVIEWEE: It turns me into somebody that I don't like. It turns me into somebody that when I hear myself speaking, from eight o'clock to two o'clock in a classroom, that's not the type of teacher I wanted to be. That's you know definitely not the type of role model I wanted when I was in school and unfortunately like I said earlier that you have to realise that you have to be that person whether you like it or not. Because even though three quarters of the classroom is not going to respond well to it, you are going to get that quarter that you really won over. By winning over that quarter, or however much percentage of children there is in the class, you're going to win over a lot more with the majority and if and if not the whole class you know? Now I have only got two children who are really still adamant on being defiant until the end. Like resisting this whole education process and this push and drive that I keep giving them everyday of excelling. I believe personally that by giving quality and quantity work at the same time that you are creating a child that will be able to cope independently. So I will focus a lot on quantity to build the quality. At the end of the year now, I've actually got a lot more on quality because they've got that ability to do quantity work already. So I don't feel like I could have worked the other way. And be all like ok guys lets take one a half hours to do an amazing worksheet, because that just drives me crazy. I get so anxious. I get so anxious so that by the time two o

clocks come nothing is going to be really achieved. Nothing will really be sinking in you know. This morning we did, threes and fours and we did writing out more than three hundred words that did writing sentences about a hundred to two hundred and did reading about three books each. You know and phonics word search and something else, at that for me makes me feel so much better. Because I know that they are doing so much quantity that it's bringing out the quality.

INTERVIEWER: Ok, alright. No that's nice.

INTERVIEWEE: What was the question again?

INTERVIEWER: The question was how does challenging behaviour... what does it do to you as a person? So you said that it turns you into somebody that you don't want to be. Anything else that you'd want to add?

INTERVIEWEE: It's definitely turned me into somebody that's realised how much you need to push children. How much you need to be strict on them but also how much you need to be their friend. A figure that they don't have anywhere else. The different role models that you have to take like being a guider and a supporter and a parent and a friend. A doctor or a nurse, and ECT. Its made me also come to the conclusion that I did get into teaching for the right ideas, you know but now picking up on discipline is definitely a key thing to I don't know build an overall holistic child. I'm trying and getting there!

INTERVIEWER: No thank you, that's a very good answer. Then I just wanted to, my last question to you is what happens to the teacher learner relationship with children who display challenging behaviour?

INTERVIEWEE: Ok, children who display challenging behaviour. And how it impacts on the relationship?

INTERVIEWER: Yes.

INTERVIEWEE: It's so difficult because you know individuals are different. You can't tell what a person is thinking, unless you ask them you know. I have seen children go very withdrawn and introverted. I've seen children go very attention seeking and out of control towards interacting with other children. I've seen other children respond very positively. Realising yes that no body else has picked on me like this, I think it is by time I changed. Then you start seeing them working and I keep telling them the class. I keep trying to teach the hidden curriculum stuff as well curriculum stuff like I tell them; "guys, I promise you are

going to pass grade four, grade five and the rest of your life if you can just do three things. Listen, understand and work". That would be like one secret I tell them. Another secret or another day I tell them I feel the necessity to talk to them about these things, like recently I have started say; "guys if you can show your work on paper and show what is going on in your head, it means the teacher is not going to think you are stupid". Getting them to understand that even though they think they are stupid, and clever they have to know you are clever and be clever type of thing. So I keep saying things like this to them and motivating and uplifting and supporting them. Getting them to think about working by themselves. And thinking about what it is and what the quality is that they produce.

INTERVIEWER: Ok, so does the relationship depend on how the child interprets what you're doing. You know the teacher-learner relationship?

INTERVIEWEE: Just repeat?

INTERVIEWER: So I'm asking you, the teacher-learner relationship does it depend on how the child, cause you said that it depends, some of them will see it in a good way and some of them will see it and might not take it in such a good way. Some of them might think go withdraw and others might be grateful that you are picking on them like you said, so I am just trying to summarize that. The teacher-learner relationship with children with challenging behaviour, what happens to that relationship? Does it depend on the child?

INTERVIEWEE: I think... over the short term sometimes it is damaging. Sometimes it's not conducive towards a child's development. I think in the long term, with my experience it builds a child who has got a more internal compass. You know? I am not saying a more internal compass as opposed to the rest of the children in the country or anybody. I'm just saying from what they were at the beginning of the year and...

INTERVIEWER: So is the relationship initially a little bit not very good, but with time.

INTERVIEWEE: Yes sometimes, and even though in the long term you still don't win as much as you would've hoped to. But I still believe in my heart that by being strict and by pushing them that I have at least shown them love and not the type that they'd have hoped for but they type that they needed.

INTERVIEWER: Ok and then how is your relationship with children who don't display challenging behaviour?

INTERVIEWEE: Ok, my whole class even the children who have got weak or interact with and see negatively. I still make sure that I treat them on an equal footing. So we have got a very, like I try and concentrate on curriculum stuff like I say. I build an adequate cultural atmosphere, where they feel comfortable to come up to me and talk to about all sort of things. So what goes on quit a lot of the times cause I show them that I want them to work hard, they respond in a way where they feel that they need to impress me all the time. You know yes it's a good thing, but then I also land up making them realise that it's not just about impressing other people and it about impresses yourself. Sorry I'm losing trail of thought here... so I get children, we hug and we talk. They come up to me and tell me whatever they want. Like I have said sometime I would just stop lessons and ask what they'd like to do. When I do numeracy or literacy, I was... which is part of what I learnt at varsity, you know it's getting them in groups and each group does different activities within a space of an hour. We rotate group activities every ten minutes. I get them to choose as a group what activities they want to do, letting them feel empowered. Within a space of an hour they have covered their quality and quantity and then they have also learnt the value of what it is that I am trying to do beyond the curricula. I feel like I am trying to answer the question...

INTERVIEWER: No its fine, I am getting what I need and we will summarise now. So treat the children without challenging behaviour on an equal...

INTERVIEWEE: Let's say I try to. But I think if I had to film myself or watch myself teaching it's not always the case.

INTERVIEWER: But then relation building I mean. The relationship building between yourself and the child, whether they are challenging or not is it done more or less in the same way?

INTERVIEWEE: Yeah you know what I am realising while we're doing this. In terms of my mentality, I adopt the approach that if you are going to do something wrong and they know very well what they do wrong because I enforce all the time. Then you are not going to get the nice side Mr then I am today these two children I just say, sorry everyday we are going to do this and it is not acceptable. Then I close the book and they go and sit by the door. Ideally I set up because I found out now that she's been stealing on a continuous basis. Other children's lunch, stationary, things out of bags or who knows what this child has been stealing. So I said it's not acceptable, when you are ready to treat other people and do what

is right. You come back into my class otherwise you are going to sit down and I spin off all the time like that.

INTERVIEWER: Ok, so they see the nice Mr if they are doing what is expected of them.

INTERVIEWEE: I tell them guys to earn respect, please give it. You want me to enforce and create your rights of free education, don't infringe on the rights of us by slowing us down by giving rubbish or doing things that you know is not right. Cause now I've got to spend five or ten minutes disciplining you, I am wasting 38 other children's education. It's their school fees and I get them to understand that and I get them sometimes in a very foul mood. So now they've got to reflect on themselves and they don't like it. But unfortunately hey if you don't like you are not going to deal with it and you will carry on and that's what I want them to see. That you are not going to get a person to be nice if you are not trying.

INTERVIEWER: Ok, makes sense. No good that answers my question. Thank you very much. Last thing, is there anything that you would like to add... about how you experience your own self-configuration within relationships with learners with challenging behaviour? Is there anything you want to add?

INTERVIEWEE: Can you repeat that question in a simpler manner.

INTERVIEWER: Ok, let me rather not say it like that, let me say it; is there anything that you want to add about how you experience children with challenging behaviour and how it has affect you as a person?

INTERVIEWEE: Yeah it makes me feel like I'm not doing what I set out to do. By pushing these children and seeing that they you know those ones that don't respond so well to how I am disciplining. And you know I have even started trying all sorts of strategies. Black dots, cleaning, punishment outside the classroom. Sending them to another teacher and who knows what else I have thought of trying to you know?

INTERVIEWER: Ok

INTERVIEWEE: I have also tried to think of positive reinforcement and rewards. Certificates and stuff like that, and sometimes you just don't win. No matter what and the novelty of something will wear off. Then you have to do something else.

INTERVIEWER: And what does that do to you?

INTERVIEWEE: As frustrating as it gets it makes me go home each day and constantly feel anxious about how competent I am. I feel like how people are going to perceive and conceive me is hugely because of my discipline. So for me a priority in the classroom is discipline, academia and then we can have fun and talk and things like that. Because of that I continuously build up anxiety within me and me continuously feeling nervous. I continue feeling inadequate and I continuously feel like I am failing them, because I am not being the model that they need.

INTERVIEWER: And this is the challenging behaviour with children that are displaying that?

INTERVIEWEE: Especially yeah. That's also just who I am as a teacher. I feel like I have to push them all the time. I feel like I can't sit down you know for five minutes. Because I sitting down am already creating the wrong atmosphere that I don't want. So yeah I am like this... I am very hyperactive. But I see it as me being involved in their world continuously until the bell goes. So that they can go home and feel like I have been with them instead of being apart from them and letting them sit down in their desk and I sit down in mine. Will talk and joke type of teaching? I hate it! So yeah I feel that in the long term it has actually impacted on my personal life. It's made me a bit more aggressive to people. Because of how quick people are to judge you. And I am very, I am the type of person who if you don't treat me in the way I want to be treated then I am going to respond instantly in the same type of way you are treating me. So I think that is a bad thing because it has broken down long term relationships. Even short term relationships, but I don't think that's partly due to how I have experienced challenging children. I think that is just how I see education and how I see myself in my career. How I see myself as a 27 year old man you know that's struggled his but off to get into teaching.

INTERVIEWER: So it's partly the challenging behaviour but also other contributing factors.

INTERVIEWEE: A lot yeah and I don't know if I told you this but I started studying and then I left because I didn't want to do it anymore. Then unfortunately my father and mother lost their jobs and I had to leave and get financial aid.

INTERVIEWER: Can I stop... ok I am going to leave off there. Thank you so much.



CERTIFICATE OF VERACITY

I, the undersigned, hereby certify that in as far as it is audible the foregoing is a true and correct transcript of the recording provided by you in the matter:

(NAME OF AUDIO: Participants 9 In-depth Interview)

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INTERVIEWER: Thank you for taking part in my research study. The purpose of the research is to explore your experiences of your self-configuration in the relationship with learners with challenging behaviour. So don't worry, we're going to break that all up.

INTERVIEWEE: Okay.

INTERVIEWER: Okay, so your views and thoughts will be valued and handled with care. The information that will be shared during this research study will be treated with confidentiality. So please feel at ease to share your views. Are you ready to get started?

INTERVIEWEE: Yes, as long as you don't discuss it with the principal, maybe.

INTERVIEWER: No, I won't be discussing it with her at all. Okay, so how do you understand the term self-configuration and what do you think I mean by that?

INTERVIEWEE: It's difficult to say.

INTERVIEWER: Okay.

INTERVIEWEE: I can't think now; I'm just a blank.

INTERVIEWER: Okay, it's fine. Maybe I can give you an idea of what self-configuration, to me, is. It has to do with who we are and how we have become the person that we are. What our thoughts are; what our values are; what our beliefs are; how we react to others and how we experience other people. So it has a lot to do with what makes us the person that we are today and with what our personality is about. How we react to things; how we react to different situations. So this specific research project is to discuss your view on how you are configured within the relationship with children with challenging behaviour. So does that make sense what self-configuration is?

INTERVIEWEE: Yes.

INTERVIEWER: Okay. So do you want to tell me what you understand by the term challenging behaviour? Because challenging behaviour means different things to different teachers. So from your point of view, what do you think challenging behaviour is?

INTERVIEWEE: That children are challenging you all the time.

INTERVIEWER: Okay, in what way?

INTERVIEWEE: To take advantage of the situation in the classroom. They want to show the others how macho, if you can say it like that, or how cool they are.

INTERVIEWER: Okay.

INTERVIEWEE: That type of behaviour. You get all sorts of behaviour. I've never experienced this. I'm new / you know that I'm new at this school; since April, I'm here and

I've never, ever seen such naughty children. All sorts of things that they can think about to be naughty. I've never experienced that.

INTERVIEWER: Okay.

INTERVIEWEE: I don't know what the other teachers say but that's how I feel.

INTERVIEWER: And what does that do to you, this challenging behaviour, or dealing with these naughty children?

INTERVIEWEE: no, it makes me very negative. I don't want to be here, to be honest.

INTERVIEWER: Okay.

INTERVIEWEE: It's not worthwhile. To work like that, it's definitely not worthwhile. Why would I want to spend my whole day in a situation that's like that?

INTERVIEWER: Okay, and what type of challenging behaviour are you experiencing within the classroom?

INTERVIEWEE: As I say, all sort. They just ignore you if you talk to them, some of them. They just ignore you. I have to say three, four times to keep quiet; there's always someone that's talking underneath – one or two of them – when you try and tell them what to do. There's always somebody that's talking or most of the time, then. I had, yesterday, a girl, she was playing with a ball; she brought a ball into the class. And she's playing with the ball; she doesn't do her work. And eventually, I took the ball away. She was very cross with me. Afterwards, she came to me and wanted the ball back. And she refused, no. She stood there the whole time. She's quite a big girl and she just tried to push away. You want to be very aggressive with them; it seems like you're becoming very aggressive towards them because that's the type of reaction / I don't know.

INTERVIEWER: Okay. Is that what happens? They drive you to that point where you want to become...

INTERVIEWEE: Yes, yes. You want to become aggressive. You want to throw them against the wall. They will talk back to you if you talk them to do their work; they always have an answer ready if they don't want to do their work because those are the naughty ones, usually. They're busy with their friends, making noise or whatever, except doing their work.

INTERVIEWER: And you say before you were here you didn't experience such challenging behaviour?

INTERVIEWEE: No.

INTERVIEWER: Was there challenging behaviour?

INTERVIEWEE: Yes, of course, of course but not as bad as here.

INTERVIEWER: Okay.

INTERVIEWEE: Okay, the classes where I taught, they were smaller. There are many children in the classes here; up to nearly forty here – thirty-eight to forty.

INTERVIEWER: That's a lot.

INTERVIEWEE: That's a lot and I think it makes a big difference. I never had discipline problems, never. And now, suddenly, I have. It's far better than two, three months ago but it's still there. I feel as if sometimes I can't cope. I don't know what to do. I do not want to lose my self-control in front of the class or do something that's not acceptable but they drive you to it.

INTERVIEWER: Yes.

INTERVIEWEE: They say they can lie; look you in the eye and lie as fast as that, they can think about a lie. It's terrible and, as I say, I can't even remember all the naughty things that they do: interrupting the lesson all the time; this one is taking that one's chair so that he can fall on the ground; this one is putting a pin on the other one's chair so that he can sit in it; or put chewing gum on the other one's chair, that type of thing. And the whole time there are interruptions so you can't actually carry on with your lesson. It's as if they are not, most of them, in the least interested in their work. You have to walk through them all the time. Tell them, do your work. When you're passing that same child again, they haven't done anything. At the end of the period they haven't done anything. And by now, I don't give a damn. If they do it, they do it; if they don't do it, it's fine with me. But the worst of it all, at the end of the year, most of them are going to pass; the marks are going to be adapted because you can't have half of the class that's going to fail. Those ones who fail, they are extremely naughty the next year because they are a little bit older now. It's like a vicious circle. So why do I teach? Why am I here? That's how I feel.

INTERVIEWER: Okay. It sounds like it's quite frustrating as a teacher.

INTERVIEWEE: Yes, yes, really. I don't think I contribute anything. I can't force them to do the work. So that's my story.

INTERVIEWER: Okay. So it sounds like its quite difficult working with children with this type of behaviour.

INTERVIEWEE: Yes, I think so.

INTERVIEWER: Okay; and it seems like it does have an impact on you as a teacher, as a person?

INTERVIEWEE: Yes, that's right. As I said, it was never necessary for me to become a person like that, that's screaming at the top of my voice and why must I do it? Is that the way I must spend the rest of my working life, to shout like that? No, I don't think it's worthwhile.

INTERVIEWER: Okay.

INTERVIEWEE: To be at a school and there's no reward for children that want to do their work.

INTERVIEWER: And how does it work in your classroom with challenging behaviour? How do you, you know, how do you experience that challenging behaviour?

INTERVIEWEE: As I say, it's very frustrating for me. I want to carry on and teach them what's needed but if they talk all the time and interrupt / they will come, I'm busy teaching them, tell them what to do, one of them will jump up, the child wants to go to another class to fetch something else. Then I say no, listen to what I have to say. It happened last week, I think, with one of the girls and she just stood there next to me. She wouldn't sit or do anything else. She just refused to listen to me. And I have a lot of children that sit outside the class because it makes me so angry and frustrated that I just chase them out, just to get rid of them because they do not want to be here; they do not want to do anything. I know they like that. They would like to sit outside because then they want to walk around. But that's even not / that's very frustrating. When you chase them out, if you see again, here this one is sitting in the class again. They will just show you the disrespect.

INTERVIEWER: So there's no respect at all?

INTERVIEWEE: No, nothing.

INTERVIEWER: Okay. And tell me, how do you experience the children that don't display challenging behaviour? Are there some of those learners?

INTERVIEWEE: Yes, there are; surely, there are.

INTERVIEWER: Okay; and how do you experience those learners?

INTERVIEWEE: No, I enjoy them and I encourage them. Now and then I buy something for them to eat – a sweet or something – and I give it to them.

INTERVIEWER: Okay.

INTERVIEWEE: And there are some of the children that were extremely naughty in the beginning and I turned them around so that they become better. There are some of them but they're a handful.

INTERVIEWER: And how did you do that because that's quite...

INTERVIEWEE: In different ways.

INTERVIEWER: Okay.

INTERVIEWEE: All sorts of ways to turn them around. Some of them, I phoned the parents from the classroom. I sit there and phone right there in front of everybody so that they can get a fright but most of them don't. But luckily, the one or two that I did it with, and their mothers came to the school and I discussed it with them, they changed.

INTERVIEWER: Okay, that's good.

INTERVIEWEE: Yes. Some of them I just took one side during break time; I speak to them. I like positive discipline. I don't want to break them down. So I want to encourage them and talk nicely to them. We're not hooligans or what to shout and say nasty things to each other. So I like positive discipline. Some of those children I've changed.

INTERVIEWER: Okay. And how does that make you feel when you...

INTERVIEWEE: Good, good.

INTERVIEWER: Good.

INTERVIEWEE: I want to teach those children but the others are just too overwhelming, the naughty ones in this school, really.

INTERVIEWER: It becomes too much, hey?

INTERVIEWEE: Too much. As I said, I don't know why I'm here. I'm seriously looking for another job. I've only been here for a few months but I don't want to carry on like this forever, really. It's not worthwhile. Not the money that they pay you. Or there are no other rewards that they want you to do something.

INTERVIEWER: And you're not feeling rewards in the classroom with the children?

INTERVIEWEE: No, not at all; nothing.

INTERVIEWER: Okay.

INTERVIEWEE: There is one or two that want to do the work but they're very, very few.

INTERVIEWER: And as a teacher, you'd like everybody, or at least the majority...

INTERVIEWEE: The majority, yes, of course.

INTERVIEWER: Okay.

INTERVIEWEE: You have to tell them, take out your book. And it's very frustrating if they don't have pens. They come to the class without a pen. Now, where must they find a pen? Now they must walk around to find a pen or come to the office to buy one, if they have money. If there's no pen, they don't do the work. And what can I do about it?

INTERVIEWER: It makes it very, very difficult.

INTERVIEWEE: Yes.

INTERVIEWER: As a teacher, to get what you need from them.

INTERVIEWEE: Yes, and also, the punishment system at the school, I don't want to say it too loud. I don't think it's very effective because it's detention. And if I send a child for detention, I'm not sure if he's put on the list for detention. And another thing, if they know they must sit detention, the children just don't show up for school on a Friday. They just stay away, at home, so they don't sit detention. So what can you do?

INTERVIEWER: So the punishment is ineffective?

INTERVIEWEE: It's not working.

INTERVIEWER: Okay. And then just tell me, what happens to the teacher-learner relationship with these learners that display challenging behaviour – you relationship with that learner?

INTERVIEWEE: I ignore them most of the time.

INTERVIEWER: Okay.

INTERVIEWEE: if I pass and say, do your work, because that's most of the time the naughty ones that don't do their work. Maybe they don't understand or they don't want to. Ag, I just ignore them.

INTERVIEWER: Okay.

INTERVIEWEE: if they hand in their books / they don't hand their books in for me to mark, I just give them naught. I don't care about them anymore. Really, you can't bring a horse to the water and make them drink, really.

INTERVIEWER: Okay. So there isn't even a support structure that's in place to help teachers with the discipline and with the, you know, making sure that the learners can do the best that they can do because there are too many...

INTERVIEWEE: That's right. In the beginning, when I came here, I was very eager to get them disciplined because I like / I want a quiet class to listen and participate. I was in Mrs D.'s office all the time to bring them here, but I haven't got the time to come here because when I'm out of the class the other ones are killing each other up there or making such a noise, you can't leave the class. You can't dare leave a class. They're making such a noise or do all sorts of naughty things. Mrs D. also put some of them in daily report: every morning they must come to her to sign. The teachers must sign for a whole week, for instance, how their behaviour is period to period, and the parents must also sign. But you see you can't do it all the time. Then they also tell you, you must phone the parents but there's no time. I can't come a free period, here, down to the office to come and phone a parent. And it's mostly the naughty children whose parents I must phone. I must leave the class, then, if I want to come immediately because you're furious at that stage, for that child. Now you must come and phone the parents. It doesn't work. So, as I say, rather leave. Maybe there's another school where it's better.

INTERVIEWER: Okay. And then, how do you experience a relationship with the learners that don't have challenging behaviour?

INTERVIEWEE: very good.

INTERVIEWER: Very good.

INTERVIEWEE: Yes, very good, I think

INTERVIEWER: Because that relationship is quite an important part of teaching...

INTERVIEWEE: Yes, of course. As I say, I want positive discipline and I want to encourage them.

INTERVIEWER: But it's a two-way thing, hey?

INTERVIEWEE: That's right.

INTERVIEWER: Okay. Well, thank you. Is there anything else that you want to add with regards to how you experience your own self-configuration with learners with challenging behaviour before we end off? Is there anything that you would still like to...?

INTERVIEWEE: No, I think I feel better for talking to somebody.

INTERVIEWER: Okay. No, that's good. Well, thank you very much for sharing this information with me...

INTERVIEWEE: Is it half an hour gone already?

INTERVIEWER: No. Is it?

INTERVIEWEE: What time is it? I think eleven o' clock; yes.

INTERVIEWER: Okay.



CERTIFICATE OF VERACITY

I, the undersigned, hereby certify that in as far as it is audible the foregoing is a true and correct transcript of the recording provided by you in the matter:

(NAME OF AUDIO: Participant 10 – In-depth Interview)

TRANSCRIBER	:	HRE
DATE COMPLETED	:	27/01/2014
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INTERVIEWER: Ok, thank you for agreeing to take part in my research study. The purpose of this research is to explore your experiences of your own self configuration in the relationship with learners, with challenging behaviour. Ok, so your views and thoughts will be valued and handled with care, the information that will be shared within this research study will be treated with confidentiality, so please feel at peace to share your thoughts and views. Are you ready to get started?

INTERVIEWEE: Yes.

INTERVIEWER: Ok, thank you. So before we start I just want to find out from you, how do you understand the term self-configuration. What do you understand by that term?

INTERVIEWEE: I would say it means how I assess myself, how I move about trying to understand people and things around me and react in a certain manner relating to what is happening, and how I figure out what is the next step to do if I am making sense.

INTERVIEWER: Ok, good. So what I am going to do, is I am just going to just give you my definition of self-configuration, but it's very similar to yours. Self-configuration has to do with who we are and how we have become the person that we are, what our thoughts are, what our values are, what our beliefs are, how we react towards others, and how we react to different experiences and how we experience other people. It's also about what makes us the person that we are today, it has to do with our individual personalities, how we react to things and situations, and the focus of this specific project is to discuss your view on how you are configured within relationships with children in your classroom with challenging behaviour. Ok, so it's very similar to what you, how you described self-configuration. Will you just tell me what you understand about the term challenging behaviour, what do you think challenging behaviour is?

INTERVIEWEE: It's quite a broad concept, because challenging behaviour can be challenging, in the sense that a child misbehaves or doesn't obey instructions. Or it can be challenging in the sense that the child struggles with his or her work, in the classroom, among his peers, with anyone around the particular person, it is still a challenging behaviour, so it's quite a broad concept, but in relation to the class, I would say a challenging behaviour is really when according with what I am faced with is a child being unable to follow the given rules and instructions, just simple things like that. Not doing the work, poking other children, doing all the wrong things, so that becomes challenging...

INTERVIEWER: Ok, thank you very much for that. Ok, so now that we have the definitions of self-configuration and what your view is on challenging behaviour, can you please tell me how you experience your own self-configuration within the relationship with these learners

with challenging behaviour. So how do you experience yourself, the way that you are made up, with these children with challenging behaviour, in the relationship with them?

INTERVIEWEE: I'm very old-school in the sense that, in terms of disciplining and discipline, I was disciplined very well with learning to, or shown how to respect the other person, to have respect for the other children, whether it's adult, so my teaching encompasses around discipline. I struggle to understand children who do not accept discipline, and then obviously then it comes from home, because if a child is not disciplined at home, he does not know the word no, then wherever that child goes he won't accept the rules, or know when to stop, won't know when he has overstepped the board. So I am sitting with quite a number of children who are like that. Some of them they, you can see that for the child to stop what you are asking him to stop for, you need to scream, you need to shake him, you need to smack for that matter, which is not allowed because that is what he is used to from home. They drive you to such an extent that you just lose your cool, you use the wrong words, you use just the wrong everything because it gets to be provocative than just a child being playful or anything, not that they are not allowed to be children, yes they are, they will have to talk, but when it is time to start working, it is time to start working. And then first and foremost, my approach is before I am a teacher I am a mother. These are the babies, these are the children. They need that assurance that I am there for them, but with the number of children that are in that classroom, it is difficult to give that individual attention, not unless a child has a real problem that needs maybe a hug, which I give, but it can't be something that has to be expected all the time, because if you are doing it to one person...so if you, they have coping tendencies that if mam treats this one, so that other person will expect that, I try to be as neutral as possible. My rule is there are no queens in the class, there are no princesses, you are all equal, you are all children, this classroom is your home, but once it is out of board then I reprimand.

INTERVIEWER: Ok, thank you for that. So tell me how you experience the learners in your class who display challenging behaviour?

INTERVIEWEE: How do I...?

INTERVIEWER: Experience them, how does it, what does it do to you as a teacher?

INTERVIEWEE: It drains me, really, really drains me, it makes me want to take my bags and leave and not come back. I have one particular child in my class who drives me crazy every day from eight o'clock to two o'clock. Behaviour and academically, he just won't write, he doesn't do his work. If it is time to write he will take out all the colours, play with all the

crayons and pencils, make all the noise, moves the chairs, disturbs the others, and you reprimand and say please stop, you will take and put...you will find something from eight o'clock up until end of day, **so for my sanity and for the peace of the classroom, I've learned to turn a blind eye**, if he doesn't work, what can I do? Don't work.

INTERVIEWER: Ok, so it really drains you, ok. What happens to you when learners in your class don't display challenging behaviour?

INTERVIEWEE: The lesson flows and whatever we are doing will flow and be easy, and I will find that on that particular day, that they will display their best behaviour, then whatever that I will teach them, they will be in line and they will show some understanding and participate fully.

INTERVIEWER: Ok, so it's quite a good experience...

INTERVIEWEE: **It makes the day for all of us, nice and easy and they get to be productive and they engage fully.**

INTERVIEWER: Ok, thank you for that. And then what happens to the teacher learner relationship with learners who display challenging behaviour?

INTERVIEWEE: **I normally have one on one maybe after school, sit the person down and tell that you know what you are doing is really not nice or acceptable, I don't think it makes you feel happy also.** If it makes you feel happy or great then it means that you have no sense of self-worth, you don't understand the damage that you do to the other people around you, for the very fact that your name is mentioned five times it means there is a problem, so you must stop, so if you don't know when you do something wrong, you must learn that if somebody says I don't like it, then respect that and move away from that particular thing that you are doing that is not acceptable. It's not like you are not allowed to talk, yes you are allowed to talk, but once it is time to stop and you get on with what you are supposed to do, then do just that, **so I do have the one on ones I try to motivate and bring that particular thing that you did to attention that this is just not on.**

INTERVIEWER: And what is that that aids you in that teacher learner relationship?

INTERVIEWEE: **With some it builds a better relationship because the child gets to see where he is wrong and then tries to please and they even go out of their way** to try and come and sort the table, do this do that for me so then I get to understand oh well it got to him, or...**but some it just, they just don't get it.**

INTERVIEWER: Ok, but with some it does help a bit?

INTERVIEWEE: Yes, with some it does help.

INTERVIEWER: Ok, and then what happens to you as a teacher with your teacher learner relationship with children that don't display challenging behaviour, how is the relationship between you and the learner, with children that don't have challenging behaviour?

INTERVIEWEE: I can say it is good because they will write, you know when they write notes out of the blue and just sneak them on my table and I get positive comments and they see me as a mother figure more than a teacher because some say I wish I had a mother like you, I like you when you smile, you have a beautiful smile, and I will be like oh wow, I didn't know that you notice, because sometimes it gets so hard that you hardly smile for them because they drive you crazy and you know stifle your progress and productivity, it's getting so emotional, I'm sorry...

INTERVIEWER: No it's fine, thank you for sharing this with me, I really appreciate that. So it obviously has quite an impact on you when the relationship is good with these learners and how does that make you feel as a teacher getting, having this good relationship with the learner?

INTERVIEWEE: It makes me feel good because it means that I have made an impact or I am making an impact on them and besides teaching what is in the books, I groom them because I tell them that you are young, small, boys and girls, one day you are going to be boyfriends, from boyfriends are going to be husbands, so how you carry yourself speaks a lot about you, how you carry yourself as a person goes back to how or what you write in your books, how you look after your books. It speaks about what kind of a person you are because sometimes I know their handwritings, and I will be like oh my goodness he is still not getting it, so I encourage them in many other ways, building up their self-esteems. Those that are shy I try and give them, make them you know come out, those that are overboard, I try to pin them down and give the shy ones more responsibilities so that they get to feel as part of the classroom also, because some are shy in such a way that they don't want to answer in the class, they don't want to hand out books you know, so I will say, excuse me I said so and so must do this, please sit down, you had your turn, so I try to bring them up holistically other than focusing on what is in the school books, in the syllabus.

INTERVIEWER: And it sounds like you give a unique response to a unique individual, so if the child is shy then you respond to that child with regards to the child being shy. If the child is bored then you deal with the child that is being bored, so you find out what their, I won't say problem is, but what their difficulty is and then you work with that, is that true?

INTERVIEWEE: Yes.

INTERVIEWER: Ok, so you have got different ways of responding to...

INTERVIEWEE: I have different ways of responding to their individuality, for instance when we do life skills, when we do music, when we do drama, when we do dance, you know they sort of come out, those that are shy, I let them, I give them the shine and recognition, because they don't bring that out in the classroom as much, so I will give them, for instance last term we were doing drama, so I gave the shy ones some prominent roles that were going to make them stand out and act out their parts which they did very well because I know that no matter how easy the question is, they won't raise their hands, but if they raise, and I don't like embarrassing them, so if one's hand is not up, I won't call you for an answer, but if it is up, I will rephrase and rephrase so that she understands the question and then give her a chance to answer.

INTERVIEWER: Ok, thank you for sharing that with me. And then just a last point, is there anything else that you want to add about how your relationship with learners with challenging behaviour, how that experience affects your self-configuration with you as a person, is there anything that you want to add?

INTERVIEWEE: It goes back to the parenting styles, I still believe that a child needs discipline, it really goes back to disciplining the children. I guess the fact that they live in flats where there is no space to play, it sort of overwhelms them, they have this energy that they don't know how to let go, now he has to be confined in this classroom from the small space at home, to these rules in the classroom. And the fact that they are raised by single parents who are young, it also plays a role. The mothers are young, they do not want to say no, they let their children have everything they want, now they come to school, I want this in my class, the other teacher expects this and her class another teacher, so all this is overwhelming for them and from the style of teaching from previous teacher to our different styles in Grade four because the first thing that I tell them is that we are not babies anymore, we don't play, we are doing serious business, six subjects you have to know and study and be prepared for. So it means be there, we have periods, thirty minutes or one hour, so it means whatever task you are given you have to finish it. So all these things they are young, they don't have this sense of urgency that we want them and coming from a home that is relaxed and you eat, you leave your plate there, and I will say I don't look after anybody's things, you look after your stationery, you lose it, it's not my problem. So they don't get that, it makes things difficult for them to understand the pressure that

they have, the pressure that I have as a teacher, the demands, the standard of work that I want. My level and my standard of what I give, I want it back. If I give a high standard, I expect higher from you, give me more, they don't get that. Those who have challenging behaviours, they just get worse because they are not used to be told don't do this, do that, try and work, there is no, you know I got to a stage where giving homework is a headache, because it is not done. Out of forty children, three will do homework. So there is no supervision at home, no support at home. Parents expect the teachers to do everything, to discipline, teach, we can't.

INTERVIEWER: And how does that make you feel that there is so much pressure on you as teachers?

INTERVIEWEE: It's hectic, it is very, very hectic. You don't know whether you are going forward or you are floating. Sometimes I feel just like a robot, for instance this term, normally beginning of the term I have a vision and I drive them towards a certain goal. This time I didn't have that. Every term I pep talk them, say guys this is what we are supposed to do, I had a word that I used, and acronym for, I have played it over and over in my head the night before, alright this is what I am going to encourage these children, drive them towards. Came morning everyone has forgot, I will come back to it, normally it is not like that, if I forget it quickly it comes back to me just like that, but it was beautiful words of encouragement that I was going to write on the board, I would stick them there, so that once they don't do what is expected of them, I show them, we are there, you are not there, I want you to get there, it does not come.

INTERVIEWER: And why do you think it hasn't come? Why do you think this term is different to the other terms?

INTERVIEWEE: Last term was very, very hectic, I was very, very...I guess I overworked myself, preparing for everything which they did not come to the party the way I expected considering the time I spent drilling and drilling, you know and taking them to the right direction, they just don't give it back to me, so I was like let me take it easy before I say it, because I push and push myself and what do I get in return? Nothing, so once I get to that stage of getting disappointed I kind of pull myself...pull back because I don't like to use the word disappointed or disappointing I would rather say let down, you let me down than saying you disappoint me because once I get to that, I will use that word to me it is just a nail in the wall that I cannot pull out, so if I say, you class you let me down, then it means that there is a room to improve here and there and nip here and there, and open here and

there and there and we will meet halfway.

INTERVIEWER: Ok, thank you very much, is there anything else that you want to add?

INTERVIEWEE: No, that's all.

INTERVIEWER: Ok, thank you so much



CERTIFICATE OF VERACITY

I, the undersigned, hereby certify that in as far as it is audible the foregoing is a true and correct transcript of the recording provided by you in the matter:

(NAME OF AUDIO: Participant 11 – In-depth Interview)

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DATE COMPLETED	:	24/01/14
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INTERVIEWER: Thank you for agreeing to take part in this research study. The purpose of this research is to explore of your experiences of configuration in the relationship with learners of challenging behaviour. Okay so I know it sounds a little bit hectic, but we're going to break that down a little bit. Your views and thoughts will be valued and handled with care. The information that will be shared during this research study will be treated with confidentiality. So please feel at ease to share your thoughts and views. Are you ready to get started?

INTERVIEWEE: Yes

INTERVIEWER: Okay, let's see... the first thing I wanted to ask you is how do you understand the term self-configuration?

INTERVIEWEE: How do I understand it? Just give me an idea of configuration.

INTERVIEWER: Okay, self-configuration has to do with who we are as people.

INTERVIEWEE: Okay, yes I thought maybe I'm wrong.

INTERVIEWER: No you're not wrong.

INTERVIEWEE: Okay **self-configuration understands that we should know who we are. We should acknowledge and appreciate who we are.**

INTERVIEWER: Okay so what I said here is self-configuration has got to do with who we are and how we have become the people that we are today. What our thoughts are, what our values are, what our beliefs are, how we react towards other people and how we experience other people. It's also about what makes us the persons that we are today and has to do with our individual personalities; how we react to different things and situations. The focus of this specific research is to discuss your view on how you are configured within the relationships of children that display challenging behaviour. Okay but before we go into that, I just want to find out what do you understand by the word challenging behaviour, because people define challenging behaviour in different ways so how do you define what challenging behaviour is?

INTERVIEWEE: Yes challenging behaviour is I see it **as a behaviour that makes you go to extremes a little bit.** When it has to accommodate the child to go to extremes and the average attention that I give, this **I have to give extra patience and extra understanding, extra calling them to order or when they're not doing the right thing, to have extra patience.** You don't have to do this because everything goes to a lot of extremes. But as long as it's kept positively one might achieve the goal.

INTERVIEWER: Okay, and what is challenging behaviour?

INTERVIEWEE: A behaviour that's... how do I put it?

INTERVIEWER: Like what behaviour in your class would you consider challenging behaviour? Give me examples of what children do that are challenging.

INTERVIEWEE: Children who speak when I'm teaching, who just stand up and go to a friend while I am still teaching. Children who will take their time when I've already said to take out their books. You've already given work, you've spoken about it and explained it and you find the child has not written yet.

INTERVIEWER: Okay

INTERVIEWEE: you find a child not having a pen but just sitting and saying I don't have a pen could you help. Its quite challenging, and even children who you give extra time to finish just never finish their work. Children who in spite of everyone listening and who get what's going on, they just talk and say their own things. If they're moody, they just remain moody. You don't know what's wrong even when you try to ask, and they don't respond. I find that challenging.

INTERVIEWER: Okay and then how do you experience your own self-configuration within the relationship with these learners who display challenging behaviour?

INTERVIEWEE: My own self-configuration?

INTERVIEWER: How do you experience your own self-configuration with these learners with challenging behaviour, what does it do to you as a person?

INTERVIEWEE: It differs... sometimes I find myself accommodative. Sometimes I find myself not accommodating which later I regret... 'This I should handled this way'. But most of the time I find myself coping, you know at the end of the day because it is very challenging in those classrooms. At the end of the day I look because there are those individuals who you know today was much better, even responsive to my response. You look at your responses especially more than the Childs response because they react. Then there are those where you find you find yourself for even blaming yourself. Not to today I didn't even do anything good. What I always say and how I reacted should've been better. But I would day twenty percent of the time I give myself negative. I find that I reacted in a way that I wouldn't even have liked. Even being in that challenging situation.

INTERVIEWER: Okay and tell me how you experience learners with challenging behaviour?

INTERVIEWEE: How I experience...

INTERVIEWER: What does it do to you? These children that are having challenging behaviour, how do you experience them in a class?

INTERVIEWEE: I get angry, but most of the time I feel pity for them. I normally even ask them to meet me maybe during the break or after school. I would say so sand so see me. I

would find that when I am with them, one on one, I find that I always win. I tell them to think. Their behaviour during a certain period, they're behaving so and so and I'll ask if they think it is proper in the situation. How would they have coped? Those are the ones you just say to sit in the corner. I don't like taking them outside the classroom. Yes... but I've seen that making them sit in the corner, who there are sitting on a floor and not on a chair. You'll find that the next two weeks, the response is quite positive. Or saying to them, can I see you alone? They know now that's it's a different, I use stronger words. I see most of them ending up crying. Sometimes I even have to apologise, because you'd never expect them to cry. The way they were showing off and reacting and the way they challenged you. They'd even say 'you can't talk to me like that!' in front of the whole class. Then you'd say okay sorry sit down. Can I see you we need to talk? And if you ask them, how I should talk to you, then the person would just stop crying. When you thought its not evens a strong word or harsh word.

INTERVIEWER: And how does it feel when the child says to you ma'am you can't talk to me like that? What does it do to you when they speak to you like that?

INTERVIEWEE: I do become angry. I become de-motivated because mostly you'd find that its same children. There's a time when you think I've won. They're just on the right track and on those particular days they'd say you don't talk to me like that. You feel embarrassed. Sometimes I do shout, then before they leave I make sure that it ends on that particular period before they leave, I'd say sorry class for my behaviour. I'm very sorry; I don't like that because even if it's directed at a child then the others always suffer. Sometimes you find them saying, can I also apologise and speak to the whole class. I never want to say, go and apologise. I've even told them, anything you've done wrong just apologise. I always say, look how young you are. I make sure if I'm wrong then I'm wrong. I won't be a bully just because I am a teacher. I'll make sure that I am sorry, forgive. It's mostly when you push me and I'm not one to make an excuse of not apologising. I find that they also apologise.

INTERVIEWER: So they follow your lead?

INTERVIEWEE: Yes! Before I even ask a person, even if he or she is crying. Then they'll say ma'am can I please speak to you. I'm sorry can I also speak to the class. Then I say it must be said as loud as you said it – don't speak to me that way. Even now, when its time to apologise, speak it so they all can hear. I have friends, I always say to them if you call them friends. Friends and family they're your family if you are in the same class. Friends, my family I am sorry. And you must even say for what you're apologising for. The way you spoke to ma'am, 'when they say ma'ams don't speak to me like that 'with a different tone

and attitude, they'd say friends please forgive me.

INTERVIEWER: Okay, well and tell me how do you experience learners in your class that do not display challenging behaviour?

INTERVIEWEE: They are always... which word can I use? They're sympathetic side, because you can see their expressions and how does one act that way. How can one speak like that? They are always and they are the ones who even come to you after the period is over and they'd say sorry and thank you forgiving so and so for doing this. You know thank you for accommodating us. They see things on the most positive level and they remark positively. I normally say to them, because sometimes the buddy system works. I encourage them to befriend this challenging people. I'd even encourage them to work with them. Because once they know they are challenging they don't even know what you're talking about it. They lose many lessons because it goes with their moods during that particular lesson. So these ones who are not challenging, who are helping, guiding, directing and supporting...

INTERVIEWER: the other learners?

INTERVIEWEE: Yes the learners.

INTERVIEWER: And then, how does it make you feel to teach these learners who don't have the challenging behaviour?

INTERVIEWEE: You know sometimes wish they were in a different class, where they don't see, because at this age especially the teenage stage, they might start practising that. I saw so and so succeeded with this behaviour. Always feel like you can put them somewhere, where they can not see that. But I do mostly make a general talk where I say, some people don't behave the way they behave because they want to. Don't forget you are from different homes, things happen differently and someone might come to school having been shouted at and slapped and called all sort of names. So by the time they arrive here they're still not, and you are fortunate enough to have had sat down and help your mommy and daddy and say bye, enjoy your day. Some people don't know that or even know that they are special.

INTERVIEWER: Okay, then I would just want to say what happens to you when learners in your class display challenging behaviour? What happens to you as a person?

INTERVIEWEE: I get frustrated... demotivated.

INTERVIEWER: Okay

INTERVIEWEE: When it's over, I normally say to them, you know at the time I felt like taking my bag and walking out of this class and not even saying anything to anyone.

INTERVIEWER: Okay, and what happens to you with learners who don't have this

challenging behaviour. What does it do to you as a person...as a teacher?

INTERVIEWEE: They humble me so much.

INTERVIEWER: Okay

INTERVIEWEE: They humble me so much and I always go an extra mile for them. That's why Fridays a sweetie day is for everybody.

INTERVIEWER: For everyone that behaves?

INTERVIEWEE: Yes. Not only those who behave, I give everyone. I tell them hey, we should thanks to some people who have behaved very well and who are so constant in behaving because I want you all to be constant in behaving. That's why today is a sweetie day, it's always a surprise and they can't even say when it happens.

INTERVIEWER: And that encourages them to behave?

INTERVIEWEE: Yes.

INTERVIEWER: Okay and then my last question is what happen to the teacher learner relationship, with learners who display challenging behaviour?

INTERVIEWEE: I always want to get closer to the learners, in spite of their behaviour. But mostly you find that they reject you. Because whatever puts them there it's usually because of adults. So to them all adults are the same. If those ones at home are not playing their part or treating them well then they don't need to trust this one too. Most of the time I find them not trusting anyone. Even when you thought you've won them, you've got a good relationship. All if a sudden they shrug and pull back.

INTERVIEWER: Okay, so the relationship is affected when they have challenges?

INTERVIEWEE: Yes.

INTERVIEWER: Is there anything that you want to add on how you experience your own self-configuration with the relationship with learners with challenging behaviour or do you think we've covered everything?

INTERVIEWEE: We have covered everything, but I think I was meant for times like this. When I started teaching, when things were extremely mild, you know we did not have such extreme challenges. But I find myself coping in all situations. I've got friends who are my learners, who I've taught. I've even taught their own children. When they come for parent evening I am surprised that oh and it's their mother. When I didn't even realise and I find that when they see me, they are so confident and say you must listen. She used to be my best teacher.

INTERVIEWER: Well that's good! Thank you so much.



CERTIFICATE OF VERACITY

I, the undersigned, hereby certify that in as far as it is audible the foregoing is a true and correct transcript of the recording provided by you in the matter:

(NAME OF AUDIO: Participant 12 – In-depth Interview)

TRANSCRIBER : HRE
DATE COMPLETED : 01/25/2014
NUMBER OF PAGES : 6
PROOFREAD :

Interviewer: Okay good morning

Interviewee: Morning, morning

Interviewee: Yes

Interviewer: Thank you so much for agreeing to take part in this research project. The purpose of this research is to explore your experiences of your own self configuration in the relationship with learners with challenging behaviour. Okay so we going to break that up, I know it sounds a little bit scary.

Interviewee: Yes

Interviewer: Your views and thoughts will be valued and handled with care. The information that will be shared during this session will be treated with confidentiality. Okay

Interviewee: Yes

Interviewer: So please feel free to share with me at ease and feeling comfortable.

Interviewee: What ever

Interviewer: Yes whatever you want, are you ready to get started?

Interviewee: Yes I am

Interviewer: Okay could you tell me what you understand by the term challenging behaviour?

Interviewee: Challenging behaviour, is a bit sorry to put it in this way, it's an abnormal behaviour that the teacher is expecting from the learner. yes that's what I'm understanding about challenging

(Recording stopped)

Interviewer: Okay so what do you understand by the term challenging behaviour?

Interviewee: What I can say about challenging behaviour it's a bit abnormal behaviour that the teacher is experiencing to a certain learner or learners in class or I can say that it's a behaviour to add that it's a behaviour which gives or the teacher is suppose to go an extra mile with the those learners you understand. You have to give them that extra attention or you can do one on one with them because they are not behaving like other children that's a challenging behaviour. You know its demanding bahaviour, it demands you time, demand your patience you understand something like that. You need to be when you deal with those children you need to be extra careful. You understand that's the challenging behaviour it's a bit abnormal because those children are not behaving, you are not getting what you expect you are getting from other children in that class. Ja that's challenging behaviour so it needs your the whole you, you as a whole , you need to have you know. You give yourself extra time you have to come with certain strategies to deal with that behaviour which is not normal. Ja

Interviewer: Thank you

Interviewee: Pleasure

Interviewer: And what do you understand with the term self configuration?

Interviewee: Self configuration, can you put it in a sentence, so that I can...

Interviewer: um ja just basically what do you think it means you know there's no right or wrong answer , we talking obviously about your self and configuration is maybe if you think about a computer how a computer is configured with all the different parts. So self configuration is what makes you, all the different parts that make you. I'm going to give you a definition just now but if you can just more a less...

Interviewee: come with mine ...

Interviewer: Yes

Interviewee: Self configuration based on challenging behaviour or what or something else

Interviewer: No just something else, just what is self configuration?

Interviewee: I think it's how a person you know feels or express himself or herself to this technology things like now we as teachers most of us you can find we don't have knowledge to these computer and these tablets because you know some maybe have qualified long back so I think this self configuration is how you as a teacher you can deal with this technology things/ stuff.

Interviewer: Okay so maybe I should have said self configuration with regards to challenging.

Interviewee: Yes Yes

Interviewer: but let me give you the definition that I have. It has to do with who we are as people, how we become who we are ,so what makes us who we are, what our thoughts are, what our values are, what our beliefs are, okay how we react towards others and how others experience us okay so it's about what makes us the person that we are today, it has to do with our individual personalities and how we react to things and situations okay so the focus of this research is to see or to discuss your view of how you are configured with regards to children with challenging behaviour .

Interviewee: Okay

Interviewer: okay so does that make sense?

Interviewee: It does yes.

Interviewer: so we not... configuration can have to do with computers but we not going to work with that today. Okay so now that we have an understanding of what challenging behaviour is and self configuration can you.....

(Recording stopped)

INTERVIEWER: Okay, so now that we've discussed the definitions of self-configuration, can you please tell me how you experience your own self-configuration within the relationship with learners with challenging behaviour? So you can...

INTERVIEWEE: Where to start, as they say that and I heard you when you say it's about who you are and what other people perceive you. **So with me, what can I say is that I am a patient teacher.** **I do have patience with those learners and as I said you need to be extra careful in everything that you are doing with them, they need you.** **First of all you have to draw them closer to you.** You have to, **although we are not their friends but you must play that parental role.** You are a parent, **as teachers we are parents here at school so you must, first of all, you must show that kind of a child that you love him or her** that love comes first because everything that you do, you do with love so you show them love first that I love you and you must not, **though they are not the same like other children but do not show them they are not the same.** They are using those type of words when we talk to them. Yes, we must separate them, we don't give them the same work or compare the ways which are the same as those other children with different abilities. What you have to do, as I said that they need extra time like when I implement a certain subject or learning area so what I have to do, at the end, it's like I am giving them extension or extra work, it's like you must not show them that this is your work because you can't do this one, you understand? It's not the same work but the work based on what we have taught, like I know that when I give these ones maybe it's Mathematics, I am giving them the sums and I know that with this one, I am going to write maybe on a piece of paper and show them that I am going to give them three sums to do today and they are different but it's addition sums, you understand because you can't give them minus sums because they are struggling with addition sums. I am going to give them these sums today but about three and starting with small numbers, you understand, so you say oh, this one, you do an assessment and you know that, "Oh, I have got so good in my class." That child is good in Mathematics so I will say, "You are going to sit with Msoto today." Maybe, not even today, when you relocate or when you group them, you know that this one, maybe you change per term, this system they are sitting like that and the next they were sitting like this because I want to know them and observe them first so next time you are going to sit with Msoto because I saw that this one is struggling and you are going to sit with Msoto so when you give them the activities, I will know she will copy from Msoto. She will see what Msoto is doing there but starting with those small numbers like $1+1$, you first teach them what is addition and they know this one

and this one. So she will excel and it is working because she will see how Msoto is doing addition, “Oh he took this one and this one and put them together” but different activities and I must give them some activities with those ones. If you know those ones and motivation and encouraging and it works, “Oh, if you know this one, today we are going to do what Msoto did?” In English, like maybe I am doing phonics, you understand and we are doing phonics and I am going to tell the weaker ones, the challenging ones I am going to give them and they can start with at sound words or cat, rat and for two days they will be practicing and practicing and practicing and then they are interpreted and to see that they have understood what I have taught, I am going to give them maybe five at words an what we have to do, you are going to paste or draw the words I am giving them like a word like cat to see that they understood what that word is, they are going to draw a picture of a cat. They are going to draw the picture of the rat, they are going to draw a mat or before they go there, you jumble your pictures, you call the word and then they pick up the correct picture, you understand and match it and in that same time, those who are bright they will be doing the right word, draw the picture and try to construct a sentence using that word, you understand but what do they do? They are doing the same work but differently than those ones because they will get confused or frustrated, if you can say, “Here are the words, write sentences, draw a picture and write a sentence.” What are they going to do because at the first place, they don’t even know what is that cat , what is the meaning of that word. So they will start there by making the word with the picture, mat, cat you understand ... something like this. So you give them a word but it’s on a different level. The same work but different levels. You know what you are expecting from them, you say, “Now I have got cat.”

INTERVIEWER: So you actually look at each learner individually?

INTERVIEWEE: Yes, I look at each learner and group them. Like in my class I have got three groups. I’ve got those with high ability and average performance and then the weaker ones. So I used to give them different work, you understand but making sure, the first term, I am still observing them, I don’t know them but the second term, I know most of them so you change the way they are sitting, you also change them because what I have noticed and what I have experienced, peer assessment or peer grouping is working, it is working in grade 1 of the foundation phase. They learn much better, even much better than when you implement something, they will say, “wow, this is C” even in the hand writing, I am telling you, it improved when you locate them to their high ability and the weaker one unless...

INTERVIEWER: Just another question, when you talking about challenging behaviour, are you just talking about learning difficulties or what else can challenging behaviour be?

INTERVIEWEE: Even the behaviour, the behaviour of the child who is struggling, it changes because when you like what I can say, when motivating the child, when I say that you group them, you take this one and the weaker one and the one who can, who doesn't struggle. You know learners are clever when it's all the time, we say it's very good and so and so and they also want to be appreciated sp behaviour wise but when you can put them with their work and you are shouting at them, there will be no improvement because they know that there is nothing that we can do and they know that, "They will just shout at us and get rid of us" but if in behaviour wise, "Oh very good, Msoto." He wants to be appreciated, he wants to be motivated, he wants to be encouraged even in the small things that we can say, she can sit there and we say, "Well done." I am telling you that next week you can see there is progress, there are some changes in that child's life.

INTERVIEWER: Okay, good. Tell me, how do you experience learners in your class who display challenging behaviour? How do you experience it? What effect does it have on you, as a teacher?

INTERVIEWEE: My emotions or what?

INTERVIEWER: Yeah, you can tell me about your emotions, you can tell me how it plays.

INTERVIEWEE: It is difficult, you understand because you will find that in the middle of your lesson because those children, if I can tell you, those children are restless you understand, they are fidgeting, they are being disrupting and they will show you something like that. So maybe like most especially when we do our reading, most of the time when we are doing reading maybe you are calling them to sit on the cupboard and they will be talking and they will be disturbing some of the time because you have to pay attention on them and you're trying to solve their problems. It is also a fact that those who are good, there is nothing that that man is doing to those learners, she will just shout at them "hey keep quiet", the next minutewhen you are reading again, they will do the same thing. So it is sometimes disturbing because you will spend maybe spend five minutes per period and in thirty minutes you teach twenty five minutes in that period because you have to calm them down. They are restless, so you make sure that you put them in front when, especially maybe in reading, you put them in the front row so maybe you can get their attention. It is disturbing.

INTERVIEWER: It is disturbing and how do you feel as a teacher when maybe one day the class is disruptive more than normal, you do have those days sometimes.

INTERVIEWEE: Yes, they are uncontrollable.

INTERVIEWER: How does that make you feel, as a teacher that day?

INTERVIEWEE: Sometimes you feel small and asking yourself so many questions, "Is my discipline maybe..." I have to be firm sometimes ... You feel small as a teacher. Are they undermining me? What is wrong with me?

INTERVIEWER: So you start blaming yourself?

INTERVIEWEE: You start blaming yourself, yes and is there anything that I am doing wrong? It's those questions. You start blaming yourself.

INTERVIEWER: What happens to you when learners in your class don't display challenging behaviour?

INTERVIEWEE: They are good?

INTERVIEWER: Yes.

INTERVIEWEE: I am proud. I am very proud.

INTERVIEWER: You are proud of them?

INTERVIEWEE: Yeah within me, I say well done me.

INTERVIEWER: Good and then what happens to the teacher/learner relationship with children that display challenging behaviour? How is your relationship with that learner?

INTERVIEWEE: You know, it's there. If you don't tell yourself that you don't know your pupils to be here, you find sometimes in it those conditions because we sometimes, as people, a person, you sometimes lose your temper. You sometimes lose your understanding. It is hard.

INTERVIEWER: Okay and how is that relationship, the teacher/learner relationship?

INTERVIEWEE: It can sometimes develop hatred but you know that they are children and I have to be patient but at that moment when something that they [interseem 0:13:05], you say, "How can this child do this to me?" The relationship is not that good for that moment but as we know, that as teachers, we are here to groom them, we are here to inspire them and as for the short moment for the short time, but you are angry by then truly speaking.

You do become angry. You are thinking, "This child, how can he or she behave like that with me?" I am here in front of him but the child cannot even see you." It is for a short moment.

INTERVIEWER: How is the teacher/learner relationship with children that don't display challenging behaviour?

INTERVIEWEE: Wow, it's very good. You are proud, you wish, as a person you can sometimes I used to say, "I wish I could adopt you," because of the child's behaviour and because of the child's performance, you understand because it's not behaviour only, it's

also the performance.

INTERVIEWER: Okay and then I just want to find out, is there anything you want to add when we talk about your experiences or your own self-configuration with regards to learners with challenging behaviour? Is there anything you want to add? I have asked all the questions that I need to. Is there anything that you still feel that is necessary?

INTERVIEWEE: Okay, I don't think that I can add much. As a teacher, if you have children with those challenging behaviours don't forget and bear in mind and don't forget to inform the parents because children's learning is like a triangle. It's me, as a teacher and the parent and the learner. So don't forget to include the parents ... the child's parents ... so that they can know that their child is having difficulties. I think that if they can also talk to their child, at home, it can help us. I have experienced this some children, you will find that by getting those punishment at home by getting the parents involvement, you know the second week, you can't even believe it is him, the child that I was having in the class last week because they know that, "My parents at home, they don't like how I am behaving or they really appreciate little things that I am doing at school," like giving the child extra work to do at home and the parents are involved, they are helping at home, they are encouraging at home, they are motivating the child. You will get a new person from what you were experiencing two weeks back and so you involve parents.

INTERVIEWER: Do you find that the parents are quite involved?

INTERVIEWEE: I can say 50%. They are. You know those parents who are maybe working, those who are willing to see their children somewhere that they are achieving in life, they even find someone who can help in the afternoons, you understand. So they are.

INTERVIEWER: Okay thank you very much for taking part in this interview.

INTERVIEWEE: Pleasure

Addendum 7

Interview two: Incomplete sentences: Participant 1 10 September 2013

R: Okay, Good Morning.

P: Morning How are you?

R: Good and you?

P: Fine.

R: Thank you so much for taking part in the second part of my research study, um today we going to do incomplete sentences where I am going to start off the sentence and if you can just complete it in the way that you would like to.

P: Okay

R: Okay. So the first sentence is:

19. R: Challenging behaviour is P: When a learner does not behaviour accordingly with set rules in a classroom.

R: Okay, Thank-you. The second one is:

20. R: As a teacher I would consider it to be challenging behaviour when When I run short of means of managing it.

R: Okay, Thank-you

21. R: Being a teacher means P: helping learners understand their work, it also means that for the period that they with me I'm playing parent to them. Ja that's as much.

R: Okay

22. R: Teaching children with challenging behaviour is sometimes difficult when When they don't do the tasks that are expected of them, when you don't get support from their parents, when there is no support from the office and when the recommended approaches don't seem to give you the desired results. Yes

R: Okay

23. As a teacher I am happiest when when I achieve with my learners, even maybe the most backward of learners, when I achieve with them that's when I feel a sense of accomplishment, a sense of satisfaction with my work. I also feel satisfied when the bright students the gifted ones are adequately tasked that is to say when they given work that is in line with their mental aptitude. Yes

R: Okay, Thank-you

24. What makes me a good teacher is um I think I'm patient. I'm also passionate about learning and children um ja I think that's what makes me a good teacher.

R: Okay.

25. My shortfalls as a teacher are um okay I think (laugh) I think I would want to improve on my record keeping, on my time management and I also think that there is always room for growth in anyone so further myself professionally but I think my time keeping my record keeping and my time management are the worst part of my professionalism.

R: Okay, Thank-you.

26. The teacher-learner relationship is important because the success of teaching and learning hinges on that, on the relationship between learner and teacher. If the relationship is good the learner is likely to try their best but if the relationship is not good there is going to be negative effects on the learning activities and this will lead to the learner not to achieve at their best in some cases.

R: Okay thank-you for that.

27. The teacher-learner relationship is affected when when the expectations are not met, when the expectations are not met and the remedial steps being taken do not seem to yield the desired results. Yes I think that is what would affect the teacher-learner relationship.

R: Okay and when you say the requirements are not met, is it with the learner or with the teacher?

P: On both aspects if as a teacher I do not meet the expectations of my learner obviously my learner is going to be, to have negatives feelings towards me and towards the work that I assign them. But also when the learner that I am teaching when I'm making efforts and those efforts do not seem to be yielding, I might end up experiencing frustration with the help that I'm giving. It's worse in a situation where the numbers are as big as we are handling in public schools yes. If the numbers were around twenty maybe you would have more time but I also feel that even when the numbers are less what actually happens is when the numbers are less it means more focus on the learner right so it doesn't really minimize the amount of work per say but I think in a public school the challenge is with the numbers that we have. Yes

R: to develop that relationship

P: yes that one on one with learners is quite difficult.

R: Okay

28. **My reaction to learners in my class with challenging behaviour is** first of all I try to diagnose the cause of the problem half the time it is a conceptual issue which we have to find out the basis for and if you do then you come up with work that tries to answer to the identified problem. I also give differentiated work I also do one on ones with particular learners, I also move away from I also try to use practical activities to explain things, I also use everyday experiences to try and get to what the child is not understanding get an experience in everyday life that mentions it and then try to explain it along the lines of an everyday experience. I also, what was I thinking of, no let me end there.

R: Okay

29. **After spending time with a learner with challenging behaviour I feel** it all depends if the learner is willing to communicate I feel a sense of enlightenment a sense of closeness with the learner but if the learner blocks me out sometimes I feel frustrated because it doesn't give me the tools with which to deal with the learning problem that we are having. So it all depends on how the learner reacts. I have dealt with um two very difficult boys in the eight months that I have been in grade 4. They are generally considered wild and wayward but I have since noticed that if you have some time with them, talk to them, try to understand them, pose questions to them that really get them thinking about their behaviour or even explaining why they do what they do. They react positively to that recognition and to that effort at closing the gap between them and you. It's not there yet but I see signs of positivity yes. Whenever they do something wrong I don't correct them in the group I call them aside I talk to them about what they were doing, what triggered it, if they think it's right or wrong and so on and then I normally move from them to the bigger group. To say how do you think other people felt about what you are doing, describe those feelings are you happy about what feelings the other people had. They describe their feelings, how can you change their feelings towards you and your feelings towards them because you are a family. As a class you are a family, as a school you are a family and a family that is fighting is not a happy family. So you try to make them realise that their actions have impact or affect other people and when they realise that then you talk about it. They kind of recognise acceptance and then they also try to change their behaviour towards the positive direction. The worst one are the two but there are quite a number four or five learners that I'm dealing with in terms of anger management because I'm not trained in that field but I'm just using my parenting instincts to deal with it right. So I've seen positive change in those learners.

R: **Do you think it's because of the relationship that you have built with these learners?**

P: Yes because my approach to them I try to come down to their level because the first time I approached the second boy he had some food in his hand then I teased him asking for the food. To say I left my lunch and I see you have some

lunch can we share. He was like shy and then I asked him to sit down with me and we talked. Alright then he wasn't prepared to share. I was like so if I bring my lunch my beautiful lunch and it was more than I need wouldn't you want to share with me. So we started off from something general you know and I built a friendship with him. And I kept referring to this incident more than once whenever we met whenever we met to say did you bring any lunch today, you still wouldn't want to share with me that kind of thing. Um much later when I was not noticing the boy he would come into my area and want me to notice him and then I took the chance to make the relationship progress to talking relationship about some of the challenges that he has with other teachers with myself and other learners and from there we kind of click and around me he is free he doesn't feel judged and that kind of according to my perception he could be a better learner if he receives more of that from maybe everybody to say understand why I am behaving this way try to help where you can but don't judge me. I am not a bad person per say but things happen and these things lead me to act the way I do. So I think with most of the learners they are crying out for help because of situations at home and elsewhere and as teachers we are so desperate to get work done and we ignore some of the underlying factors that infringe on the learners personalities on their dispositions and other things. Yes

R: Okay then the next one um

30. Challenging behaviour of learners in my class affects me personally when um I have a problem particularly with learners who refuse maybe to accept the authority of the teacher. Yes there are some learners who will literally tell you that their parent says you know the child has a dual system of rules the home rules and the school rules. When the child refuses because maybe of interference from parents or from elsewhere to follow school or class rules because of some invisible influence behind them it becomes challenging for me. Yes, I work well with a learner who is free to accept that the context in which I am demands this and if I did this it's not , not really stereotyped learners but learners who would learn right to say this is not proper this is proper if they didn't know. Learners who are willing to learn but not learners who would want to bring a certain set, a different set of rules from somewhere in order to be treated differently. Yes

R: Okay

31. I consider challenging behaviour as resolved when we talk with my learner to a point where we reach an understanding and when the work of the learner shows some positive signs. It begins with behaviour first and if you reward the behaviour you go on to give work but when you give the work and you are aware that the learner is struggling you also give more assistance not that obviously but you know your target and when you get to them you are chatting and helping. So that they may not really feel targeted but they are receiving help right. So I would feel when

the learner begins to show signs of improvement in their social relations and their work is improving then I'm certain that I've won my learner.

R: Okay Thank-you

32. When challenging behaviour of learners in the class starts affecting the class I

I feel frustrated, I also wish for a supporting system, I also wish for a system that has curve balls you know to say if I can't deal with a learner where can I go to for support. And it's very important for me when I want the support to get it, if I don't then I get frustrated also as a teacher as much as the learner gets frustrated with a teacher who doesn't respond to their needs. Yes so I think that's when there is no help coming right when there is no positive response from my learner then I get frustrated. Also for the class I feel sorry for them because they are being cheated of learning time, I have to deal with a disciplinary issue and do it during learning time and teaching time. Learning time has been taken away for an important activity to act on one learner and I think that is a selfish thing I think if it were to happen.

R: Okay Okay

33. I control challenging behaviour of learners in my class by

sometimes I isolate them make them sit where they don't normally sit on the floor for example. I correct, I remind, I apply punishment. Right so when I apply punishment half the time I'm make them sit down. I make them sit next to my table right. I give them their own desk right if they the type of person that can't work well with others I create a particular corner for them or a particular desk for them depending on their ability. If they are poor I put them right next to the board and then they face the board directly then they work from there. I also try to make specific rules. There is a learner who will want to move around always I make rules that deal with that problem. There is a learner who will always want to talk when other learners are working I also make specific rules that deal with that situation. Yes so with learners with challenging behaviour if there not too many I normally have specific rules that deal with their specific problem that which they do most wrongly is what I try to create systems around. To say this is the problem, it affects you this way, it affects me this way, it affects others this way. Then create that understanding after that this is how I would want you to attend to that or even sometimes involve the learner. Once you make them aware of the affects of their behaviour make them react to that by suggesting how they could change their own behaviour. Yes

R: Okay and then the last one

34. The way I experience my psychosocial well-being with regards to challenging behaviour is are you saying how do I look at myself in relation to challenging behaviour.

R: Ja how does it affect your wellbeing

P: It makes me unhappy if that's what you want to know. It makes me unhappy and it interferes with, I am normally a person that enjoys what they do but once I face a challenging situation it kind of brings me down and half the time, um those are the times when I think I become impatient because any other time I think I am one person that can deal with anything. Give me as much time with anybody I can deal with anything with them but when challenging behaviour becomes difficult to resolve then I also grow frustrated impatient sometimes yes. I'm happy with my work. I don't look forward to the day um like right I remember first term I think it was a struggle coming to work because I just moved from the grade 6's and 7's to the grade 4's so it had been some 10 or so years before I had gone to that level so when I was coming back I was like not sure. My first few weeks were not as positive as I thought they would be so I didn't quite enjoy it yes. I dint look forward to coming to work I was unhappy with my work, I was unhappy with my learners. Ja that's the disposition that I went through yes so that's how I feel. Unhappy, frustrated ja I also feel that I don't perform to the best of my ability.

R: **Okay is this with regards to children with challenging behaviour**

P: Yes what I'm saying is that a problem with one kind of affects my relationship with everybody because my delivery gets affected. Yes and half the time when I'm distracted by this learner, as I teach I'm jogging my mind I kind of multitask if I may use that term to say I'm dealing with the behaviour of the learner and I'm wanting to deal with the work that I have to be dealing with at a particular time so it distracts me, if I may add that term. I get distracted.

R: **Okay well thank you very much for taking part in my research study.**

P: Alright

R: **I really appreciate it.**

P: Thank-you

R: Okay thank you for taking part in the second part of this interview or this research study um the way this interview is going to work is I'm going to just read a few sentences incomplete sentences and if you can complete them in the way that you would like too.

P: Okay

R: Okay so the first one is:

35. Challenging behaviour is oh challenging behaviour is when you faced with children that obviously challenge you and um frustrate you in certain ways due to certain circumstances that come across, certain things that they are going through and obviously they challenge you and it comes out in their behaviour.

36. Okay As a teacher I would consider it to be challenging behaviour when when learner obviously you follow the process and you find you got systems in place and none of those systems work and you have to take it further and deal with it on a different level.

37. Okay Being a teacher means being a teacher means being a teacher, being a social worker, being a mommy its fitting all the different roles in one to develop the child holistically.

38. Okay Thank you. Teaching children with challenging behaviour is sometimes difficult when um it becomes difficult when obviously as I said you put the process into place and you find the steps that you have followed in general doesn't work and you have to find alternative methods or solutions to that individual learner, you look at it on an individual base.

39. Okay Thank you. As a teacher I am happiest when oh I see my children from January to December and what they have grown and what they have become or even years later when they come back to you and seeing them successful in whatever they do.

40. Okay As a teacher I am unhappy when I think I'm very unhappy when I know learners have the ability to do something and it's just pure laziness or attitude that doesn't get them where they suppose to be.

41. Okay. What makes me a good teacher is I think I'm very passionate, I'm always looking for new ideas, finding new things and always stimulating them and keeping them on a very high level.

42. **Okay. My shortfalls as a teacher are** okay I think my shortfalls is my voice I tend to also scream because its difficult because we lack certain ways of punishment and then you use your voice and I think that's my shortfall is that I do scream. I tend to be loud.
43. **Okay. The teacher-learner relationship is important because** um it's a triangle. It's a teacher, the learner and the parent and we form most of their day and the teacher-learner relationship they must have trust in you, they must respect you but it's also two way. We need to respect and have trust with them so it's a two way relationship.
44. **Okay. The teacher-learner relationship is affected when** obviously one doesn't follow protocol or follow the rules or tends to lack in certain things that they know should be done.
45. **Okay. My reaction to learners in my class with challenging behaviour is** obviously be professional firstly, don't let the learners know that they are controlling you, you need to show that you in control and obviously follow the processes that are put in place not what you feel that's subjective you be objective and follow the proper protocol.
46. **Okay. My reaction to learners that do not display challenging behaviour is** um obviously you stimulate and show them that you don't only focus on the negative, you praise them and you stimulate them in other ways as well.
47. **Okay good. After spending time with a learner with challenging behaviour I feel** I feel you honestly there is a reason for every behaviour and by spending that time one on one you actually find out there is a reason. Every story has a beginning and you tend to find that out and it helps you to help the learner to achieve and become better because there is always a reason, you always find there is a reason behind every challenging behaviour. No child is just naughty.
48. **Okay. Challenging behaviour of learners in my class affects me personally when** it affects me personally when I think obviously it changes your lesson of what you planned because learners are disrupting it and then it's also being selfish and disrupting other learners and you have to call that learner out, so it's also time wasted as well.
49. **I consider challenging behaviour as resolved** when obviously you see a change in the learners behaviour, you know that you put the proper steps in place to help the learner with different measures and you can see an improvement. In most cases an improvement, in some cases the learner needs maybe another school or further action that we can't obviously help the learner with.
50. **Okay. When challenging behaviour of learners in the class starts affecting the class I** I obviously remove the child from the from his space and put him closer to me or um immediately after the lesson take him up to the office, phone the parents or follow as I said the steps in place or demerits things like that.
51. **Okay and then....I control challenging behaviour of learners in my class by** obviously removing them from disrupting other learners from the group keeping them closer to me , so the closer to me the behaviour obviously improves and the obviously phoning the parents, writing letters to parents because as I say it's a

triangle it's the parent, teacher child so having all three involved all the stakeholders helps.

52. Okay and then the last one um challenging behaviour influences my well being my social well being in what way or let me rephrase that um the way I experience my wellbeing with regards to challenging behaviour is obviously my well being and challenging behaviour is you can not become subjective and say I don't like this you don't look at the child you focus on the problem and not the child and try and find the solution to that and that will help your wellbeing because at the end of the day they are children and you follow the proper steps in place of finding the solution to the problem not disliking or targeting the child its finding and improving the behaviour

R: Okay and then that helps with regards to your wellbeing

P: Yes sort of because obviously **I have to be professional** in what I'm doing and follow, you know, and also sometimes as well **with your wellbeing you can not become too involved because you can't change certain circumstances in the learner that's what you need to step back and realise as a teacher** as well, there is only so far you can go as much as you would like to go further **your wellbeing and your stuff gets affected as well because there's a line that has to be draw because how far you can help a learner.** Sometimes you want to do too much but you need to step back.

R: Okay Thank you very much that concludes this second interview thank you for taking part and for all your expert advice.

P: Thank you, that's it, no more after this.

R: No Thank you

R: Okay thank for taking part in the second part of this research study

P: Okay it's my pleasure

R: We going to do incomplete sentences for this interview so I'm going to start of the sentence and then you finish it the way you feel

P: I feel its okay, alright. No problem

53. So challenging behaviour is um challenging behaviour is being difficult or a learner when his trying to question what is right or not or like **being difficult in a bad way** and also in a positive negative and positive way.

R: Okay what do you mean by that?

P: Ja by like bad, there's positive there's like two kinds of challenges that we experience with the learners which we have the positive one which is like if they will challenge what you doing and you have to give them like challenging and further activities for them with their behaviour also but with **the negative one it's when they express their feeling in a bad way or being difficult towards me during the lesson.**

R: Okay Thank you

P: Alright

54. As a teacher I would consider it to be challenging behaviour when

P: Can you come say it again. Okay

R: No its fine. As a teacher I would consider it to be challenging behaviour when when a learner is not responding positively towards me mostly verbally and also with their facial expression also. Ja

R: Okay

P: Alright

55. Being a teacher means okay being a teacher can I break it down in different ways. It's fine. I can break it down in three ways. **Okay it's when an adult is grooming a learner in basic education or any other basic skills towards their growth and development and again being a teacher its being there for a learner educationally, emotionally and also psychologically and helping them to grow through their development.**

56. Okay thank you teaching children with challenging behaviour is sometimes difficult when its sometimes difficult mostly if you introducing the lesson and we getting into fundamentals of the topic of the day and then when the behaviour starts so now it spoils everything cause now you have to deal with that challenging behaviour while everybody was attentively listening to the introduction or any other specific topic that we started with the other day.

57. Okay, As a teacher I am happiest when I'm happiest when um I receive a challenging behaviour in a positive way cause now I can see that I am doing my job properly and the learners are expecting more from me, so it makes me happy in a way.

R: Okay

P: Alright

58. As a teacher I am unhappy when as a teacher I am unhappy when um I have children who are not participating very well due to their problems that affects them that they take them from home or it might be here at school. So I'm one person who likes to see every children being happy on a daily basis mostly during my lessons with them. So I become unhappy or a bit sad when I see that some or even if it can be one or two learner its unhappy or its distracted from something that happened at home or even here at school. So it makes me unhappy.

59. Okay, What makes me a good teacher is my personality first of all yes it makes me a good teacher cause the manner of the approach, my manner of approach through the learners it makes me a good teacher.

60. Okay My shortfalls as a teacher

P: Can you break the short fall

R: What are your weaknesses as a teacher?

P: oh just only weakness, oh, alright as a teacher, let me see weakness (pause) weakness, um at the moment um oh alright due to my experience cause you know I work outside there, now my weakness is to be honest like when it's hot and sunny like this I don't quite enjoy teaching in quite this weather that's my weak point to be honest because of I get dehydrated I get drained due to the weather cause I'm always at the son and like when we do PT the children must always be at the shade or I must be at the son so ja that's my weakness. It's for me I don't be like the normal coach that they use to be ja.

61. Okay the teacher-learner relationship is important because it is important because its teachers and learners on a daily basis. We work with this learners so it is important to have a positive learner and teacher relationship with them cause we deal with them on a daily basis. It's not the teacher only that is on the board but it's the teacher and the learner.

62. Okay the teacher-learner relationship is affected when okay its affected when there is no communication at all through the teacher and the learner because now we not building any relationship if there is no communication at all between me as a teacher and the learner also.

R: Okay

P: Yes

63. My reaction to learners in my class with challenging behaviour is how do I ...

R: How do you react to these learners?

P: Like I said at first I will shout if I see such behaviour but then afterwards then that's when I call a learner and sit and find out what's the problem and then we will sort everything and everything will be on board but at first when I see it and if it persists that's when I start shouting hey stop it this and that and then that's when I cool down and call the learner and sit down and try to see what's the problem and then everything goes back to normal.

64. Okay thank you, my reaction to learners that do not have challenging behaviour is um my reaction to them who don't have like bad or just negative or positive one

R: Lets stick will the negative so the ones that are not challenging you negatively.

P: Oh okay what was the question, can you say it again?

R: What is your reaction to these learners that do not have challenging behaviour?

P: Okay I react like normally with them cause they don't have any bad or negative challenging behaviour with them. So it's just a normal daily basis with them with my reaction with them.

65. Okay thank you, after spending time with a learner with challenging behaviour I feel I feel proud of myself to be honest cause I do sit down with the learner with those challenging behaviour and sort it out and sometimes I do help where I can and it makes me feel good as a teacher and also as a parent cause most of the time I am able to help them and try to see what the problem is and I'm able to work with them normally nicely after which is helping which makes me feel good.

66. Thank you, challenging behaviour of learners in my class affects me personally when it affects me personally when it happens actually, it affects me personally because like I said this children they come from different families and

backgrounds so as I see a challenging behaviour like I said before I sit with a learner and sometimes we'll find out that they going through a bad time so it is really challenging me emotionally to be honest also after you can find out where does this problem comes from for this learner to challenge that way, so for me it affects me emotionally. I don't want to lie.

67. Okay thank you, I consider challenging behaviour as resolved when Okay it is resolved after I've taken the child, I sit down with the child and try to see and find out what is the problem what triggered , cause they can't just have a challenging behaviour a negative one out of the blue then something sometimes it triggers them to challenging that way for my experience that what I have experienced. So can you say the question again sorry I talk a lot

R: No No its fine I consider challenging behaviour as resolved when

P: okay I have sat down with the learner and then we sit and I see where the problem comes from. It's resolved after I have sat with the learner and then we see what was the problem and also we try to solve it.

68. Okay thank you, when challenging behaviour of learners in the class starts affecting the class I okay cause yes it does that's true so that's when I take the learner, I don't speak with him or her at that specific time cause now it's affecting everyone who's around in the classroom so I take the learner I don't say go back to your class or whatever I just say can you please sit down under that tree by the shade and then I carry on with my normal lesson, so that now it doesn't affect everyone cause it's not fair for other learners and for myself as well. Then I excuse that learner just for that lesson and put him aside or her then I carry on with my lesson and then I will speak to him or her after the lesson.

69. Okay, thank you, I control challenging behaviour of learners in my class by by doing laps and it does help yes cause when they think of being challenging then they think about doing their laps oh I can't do that. So you'll see now when they come for PT everyone won't give us any challenging behaviour unless if there's something triggered it badly then we will see it coming out.

70. Okay then the last one, the way I experience my well-being with regards to challenging behaviour Okay so here we want to find out your well-being how is it affect by challenging behaviour from the learners oh like I said for me it affects me like emotionally. Ja, because like I really love working with kids, I don't want to lie and as much as their happiness comes first more than mine to be honest when it comes to working with children. So it does affect me emotionally and I have ways of dealing with it though cause it happens now and then not like on a daily basis. Ja so that's why when it happens I am emotionally actually I feel emotional cause I'm a bit sensitive also that's my character , so but

I have ways of dealing with it, if it happens sometimes I do deal with it but then it does affect me emotionally also.

R: Okay and how do you deal with it?

P: Ja so when I get home that's when I start thinking that okay these learners they need this and that. Most of the learners they are neglected from home, most of the learners they are going through abuse, most of the learners.... So what I do. So I just tell myself that you know what God I'm doing this through your strength you the only one who can help me to overcome this emotions and give me strength to be able to understand this children's situation and be able to help them cause if I was doing it by myself believe me I wouldn't do it , I would go home everyday crying so I'm just asking from this from him actually on a daily basis for that strength when I reach that behaviour also cause I know it comes to me emotionally but then at least I'm asking from his strength to help me on a daily basis to overcome this situation of emotions when it comes to this children cause sometimes it is bad I don't want to lie , it is very bad and it is emotional and sensitive cause you can hear the things the learners are saying it is not nice as a parent and also as a teacher.

R: Okay, Thank you for all the information.

P: Alright, I hope it will be helpful.

R: Okay thank you for taking part in the second part of this research study, the way this interview is going to go is I'm going to read a few incomplete sentences and if you can please complete them in the way that you see fit.

P: Okay

71. Okay so the first one is, challenging behaviour is it's mainly learners who bring all sorts of problems that you have to deal with at school in the school environment.

72. Okay ,as a teacher I would consider it to be challenging behaviour when when its starts affecting the learner and other learners as well as my way of teaching the whole class.

73. Okay , being a teacher means means understanding, solving problems as well as giving out knowledge to the learners.

74. Okay, teaching children with challenging behaviour is sometimes difficult when when there is no support like from the parents as well as maybe the school as well.

75. Okay, as a teacher I am happiest when when I find all the learners taking part in the lesson as well as improving their marks as well.

76. Okay, as a teacher I am unhappy when when learning is disrupted as well as results getting worse.

77. Okay, what makes me a good teacher is I take this job as um to me it is a hobby actually ja I feel happy when my results are getting better and learners feel like they can't wait to come back for tomorrow.

R: Okay, so is that what makes you a good teacher?

P: Ja but maybe just to add on more just getting able to solve some of these problems that we encounter everyday as well as seeing an improvement in mostly those learners who are maybe challenging and even those slow learners as well.

78. Okay, my shortfalls as a teacher are ja I'm still trying to look at those but I think um there is a time when by I feel like I'm loosing my temper but I do find ways to control them.

79. Okay and then, the teacher-learner relationship is important because ja it helps especially when you are teaching especially those learners who have got

those challenging behaviours and then with those ones who do not have those challenges it just makes it even better to come to school every day.

R: Okay so I'm just going to say it again **the teacher-learner relationship is important why** so that you become successful maybe like in delivery of your lessons as well as trying to change the ones that have got those challenging behaviours.

80. Okay, the **teacher-learner relationship is affected when** mainly when the learners are not showing any signs of interest and willingness to take part in the lessons.

R: And from the teachers side how can it be affected the teacher learner relationship?

P: When maybe when I'm not prepared maybe I just come ja in class without like full preparation for my lessons and then they start maybe losing confidence in my lessons as well as my way of teaching.

81. Okay, my reaction to learners in my class with challenging behaviour is **we** normally sit down one on one sometimes give them extra attention maybe during break after school or early in the morning. Try to discuss some of those problems but now if the worse comes to the worse we have to punish them that's how we normally do it.

82. Okay and then **my reaction to learners that do not display challenging behaviour is** these ones we always try keep on praising them as well as giving them some small rewards as well so they can maintain that good behaviour of there's

83. Okay, **after spending time with a learner with challenging behaviour I feel** depending on the response sometimes I feel very very good but if I find that the learner is still not showing any signs of change it makes me very very worried or stressed as well because when you talk to them you expect them to change for the better.

84. Okay and the challenging behaviour of learners in my class affects me personally when when we are about to...when we are learning definitely you find sometimes you just end up losing interest because of learners like those cause they are just there to distract the good that you are preparing for the whole class.

R: Okay and how does it affect you personally?

P: Yeah it does because sometimes **I feel like now I have to spend most of my time trying to talk about discipline instead of talking about the lessons that we came for.**

85. Okay, I consider challenging behaviour as resolved when when I see an improvement in the learners that are concerned. Improvement in terms of the behaviour as well as the marks as well going up or getting higher.

86. Okay, when challenging behaviour of learners in the class starts affecting the class I I don't prefer this method of chasing them away but sometimes you excuse them for a few minutes and then you bring them back and try talking to them individually because we don't want that spreading among the whole of that class.

87. Okay thank you, I control challenging behaviour of learners in my class by obviously we normally talk in private and then if that doesn't work we try to involve other teachers as well or even the parents as well. If the worse gets to the worse, then the school to find some ways of trying to punish them

88. Okay and then the last one is, the way I experience my own well-being with regards to challenging behaviour is my own well-being, yes it's just that you have to understand and accept that not all learners will be the same others will bring you all these challenging behaviours from different situations mainly from their home environment as well, so in any class expect two or three people who are going to bring things like those and then they must be solved the way you see it fit.

R: Okay so what does it do to you well-being this challenging behaviour?

P: Well it makes me understand that not everybody is the same even out there in society people have got different characters so you have to understand each person. So what we are saying here in the school is just almost what we have out there people are different and people will react differently to different situations so we have to just live along with it and where we can try to change it for the better.

R: Okay and does it affect you in your social life, your personal life emotionally this challenging behaviour or are you able to deal with it at school and then leave it at school?

P: Sometimes it goes wrong as well because you find that it will be beyond what you normally expect. So it becomes an issue when you see some of those things that they normally do especially when it comes to your own free time but you always keep on thinking about what you saw what was happening at school. So it somehow affects me to such a point to find out maybe you are stressed but not like always or everyday because it's something that happens maybe once a week ja it's not every day that you have to deal with these problems.

R: Okay and then sometimes it affects you at home or you thinking about it while you at home?

P: Yes exactly you have to think about it because some of those won't be like a small issues the others you need maybe the whole week to sort them out you see. **So definitely they'll have to affect you because you will be thinking what can I do about this situation for it to improve or just to solve this problem that I saw in the class and then it does affect you.** You just have to carry your notes and have them at home keep on thinking about plan A plan B failed Plan C until maybe you come up with a good solution to solve that problem for once.

R: Okay thank you very much.

P: Okay

R: Good morning

P: Morning

R: Thank you for taking part in the second part of this research study, how this part of the interview works is we going to do incomplete sentences. So I'm just going to start of the sentence then if you could just....

P: Finish it off

R: Finish it off Ja

P: Okay

89. Okay Challenging behaviour is difficult learners, learners with problematic behaviour.

90. As a teacher I would consider it to be challenging behaviour when a learner doesn't do his work, his rude and arrogant insolent that sort of thing.

R: Okay anything else that you want to add there.

P: I don't know um.... I don't know.

R: Okay that's fine.

91. Being a teacher means means being a parent, to me it means being a parent. Caring for a child nurturing and insuring that the child learns.

92. Okay teaching children with challenging behaviour is sometimes difficult when when you think that you just can't win anymore that you know you don't know what to do next, you don't know how to help them anymore.

93. Okay, as a teacher I am happiest when when my children are happy and they all learning and they can show me that they can apply what I have taught them.

94. Okay as a teacher I am unhappy when when there is outside interferences with teaching, when I don't achieve the aims that I have set out to achieve, um when I have tried my best to teacher a specific thing and I just can't get it across to the learners the way I want to and that means going and doing more research and trying to get it across as best I can.

R: Okay what is that interference those outside interference that you are talking about?

P: It could be the school the you know the principal the whoever any outside interference like um periods being taken away or absenteeism of children or anything of that sort.

95. Okay thank you, what makes me a good teacher is I don't know, what makes me a good teacher I think it's the rapport I have with my kids and the fact that you know even though I teacher grade sevens, the fact that they still come to visit and you know they tell me how they doing and they remember my birthday and little things like that make me feel like you know what I'm making a difference.

96. Okay My shortfalls as a teacher are I tend to get to emotionally attached.

97. Okay, the teacher-learner relationship is important because because you know it helps with confidence with the learner and when the learner feels confident and comfortable in a learning situation, they learn better then when they uncomfortable and they don't know you and it's just you know books and whatever. They unable to react to you in the way that you want them to.

98. Okay, the teacher-learner relationship is affected when its affected when the teacher doesn't you know take into consideration the children and their needs and you know just lack of respect for the children where you bring your influences from home and you take your frustrations out on the kids that sort of thing.

R: Okay and is it a two way.....

P: I think it is definitely a two way street you give respect and you get respect.

99. Okay, my reaction to learners in my class with challenging behaviour is tackle it positively. I always look for the best in any situation. You know there must be some underlying problem. So try to figure out what that is and try to work from there instead of alienating the child.

100. Okay thank you, my reaction to learners that do not display challenging behaviour is I don't really have a reaction to them I mean shame those poor children actually get forgotten because you tend to focus so much of time on the children that are exhibiting the problematic behaviour that the quiet ones that just do all the things that they suppose to they go under the radar so to speak.

101. Okay, after spending time with a learner with challenging behaviour I feel I feel you know what that my preconceived ideas and the reality of the situation are so different and it gives me a better perspective of the child and it makes me feel better that I actually took that extra time to get to know what's going on with the child.

102. Okay, challenging behaviour of learners in my class affects me personally when when it affects my personal life you know where I'm stress out and I'm emotional and I take this home and I think about this child you know when I should be concentrating on my family. You know it still plays on your mind and you go to bed thinking about that child whether you know they having a plate of food to eat, or is that child being abused or is that child safe or you know what it is because at the end of the day we all human and when you get attached to a child you know like um you worry about that child.

103. Okay thank you, I consider challenging behaviour as resolved when when we have reached the reason as to why the child is behaving like that and we have tried to rehabilitate it and the child is understanding of the situation, what is required of the child and the child actually refrains from such behaviour in future.

104. Okay, when challenging behaviour of learners in the class starts affecting the class I I deal with it then and there because at the end of the day the main aim is for the children at school is to learn and when there is that occurring in the class they are infringing on the rights of the other learners. So it needs to be nipped in the butt the sooner the better because normally when you leave it, it becomes this you know it blows out of proportion. So rather deal with it as soon as possible. That's what I feel.

R: Okay and how do you deal with that?

P: Find out, get to the root problem. The root cause you know speak to the child, interview with the parent, find out friends talk to the child's friends. Find out what could be causing this problem and if the child is not willing to open up to you let him talk to you or you know another teacher that they more comfortable with and you know try to figure out and help this child as best we can .

R: Okay do you remove the child, like I'm just wandering what do you do in a situation where the child is actually affecting the classroom environment? What do you do with that child immediately?

P: Oh you mean like immediately do I chase him out of the classroom or whatever,

R: Ja

P: No No I don't do that. I alienate the child what I do is I bring him right next to my desk, I've got this special desk right next to me. So his away or she is away from everyone else and they sit on their own in front of me against the wall so there's nobody else to talk to and I'm right next to them. So if they even think about turning around I can see them and then they know that they will be in further trouble.

105. Okay ,I control challenging behaviour of learners in my class by I don't think um I control learners with challenging behaviour in my class by being... discipline is important to me and I make that know to them. As much as I'm democratic in that you know when we make our rules for the class and that we both make up the rules of what is expected from both parties. I expect that to be followed. So discipline is very important for me and I think they know that so with them knowing that and them respecting it and me respecting them it works well.

106. Okay thank you and then the last one , the way I experience my well-being with regards to challenging behaviour is I think I deal with it quite well, you know I find ways to de-stress and I've come to a point where I have realised I can't change the world, so things that are beyond my control I've just got to accept it and move on you know but if there is something that I can change and I can do then I go for it, I try and do the best that I can in the given situation with what I have.

R: Okay thank you very much.

P: Cool



CERTIFICATE OF VERACITY

I, the undersigned, hereby certify that in as far as it is audible the foregoing is a true and correct transcript of the recording provided by you in the matter:

(NAME OF AUDIO: Participant 6 – Incomplete Sentences)

TRANSCRIBER	:	HRE03
DATE COMPLETED	:	14 Jan 2014
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INTERVIEWER: Okay, thank you for taking part in the second part of this research study. The way this is going to work is I am just going to read some incomplete sentences and then you just complete it the way that you feel fit.

INTERVIEWEE: Okay.

INTERVIEWER: So the first one is, challenging behaviour is...

INTERVIEWEE: Is seeing yourself in a classroom whereby you are surrounded with children who have got difficulties academically and some of the problems is their environmental background.

INTERVIEWER: Okay.

INTERVIEWEE: And you are failing to deal with it in a proper way because parents are not coming forward to assist or to let us know where the problem lies, so that is a big challenge to me.

INTERVIEWER: As a teacher I would consider it to be challenging behaviour when...

INTERVIEWEE: When a child, when you ask a child to do something in class, after teaching you give them a task to do, the child does not participate in a task or else the child starts talking, playing, grabbing other children, wants you to pay attention only on him in a wrong way. It is very challenging because you don't know how to assist that child. You don't understand whether that child understood the lesson taught or where you fit in or come in and help the child, so it is very frustrating.

INTERVIEWER: Being a teacher means...

INTERVIEWEE: To educate and nurture the child academically, physically, emotionally, spiritually, and socially, like your own children, although it is difficult to reach out in some of the aspects.

INTERVIEWER: Teaching children with challenging behaviour is sometimes difficult when...

INTERVIEWEE: When the parents don't come forward to lay out the foundation about the child's upbringing, most especially the environment. I think everything starts from the environment where the child comes from because certain behavioural problems which we experience in the classroom are from home and you need a parent to come forward to lay out the foundation so that you understand the child more. As you look at the child in the classroom, it is not enough because you don't know where the problem lies, where this started. You need to know the beginning of every step of the development of the child.

INTERVIEWER: As a teacher I am happiest when...

INTERVIEWEE: after teaching a lesson and I give them a task to do, they do it, and they do it well.

INTERVIEWER: As a teacher, I am unhappy when...

INTERVIEWEE: When I do not reach out the goal which I set before I teach a lesson because when I set the lesson and I teach, after teaching I give them a task and that is my goal, where I want to see after the lesson and if I don't reach that goal, then I am frustrated and unhappy.

INTERVIEWER: What makes me a good teacher is...

INTERVIEWEE: Is when my learners understand me and we tolerate each other, when it is play time we all play, when it is lesson time, we all concentrate and reading time we actually manage discipline.

INTERVIEWER: My shortfalls as a teacher are...

INTERVIEWEE: It is when children don't seem to understand what I want and do their own thing instead of doing what I want them to do and on time.

INTERVIEWER: The teacher/learner relationship is important because...

INTERVIEWEE: Because every lesson when you teach is about learner/teacher participation. You need to see your children participate in everything you teach in the classroom, whether it is a reading lesson or it's a one on one, you want to see them participating to show that the atmosphere in the classroom is conducive.

INTERVIEWER: The teacher/learner relationship is affected when...

INTERVIEWEE: When the atmosphere in the classroom is not conducive, like when you teach a lesson and seeing your children with questions. They don't reach out, they don't see, they don't come to where you want them to be so it depresses me as a teacher.

INTERVIEWER: If they don't participate?

INTERVIEWEE: Participate and you can see that maybe I need to change my lesson another way for their level of understanding.

INTERVIEWER: Then the teacher/learner relationship how is that affected?

INTERVIEWEE: It is affected because the children are not participating because they don't understand what you want, or the way you teach. They don't know, when asked a question, they don't have understanding of the lesson so they are unable to participate, so it falls out because it is about you. You talk and talk without them participating. You need them to intervene while you are teaching. You will ask them questions, you want to maybe see question/answer method or you want to see them participate in another way when you give them a task and they finish quickly and the task comes okay.

INTERVIEWER: My reaction to learners in my class with challenging behaviour is...

INTERVIEWEE: This one is very difficult. It depends - my reaction depends on the

seriousness of what you are doing in class. Sometimes the child with the challenge in the classroom comes where the lesson is too serious. We are concentrating, and every child is enjoying the lesson and then the child interferes, it tends to make the lesson fall apart because you need to leave what you are doing and you need to concentrate on him and it affects the other children in a different way.

INTERVIEWER: What is your reaction to that?

INTERVIEWEE: My reaction to that is I will send the child outside. I will say go and drink water, or go to the bathroom because when you look at the other children you can see that they are irritated with what the other child is doing. I will send the child outside to drink water or just stand outside, I will be with you right now and I will close the door.

Sometimes I say to the child, why don't you sleep on your desk? Just sleep on your desk, you need to keep quiet because you see that there won't be a disruption because one child will comment and another child will comment and then the lesson is already disturbed.

INTERVIEWER: My reaction to learners that do not display challenging behaviour is...

INTERVIEWEE: Excellent because sometimes when you are busy teaching and you see that there is a child who has challenging behaviour; you concentrate on the children who are participating and children who are willing to go on. Sometimes I just pick up a child and say, so and so, did you understand what I was trying to say? Yes Ma'am. Do you see, are you aware of what is happening? Yes Ma'am. Can you go on with the lesson? Everybody now wants to pay more attention so that they will be picked up, go on with the lesson, and add their spices because I call it spices. I don't, like when it is story time, I don't want to add spices on the story, and then somebody will put up their hand. Everybody becomes engaged then I walk out with the child who has the challenging behaviour outside the classroom. The lesson will be going on while I am not there. The children will be participating and they love that. I call it peer teaching.

INTERVIEWER: After spending time with the learner with challenging behaviour I feel...

INTERVIEWEE: Sometimes you feel you have got lots of questions, as I said; you want to understand where the problem lies. What is happening, what is inside this child, what is going on? Sometimes you become stressed because you can't reach out to help the child and there is no one to help you help the child. Even though children are sometimes cunning, he can make up a story, Ma'am it was because blah, blah, blah, blah. You don't know whether it is true or not and you feel pity and you wish you can remove the child from that family and give that child to the family whereby the atmosphere is not the same as the one he complains about. Most of the children don't live with both parents, as I have said

before. Some are, like last year I had a child whose mother died, the father died, and the child was aware that he died because of HIV, so the child said to me, Ma'am, how will I know that I also have HIV? It means am I going to die like my parents. You don't know because you just heard from the grandmother, you don't know whether they were affected before the child, even though you know you can't say to a child, yes you are going to die, or you are not going to die. You want to know how he understands the sickness. To which level or does he just know that HIV is there, but if you have it you are going to die. **Some of the things we can't question and we feel frustrated.**

INTERVIEWER: Challenging behaviour of learners in my class affects me personally when...

INTERVIEWEE: **When I know the child's background which I can't change.** The situation where the child comes from which I can't change, I can't remove the child, I can't choose for the child maybe to live with the mother or the father because you find that the parents are maybe separated. It affects me because I can't change the situation. **It is there, the child has to live with it, and looking at that child every day, I say shame, poor child.**

INTERVIEWER: Is that why they are behaving the way that they are behaving?

INTERVIEWEE: Yes and the way they behave, it is not normal. The child needs help. They say Ma'am help me and you can't interfere because it is beyond your control. **It is not like a child who complains about another child within the school or complains about the other teacher within the school. You can sort that out but if it is outside the school world, then our hands are tied.**

INTERVIEWER: I consider challenging behaviour as resolved when...

INTERVIEWEE: **When the parents come forth and work hand in hand with the educator and I think that even the child will feel more comfortable and the child will see that my parents love me, which shows and emotionally the child will develop something and looking at their mother coming to the school, talking to the teacher. There is a relationship and it boosts the ego of the child.**

INTERVIEWER: When challenging behaviour of learners in the class start affecting the class, I ...like you explained just now with the...

INTERVIEWEE: To send the child outside or say to the child why don't you sleep in your chair? What time did you go to bed last night? The child will say because they don't even understand the time, they will say five o'clock and so oh yeah, you are tired, just sleep and the other children will obviously laugh. The ones that understand what twelve o'clock is, so sometimes you don't know how to handle the situation because you don't know what is going to happen, it is not something that you planned. When this happens I will do this,

they come up with different attitudes every day.

INTERVIEWER: The way you deal with it is you send them out.

INTERVIEWEE: Yes, I send them out. They love that, I say go and drink water, they say yes Ma'am I need water, and then they walk out.

INTERVIEWER: Then it doesn't affect the whole class.

INTERVIEWEE: **It doesn't affect the whole class because he is not there**, but if you keep the child there and say stop it, do it again, and you say stop it and they will do it again, you do something different. Maybe once you get the other children to laugh you will do funny actions, so **it is better when you send the child out**. I see you are thirsty, go and drink water. When he comes back he will just come in. Come in, sit down, are you fine, no fine. I can see you are fine now and you put positive words before, you don't allow him to say something because there is a child who will come in and say, Ma'am, outside, but, but you are fine. I can see you are fine. Yes Ma'am I am fine. Did you drink water? Yes Ma'am I drank. Oh yes, I can see. Just sit. You know what we are saying when we are saying AWE, this and this and this, oh yes Ma'am and they start participating.

INTERVIEWER: I control challenging behaviour of learners in my class by...

INTERVIEWEE: **Sometimes I keep them for physical education because I know they love that**. They enjoy physical education. I said no, you have got work to do, you are not going to coach, so you will say to me Ma'am I am sorry, I won't talk again, I will pay attention Ma'am, let me go to coach. **I think by putting them behind, letting the other children go and enjoy physical education, it reduces their behaviour then they behave in class**.

INTERVIEWER: Then the last one, the way I experience my own wellbeing with regards to challenging behaviour is...So that has to do with how does the behaviour affect you, your wellbeing as a person.

INTERVIEWEE: **Sometimes you know, you look at a child and you ask yourself how parents decide to have children which they can't even look after**. Looking after a child doesn't mean you buy your child clothing or money for lunch, giving the child money, it is to look after the inner feeling of the child. You sit with the child and you ask questions. What do you want? Why do you behave like this? What is it that you want? What do you want me to do? What is it here at home that you want us to change? You may find that the child has that problem because of little things which are done or it's been happening within their home. To me I think parents are missing out timeframe. To set a timeframe whereby they sit down with their kids and have a chat.

INTERVIEWER: How does that affect you?

INTERVIEWEE: It affects me a lot when I look at the child and say no. You know why, I don't have enough space, I can take this child and live with it, because sometimes you understand what the child wants, so it affects you emotionally, sometimes I become like, Oh God, why do you give other people children whom they don't even care about. When you look at the child, you find that child has money every day or they don't have food. When you look at the parent during parents meetings, they have got weaves and beautiful clothing; you can see it is expensive. They are well dressed, the cars that they are driving, but they don't care about the child. When you ask the child sometimes, he doesn't have money for lunch, he doesn't have a lunch box, he doesn't have anything, so it affects me emotionally also.

INTERVIEWER: Okay, thank you very much.

INTERVIEWEE: Bye.

INTERVIEWER: Bye-bye

R: Okay thank you for taking part in the second part of this research project.

P: Alright

R: What we going to do is I'm just going to start off sentences incomplete sentences and if you can just end it off the way that you see fit.

P: Okay

107. Okay so the first one is : challenging behaviour is is recorded already

R: umm.....

It's a behaviour that is not accepted according to what the person is doing or the learner is doing, something that is out of line if I can put it in that way.

108. Okay thank, as a teacher I would consider it to be challenging behaviour when when the learner is behaving in a way that is failing to obey the rules or being very disruptive or bullying other children or failing to obey the school code of conduct.

109. Okay thank you, being a teacher means means a role model, means a leader to the children, means that you have to set a good example to the children and giving knowledge to the learners.

110. Teaching children with challenging behaviour is sometimes difficult when when you find difficult learners because they are what they are from where they are coming from maybe it could be the background where they coming from and you trying to discipline the child but there are hidden agendas behind, so it's like difficult at that time because you struggling to find out method of disciplining that particular learner so it's a challenging behaviour problem.

111. Okay, as a teacher I am happiest when when learners are behaving very well, when learners are respecting each other, when learners are following the classroom rules and the school code of conduct.

112. Okay, as a teacher I am unhappy when when it's the opposite when the learners are failing to obey the rules, when the learner are being bully to others, when the learners are not respecting other learners and even the teachers.

113. What makes me a good teacher is as I said before its dedication, being role model to the learners, setting a good example to the learners.

114. My shortfalls as a teacher are that's a good question I must say can you repeat it again sorry.

No problem, my shortfalls as a teacher are or my weaknesses as a teacher are sometimes you get emotional especially when you are faced with those learners who are having a challenging behaviour and you end up being more emotional and regret after that, I was not suppose to 1,2,3 okay or shouting.

115. The teacher-learner relationship is important because it builds trust between the teacher and the learners. The learners they tend to trust if they have something that is not going well, they feel free to come to you to reveal to talk about what happened so it's good because it builds a good relationship between the teacher and the learners.

116. The teacher-learner relationship is affected when its affected when the learner starts misbehaving, the learner not following what needs to be follow up and when the learner is having some problems and being quiet because the teacher might react in a different way not knowing that the learners having a problem.

117. My reaction to learners in my class with challenging behaviour is is to talk to them one on one. I call them at different times okay if I have three or two I don't call them at the same time, so that I can find out why is the child behaving in that way.

118. My reaction to learners that do not display challenging behaviour is I reward them, I give them merits. I even give them roles to do for example a bin and class monitor so that they can set a good example to others. Those who are having challenging behaviour they can say I also want to be like that, I can behave very well it means I will get one two three or I can be a class monitor.

119. After spending time with a learner with challenging behaviour I feel I feel very good after....

After spending time with a learner...

I feel very good because I think it is a way of attacking the problem dealing with the problem so after that I feel good and I expected some changes from the learner and I normally ask the child after talking to the child and I'm saying I say to the child what are you promising me from now on? Now we make an agreement together that I expected one two three from now on, it's a new chapter.

Okay and if you don't find an agreement with the learner, how do you feel dealing with this challenging behaviour?

I feel very worried very you know stressed for example what happening, what's wrong with the child and how can I help the child? I feel very stressed and pressurised.

120. Challenging behaviour of learners in my class affects me personally when can you read it again.

Challenging behaviour of learners in my class affects me personally when when they are not doing what they are suppose to do, when they are completely doing things... sometimes when they are being influenced by other learners again it becomes a challenge again to me that what's happening why are they behaving like this, it was one child now its two children, it's no longer two now its three children then I get very worried.

Okay and personally what does that do to you?

Emotionally I feel even very stressed sometimes okay and when you go home you not happy sometimes because of that action that happened, it affects you on the other side and you still have some other work to do and you go home and you are stressed so you have to try to balance your life even if you not happy but at home you still have to you know balance the life at home and be alright.

121. I consider challenging behaviour as resolved when when we see a change from a learner, when we see improvement from a learner, when the child for example use to be very stubborn or very disrespectful but when you see the child is starting to respect the child is trying to show a respect than I feel very good.

122. When challenging behaviour of learners in the class starts affecting the class I I feel bad and I react immediately. I normally sometimes I stop a lesson little bit to have a discussion about the problem because if I don't deal with that issue immediately then tomorrow it's going to be worse, so I'd rather stop a lesson for five minutes solve that problem right in front of everybody so to know that it is not allowed but if I let it go tomorrow then four children are going to be part of the group, the other day there are going to be eight so I deal with it immediately.

123. Thank you, I control challenging behaviour of learners in my class by class discussion, disciplining them, allowing them to have their say about what is happening in the class are they happy about that or what is good about one two three and if it's not good together again we make up our own rules and say how can we solve this, if we fail to do one two three what must be done so that's what I do with them.

124. Okay and then the last one, the way I experience my well-being with regards to challenging behaviour is so your wellbeing how is it.... From my side I think my wellbeing is good. I try by all means to set a good example for the

learners so that they can copy what is good from me as their teacher and as role model for them.

Okay and does this challenging behaviour have any type of influence on your wellbeing on your emotional, social, personal your wellbeing?

In other words are you saying in sometimes it does affect me?

Does it?

Yes it does as a human being because if you get disturbed and you have prepared a lesson or you have a challenging behaviour from the child sometimes you leave even at school not being you know happy as you were for example early in the morning but I'm trying by all means to make sure that I control it because you know if you can allow it on a daily basis then you are not going to cope with work so I'm trying by all means to manage it so that things are well.

Thank you



CERTIFICATE OF VERACITY

I, the undersigned, hereby certify that in as far as it is audible the foregoing is a true and correct transcript of the recording provided by you in the matter:

(NAME OF AUDIO: Participant 8 – Incomplete Sentences)

TRANSCRIBER	:	HRE63
DATE COMPLETED	:	31/01/2014
NUMBER OF PAGES	:	6
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INTERVIEWER: Thank you for agreeing to take part in the second part of this interview. I mean research study. The way we are going to do the second interview is incomplete sentences so I am gonna just start off the sentence and then you can finish it the way you would like to. So the first one is challenging behaviour is?

INTERVIEWEE: Challenging behaviour is something that forces you to discipline during times that you need to be doing other stuff and focussing more on curriculum.

INTERVIEWER: Nice. As a teacher I would consider it to be challenging behaviour when?

INTERVIEWEE: A child has a defined attitude or is generally that type of rebel spirit where they need more emphasis on values.

INTERVIEWER: Nice. Being a teacher means?

INTERVIEWEE: Being a lot. You can't fit that into a sentence, but definitely means being somebody who teaches formal curriculum as well as hidden curriculum.

INTERVIEWER: Nice, good. It can be a little bit longer than a sentence if you need. Ok, just so that you know. Teaching children with challenging behaviour is sometimes difficult when?

INTERVIEWEE: When you've tried all different types of strategies and management methods or whatever you can think of and it's still not making the necessary impact.

INTERVIEWER: Nice. As a teacher I am happiest when?

INTERVIEWEE: My class is achieving passes as well as building their self-esteem.

INTERVIEWER: Good. As a teacher I am unhappy when?

INTERVIEWEE: I have to discipline and babysit and be a father more than a pedagogical practitioner.

INTERVIEWER: Ok nice. What makes me a good teacher is?

INTERVIEWEE: When I know that I have been practising, revising and consolidating.

INTERVIEWER: Ok. My shortfalls as a teacher are?

INTERVIEWEE: Definitely my temper and nervousness and anxiety about reaching goals.

INTERVIEWER: Ok, nice. The teacher learner relationship is important because?

INTERVIEWEE: You have to build children to be self-fulfilling citizens that display appropriate modelling behaviour for their children or people around them.

INTERVIEWER: Ok.

INTERVIEWEE: I don't know. It's perpetuating good models.

INTERVIEWER: Nice. Ok. Is that what the teacher learner relationship is important for?

INTERVIEWEE: Yes, and building a better society I think, because inevitably the better bond you have with learners, the better they are going to realise when they are older the type of person that they have to be around other people, so to almost developing a plural consciousness and a singular consciousness, you know.

INTERVIEWER: Ok, nice. The teacher learner relationship is effected when?

INTERVIEWEE: When there is animosity or emotional boundaries. When the children has a linguistic barrier, when the children has a learning barrier or when the child is having maybe difficulties or problems elsewhere other than school.

INTERVIEWER: Ok, and anything to do with the teacher, when the teacher?

INTERVIEWEE: When the teacher learner relationship is effected when the teacher also brings their personal lives into the professional classroom environment as well as how they, how they interact or how they develop inter personal relationship with their children.

INTERVIEWER: Okay, nice. My reaction to learners in my class with challenging behaviour is?

INTERVIEWEE: At times very strict and authoritarian and other times very giving of positive reinforcement, but trying to let them know sometimes that they need to be broken down to build them up.

INTERVIEWER: Okay, nice. My reaction to learners that do not display challenging behaviour is?

INTERVIEWEE: At times similar and at times different because, well besides it being a necessity, sometimes you can't help but realise that you need to treat the child who works and succeeds in a different way than a child who is defiant and like a misbehaviour type of child I hate labelling, boxes, boxes...

INTERVIEWER: Ok, but just for the purpose of this?

INTERVIEWEE: Yes, my reaction to learners who display challenging behaviour,

INTERVIEWER: That do not,

INTERVIEWEE: That do not, you definitely respond emotionally different to them and you definitely ...

INTERVIEWER: Ok, in what way?

INTERVIEWEE: You definitely without even realising it, subconsciously sometimes exclude the ones that you deem as challenging, you know. It definitely does happen.

INTERVIEWER: Ok, after spending time with a learner with challenging behaviour I feel?

INTERVIEWEE: That I make an impact because I force him to, to find their weaknesses and pick themselves up and um you know then I start giving positive stuff to start making them realise, yes, now you are on the right track. I don't know.

INTERVIEWER: Ok and how do you feel when you've, you don't get through to a child whose got challenging behaviour? How does that make you feel as a person?

INTERVIEWEE: Definitely inadequate, not as a person, inadequate as a professional.

INTERVIEWER: Ok, challenging behaviour of learners in my class affects me personally when?

INTERVIEWEE: I think when it goes beyond that, that relationship of a certain amount of distance that you need between a child and an adult, you know, when they start crossing a lot of boundaries in terms of your personal space, or your, your personality, who you are as a person, they start really trying to undermine your authority and disrespect you, you know.

INTERVIEWER: Ok. I consider challenging behaviour as resolved when?

INTERVIEWEE: When a child, even though they can't completely change, you know, they've made huge steps in being able to cope with their, you know behavioural challenge.

INTERVIEWER: Ok, good. When challenging behaviour of learners in the class starts affecting the class I?

INTERVIEWEE: I definitely freak out on them. Sometimes picking on them, sometimes purposely making them feel bad, like what they do and other times going opposite and encouraging children who are ready to work or who are behaving, or who are sitting and you know, and then try to find a happy medium in between as well, which is difficult.

INTERVIEWER: Ok, what do you do to these children if they are disrupting the whole class?

INTERVIEWEE: If it's a consistent thing and I've spoken and I've spoken and I've spoken ok, and the tempers not helping and the raising the voice is not helping and that type of thing, you know, I've sometimes resorted to physical overreaction like giving the child a physical, how do I put it? "clap" for lack of a better word. I've also resorted to exclusion because you know I make them realise that if you are stopping our rights I am going to stop your rights, that type of thing. What else, sometimes like you've, lenient types of punishment, sometimes I give whole class punishment, rank punishment, sometimes I give specific individual punishment sometimes I'll give group punishment.

INTERVIEWER: I control challenging behaviour of learners in my class by?

INTERVIEWEE: By attempting to control it. But not always succeeding as well as we would like. I would say by continuously trying to find out what makes that child's challenging behaviour tick. So to find a way to alter it. You know you, you try and use behaviourism or constructivism or anything else I can try and draw on to think about how to fix it practically but then I also just realised it's an intuitive thing, like I've got to be intuitive about who this person is and why they are not responding you know, to all the different things I've done to try and stop their behaviour and sometimes you know you've just got to become their friend actually and sometimes you've actually just got to talk to them, you've got to give them love, sometimes you must it's very difficult to figure out, you know, what each individual needs. Yes definitely.

INTERVIEWER: Ok and then the last one, the way I experience my wellbeing with regards to challenging behaviour is?

INTERVIEWEE: Wellbeing's like?

INTERVIEWER: It's like you, your psychological, your social, your ...

INTERVIEWEE: Emotional...

INTERVIEWER: Your emotional, your cognitive...

INTERVIEWEE: Your health...

INTERVIEWER: Everything...

INTERVIEWEE: You holistic wellbeing?

INTERVIEWER: Yes. It's like you social wellbeing.

INTERVIEWEE: it goes a bit loopy. I believe that.... Ok that wellbeing means, wow, that's too, too much for me to fit in, like I could ramble on quite a bit. Let me say though that a contentment atmosphere in the classroom and a real culture that's geared towards progression and learning and development. Ok, so my wellbeing is definitely affected by how well I'm implementing my pedagogical training as well as how well the children's report is with me, as well as how I'm achieving the children as a whole class as a collective, you know, not always individual, because I, I accomplish more by doing a lot of whole class stuff as opposed to focussing on individuals and trying to help them along, but then it helps me also go to the problems and pinpoint stuff so, my overall wellbeing is short-term and long-term because in the space of a day a child can have ups and downs like more than 20 times who knows, you know so my short term wellbeing would be making that child at least accomplish something beyond what they would deem acceptable to accomplish by themselves at the end of that day. So pushing children further and further.

INTERVIEWER: And how does the challenging behaviour affect your wellbeing?

INTERVIEWEE: Well its, its, its affected the way my colleagues see me because phone calls about having physical contact with children has given them a bad perception of me and its affected the way I feel about coming to work, its affected the way I see the country, its affected the way I see the education system, its affected the way I see how people treat other people you know and it's definitely impacted on the way I help support and guide children. Funny enough now, I'm more positive than any any time before because now I've realised well there is, there's the staff and there's children and there's people out there in the world that definitely, are very impatient when it comes to helping an individual as far as they can you know, so its pushed me to actually get more strict but at the same time get more focussed on the individuals. You know.

INTERVIEWER: Okay, thank you Carl for all that.

INTERVIEWEE: That was actually cool. It was a lot better than the first one.



CERTIFICATE OF VERACITY

I, the undersigned, hereby certify that in as far as it is audible the foregoing is a true and correct transcript of the recording provided by you in the matter:

(NAME OF AUDIO: Participant 9 – Incomplete Sentences)

TRANSCRIBER	:	HRE
DATE COMPLETED	:	30 January 2014
NUMBER OF PAGES	:	5
PROOFREAD	:	<input type="checkbox"/>

INTERVIEWER: Okay thank you for taking part in the second part of this research study. How we're going to complete this interview is, I'm going to give you incomplete sentences and if you can just finish them off the way you see fit. Okay, so the first one is challenging behaviour is?

INTERVIEWEE: Where they challenge you all the time with their behaviour. Not listening to the teacher. To be disruptive in the class - not carrying on with their work. Refuse to take their books out to start to do their work. I have this... the past few, two, weeks or so children that don't want to take their books out to start to do their work; they will continue to talk so I have to take them out of where they're sitting, I have to put them in front of me, tell them to do their work and then they even do not do the work. That's just an example.

INTERVIEWER: As a teacher I would consider it to be challenging behaviour when? I know you've kind of answered that one now, but just... Again, as a teacher I would consider it to be challenging behaviour when?

INTERVIEWEE: As I say there's many situations. I had children that were swearing at me. Talking back to you, they won't listen to you. They will always... if... they know they're wrong, but they will tell you why they are not wrong and obviously what they are busy with is wrong. That type of thing that makes you very tired.

INTERVIEWER: Okay. Being a teacher means?

INTERVIEWEE: To carry the knowledge that you have. To carry it over, the values that you have, the background, because it's just not about the knowledge it's a broader spectrum that you have to teach them... even manners, because sometimes they don't... the parents don't teach them manners at home. The parents are absent.

INTERVIEWER: Okay, so you have to teach them manners as well?

INTERVIEWEE: That's right yes.

INTERVIEWER: Okay. Teaching children with challenging behaviour is sometimes difficult when?

INTERVIEWEE: When the classes are really, really big. They are too many. They are overwhelming, because you know; I don't want to be... I don't want to discriminate, but African people they like to talk loud, but if they're 40 in the class they are overwhelming

you. You can't shout above 40 children that are talking on the top of their voices some of them don't even hear you. So that is also a problem.

INTERVIEWER: Okay. As a teacher I am happiest when?

INTERVIEWEE: When I get rewards from children that's doing their work. That's listening. That's obeying. That's... and also saying thank you for what I've done for them. I've taught them and then they come and tell me they're happy about what they've learnt or something like that.

INTERVIEWER: Okay. As a teacher I am unhappy when?

INTERVIEWEE: About the children in the class? Yes, more or less the same thing. Where they don't listen. They don't pay attention. They're just ignoring you and I expect them to do the work and to co-operate, but if they don't what can you do? As I said last week I'm at the stage I don't care anymore whether they do their work or not. I just leave them. If they hand in their books its fine with me, if they don't I just leave it. Because you can't do it for every single class that's coming there... where's your book, where's your work? That type of thing.

INTERVIEWER: Okay. What makes me a good teacher is?

INTERVIEWEE: As I say when you can... if you know the children understand the work that you tell them. If you get the rewards back... they do their work, they've done most of the work right. Obviously they won't get everything right every time all of them and you help them. I think it's most satisfying when you can help them, the ones that do not know or understand the work and you explain it again and then they understand it.

INTERVIEWER: Okay, and then, my shortfalls as a teacher are?

INTERVIEWEE: I don't think there are any... no there are many. I'm sometimes a little bit impatient and when they don't do the work as I told them to do it, if it's not neat, if they are looking pens and pencils, rulers when they get into the class... that's wasting time. That makes me very cross with them. As I said wasting of time, it's time that you could carry on and when they do their work just wishy-washy because they don't care or they sit there without a pen the period, without doing anything because they haven't got a pen. That's very frustrating.

INTERVIEWER: Okay. The teacher learner relationship is important because?

INTERVIEWEE: I think everywhere that you go a relationship between people, that's very important, so the more with children that's 40 in the class. You must have a good relationship with them otherwise they won't listen to you or do the work.

INTERVIEWER: Okay, and then the teacher learner relationship are affected when?

INTERVIEWEE: When there's disruptive behaviour... naughtiness, because I told you last week, I don't think I mentioned all the naughtiness that they are up to, but that can... think about anything, any situation they just turn around into something naughty just like that. They haven't got any self discipline, not at all, most of them. Sorry I'm very negative.

INTERVIEWER: No-no its fine. Okay. My reaction to learners in my class with challenging behaviour is?

INTERVIEWEE: I'm getting very cross, because that's unacceptable. They're here to learn, nothing else. I'm here to teach, nothing else. Why do they want to be disruptive? It's as if they just want to be seen.

INTERVIEWER: Okay. Yes, it's a very negative topic so don't worry if your thoughts are negative. Okay, my reaction to learners that do not display challenging behaviour is?

INTERVIEWEE: Really positive. I want to encourage them. I want to work with them. It's a pleasure to have them in the class.

INTERVIEWER: Okay. After spending time with a learner with challenging behaviour I feel?

INTERVIEWEE: Very negative. I want to resign all the time. I want to go... I don't think it's going to help to go to another school, I don't. If it's a Government school like this one, I don't think it's just to move the posts it's exactly going to be the same at other schools, I think so, but as I you said maybe the Afrikaans schools are a little bit better, but to get in there that's a big problem.

INTERVIEWER: Okay. So, at the moment you feel very negative. Are there any other feelings that you have when you work with challenging behaviour?

INTERVIEWEE: No that's most of the time.

INTERVIEWER: Okay and then challenging behaviour of learners in my class affects me personally when?

INTERVIEWEE: All the time. Even when you get home you're stressed, because you're not used to this type of treatment. Why must they react like that? Talking all the time, talking loud and if you're doing just something... just to use an example, just the period before I came here, one of the girls brought me a picture of Justin Bieber and another boy and she asked me which one I liked best I just told her and then she hold the picture up and the rest of the class started to scream and talk loud and this unruly behaviour - jumping up what for? So you don't do anything that's different in the class you just stick to the book. End of story. Do don't just do something nice for them or something extra. If you do something extra they don't appreciate it. If you give them extra work to paste in... Extra worksheets to help them - they throw it on the floor, they don't paste it in, they don't worry about it.

INTERVIEWER: Okay. I consider challenging behaviour as resolved when?

INTERVIEWEE: I don't think it's ever resolved, because as I say I don't think the discipline system here at the school works. I think it's actually non-existing. You can put them in detention, but they don't think they go for detention or in the afternoons when there's detention on a Friday afternoon, they clean the teacher's class, sweep the floor and so on. End of story. I don't think it's enough punishment for them there must be another punishment for it, and somebody else must follow it up, I don't know.

INTERVIEWER: Okay. When challenging behaviour of learners in the class starts affecting the class I...?

INTERVIEWEE: I just feel I haven't got control. That's how I feel.

INTERVIEWER: Okay and is there something that you do to those learners if they are affecting the whole class?

INTERVIEWEE: Yes, I try to pinpoint them, but sometimes they are just too overwhelming, that they are talking. Like this incident where they were starting to talk and giving remarks, you don't know afterwards who... and they will not tell you who was making those noises and standing up and things like that.

INTERVIEWER: Okay and then I control challenging behaviour of learners in my class by...?

INTERVIEWEE: I try to punish them by putting their names in the demerit file, but as I say it doesn't do anything. Or put them in instant detention. What else can you do? In the beginning I sent them to Mrs D, some of them sat here in the corridor, she phoned the

parents, some of them came, but it's just a temporary thing. Afterwards they're naughty again.

INTERVIEWER: Okay, and then the way I experience my own wellbeing with regards to challenging behaviour is?

INTERVIEWEE: No I don't think it's... you can't carry this through on the long run.

INTERVIEWER: Really?

INTERVIEWEE: It's not good for your health. It's not worth it. Really why must you work like that, in this environment? As I say I would rather resign and do something else than to carry on like this forever. I can't carry on like this. Maybe if I was a little bit younger, I don't know, I would have carried on, but I don't think it's worthwhile.

INTERVIEWER: Okay, so it affects your wellbeing, your health, you said?

INTERVIEWEE: Yes. Yes. My whole life, it's going to influence my whole life. I'm not sure if I'm going to make enough money, maybe I... to start a business, if it's going to be successful. I know at my age to start something new it's a challenge, but is it going to be successful that's also a question that I have to answer, but why I must be positive, I think, it's going to work if I decide to resign.

INTERVIEWER: But at the moment the challenging behaviour is affecting you in a...?

INTERVIEWEE: Yes. Yes. I don't want to work like this, definitely, really. You can't.

INTERVIEWER: Okay thank you, I think I have got lots...

CERTIFICATE OF VERACITY

I, the undersigned, hereby certify that in as far as it is audible the foregoing is a true and correct transcript of the recording provided by you in the matter:

(NAME OF AUDIO: Participant 10 – Incomplete Sentences)

TRANSCRIBER	:	HRE
DATE COMPLETED	:	31/01/14
NUMBER OF PAGES	:	8
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INTERVIEWER: ok thank you for taking part in this second part of this research study. What we're going to do today is complete, incomplete sentences. So I'm gonna just start off the sentence and if you can just complete it in a way that you would like to complete the sentence.

INTERVIEWEE: Ok

INTERVIEWER: Ok, so the first one is challenging behaviour is...

INTERVIEWEE: I can say challenging behaviour is behaviour that is not acceptable. At home, at school or where one is.

INTERVIEWER: Ok, as a teacher I would consider it to be challenging behaviour when...

INTERVIEWEE: When a student continuously does not get the task that she has to do correctly. Does not write in the lines, twists the letter if need be. Is supposed to write it on the right but writes it on the left. Not writing proper, fidgeting, taking forever to start work and in completing work.

INTERVIEWER: Ok, being a teacher means...

INTERVIEWEE: Being a teacher means you are a facilitator. You are a guidance teacher, you are a social worker, you are a doctor, you are a police, and you are a mother. You are a friend; you wear many hats as a teacher.

INTERVIEWER: Ok, that's very true hey. Ok teaching children with challenging behaviour are sometimes difficult when...

INTERVIEWEE: When they don't understand, there's the simplest thing like the alphabet. You said what letter is this and you point p, and then the child will have to go to a b, to get to p then it's frustrating. When a simple task is supposed to be finished in ten to twenty minutes, and it takes the whole hour to be completed then we know there is a problem. The child does not understand what she needs to do. Inability to read, inability to comprehend, and inability to understand and know, those make teaching challenging.

INTERVIEWER: Good, as a teacher I am happiest when...

INTERVIEWEE: I am happiest when a lesson flows, when it moves and when the learners are engaging. When they show interest, when the learners show understanding, and they put what they understand onto paper. It does not have to be correct but just to get that idea that ma'am was saying earlier on.

INTERVIEWER: Ok, good. As a teacher I am unhappy when...

INTERVIEWEE: Oh I am unhappy when there is noise, disruption, fidgeting them get to find all sorts of kind of fidgeting. It's either the body or the chair and desk all those things. It just gets so unhappy. For me yes when we discuss and everyone must participate but when it is

time to work, everyone should read and be silent and then work.

INTERVIEWER: Ok, what makes me a good teacher is...

INTERVIEWEE: How I impart knowledge to them. How I encourage them, how I motivate them. How I bring out their individuality in their strengths and weaknesses. Acknowledging that they are different individuals; coming from different background with different challenges. And trying not to compare them to each other and bring out the best out of everyone.

INTERVIEWER: Ok, good my shortfalls as a teacher are...

INTERVIEWEE: My shortfalls are patience. Oh goodness I don't have patience. Patience is my biggest shortfall.

INTERVIEWER: Ok, thank you. The teacher learner relationship is important because...

INTERVIEWEE: it is important because some children cant even... they come to school carrying heavy baggage's that they have no one to offload them. But if you are accessible to the children, they get to trust you and they get to tell you their fears, the secrets and whatever is bothering them at home. They might not say it out, but by looking at them I can pick up a lot. If I sense there is something wrong, because I know them. So if I see a drop somewhere, maybe in friends or how one walks, then I call the person in and try to find out is bothering them. I find that it is important for learners to have that relationship, with their teachers, so that they can be helped. Because we don't know everyone of them. But once we can pick up things it is easier to intervene and help out what is bothering the child.

INTERVIEWER: Ok, good. The teacher-learner relationship is affected when...

INTERVIEWEE: Positive or negative?

INTERVIEWER: Anyone.

INTERVIEWEE: It gets affected when for instance when a teacher favours a particular learner over the whole class. Children get to sense "eish ma'am doesn't like me so why should I bother". So to avoid that, when I am not happy, I tell them straight out, "today you have made my day miserable" and then they change. If it was one particular child, who made everybody's day bad, I tell tem all as a class. I believe in having a personal communication that is bringing the energies of everybody down. I try not to... I'd make him or her understand that he is bringing a negative vibe to everybody. I tell the person that I want to see improvement in that. And at the end of the day I would see a note sneaked onto the table with an apology. So they know when they are acting negatively and they know when I am not happy with what or how they do so they try... and it makes me look back at myself and I wonder am I demanding too much of them and I try to tone them. Am I

expecting too much. And then I try to reshape and rethink my approach. When I introduce a new topic I try if I introduced something at a high level, and they not getting me, I bring it down.

INTERVIEWER: And then **my reaction to learners in my class with challenging behaviour is...**

INTERVIEWEE: **It's frustrating. Snapping and losing it. Screaming and just being negative.**

INTERVIEWER: Ok, my **reaction to learners who do not display challenging behaviour is...**

INTERVIEWEE: **I use them as examples to those who are misbehaving. I acknowledge that this is the kind of behaviour I want.** I give a sticker, I have a chart and at the term I give merit certificates for good behaviour for attending school. For the whole term for improving, so I acknowledge.

INTERVIEWER: After spending time with the learner with challenging behaviour I feel...

INTERVIEWEE: I feel... I don't know. Sometimes I would feel emotional. Emotional in the sense that I try to be in one shoe and try to want to know what causes such behaviour. Because I tell them that if you don't know or stop when you are told to stop. This attitude is going to be piling up on you and you are encouraging it to pile up on you and you accept it as part of you. You own it and you make it yours. If you don't shake it off you and tell it that I don't want it, don't make me do this, then it means you are willing to change. But if you continuously do this, then it means you are continuously shaping your future towards destruction. So avoid going there.

INTERVIEWER: Ok

INTERVIEWEE: Give them examples of people who live in the streets. They did not find themselves in the street, they are from homes and they have parents. But did they listen to voice of reason, no. if you don't listen to voice of reason there's always right and wrong. You choose wrong and it means you are going on the wrong path. Your life will be on the wrong path, if you prove that you are wrong and you change then, it means that you want to improve and change for the better.

INTERVIEWER: Ok, so this challenging behaviour how does it make you feels as a teacher?

INTERVIEWEE: **As a teacher it makes me feel much challenged and I find myself not enough resources. I don't know what to do, our hands are tied. You can't do this and you can't do that.** Unity disciplinary measures which they get, borrowing and in no effect they said I'm punishing you at break. Does it help, no it doesn't. Things like you won't go home until you finish the task, do they bring work that is up to standard. No they will scribble and write all the wrong, because they just want to get out of the classroom. So nothing helps very much, its just frustrating.

INTERVIEWER: Ok, then challenging behaviour of learners in my class, affects me personally when...

INTERVIEWEE: There are a few children who affect me personally on a daily basis. One who does not write I try and... yesterday he slept the whole day in class. I mean sleeping, it's frustrating. Because, school is not a place for that. I'll ask myself what is it that I am not doing right to attract his attention. I don't know what it is that I am not doing right according to him. Am I exerting too much pressure on him that he loses his interest? I don't know. What is it that... why are we not getting when it comes to work. He can tidy and sweep and take the dustbin, but I don't want him to do that. I want him to work. But he doesn't do that so I don't know. I don't know how I am not attracting them enough, how and what I should do to attract them. It's frustrating like that.

INTERVIEWER: And then I consider challenging behaviour as resolved when...

INTERVIEWEE: When you know they can have these innocent faces and they know when I am angry. I will just look at them even those that are really annoying. I will look at his/her eyes and see remorse. After school they will come and say goodbye m'am. I know that I've touched a nerve and trust me the next day there is a change.

INTERVIEWER: Ok, good. When challenging behaviour of learners start affecting the class I...

INTERVIEWEE: I try to nip the party immediately because they have this tendency of idolising the bad behaviour and badly behaved children. So the other day I was telling them that you know, if you laugh at something that is not worth laughing at, it means that you just think the same way as the person who did something wrong. Don't idolise people who are not worth being idolised. You idolise them because you want to be like them, you are like them in a way but you hide behind them. There are boys I don't know if they have this magnet that everyone wants to be, with them and carrying their bags. I say stop that! Stop it, why must you do that, you are not here to be anyone's slave. Your bag is heavy as it is so why should you carry three bags. And then the people are walking leisurely. You idolise this boy and he is a no good. But you all mean that you while sitting there pretending to be this innocent face, somewhere in you, you have those characteristics that attract you to him. Shake them off. Don't emulate that is not good, know what you stand for and believe in. don't let anybody dictate your life. It starts now and you have to be in control now. Because in grades going up, there will be more pressure smoking, girls, boys, will you do that because your friend is doing that. You have to stand your ground so don't copy what things you don't stand for and don't emulate those things. Those who have ears and listen and to

those it's a pity that as children they find themselves being told this and that by this teacher, and then they get overwhelmed for them. But they know what is right and what is wrong.

INTERVIEWER: Ok, thank and then I control learners of challenging behaviour in my class by...

INTERVIEWEE: Strongly, repeating it and stopping it immediately. Just there and then and I tell them I don't want to see that and but again I don't I don't. You know behaviour and discipline it always goes back to where one comes from. If at home you are told you are wrong and you listen and you it's not right then it shows. Because they are carrying their homes but grounds to school. Wherever they are they portray their home background. So those who come from homes where no is a word that is not used or there's no structure then it shows. It's just a frustrating exercise for everybody. One does something wrong and it affects the concentration of everyone involved in class once I start shouting. Even those who are innocent didn't do anything. They will be scared and it affects everybody.

INTERVIEWER: Ok, and then the last one. The way I experience my well-being with regards to challenging behaviour is... so your psycho-social well-being and social well-being. Emotional well being and all that. How do you experience that with regard to challenging behaviour?

INTERVIEWEE: I always, I dig deep and say alright, what must be the approach for me. Look at my modules, they would be interesting and would be about everything that they know, so the lessons will flow. Alright bring the energy off, what I will be teaching in social science, in natural science, in English, psych myself up about that. Bring my positive spirit, bring my energy, take them out, have lessons outside, let them run and do things let them be themselves. Then when it comes to me, I have to wear many shoes, many hats and many clothes. If for a day I notice that they did not get my point, I will remove that layer and reveal a bright colour. Then bring my lively and vibrant self and then engage them in that manner. And I try to do that in English and all the other subjects. Then all is well with me then I will notice that they enjoy me when I look bubbly, for some days I can't pull that. I will have my own personal problems and feeling down, but I don't let it affect my work. Like for instance I took two classes of English. So if my approach did not work with the first class then it will improve with the next class because I know that they did not quite gel very well the way I thought they would. So with the next class I bring and close that gap. Bring it up, when I get back to that class that had the shortfall, I throw a different approach and then they come and they also bring their positive energy. They liveliness and everything; so it

takes a lot of digging deep within me and some days I notice that I have high expectations but am I getting high returns. So it means I have to go a level down. Lead to their level. Do I set difficult papers for them, sometimes yes? I do that and I will set the paper as difficult as possible. I want to challenge them and see how they are going to cope. I find that no, I was just unfair. Then I change and use another. It's always changing and doing this... going to your inner self. You own board room and dig out, discard, bring that's how I survive. I try to leave my work at, I don't want to when I am home bring the teacher in me to my children. Once they want to bring the teacher in me, I tell them no, this is my house and I want to be at home now. You have to do your homework, go sit down and do your homework please. Don't bring the teacher in me at home.

INTERVIEWER: Ok, with your family?

INTERVIEWEE: With my family so I try and once I am in the teacher mode at home I know that and I'm like no no.

INTERVIEWER: Ok, so you're like the mom.

INTERVIEWEE: Yes

INTERVIEWER: Ok, and then just, how does the challenging behaviour affect your well-being? Does it affect your well-being, children that misbehave?

INTERVIEWEE: It does a lot. I would think, normally Sundays I have anxiety attacks. I won't sleep on Sundays; I will think alright, Christopher was very naughty this week so Christopher and the person he sits with. They do this and that. It disrupts him and what do I do. Alright let me, who have I not swapped in the class. No no that one is very timid and she will be bullied if I do not regroup her. So I play it all in my head when I am asleep. So I have those meetings with myself. I put this one there and look and see if he will cope if I put him in that group. And I will see who is too hyperactive. Let me put him by the door so if I want something in the cupboard or on the shelf; it will be easy for him without disturbing the others. So I do a lot of that. How do I approach this particular child? Alright I must break friendships now, separate and put her with the one who writes neatly. Put her with the one who works, because they copy if one writes neatly, picks it up and practises it. Behave well and tries to relay that. So those are the things that I do with myself. I pray, oh I pray every Sunday. Please God may I have patience. Be patient with them and myself. So its something I am working on and I know its number one because I don't have patience.

INTERVIEWER: Ok and I'm sure they push your patience and they push your limits.

INTERVIEWEE: Oh they push it, oh everybody does it. They push it too far.

INTERVIEWER: Ok, well thank you very much for all the information.



CERTIFICATE OF VERACITY

I, the undersigned, hereby certify that in as far as it is audible the foregoing is a true and correct transcript of the recording provided by you in the matter:

(NAME OF AUDIO: Participant 11 – Incomplete Sentences)

TRANSCRIBER	:	HRE
DATE COMPLETED	:	30/01/2014
NUMBER OF PAGES	:	5
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INTERVIEWER: Okay, thank you for taking part in the second part of the research study. What we are going to do is incomplete sentences. So I am going to start of a sentence and if you can just complete it they way that you see fit.

INTERVIEWEE: Okay

INTERVIEWER: Okay, so the first one is, challenging behaviour is?

INTERVIEWEE: Challenging behaviour is, okay let see, **behaviour that's not easy to deal with** yes. Behaviour that not very easy to deal with.

INTERVIEWER: Okay thank you. As a teacher I would consider it to be challenging behaviour when?

INTERVIEWEE: As a teacher when learners are just not behaving for a school environment.

INTERVIEWER: Okay, in what way?

INTERVIEWEE: When the children are not responding positively for their school environment.

INTERVIEWER: Okay,

INTERVIEWEE: Like not wanting to do their work or works, not putting effort on what we're teaching them.

INTERVIEWER: Okay

INTERVIEWEE: We are the only person who has to give them don't give you back anything.

INTERVIEWER: Okay

INTERVIEWEE: Yes

INTERVIEWER: Okay. **Being a teacher means?**

INTERVIEWEE: **Being everything, social worker, teacher, mother, advisor, motivational speaker is everything.**

INTERVIEWER: It's everything

INTERVIEWEE: Yes

INTERVIEWER: Okay, teaching children with challenging behaviour is sometimes difficult when?

INTERVIEWEE: When they, when it looks like nobody else like the class realises how difficult it is to teach for the teachers.

INTERVIEWER: Okay, who are these people?

INTERVIEWEE: [inaudible2:49.9] the parents, the community, the government you know nobody says anything about teachers, nobody is out there to say how can we come between teachers and children at the rate challenging children are.

INTERVIEWER: Okay, as a teacher I am happiest when?

INTERVIEWEE: As a teacher when one learner changes drastically.

INTERVIEWER: Okay

INTERVIEWEE: Moving from that side of behaviour to a positive end. When they start to having a vision that now I'm in school like I need to drop my attitude and behaviour and whatever other problems they might be suffering from.

INTERVIEWER: Okay as a teacher I am unhappy when?

INTERVIEWEE: I'd tried my best with all these challenging learners but it seems like I'm talking to a wall.

INTERVIEWER: Okay, what makes me a good teacher is?

INTERVIEWEE: When I win most of this behavioural problem most of it when I find at the end of [inaudible 4:18.5] choice because they do change. It's like improvement.

INTERVIEWER: Okay. What makes you a good teacher?

INTERVIEWEE: Children someone say [inaudible 4:35.6] I would say I'm a good teacher because I'm resilient.

INTERVIEWER: Okay good well anything else.

INTERVIEWEE: and I love my children.

INTERVIEWER: Okay nice. My shortfalls as a teacher are?

INTERVIEWEE: Some mostly I find myself to impatient. Most of the time I realise after I've responded negatively most of the time I act abruptly and in a negative way and I only realise after sometime that but I shouldn't have done this or said this or handled this. Most of the

time I have to do something negative and only realise later that I shouldn't have approach the situation this way. I should have done all the same and still able to restart and approach the child differently speak to the child differently.

INTERVIEWER: Okay, the teacher learner relationship is important because?

INTERVIEWEE: We spend more time together we are a family and if it's a good relationship we now we are achieving our goal as South Africans.

INTERVIEWER: Okay good. The teacher learner relationship is affected when?

INTERVIEWEE: Parents don't support it all together especially the parents.

INTERVIEWER: Especially parents. Is that the only reason that the teacher learner relationship would be affected?

INTERVIEWEE: Again when there is a teacher the parents are not don't want or are not aware that they should be part of the school but I think that at the same time its again that there is a lot of dysfunctional families.

INTERVIEWER: Okay

INTERVIEWEE: There is a lot of this between school and home sometimes are not aware as a teacher that the child is going through such you know. If only there can be a closer relationship with parents for instance when I was teaching even grade 1 there will be a drastic change in the child only to realise that there is a new baby in the family. Such things parents should tell teachers.

INTERVIEWER: Okay

INTERVIEWEE: Even if there is between father and mother when they some crisis may be separation and so forth. It really affects the children.

INTERVIEWER: Okay, my reaction to learners in my class with challenging behaviour is?

INTERVIEWEE: My reaction is always things will be fine. Will see the positive side...

INTERVIEWER: Okay

INTERVIEWEE: of the situation no matter what.

INTERVIEWEE: Okay. My reaction to learners in the class that do not display challenging behaviour is?

INTERVIEWER: To be supportive to this well facing challenging behaviour to accept that. To be supportive to acknowledge their reason that they are in one class for them to you know to support and care for each other.

INTERVIEWEE: Okay, but the ones that don't have challenging behaviour what is your reaction to them?

INTERVIEWER: oh my reaction to them is, work hard because the circumstances around you are fine and excellent you've got no reason not to do your best or excel in the work.

INTERVIEWEE: Okay, after spending time with the learner with challenging behaviour I feel?

INTERVIEWER: Sad,

INTERVIEWEE: Okay

INTERVIEWER: Sad de-motivated will I really cope especially when it is the first time the child has opened up to you, you know. Will I cope? What is it to you? You end up taking it home. You end up spending a sleepless night. The child is very much in your thoughts you are trying to think what to do how to approach the whole situation.

INTERVIEWEE: Okay, challenging behaviour of learners in my class affects me personally when?

INTERVIEWER: When they are arrogant especially when they display bullying characters you know. Because mostly they start their bullying characters because disorganizes the whole learning and it motivate others to say I will give just all behave any how until you are [inaudible 10:30]

INTERVIEWEE: Okay, I considered challenging behaviour as resolved when?

INTERVIEWER: When the child responds positive. To learning the normal [inaudible 10:45] behaviour and so forth.

INTERVIEWEE: Okay, when challenging behaviour of learners in the class starts affecting the class I?

INTERVIEWER: I feel very de-motivated and discouraged. I feel like leaving.

INTERVIEWEE: Okay, I control challenging behaviour of learners in my class by?

INTERVIEWER: Always collecting mind, asking myself to be collected cool and calm.

INTERVIEWEE: Okay

INTERVIEWER: Although it is not easy they have to remind yourself close your eyes don't lose it this time.

INTERVIEWEE: Okay and what do you do to those learners? How do you what do you do to them?

INTERVIEWER: I speak to them I sometimes speak to the whole class and the extremely ones I will call one on one.

INTERVIEWEE: Okay and then the last one. The way I experience my well being with regards to challenging behaviour is?

INTERVIEWER: I am coping and still enjoy...

INTERVIEWEE: Okay

INTERVIEWER: ...them as children.

INTERVIEWEE: You still enjoy them as children?

INTERVIEWER: Yes

INTERVIEWEE: Okay and does it affect your well being in any way?

INTERVIEWER: No it does not

INTERVIEWEE: Okay, okay. Earlier when you said that sometimes you take it home with you. Does the challenging behaviour of some children or gives you sleepless nights?

INTERVIEWER: Yes

INTERVIEWEE: Okay so does that have something anything to do with your own personal well being?

INTERVIEWER: Yes in a way

INTERVIEWEE: Okay

INTERVIEWER: what happens was that [inaudible 12:36.8] in a way for sometimes. I have been diagnosed with high blood pressure.

INTERVIEWEE: Okay

INTERVIEWER: Sometimes it just gets too much.

INTERVIEWEE: It gets too much

INTERVIEWER: Maybe if they support counselling you know and not of help and guidance and talking to hearing their views to the next person would help. Mostly it is from you to you to see the end of it.

INTERVIEWEE: Okay thank you very much.

CERTIFICATE OF VERACITY

I, the undersigned, hereby certify that in as far as it is audible the foregoing is a true and correct transcript of the recording provided by you in the matter:

(NAME OF AUDIO: Participant 12 – Incomplete Sentences)

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INTERVIEWER: Okay let's see. Okay thank you for taking part in the second part of this research study.

INTERVIEWEE: Pleasure.

INTERVIEWER: The way it's going to work is I'm going to read some sentences and if you can just complete them in the way that you see fit. So it's incomplete sentences okay.

INTERVIEWEE: Yes.

INTERVIEWER: So I'm going to start with the first one. Challenging behaviour is?

INTERVIEWEE: It's unusual behaviour that a teacher is experiencing to certain learners in class.

INTERVIEWER: Okay thank you. As a teacher I would consider it to be challenging behaviour when?

INTERVIEWEE: When the child or a learner is not giving me what I'm expecting from her or him.

INTERVIEWER: Okay anything else that you want to add there?

INTERVIEWEE: Like abnormal struggling.

INTERVIEWER: Okay.

INTERVIEWEE: It is challenging.

INTERVIEWER: Yes.

INTERVIEWEE: Yes.

INTERVIEWER: And what else?

INTERVIEWEE: What can I say? A weird behaviour?

INTERVIEWER: A weird behaviour?

INTERVIEWEE: A weird behaviour.

INTERVIEWER: Okay what kind of behaviours are challenging in your class? When learners do what?

INTERVIEWEE: Maybe screaming.

INTERVIEWER: Good.

INTERVIEWEE: In the middle of the lesson we are busy and the child is screaming.

INTERVIEWER: Okay.

INTERVIEWEE: Fidgeting.

INTERVIEWER: Okay.

INTERVIEWEE: Disrupting other children.

INTERVIEWER: Okay, thank you.

INTERVIEWEE: Just some of them then they just walk, stand up and walk around the classroom I'm telling you.

INTERVIEWER: Okay. Being a teacher means?

INTERVIEWEE: A parent at school.

INTERVIEWER: Yes.

INTERVIEWEE: A groomer.

INTERVIEWER: Yes.

INTERVIEWEE: A motivator.

INTERVIEWER: Yes.

INTERVIEWEE: An encourager. What else can I say? Yes, someone who is willing to take a child from this level to another level.

INTERVIEWER: Okay thank you. Teaching children with challenging behaviour is sometimes difficult when?

INTERVIEWEE: When you lose your temper.

INTERVIEWER: Yes.

INTERVIEWEE: Or what can I say? You are as a teacher expecting high and you don't get what you are expecting.

INTERVIEWER: Okay.

INTERVIEWEE: It is difficult.

INTERVIEWER: Okay as a teacher I am happiest when?

INTERVIEWEE: When I draw, maybe I over win almost all my children after delivering a lesson I'm happy.

INTERVIEWER: Okay and how do you win them?

INTERVIEWEE: Making sure that you know sometimes you have to be because they are children. You have to re-teach. I can win them maybe in one lesson.

INTERVIEWER: Okay.

INTERVIEWEE: And I have to be patient and say and you can, you can feel yourself as teacher that today it didn't go well. Let me re-teach again then you will see that oh now I've got 90 percent of them. I'm happy. I'm happy yes.

INTERVIEWER: Understanding.

INTERVIEWEE: Yes.

INTERVIEWER: When you say winning you mean they understand what their lesson is?

INTERVIEWEE: They understand what I have taught yes after .teaching and giving them activity then I would see that oh it worked.

INTERVIEWER: Okay good. **As a teacher I am unhappy when?**

INTERVIEWEE: When my children are not maybe paying attention.

INTERVIEWER: Yes.

INTERVIEWEE: Or after teaching and give them activity only to find that even a quarter of the class didn't get it right. I'm yes, I'm unhappy.

INTERVIEWER: Yes.

INTERVIEWEE: I'm angry...

INTERVIEWER: Okay.

INTERVIEWEE: Yes.

INTERVIEWER: What makes me a good teacher is?

INTERVIEWEE: Is to be patient.

INTERVIEWER: Okay.

INTERVIEWEE: To be patient and also taking advices from my other colleagues.

INTERVIEWER: Okay.

INTERVIEWEE: And asking, asking you know I'm not afraid. I'm not scared of asking if something, there's something which I don't understand.

INTERVIEWER: Okay.

INTERVIEWEE: Understand because if **it's** growing, it's building me or developing me as a teacher.

INTERVIEWER: Okay, good thank you. My shortfalls as a teacher are?

INTERVIEWEE: My shortfalls - I'm sometimes you know, blaming myself to something maybe which I was not blame myself but I used to blame myself and asking myself questions – why will this happen to me? Why are these children are not behaving like what I want them to – you understand?

INTERVIEWER: Okay. The teacher/learner relationship is important because?

INTERVIEWEE: Because you know you can't work in a place whereby there's no good relationship. You have to build a good relationship, you and your learners.

INTERVIEWER: Okay. The teacher/learner relationship is affected when? When is it affected?

INTERVIEWEE: When there's no good reason. It's the opposite of that one where there is no good relationship between teacher and learners.

INTERVIEWER: Okay.

INTERVIEWEE: You can't. The learning cannot take place in that situation or environment.

INTERVIEWER: Okay and what would make that relationship bad?

INTERVIEWEE: If you don't have the patience.

INTERVIEWER: Yes.

INTERVIEWEE: If you, you don't like as I've said if you don't involve parents to help you.

INTERVIEWER: Yes.

INTERVIEWEE: Or if you don't ask for advices.

INTERVIEWER: Okay. My reaction to learners in the class with challenging behaviour is? How do you react to children with challenging behaviour?

INTERVIEWEE: I, you know I accommodate them. They are mine, you understand?

INTERVIEWER: Yes.

INTERVIEWEE: What I have to do is to find different strategy also working with them.

INTERVIEWER: Okay good. My reaction to learners that do not display challenging behaviour is?

INTERVIEWEE: It's also good but you know what I do. I don't give them that extra time that I'm giving those who are struggling. It's very good. They must know and see that I also love them. I didn't neglect them. The fact is that they can, they are independent.

INTERVIEWER: Okay, okay. After spending time with a learner with challenging behaviour I feel?

INTERVIEWEE: When I have warned that child, I feel you know **I feel great that day that I've or I can see that I have changed one person's life.**

INTERVIEWER: Okay and if you don't change them and they, not if you don't change them but if they're challenging and they ...

INTERVIEWEE: Disturb?

INTERVIEWER: They're carrying on. How does that make you feel at that time?

INTERVIEWEE: **I feel like a bit of a failure by that time. Am I a failure? Do you understand? But I don't give up.**

INTERVIEWER: Good.

INTERVIEWEE: But for that moment I feel like maybe there's something wrong with me yes.

INTERVIEWER: Okay. Challenging behaviour of learners in my class affects me personally when?

INTERVIEWEE: When they, you know, you have to repeat yourself saying the same thing so.

INTERVIEWER: And how does it affect you personally?

INTERVIEWEE: I feel that I get angry.

INTERVIEWER: Okay.

INTERVIEWEE: **I really get angry.**

INTERVIEWER: Okay. I consider challenging behaviour as resolved when?

INTERVIEWEE: When, when, maybe the child has changed. I see a bit of a progress in that child yes.

INTERVIEWER: Okay.

INTERVIEWEE: It is I can see that there is a progress, there is something that you know I'm impacting, the impact to that child.

INTERVIEWER: Okay

INTERVIEWEE: Yes.

INTERVIEWER: Okay good. When challenging behaviour of learners in the class starts affecting the class I?

INTERVIEWEE: You know I get some maybe there are some activities which can come in the class room like maybe you do a bit two, five minutes doing physical ed.

INTERVIEWER: Okay.

INTERVIEWEE: Then you like breath in, breath out, hands up, sideways just like that. It helps.

INTERVIEWER: Okay is that how you calm the class down?

INTERVIEWEE: **Yes it does help because by saying keep quiet, keep quiet, it doesn't work.** It doesn't so you have to be wise in choosing your activities. Close your eyes think about something good that happened this morning. Just like that it will.

INTERVIEWER: It works.

INTERVIEWEE: Yes it works.

INTERVIEWER: Okay. I control challenging behaviour of learners in my class by?

INTERVIEWEE: It's most of the time I am giving a motivation like a speech.

INTERVIEWER: Okay.

INTERVIEWEE: I talk to them like you know what, what's the outcome of what you are doing? It's this and this and this and this. So it works. You just talk to him, get yourself. Talk to them not learning like this, it's also part of learning but be a parent there, be a sister there, be a brother there. Then you talk to them.

INTERVIEWER: Okay.

INTERVIEWEE: But this is going to happen if you don't listen. Do you see the children who are, we call them street kids is a result of this.

INTERVIEWER: Yes.

INTERVIEWEE: Do you understand?

INTERVIEWER: Okay.

INTERVIEWEE: You will end up as a drop out.

INTERVIEWER: Okay do you speak to them one on one or in the whole class?

INTERVIEWEE: Most of the time I speak them as a whole as a whole class but if I see that oh, this one is the one whose causing these hassles and then at break I find myself maybe two minutes and talk to that child, you know I love you, those words you understand?

INTERVIEWER: Okay.

INTERVIEWEE: And it works.

INTERVIEWER: The last one. The way I experience my well-being with regards to challenging behaviour is? So how does challenging behaviour, what does it do to your well-being as a teacher?

INTERVIEWEE: It strengthens me.

INTERVIEWER: Okay.

INTERVIEWEE: Because I know that we are different. So it also teaches me that you have to accept a person who she is.

INTERVIEWER: Yes.

INTERVIEWEE: Then you tell yourself that I have that power, maybe using power. I have that maybe authority to change that person's life. I can convince that child as a teacher. So it strengthens me every day, every day. I know even when I wake up; I know that oh I have these children in my mind. I have this one in my mind. What am I going to do? It gives you homework every time. You don't, you know you don't relax. You know that, you know that oh I must come into start teaching... This one didn't work. What are you trying this one this time. So it gives you, you know you almost keep on going.

INTERVIEWER: It keeps you on your feet?

INTERVIEWEE: Yes, it keeps you on your feet.

INTERVIEWER: Okay, thank you so much.

Addendum 8

Reference	Emergent Categories	Data	Possible Themes
Participant 1 Observatory East Primary School	Relationships	<p>“Right, but when I really really fail I call the learner aside on one on one and I speak to them.”</p> <p>“during my one on one I try to bring that particular behaviour that the child displays in class and reveal to them how this is going to affect their intended goals.”</p> <p>“learning is a team activity the parent the teacher and the child.”</p> <p>“if a child is beaten is revealing aggressive behaviour like besides dealing with it as a teacher I try to deal with it as a friend”</p> <p>“it depends on the motive of the learner. Some learners I found that they may personally not like the teacher right and the relationship will always be bad”</p> <p>“some children it’s like they are simply saying I’m a different person, if you are patient enough to find out what it is that makes them to behaviour the way they do like on a one on one if you understand them better you might find a way of dealing with how they behave”</p> <p>“In some cases they become bad while the teacher and learner are trying to find out there areas of differences if it’s a cooperative</p>	<p>One on one interaction.</p> <p>The challenging behaviour affects class goals.</p> <p>Team activity involving parent ,learner and teacher.</p> <p>Befriend learners.</p> <p>Personality clash could affect relationship.</p> <p>Learners are unique.</p> <p>Have patience to get to know them and understand them.</p> <p>Strike an understanding to solve the issue.</p>

		<p>learner you will find that maybe sometimes you strike an understanding and you start working”</p> <p>“I think that is very very bad because you dealing if you don’t have information about a situation it becomes difficult to deal with it adequately or properly if I could say so I believe also what helped in the situation was that I came to understand what the background of the learner”</p> <p>“but I also um explain my strictness okay to say I believe that if we are in class while we have the fun that we might have our main business is learning”</p> <p>“that taking interest in what the children do sometimes can help also if they see you getting interested in things that has nothing to do with education that they learning in class that can also impact positively on their work.”</p> <p>“teacher-learner relationship is important because the success of teaching and learning hinges on that”</p> <p>“If the relationship is good the learner is likely to try their best but if the relationship is not good there is going to be negative effects on the learning activities and this will lead</p>	<p>Understand the learners background.</p> <p>Explaining to learners what is expected of them.</p> <p>Taking an interest in learners is important.</p> <p>A good teacher learner relationship is important for successful school environment.</p>
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		<p>to the learner not to achieve at their best in some cases.”</p> <p>“also when the learner that I am teaching when I’m making efforts and those efforts do not seem to be yielding, I might end up experiencing frustration with the help that I’m giving. It’s worse in a situation where the numbers are as big as we are handling in public schools”</p> <p>“As a class you are a family, as a school you are a family and a family that is fighting is not a happy family. So you try to make them realise that their actions have impact or affect other people and when they realise that then you talk about it.”</p> <p>“I think with most of the learners they are crying out for help because of situations at home and elsewhere and as teachers we are so desperate to get work done and we ignore some of the underlying factors that infringe on the learners personalities on their dispositions and other things”</p> <p>“Yes what I’m saying is that a problem with one kind of affects my relationship with everybody because my delivery gets affected”</p>	<p>Class size an issue</p> <p>Family atmosphere in class.</p> <p>Their actions impact others – make learners aware of this.</p> <p>Teachers sometimes too busy doing work and don’t realize learners are crying out for help.</p> <p>Challenging behaviour affects everyone in class, even the teacher.</p>
	Sense of self	<p>“To configure means for me how I perceive myself ,self perception”</p> <p>“how do I view myself when I deal</p>	<p>Self perception and how one deals with challenging behaviour.</p>

		<p>with learners with challenging behaviour what is my self perception as a teacher dealing with learners with challenging behaviour.”</p> <p>“I perceive myself to be passionate but there is a limit to my passion.”</p> <p>“because I normally have a way of operating with learners which is I correct, I remind then the third time I run short of ways to deal with a learner”</p> <p>“I expect somebody coming from an environment with boundaries to understand that.”</p> <p>“I’m very poor with punishment in fact that’s one of my biggest challenges I am having as a professional is discipline if I could deal with that adequately I think I could be more affective. That’s how I feel.”</p> <p>“Sometimes I become emotional”</p> <p>“the flow of mine for example if I have to stop to correct a learner the order of things, the way I wanted to explain things suddenly changes. I get affected my self expression”</p> <p>“I really do get stuck and I end up screaming”</p> <p>“I went physical, the learner was arrogant and I ran short of professional means of dealing with it”</p> <p>“I do not believe I am a violent</p>	<p>Passionate to a certain point.</p> <p>Procedure in dealing with learners.</p> <p>Expectation that learners understand boundaries.</p> <p>Lack of punishment and discipline. Need to improve.</p> <p>Become emotional.</p> <p>Self expression is affected by challenging behaviour.</p> <p>End up screaming. Feel stuck.</p> <p>Lost control – become physical.</p> <p>Not a violent person.</p>
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		<p>person”</p> <p>“I normally talk to somebody so this is the approach that I employ also with my learners until it gets to the point that I realise that maybe it is not working. My biggest problem is that if my approach fails than both myself and the learner become failures because the learner does not change and I have no means of changing the learner.”</p> <p>“I’m passionate about what I do .I didn’t choose the teaching as a career but it so happened that I ended up in the field and when I started teaching I began to enjoy in the my effort causing changes in other peoples life.”</p> <p>“when I went in to teaching I started to relate better to people and when I adopted Christianity it also helped me to be a better person with people than I was initially because as I a young boy growing up I think I related more with non human things than with human.”</p> <p>“I try to diagnose what the problem is and I try to come up with means and ways”</p> <p>“but I do enjoy learners who are not challenging. I must add although that I recognize that even the learners who are challenging learners I feel sometimes it’s not like they want to</p>	<p>Sometimes experience failure due to running short of professional means.</p> <p>Passion for what he does – enjoy making changes in learner’s lives.</p> <p>Teaching helped in relating better with others.</p> <p>Find ways to help learners.</p> <p>Enjoy learners who don’t display challenging behaviour.</p>
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		<p>get at you it's who they are."</p> <p>"you get irritated that they affecting the normal learning environment but for them they are presenting another way of looking at things and another way of doing things."</p> <p>"Satisfaction, yes you resolve something you get ja I think I would say a sense of satisfaction that at least you made a positive change in somebody's life"</p> <p>"I think I am strict."</p> <p>"helping learners understand their work, it also means that for the period that they with me I'm playing parent to them"</p> <p>"if the learner is willing to communicate I feel a sense of enlightenment a sense of closeness with the learner but if the learner blocks me out sometimes I feel frustrated because it doesn't give me the tools with which to deal with the learning problem that we are having".</p> <p>"I also wish for a supporting system, I also wish for a system that has curve balls you know to say if I can't deal with a learner where can I go to for support. "</p> <p>"It makes me unhappy and it interferes with, I am normally a person that enjoys what they do but once I face a challenging situation it</p>	<p>Become irritated with challenging learners.</p> <p>Sense of satisfaction when able to make positive changes with learners.</p> <p>Being strict.</p> <p>Playing a parental role.</p> <p>Feel a sense of enlightenment , when communication is good.</p> <p>Frustration when don't have tools to deal with challenging behaviour.</p> <p>Lack of support.</p> <p>Challenging behaviour brings teachers down.</p>
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		kind of brings me down”	
	Challenging behaviour	<p>“Learner is not recognizing the boundaries they have around them.”</p> <p>“they do things they are they are not suppose to do at a particular time.”</p> <p>“When a learner does not behaviour accordingly with set rules in a classroom.”</p> <p>“So a learner that does not understand themselves and the context in which they are to the fact that they don’t behaviour in accordance within the context in which they are.”</p> <p>“I think for me learning is only possibly where there is discipline I mean formal learning”</p> <p>“I begin to understand the problem and the learner has a problem and his behaviour is evident is a symptom of the problem that he has.”</p>	<p>Learners don’t recognise boundaries.</p> <p>Behaviour that is not appropriate at specific time.</p> <p>Disobeying rules.</p> <p>Learners don’t understand themselves and their context.</p> <p>Discipline is necessary for learning.</p> <p>The behaviour is a symptom of the problem.</p>

Reference	Emergent Categories	Data	Possible Themes
Participant 2 Observatory East Primary School	Relationships	<p>“because sometimes it’s a good thing if a child is naughty because you scold them than you have a one on one and then you realise no something has happened at home the social the emotional background of what’s going on at home and that’s where you find out and you find out okay no child is just naughty there is a reason”</p> <p>“its not only about educating a child it’s about putting in values of, you know believing in them because sometimes people don’t give them that positive at home”</p> <p>“encouraging them”</p> <p>“All of them, I say all of you can do it that’s why you are sitting in this school because you are in grade 5 and you can do it. I always give them like pep talks I think it helps.”</p> <p>“telling them believe in yourselves”</p> <p>“It’s not only screaming and shouting at the child like sitting down and also asking them why you doing this, the one on one’s are really effective”</p> <p>“when they have this challenging behaviour they like the attention from everyone and they all this mucho type and then you sit with them one on one they like a different child and then they open up and they</p>	<p>One on one interaction.</p> <p>Learners’ background important.</p> <p>Instilling values and believing in the learners. Positive attitude.</p> <p>Encouraging learners.</p> <p>Learners like the attention who display challenging behaviour.</p> <p>Caring attitude</p>

		<p>tell you oh maam I'm sorry and the body language changes and the attitude changes"</p> <p>"I always tell my kids you know I don't scold you because I hate you I don't shout cause I hate you, it's because we care."</p> <p>"I always remind them you are like my other children it's like we push you, we scream, we shout because we want something better for you at the end of the day"</p> <p>" It's like a mommy child relationship as well that you have with them."</p> <p>"by you motivating yourself motivating them you have a better classroom environment and I always tell them you know what you don't want to come to a classroom and have a boring lesson, you don't want to come to a classroom where the teacher is screaming at this person at that person. You want to come to the classroom to learn to have fun"</p> <p>"sometimes it's a personality clash but you can't go now as an adult and treat that child differently"</p> <p>"I don't ever do that where I treat them and show them in a... you know Mrs doesn't like you I like try sort of encourage them and build on the relationship."</p>	<p>Like a mom-child relationship.</p> <p>Motivation in order to create a positive environment for all.</p> <p>Personality clash.</p> <p>Treat everybody fairly. No favourites</p>
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		<p>“They know when you favour and they know when you fair and I think when you fair and you strict you get more respect and that makes a difference.”</p> <p>“I give everybody a chance and say please go to the teacher or just do this you know and they like that sometimes all they want is attention.”</p> <p>“it’s a triangle. It’s a teacher, the learner and the parent and we form most of their day”</p> <p>“they must have trust in you, they must respect you but it’s also two way. We need to respect and have trust with them”</p> <p>“The teacher-learner relationship is affected when obviously one doesn’t follow protocol or follow the rules or tends to lack in certain things that they know should be done.”</p> <p>“you stimulate and show them that you don’t only focus on the negative, you praise them and you stimulate them in other ways”</p>	<p>Triangle relationship involving teacher, learner and Parent.</p> <p>Trust and respect important from both learner and teacher.</p> <p>Stimulate learners in positive way. Don’t just focus on the negative.</p>
	Sense of self	<p>“the person I think that I started sort of thirteen years ago I have changed and the kids have changed me. I have adjusted to them the way I speak”</p> <p>“I was a very soft person but I have changed as well to get to their level</p>	<p>Learners change the teacher. Adapt and adjust to the learners.</p>

		<p>of you speak loud”</p> <p>“I’m coming from a basically a system of education where I was just around Indians, Indian teachers Indian people but coming into this environment because there is a lot of African immigrate children I have adjusted so well to them”</p> <p>“I know the spirit they have”</p> <p>“It’s not that I’m racist but I love teaching these kids”</p> <p>“I’m very passionate”</p> <p>“you know teaching is stressful it can de motivate you but people ask me why do you do it I say I love it, I have my bad days I have my good days but at the end of the day when you see the child in January and you get them through to December and you see how much they have learned”</p> <p>“they have changed me and also taught me a lot”</p> <p>“I think the day that I became a parent you understand kids better”</p> <p>“build them up for the future so I think that’s where I also instil that in them.”</p> <p>“he can challenge you he can get you frustrated”</p> <p>“he will still do things he knows what buttons to sort of press you know and that can frustrate you.”</p>	<p>Learning different cultures.</p> <p>Love and passion for teaching.</p> <p>Learn from learners.</p> <p>Being a parent helps to understand the learners better.</p> <p>Building learners up.</p> <p>Get frustrated with learners.</p> <p>Lose control as a teacher, some learners really challenge you.</p>
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		<p>“you reach a point as a teacher as well at certain times you know you going to lose it and you need to remove the person or your self from the situation and not let the learner see that you losing control.”</p> <p>“it’s like a mommy feeling because you can scream and shout at a child but as I say when you are a mommy and then you feel guilty and then you still want to help them”</p> <p>“I think in most cases I control the situation, you do get respect from them.”</p> <p>“you do get frustrated because you know you going to lose it to a point, remove yourself or the child from the environment or from the classroom away from the learners so it just like sort of calms you down and you need to also realise you know what at the end of the day they are children and you are also the adult and you need to be professional”</p> <p>“it does get stressful but I think we contain and manage it”</p> <p>“They motivate you like um like no two classes are the same like you say no two children are the same.” – learners who don’t display challenging behaviour.</p> <p>“my philosophy for this 30 minutes walk out with something new and</p>	<p>Want to help learners.</p> <p>Controlling the situation is important.</p> <p>Remove yourself or learner from the environment to control situation.</p> <p>Be professional.</p> <p>Stressful at times.</p> <p>Some learners motivate teachers.</p> <p>Some learners give you hope as</p>
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		<p>keep it with you for the rest of your life”</p> <p>“there is hope you might lose it with the ones that challenge you and you look at the rest you know what and I even tell them you know what if you want to misbehave the rest of us want to learn please remove yourself”</p> <p>“I think the one thing about me is I’m very fair and very objective,”</p> <p>“I treat you all the same and children pick that up with teachers”</p> <p>“to build them up that’s my main aim just build them and build them and give them everything I can this year not just for this year for life because you educate them for life and one day and even they always come back to you Mrs we doing this and what you said is so true you know it’s so motivating.”</p> <p>“challenging behaviour is when you faced with children that obviously challenge you and um frustrate you in certain ways due to certain circumstances that come across, certain things that they are going through and obviously they challenge you and it comes out in their behaviour.”</p> <p>“A teacher means being a teacher, being a social worker, being a mommy its fitting all the different</p>	<p>a teacher.</p> <p>Being fair and objective.</p> <p>To build learners up and prepare them for life.</p> <p>Teacher play’s many different roles to develop a child holistically.</p> <p>Growth makes</p>
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		<p>roles in one to develop the child holistically.”</p> <p>As a teacher I am happiest when “I see my children from January to December and what they have grown and what they have become”</p> <p>“I’m very unhappy when I know learners have the ability to do something and it’s just pure laziness or attitude that doesn’t get them where they suppose to be.”</p> <p>“I tend to also scream because its difficult because we lack certain ways of punishment”</p> <p>“need to show that you in control and obviously follow the processes that are put in place not what you feel that’s subjective you be objective and follow the proper protocol.”</p> <p>“I feel you honestly there is a reason for every behaviour and by spending that time one on one you actually find out there is a reason, you always find there is a reason behind every challenging behaviour.</p> <p>No child is just naughty”</p> <p>“it affects me personally when I think obviously it changes your lesson because learners are disrupting it, it’s also being selfish and disrupting other learners and it’s also time wasted”</p>	<p>teachers feel happy.</p> <p>Unhappy when learners don’t utilize their potential.</p> <p>Underlying issues that cause bad behaviour. Reason for behaviour.</p> <p>Get personally affected. Derails the lesson.</p> <p>Time wasting and selfish-challenging behaviour. affects other learners.</p> <p>Focus on behaviour not</p>
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		<p>“obviously my well being and challenging behaviour is you can not become subjective and say I don’t like this you don’t look at the child you focus on the problem and not the child”</p> <p>“with your wellbeing you can not become too involved because you can’t change certain circumstances in the learner that’s what you need to step back and realise as a teacher”</p> <p>“your wellbeing and your stuff gets affected as well because there’s a line that has to be draw because how far you can help a learner.”</p>	<p>child.</p> <p>Well-being is affected. Learn to not get too involved. Can’t change situation.</p>
	<p>Challenging behaviour</p>	<p>“some learners that have a challenging behaviour due to other circumstances like being ADD in the class and not getting the proper medication and then when you have to go back and look at the history of the child you understand what is causing that challenging behaviour”</p> <p>“you can see the symptoms and the signs of it but parents have still not got them tested or put them on medication or sort some sort of help and that can be challenging.”</p> <p>“looking at children of today is like they lack a core and that causes behaviour problems”</p> <p>“there is no proper core of culture of</p>	<p>Challenging behaviour could be because of learning or behaviour disorder.</p> <p>Challenging behaviour occurs because learners don’t get the correct treatment.</p> <p>Lack of a core.</p>

		<p>religion”</p> <p>“I think when they have got this challenging behaviour but also they know in the school environment you know what this is as far as the teacher can do she can’t do anything more to me.”</p> <p>“as they get bigger in grade 6 and 7 you know the hormones in third and fourth term that’s where you see the challenging behaviours and also like the groups getting up to mischief and you know that’s where you start experiencing things like that.”</p> <p>“with boys you find with the challenging behaviour they very physical the first reaction is hit then speak”</p> <p>“But also with the learners you find some of them are also very immature, the level of maturity is also different.” “You find the maturity levels you know the EQ and the IQ plays a major difference in also behaviour.”</p> <p>“you follow the process and you find you got systems in place and none of those systems work and you have to take it further and deal with it on a different level.”</p> <p>“find alternative methods or solutions to that individual learner, you look at it on an individual base.”</p>	<p>Lack of punishment and discipline.</p> <p>Hormones and maturity affect behaviour.</p> <p>IQ and EQ play a role in behaviour.</p> <p>Unique responses to learners.</p> <p>Alternatives to help challenging behaviour.</p>
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		<p>“in some cases the learner needs maybe another school or further action that we can’t obviously help the learner with.”</p> <p>“removing them from disrupting other learners from the group keeping them closer to me , phoning the parents, writing letters to parents”</p>	<p>Parental involvement.</p>

Reference	Emergent Categories	Data	Possible Themes
Participant 3 Observatory East Primary School	Relationships	<p>“you have to take him/her to a side try to find out what is the problem and now it’s affecting other children.”</p> <p>“most of the children they trust us and they can relate to us more than any other teachers so that is why most of the time I have good relationships with my learners cause they love me, I love them back and now they know that they can rely on me.”</p> <p>“those who are not challenging at all to be honest it is not easy for me also to notice them or to identify their weaknesses and what not cause they there because they are there and which it makes me sick sometimes cause it’s not easy for you like we have forty in a class, so I have to assess all of them. Some of them just for once a week you can’t even identify that for example Lesego was here cause they don’t have any challenges with them”</p> <p>“I will call him/her at the side now I didn’t like this and that, this and that remember I’m an adult you’re a child I love you, I am a parent, we came here to work this is there problem”</p> <p>“they behave like this because it’s not because they want to, yes I know some is peer pressure I know but</p>	<p>One on one interaction. Challenging behaviour affects other learners.</p> <p>Trust is important.</p> <p>love and passion.</p> <p>Class size an issue.</p> <p>Learners who don’t display challenging behaviour go by unnoticed.</p> <p>Individual attention for learners with challenging behaviour.</p> <p>Underlying issues, reasons for challenging behaviour.</p>

		<p>some they going through a lot that we don't even know, so some of them they even confide to me that you know what I'm going through this at home."</p> <p>"Some you'll find that they being abused this and that, so now I also have a learner a relationship with them as a mother also not just as a teacher to them as the mother to them and then we talk one on one and we will see that oh this is where the problem comes from."</p> <p>"so it is important to know ourselves first and learners then it will be easier to have a better relationship with them."</p> <p>"We work with this learners so it is important to have a positive learner and teacher relationship with them cause we deal with them on a daily basis. It's not the teacher only that is on the board but it's the teacher and the learner."</p> <p>"teacher-learner relationship is affected when okay its affected when there is no communication at all through the teacher and the learner because now we not building any relationship"</p>	<p>Mother learner relationship.</p> <p>Know yourself and learners to develop good relationship.</p> <p>Work with learners daily need positive relationship</p> <p>Communication is important for an effective teacher-learner relationship.</p>
	Sense of self	"through that challenges it made me	Challenging behaviour helped

		<p>to build up my self confidence to be what I am today when it comes to challenges with them”</p> <p>“After I had those challenges that’s when I said who am I , what do I want, how can I build this, oh I lack self esteem I lack self confidence. I learned that through their challenges on that year and then on the following year that’s when I worked on it and it makes my life easier”</p> <p>“I have friends who are teachers also so I would sit and talk to them because for me it felt so sad cause like when I come to work this is a child I am a parent. I came to make a difference but not to be challenged by a child.”</p> <p>“it drains me to be honest cause I don’t like to shout to be honest that’s my weakness and another thing I don’t like being angry.”</p> <p>“it’s stressful for me in such a way that if it was for me I would take that learner and say go back and don’t come back tomorrow or I will see you next week cause it spoils everything like it spoils my day”</p> <p>“I really love working with those children to be honest like I said 99% of them it’s that behaviour actually which is very nice even though sometimes you might feel that you need to see them growing also and</p>	<p>build self confidence.</p> <p>Utilize support from colleagues</p> <p>Challenging behaviour is draining.</p> <p>Stressful environment.</p> <p>Spoils the teacher’s day.</p> <p>Love working with learners who don’t display challenging behaviour.</p>
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		<p>having like a positive challenge towards me but then I really love working with children like that.”</p> <p>“Then and sometimes like I said they don’t trust, they are scared of the teachers. So with me most of the children they open, so that is why they even confide in me”</p> <p>“it’s when an adult is grooming a learner in basic education or any other basic skills towards their growth and development and again being a teacher its being there for a learner educationally, emotionally and also psychologically and helping them to grow through their development.”</p> <p>“as a teacher I am unhappy when um I have children who are not participating very well due to their problems that affects them that they take them from home or it might be here at school”</p> <p>“I feel proud of myself to be honest cause I do sit down with the learner with those challenging behaviour and sort it out and sometimes I do help where I can and it makes me feel good as a teacher and also as a parent”</p> <p>“Challenging behaviour it affects me personally because like I said this children they come from different families and backgrounds so as I see</p>	<p>Learners trust and are open.</p> <p>Grooming learners and being there for them emotionally, Educationally and psychologically.</p> <p>Helping learners grow and develop.</p> <p>Unhappy when learners display challenging behaviour.</p> <p>Feel proud when can help a learner and they no longer display challenging behaviour.</p> <p>Challenging behaviour affects her personally and emotionally.</p>
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		<p>a challenging behaviour like I said before I sit with a learner and sometimes we'll find out that they going through a bad time so it is really challenging me emotionally"</p> <p>"I really love working with kids"</p> <p>"when I get home that's when I start thinking that okay these learners they need this and that. Most of the learners they are neglected from home, most of the learners they are going through abuse, I would go home everyday crying"</p> <p>"it is very bad and it is emotional and sensitive cause you can hear the things the learners are saying it is not nice as a parent and also as a teacher."</p>	<p>Love and passion.</p> <p>Affects the teachers' well-being.</p>
	<p>Challenging behaviour</p>	<p>"it's a bit challenging cause they come from different backgrounds and they adapt things from home and they can take it out on you that's when it becomes challenging for me but it doesn't happen like most of the time. It is only there and there. "</p> <p>"being bully for an example, you sometimes like at home there are rules that the children must obey. Some of the houses they don't have rules at all. So you find out the children come to school and they come to school and there are rules,"</p>	<p>Understanding individual backgrounds.</p> <p>Learners not use to obeying rules.</p>

		<p>“from the onset and they know that they must follow the rules so like to a child whereby there is no such at home something like a rule that you must obey then it gets a bit challenging.”</p> <p>“the negative one it’s when they express their feeling in a bad way or being difficult towards me during the lesson.”</p> <p>“sometimes difficult mostly if you introducing the lesson and we getting into fundamentals of the topic of the day and then when the behaviour starts so now it spoils everything cause now you have to deal with that challenging behaviour while everybody was attentively listening”</p>	<p>Challenging behaviour is when the learner is difficult.</p> <p>Challenging behaviour affects the lesson plan and other learners as well as the teacher.</p>

Reference	Emergent Categories	Data	Possible Themes
Participant 4 Observatory East Primary School	Relationships	<p>“ But, still, as part of our work, we have to put a few of our college skills and try our best to reform them.”</p> <p>“Getting angry with them won’t help because it is going to be there every day and then you have to solve their cases. Especially when they start affecting those who do not have challenging behaviour, so you have to just tolerate them.”</p> <p>Even if sometimes we don’t understand them, you know, so we cannot just avoid them and start getting, you know, be heavy with them or angry. Just talk to them, sometimes in private as well, after school, in the morning or during breaks. Talk to them one-on-one and then maybe you can see a future in them.”</p> <p>“So we can’t just leave them and label them and say, “This one is crazy”, no, we can’t. We have to at least try our best to find a solution to those.”</p> <p>“You will find the one learner was behaving very badly. Others we have given them things like responsibilities, class monitors, class prefects, and all those things and it has worked. Then they</p>	<p>Try to reform learners.</p> <p>Have to tolerate the learners with challenging behaviour.</p> <p>Try and understand the learner.</p> <p>One on one interaction.</p> <p>Not labelling the learners and finding a solution.</p> <p>Give the learners with challenging behaviour responsibilities seems to improve the behaviour.</p>

		<p>have changed, so we have to repair that relationship, instead of just letting them carry on like that because that thing is going to end up coming back again and it is now affecting twenty people, instead of affecting maybe one or two”</p> <p>“the teacher-learner relationship is important why so that you become successful maybe like in delivery of your lessons as well as trying to change the ones that have got those challenging behaviours.”</p> <p>“teacher-learner relationship is affected when mainly when the learners are not showing any signs of interest and willingness to take part in the lessons.”</p> <p>“we normally sit down one on one sometimes give them extra attention maybe during break after school or early in the morning. Try to discuss some of those problems but now if the worse comes to the worse we have to punish them that’s how we normally do it.”</p> <p>“my reaction to learners that do not display challenging behaviour is these ones we always try keep on praising them as well as giving them some small rewards as well so they can maintain that good</p>	<p>Relationship important to change challenging behaviour.</p> <p>Relationship is affected by learners that are unwilling to take part in lesson.</p> <p>Give extra attention to learners with challenging behaviour.</p> <p>Punishment as consequence to challenging behaviour.</p> <p>Reward and praise learners without challenging behaviour.</p>
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		behaviour of theirs”	
	Sense of self	<p>“how do I look at things in relation from my own point of view, in terms of the learners, the way they are doing their business around the school?”</p> <p>“Some of them really are, I think when I look at my own background in my own history, it is almost similar, but I think some of them are going too far.”</p> <p>“I’ve been through status like those so I almost understand what it means to come from places whereby you feel like you are not being taken very good care of, you know, being loved and that.”</p> <p>“sometimes you spend more of your time on things that are not even necessary”</p> <p>“now you have to solve case number one, case number two; now that time that you are wasting there, trying to solve things, like those issues, I should be teaching”</p> <p>“I’m teaching and at the same time now I am turning the classroom into a court room, where you have to investigate these”</p>	<p>Similar background to some learners.</p> <p>Understanding what learners are going through. Empathy.</p> <p>Challenging behaviour is time wasting affecting teaching.</p> <p>Teachers play different roles.</p> <p>Worry and concern about challenging</p>

		<p>“It is really worrying because you find that when people in grade six or seven, they start doing things like this, like stealing teacher’s cellphones. You tend to wonder what kind of learners you are going to have in two or three years to come, so it really worries me a lot.”</p> <p>“some of the cases that you have to solve. They really drain you a lot because you have to take more of your time and try to sit down and look at all the angles as to whom might have been doing this”</p> <p>“So it is also worrying because I also leave my phone, just like the one that we have here right now. I can go out; maybe I am called by the officer here, when I go back I would be very lucky to find it on the table, so it is also affecting me as well, because I am not very safe and secure, in terms of things like this.”</p> <p>“One thing for sure I have to accept and understand that all learners are different.”</p> <p>“but those ones, they really give us a reason to want to come back tomorrow and look forward to teaching them, It is encouraging. It makes you even feel happy to</p>	<p>behaviour.</p> <p>Feeling of being drained.</p> <p>Change doesn’t happen overnight requires time and effort.</p> <p>Teachers don’t feel safe and secure at school.</p> <p>Learners are unique.</p> <p>Encourage learners the ones without challenging behaviour give teachers a reason to come back to work.</p>
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		<p>come back tomorrow to look forward in teaching those kids as well – learners without challenging behaviour”</p> <p>“being a teacher means understanding, solving problems as well as giving out knowledge to the learners”</p> <p>“I am happiest when I find all the learners taking part in the lesson as well as improving their marks as well.”</p> <p>“I am unhappy when learning is disrupted as well as results getting worse.”</p> <p>“I take this job as um to me it is a hobby actually ja I feel happy when my results are getting better and learners feel like they can’t wait to come back for tomorrow.”</p> <p>“I feel like I’m losing my temper but I do find ways to control them.”</p> <p>“after spending time with a learner with challenging behaviour I feel depending on the response sometimes I feel very very good but if I find that the learner is still not showing any signs of change it makes me very very worried or stressed as well because when you talk to them you expect them to change for the better.”</p>	<p>Disruption and challenging behaviour causes teachers to be unhappy.</p> <p>Having love and passion for job.</p> <p>Loss of temper.</p> <p>Sometimes feel good when working with children with challenging behaviour depending on outcome.</p> <p>Worried and stressed working with challenging behaviour.</p>
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		<p>“when we are learning definitely you find sometimes you just end up losing interest because of learners like those cause they are just there to distract the good that you are preparing for the whole class.”</p> <p>“I feel like now I have to spend most of my time trying to talk about discipline instead of talking about the lessons that we came for”</p> <p>“Well it makes me understand that not everybody is the same even out there in society people have got different characters so you have to understand each person. So what we are saying here in the school is just almost what we have out there people are different and people will react differently to different situations so we have to just live along with it and where we can try to change it for the better”</p> <p>“when it comes to your own free time but you always keep on thinking about what you saw what was happening at school.”</p> <p>“So it somehow affects me to such a point to find out maybe you are stressed but not like always or everyday because it’s something</p>	<p>Loss interest in teaching because of challenging behaviour.</p> <p>Discipline an important factor.</p> <p>Well being is affected.</p>
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		<p>that happens maybe once a week ja it's not every day that you have to deal with these problems.”</p> <p>“So definitely they’ll have to affect you because you will be thinking what can I do about this situation for it to improve or just to solve this problem that I saw in the class and then it does affect you.”</p>	
	<p>Challenging behaviour</p>	<p>“I can just label as problem kids ,they are bullies and they are just against the school rules”</p> <p>“Anything that is of authority to them it means nothing. They are just here because they are supposed to be at school but actually, they are not here, in terms of their mind. Emotionally they are far away.”</p> <p>“mainly learners who bring all sorts of problems that you have to deal with at school in the school environment.”</p> <p>“Some problems maybe they come from far. Maybe as far as back at home as well, from broken families, broken mums where you find that there is no, maybe, parental figure to just point those kids back in line.”</p> <p>“I’ve got a few boys there that has maybe in terms of, as well as</p>	<p>Different kinds of challenging behaviour.</p> <p>No interest in being at school.</p> <p>Problems in school environment.</p> <p>Underlying reasons for behaviour.</p> <p>Lack of parental involvement.</p> <p>Maturity contributing</p>

		<p>maturity. Others are just too old to be in grade seven, maybe. I'll just put it that way. So you find that they are just not interested anymore in being in primary school."</p> <p>"Most of them are not too bad. There are just a few groups of learners, maybe, who are trying to do, I mean maybe to be known about doing the wrong things."</p> <p>"Find out who did this and that, you see; even this issue of cellphones that are being stolen around the school"</p> <p>"we have behaviour that is almost out of control because stealing a teacher's property, things like cell phones; we don't expect them in primary school, at least."</p> <p>"So, even those that have those challenging behaviours we cannot change them overnight, and expect them to be angels by tomorrow."</p> <p>"I would consider it to be challenging behaviour when its starts affecting the learner and other learners as well as my way of teaching the whole class."</p> <p>"Teaching children with challenging behaviour is sometimes difficult when there is no support like from the parents</p>	<p>factor.</p> <p>Only few learners that are challenging</p> <p>Behaviour is out of control.</p> <p>Challenging behaviour affects teacher and other learners.</p> <p>Lack of support</p>
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		<p>as well as maybe the school as well.”</p> <p>“I don’t prefer this method of chasing them away but sometimes you excuse them for a few minutes and then you bring them back and try talking to them individually because we don’t want that spreading among the whole of that class.”</p> <p>“I control challenging behaviour of learners in my class by obviously we normally talk in private and then if that doesn’t work we try to involve other teachers as well or even the parents as well. If the worse gets to the worse, then the school to find some ways of trying to punish them”</p>	<p>Removing learners with challenging behaviour to continue with lesson.</p> <p>Punishment is effective.</p>

Reference	Emergent Categories	Data	Possible Themes
Participant 5 Observatory East Primary School	Relationships	<p>"I think the most important thing it starts off with trust and respect okay once I get to know my learners and we build that trust its easier for me to get to know them on a little bit more of a personal level"</p> <p>"I start off at the beginning of the year with the mutual respect thing and if you don't give me respect then you don't earn my respect so you know then I want to know why?"</p> <p>"if they are giving me challenging behaviour I can have a one on one with them,"</p> <p>"It can get a bit much because we are teaching large amounts of learners"</p> <p>"I have learnt to forgive but I can't forget and I believe that children learn from mistakes so if you going to be negative all the time with these children and have these preconceived ideas you are badly behaved, you always going to be badly behaved and I know that and I'm not going to give you a chance again then it doesn't build the child in fact it's to the child's detriment"</p> <p>"I think you as a person you don't grow either because as a teacher you meant to be more motherly whether you a man or a women you</p>	<p>Building trust and respect.</p> <p>Getting to know learners.</p> <p>One on one interaction.</p> <p>Class size an issue.</p> <p>Build the Learner up and give them a chance to prove themselves.</p> <p>Learning from mistakes.</p> <p>Personal growth</p> <p>Caring nature is needed.</p>

		<p>know you nurture these kids and you need to be a bit lenient with them because sometimes these kids just need a bit of love.”</p> <p>“you have got to understand that situation because if you don’t and the child comes to school and you know your homework’s not done and this child is tired and wants to fall asleep you going to be irritable and think that this child is just not interested but if you know where this child is coming from, it just you know it gives you that much more perspective and new understanding and you try to rectify the situation you know contact the parents and find out what’s going on , what is the situation at home and that sort of thing?”</p> <p>“So you know every time that child is in your class you got to take cognisance of that idea, that this child is coming from another space and you need to be patient”</p> <p>“it helps with confidence with the learner and when the learner feels confident and comfortable in a learning situation, they learn better then when they uncomfortable and they don’t know you”</p> <p>teacher-learner relationship is “affected when the teacher doesn’t you know take into consideration</p>	<p>Getting a background of the learners circumstances.</p> <p>Parental involvement</p> <p>Patience and understanding</p> <p>Creating a comfortable environment in which learners feel confident</p>
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		<p>the children and their needs and you know just lack of respect for the children where you bring your influences from home and you take your frustrations out on the kids”</p> <p>“Find out, get to the root problem. The root cause you know speak to the child, interview with the parent, find out friends talk to the child’s friends. Find out what could be causing this problem and if the child is not willing to open up to you let him talk to you or you know another teacher that they more comfortable with and you know try to figure out and help this child as best we can .”</p>	<p>Getting to the root of the problem.</p>
	<p>Sense of self</p>	<p>“It’s the way in which you adapt yourself to the behaviours of the different children that you see and the problematic behaviour.”</p> <p>“if I can’t do that successfully then you know I’d pass it on to somebody else to try and figure out what’s going on with this child or speak to the other teachers and find out are they behaving in a similar pattern in your classroom or is it just me, so that I know what the problem is because if it’s only in my class than obviously</p>	<p>Adapting and flexibility.</p> <p>To ask for help in dealing with learners with challenging behaviour.</p>

		<p>there's a problem with the way I'm teaching and you know what I'm doing or maybe this child just doesn't like females or doesn't like me or whatever it may be."</p> <p>"it can really rattle you cage you know because you've got so many things that you want to achieve by the end of the lesson and if there is somebody that is constantly distracting you and the rest of the class it derails you"</p> <p>"it can drive you insane but I've been teaching for long enough to know not to let that get to me,"</p> <p>"Oh I enjoy them because then you able to do what you meant to do and you able to move on at the pace that you want to , so it's actually a breath of fresh air." – children who don't display challenging behaviour.</p> <p>"I'll be honest it is challenging because I mean you know as a teacher you not teaching one class the whole day, you teaching different classes. So it does get to you at times"</p> <p>"So you have to find these ways of manipulation so to speak to get them to do what you want them to do"</p> <p>"sometimes as human beings we get frustrated very quickly and it's</p>	<p>Disruption and distraction affects goal achievement in the class.</p> <p>Experience helps to deal with challenging behaviour.</p> <p>Enjoy children who don't display challenging behaviour</p> <p>Challenging behaviour gets to you at times.</p> <p>Manipulation techniques to deal with challenging behaviour.</p> <p>Frustration and shouting</p> <p>Tiring and stressful.</p>
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		<p>very easy to just scream and nobody benefits.”</p> <p>“It’s tiring; there is a lot of stress”</p> <p>“unfortunately when you want to know your children better and you want to know these underlying things it puts a stress on you when you realize what these children go through”</p> <p>“children should be happy and care free but when you realise the reality of where they coming from it’s a bitter pill to swallow, because these kids what they go through you wouldn’t expect adults to go through, you know and it affects you whether you like it or not emotionally it affects you”</p> <p>“You know at the back of your mind whether you in school or at home you still thinking about how this child is affected and what’s happening with that child at the moment, you can’t really just cut off completely”</p> <p>Being a teacher “means being a parent, Caring for a child nurturing and insuring that the child learns.”</p> <p>I am happiest “when my children are happy and they all learning and they can show me that they can apply what I have taught them.”</p> <p>“I am unhappy when when there is outside interferences with teaching,</p>	<p>Learners circumstances affect teacher emotionally.</p> <p>Difficult to just switch off think and worry about learners and difficult situations.</p> <p>Failure to help learner.</p>
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		<p>when I don't achieve the aims that I have set out to achieve, um when I have tried my best to teacher a specific thing and I just can't get it across to the learners the way I want to"</p> <p>challenging behaviour is sometimes difficult "when you think that you just can't win anymore that you know you don't know what to do next, you don't know how to help them anymore."</p> <p>"I tend to get to emotionally attached"</p> <p>"Tackle it positively. I always look for the best in any situation. You know there must be some underlying problem. So try to figure out what that is and try to work from there instead of alienating the child."</p> <p>"I feel you know what that my preconceived ideas and the reality of the situation are so different and it gives me a better perspective of the child and it makes me feel better that I actually took that extra time to get to know what's going on with the child."</p> <p>"it affects my personal life you know where I'm stress out and I'm emotional"</p> <p>"I take this home and I think about this child you know when I should</p>	<p>Emotionally involved.</p> <p>Positive attitude and problem solving.</p> <p>Different perspective on the situation instead of just focusing on the behaviour.</p> <p>Affects well-being of teacher and creates a distraction.</p> <p>Concern and worry for the learners.</p> <p>Acceptance and</p>
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		<p>be concentrating on my family”</p> <p>“it still plays on your mind and you go to bed thinking about that child whether you know they having a plate of food to eat, or is that child being abused or is that child safe”</p> <p>“at the end of the day we all human and when you get attached to a child you know like um you worry about that child.”</p> <p>“I’ve come to a point where I have realised I can’t change the world, so things that are beyond my control I’ve just got to accept it and move on you know but if there is something that I can change and I can do then I go for it, I try and do the best that I can in the given situation with what I have.”</p>	<p>helping where possible.</p>
	<p>Challenging behaviour</p>	<p>“Challenging would be not the norm, you know where the child tests your limit”</p> <p>“It would be the extreme cases not really the just the naughty child seeking attention. It would be a child with problems at home or you know problems with learning so they seek attention or they behave badly as a result of underlying problems”</p>	<p>Behaviour that is not normal or accepted</p> <p>Extreme cases.</p> <p>Learners background is important and to not see the behaviour in isolation. What are the contributing factors.</p>

		<p>“I try to find out what is the problem because in most cases when they are exhibiting this behaviour it’s not because you know they want to misbehave. It’s because of you know different situations maybe there’s a learning difficult or there’s a language barrier or I don’t know maybe the child just doesn’t have grounding or maybe there’s a problem at home because most of the time when children have terrible behaviour it’s because something happened at home or maybe parents are fighting at home or something of that matter, so you know get to the root of the problem first.</p> <p>“difficult learners, learners with problematic behaviour.”</p> <p>“learner doesn’t do his work, his rude and arrogant insolent”</p> <p>“you tend to focus so much of time on the children that are exhibiting the problematic behaviour that the quiet ones that just do all the things that they suppose to they go under the radar”</p> <p>“I deal with it then and there because at the end of the day the main aim is for the children at school is to learn and when there is that occurring in the class they are infringing on the rights of the other</p>	<p>Possible learning barriers or behaviour disorders.</p> <p>Difficult ,rude learners.</p> <p>A lot of attention on learners with challenging behaviour and not on learners who don’t display challenging behaviour.</p> <p>Challenging behaviour affects whole class.</p>
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		<p>learners.”</p> <p>“discipline is important to me and I make that know to them. As much as I’m democratic in that you know when we make our rules for the class and that we both make up the rules of what is expected from both parties. I expect that to be followed”</p>	<p>Discipline and punishment</p>

Reference	Emergent Categories	Data	Possible Themes
Participant 6 Observatory East Primary School	Relationships	<p>“so if you are alone as a teacher it’s very difficult for you to reach out to help that child.”</p> <p>“it’s very difficult, but you need to treat them differently and you accept their behavioural problems because some situations you can’t change them you have to live with it.”</p> <p>“Even though we can’t nurse the problem as such, we need to sit down with the child and say okay, fine. I understand where you’re coming from. I understand. This is a school. In a school we need to conduct ourselves in this way, and this etcetera, is not acceptable”.</p> <p>“I can blame the parents more so because they don’t engage themselves with the child’s daily routine. They’re very busy. You’ll find that when you talk to a child who came to the classroom without their homework and you ask where is my homework? The child will say, my mother came late</p>	<p>Lack of support.</p> <p>Underlying issues causing challenging behaviour.</p> <p>Understanding learner and the situation.</p> <p>Acceptable way of conducting oneself.</p> <p>Lack of parent involvement.</p> <p>Understand and get to know the learners background.</p> <p>Follow up with learner.</p>

		<p>last night. Mummy didn't come home last night. Such problems affect the child"</p> <p>"You need to search or go back and look at the child's background, his other environment like at home. What is happening? Does this child live with parents? What is happening? You need to follow up. You do follow-ups."</p> <p>"when my learners understand me and we tolerate each other, when it is play time we all play, when it is lesson time, we all concentrate"</p> <p>"every lesson when you teach is about learner/teacher participation. You need to see your children participate in everything you teach in the classroom,"</p> <p>"When the parents come forth and work hand in hand with the educator and I think that even the child will feel more comfortable and the child will see that my parents love me, which shows and emotionally the child will develop something and</p>	<p>Understanding each other and what is expected of you.</p> <p>Participation is important for both learner and teacher.</p> <p>Teachers need to work with learners to help and make the learner feel comfortable.</p>
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		<p>looking at their mother coming to the school, talking to the teacher. There is a relationship and it boosts the ego of the child”.</p>	
	<p>Sense of self</p>	<p>“It affects me a lot because sometimes we have to stop a lesson and reprimand the child”</p> <p>“Sometimes you feel like leaving them, walking out of the classroom, refreshing yourself, and going back.”</p> <p>“educate and nurture the child academically, physically, emotionally, spiritually, and socially, like your own children, although it is difficult to reach out in some of the aspects.”</p> <p>“I am happiest when... after teaching a lesson and I give them a task to do, they do it, and they do it well.”</p> <p>“after teaching I give them a task and that is my goal, where I want to see after the lesson and if I don’t reach that goal, then I am frustrated and unhappy.”</p> <p>“They don’t reach out, they don’t see, they don’t come to where you want them to be</p>	<p>Stop a lesson to reprimand a learner.</p> <p>Feel like leaving the classroom</p> <p>Nurture and look after learner as if he/she were your own.</p> <p>Sometimes difficult to reach out.</p> <p>Happy when learners do what they suppose to and excel.</p> <p>Feel frustrated and unhappy when goal not achieved while teaching.</p>

		<p>so it depresses me as a teacher.”</p> <p>“when you are busy teaching and you see that there is a child who has challenging behaviour; you concentrate on the children who are participating and children who are willing to go on.”</p> <p>“Sometimes you feel you have got lots of questions, as I said; you want to understand where the problem lies.”</p> <p>“become stressed because you can’t reach out to help the child and there is no one to help you help the child.”</p> <p>“You don’t know whether it is true or not and you feel pity and you wish you can remove the child from that family and give that child to the family whereby the atmosphere is not the same as the one he complains about.”</p> <p>“Some of the things we can’t question and we feel frustrated.”</p> <p>“It is not like a child who complains about another child within the school or complains about the other teacher within the school.</p>	<p>Depresses her.</p> <p>Ignore learner with challenging behaviour and focus on learners who want to learn.</p> <p>Understand the behaviour.</p> <p>Stressed because you can’t always help the learner.</p> <p>Feel pity as learner is in a bad environment/situation.</p> <p>Can’t always solve the learners problem.</p>
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		<p>You can sort that out but if it is outside the school world, then our hands are tied.”</p> <p>“It affects me a lot when I look at the child and say no. You know why, I don’t have enough space, I can take this child and live with it,”</p> <p>“it affects you emotionally, sometimes I become like, Oh God, why do you give other people children whom they don’t even care about.”</p>	<p>Affects the well-being of the teacher.</p>
	<p>Challenging behaviour</p>	<p>“I know that we all come from different backgrounds. Some of the children are more challenged. Other children are raised by single parents. Some are raised by grannies, you know, so it affects them. Their background affects them big time in the classroom”</p> <p>“They want to be seen. They want attention, and they seek attention in a wrong way”</p> <p>“I consider them as children who have behavioural problems because they don’t know how to behave towards other kids.”</p> <p>“so if a child is weak and he’s</p>	<p>Learners come from different backgrounds.</p> <p>The background affects their behaviour.</p> <p>Learners with challenging behaviour seek attention in the wrong way.</p> <p>Behavioural problems.</p> <p>Learning barriers.</p>

		<p>more of a challenge, the child is difficult to deal with because most of the parents are unavailable.”</p> <p>“Another thing: you can’t punish the children physically, so that’s why the child will say okay, Mummy’s not here. My teacher won’t do anything. They’ll just talk and shout and that’s it, It’s very difficult because were lacking in the way of punishing a child”</p> <p>“They are so challenging in the way that you can’t go on with the lesson.”</p> <p>“It becomes worse each and every year. We are getting more difficult or more challenging children every year. In the classroom you’ll find that before you had maybe one. Now it’s worse: 3, 4, 5, 6, or 10 children who have different challenges.”</p> <p>“You can teach when someone starts singing miming and when you say who is miming? They all say it’s not me. It’s this one. It’s not me, so you are actually automatically interrupted. It’s so challenging.”</p>	<p>Lack of discipline and punishment.</p> <p>They disrupt the lesson affecting teacher and other learners.</p> <p>Challenging behaviour gets worse each year,</p> <p>Continuous interruptions in different forms while teaching.</p>
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		<p>“Is seeing yourself in a classroom whereby you are surrounded with children who have got difficulties academically and some of the problems is their environmental background.”</p> <p>“certain behavioural problems which we experience in the classroom are from home and you need a parent to come forward to lay out the foundation so that you understand the child more”</p> <p>“when you look at the other children you can see that they are irritated with what the other child is doing”</p> <p>“Sometimes I keep them for physical education because I know they love that.”</p> <p>“ I think by putting them behind, letting the other children go and enjoy physical education, it reduces their behaviour then they behave in class.”</p>	<p>Lack of parental involvement.</p> <p>Other learners get irritated with learners who display challenging behaviour.</p> <p>Punish learners with not letting do what they like until the behaviour improves.</p>

Reference	Emergent Categories	Data	Possible Themes
Participant 7 Observatory East Primary School	Relationships	<p>"I try by all means to make sure that I treat them equal. I listen to their ideas, I accommodate them, I respect where they are coming from their background because I also expect them to respect me and my background where I am coming from so you know these words that says do things to other people that you expect them to do back to you."</p> <p>"I call the child aside and try to talk to the child and find out why are you misbehaving in my class?"</p> <p>"So I try to find out from the child why the child is behaving until I find it a problem and then the next step is to consult and inform the parents about the behaviour that I am experiencing from the child"</p> <p>"But before detention I must now first what happened? Why the child is behaviour like this because everything happens for a reason."</p> <p>"I do follow ups. I do not leave it like that because once I leave it that behaviour we are losing the child."</p> <p>"I try to involve the parent also the principal should also know</p>	<p>Treat learners fairly.</p> <p>Respect and acknowledge individual's background.</p> <p>One on One Interaction.</p> <p>Reason for behaviour</p> <p>Parental involvement</p>

		<p>about the challenging behaviour that I am experiencing so that when a parent is here the principal is not shocked what is happening. So I involve the parents until we see a progress.”</p> <p>“Now the child take the daily report home for the parents to sign so that we are communicating with the parents to deal with a challenging behaviour of the child using a daily report.”</p> <p>“They need to be told that they are very important. They are loved and they are not hated when they are being punished but you need I make them aware that the problem that I have with you is just your behaviour.”</p> <p>“If you can solve that behaviour I have no problem with you. The reason why I am calling you right now to talk to you about your behaviour on one on one is because I care about”</p> <p>“So if you can deal with that behaviour and change you will see that I will treat you like other children”</p> <p>“So my relationship I make sure that it is very good with the</p>	<p>Caring relationship where the behaviour is the problem not the learner.</p> <p>Trust important</p> <p>Misbehave affects the teacher-learner relationship</p>
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		<p>learners. The language I use also place an important role”</p> <p>“The learners they tend to trust if they have something that is not going well, they feel free to come to you to reveal to talk about what happened so it’s good because it builds a good relationship between the teacher and the learners.”</p> <p>teacher-learner relationship is affected when “learner starts misbehaving”</p>	
	<p>Sense of self</p>	<p>“I make sure that I am discipline because learners they look for role models they are looking towards me”</p> <p>“I do not feel good truly speaking. If I experience a challenging behaviour in my class but I like it on the other side because it makes me to wake up and say wake up there is a problem that you have to deal with.”</p> <p>“before I react I want to find out why the child is behaving in this way you might find there might be something you know behind the screen that is happening.”</p> <p>“I do not feel good”</p>	<p>Being a role model.</p> <p>Challenging behaviour can be negative.</p> <p>Challenging behaviour can show that there is a problem.</p> <p>Stress and worry</p> <p>Teaching learners without challenging behaviour is a</p>

		<p>"It also affects me"</p> <p>"I get affected emotional and stressed sometimes."</p> <p>"They are very good its pleasure to teach them" – learners without challenging behaviour.</p> <p>"Because they are very disruptive right. I want to win them so what I use. I can make him or her an monitor"</p> <p>"I am encouraging them"</p> <p>"the children are looking towards me as a teacher. So my background counts a lot, the way I handle myself. They copy from me so I am a role model to them."</p> <p>"I try by all means to make sure that I set a good example to my learners." "A leader to the children"</p> <p>"some of them I am happy we are winning we get them to the right point."</p> <p>"I feel bad because I my aim to come here was to make a change to touch someone's life to make a difference and if I do not get the child right I think I feel I have lost something so but we do not give up we keep on trying to come up with different strategies to you know to assist those children."</p>	<p>pleasure.</p> <p>Win the learners over.</p> <p>Encouragement</p> <p>Job satisfaction</p>
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		<p>"I am happiest when when learners are behaving very well, when learners are respecting each other, when learners are following the classroom rules and the school code of conduct."</p> <p>"I am unhappy when when it's the opposite when the learners are failing to obey the rules, when the learner are being bully to others, when the learners are not respecting other learners and even the teachers."</p> <p>"I feel very worried very you know stressed for example what happening, what's wrong with the child and how can I help the child? I feel very stressed and pressurised"</p>	<p>Unhappiness about learners displaying challenging behaviour</p> <p>Wanting to help the learner.</p>
	<p>Challenging behaviour</p>	<p>"it is a behaviour that is not normal to me okay especially coming from a learner."</p> <p>"It's a behaviour that is not accepted according to what the person is doing or the learner is doing, something that is out of line"</p> <p>when the learner is behaving in a way that is failing to obey the rules or being very disruptive or</p>	<p>Behaviour that is not normal or accepted</p> <p>Rules that are not being obeyed.</p> <p>Bullying</p> <p>Disruption.</p>

		<p>bullying other children or failing to obey the school code of conduct.</p> <p>“disruptive in class, making noise in class and you are telling the children to be quite they all settle but there is one or two children you are misbehaving.”</p> <p>“if I say fold your arms and when open your books and the child is fidgeting, pulling other things around, pulling the desk to me it is a challenging behaviour that I really have to find out and deal with immediately when I find this behaviour happening in my class”</p> <p>“When I see a learner misbehaving the first thing that comes to my mind is to say maybe something wrong”</p> <p>“maybe it can happen at home and when the child comes back to school the child cannot settle down”</p> <p>“It can...many things can happen it can be pure pressure from friends it can be being bullied, could be being abused from home and this is an load for the child to carry”</p> <p>“Sometimes we use detention on Fridays children come for detention.”</p>	<p>Not listening</p> <p>Learners background is important and to not see the behaviour in isolation. What are the contributing factors.</p> <p>Discipline and punishment</p>
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Reference	Emergent Categories	Data	Possible Themes
Participant 8 Observatory East Primary School	Relationships	<p>“Because no matter how much you want to elicit positivity from the children that you have and have a relationship within the classroom. You can’t do it unless you have to become a mean as well”</p> <p>“they say we must be careful about how we label children. But you know sometimes I don’t know how else to do it, so I would label a child that is top working. Getting top marks in the test as the ideal child. Making them realise that it is a competition, there has to be some type of competitiveness.”</p> <p>“We have this whole classroom atmosphere as well, where we encourage and support each other”</p> <p>“How much you need to be strict on them but also how much you need to be their friend”</p> <p>“It’s so difficult because you know individuals are different. You can’t tell what a person is thinking, unless you ask them you know. I have seen children go very withdrawn and introverted.”</p> <p>“But I still believe in my heart that by being strict and by pushing them that I have at least shown them love and not the type that they’d have hoped for but they type that they needed”</p>	<p>Need to become mean.</p> <p>Label learners.</p> <p>Creating a competitive atmosphere in the class.</p> <p>Encourage and support each other.</p> <p>Be strict but also be friend learners.</p> <p>Learners are unique.</p> <p>Communicate with learners to find out about them.</p> <p>Being strict means showing love, not in the way that they hoped for but what they need.</p>

		<p>“my whole class even the children who have got weak or interact with and see negatively. I still make sure that I treat them on an equal footing.”</p> <p>“I build an adequate cultural atmosphere, where they feel comfortable to come up to me and talk to about all sort of things”</p> <p>“I tell them guys to earn respect, please give it. You want me to enforce and create your rights of free education, don’t infringe on the rights of us by slowing us down by giving rubbish or doing things that you know is not right.”</p> <p>“You have to build children to be self-fulfilling citizens that display appropriate modelling behaviour for their children or people around them.”</p> <p>“The teacher learner relationship is effected when? - When there is animosity or emotional boundaries. When the children has a linguistic barrier, when the children has a learning barrier or when the child is having maybe difficulties or problems elsewhere other than school.”</p> <p>“the teacher learner relationship is effected when the teacher also brings their personal lives into the professional classroom environment</p>	<p>Treat everyone equally.</p> <p>Creating atmosphere in which learners feel comfortable to speak to teacher.</p> <p>Respect each other.</p> <p>Build learners and be a good role model with regards to behaviour.</p> <p>Teacher – learner relationship is affected when learners display challenging behaviour.</p> <p>The relationship is affected if teachers bring their personal problems into the classroom.</p>
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		<p>as well as how they interact or how they develop inter personal relationship with their children.”</p>	
	<p>Sense of self</p>	<p>“Your personality and character traits. Who you are as an individual; how you interact with human beings. How you see yourself as an educator as a pedagogical practitioner. What background do you have that comes into play during classroom practice? You theoretical and practical experience that underpin who you are at that present stage”</p> <p>“I like to be on the go and I like to be very pre-emptive person. I like to be intuitive about the class each day”</p> <p>“I try and predict you know, and I try and I don’t know, use a bit of psychic ability to see what’s going to happen before it happens so I can try and lesson the disciplinal behavioural or control.”</p> <p>“Then when I hit the classroom and all of a sudden you realise there is more of a responsibility with this adult figure that you are in the classroom and getting these children developed and progressed in a space of a year.”</p> <p>“I feel that they need to know strict boundaries and limits to how they</p>	<p>Teachers self perception.</p> <p>The teachers background is important.</p> <p>Being intuitive.</p> <p>Lesson the behaviour issues by being prepared.</p> <p>Huge responsibility being a teacher.</p> <p>Learners need strict boundaries.</p>

		<p>can interact with an adult. Then I'll swop, or swop over like a complete 180 degrees and I'll be like, ok guys, so now we've done a lot and you have done a great lot of work. Let's stop, lets chill for 30 minutes, lets have a talk and what do you guys want to talk about?"</p> <p>"Then I'd get completely friendly, fair and whole dropping you down to the level of the child."</p> <p>"So when I get them in my class, I pick on them quite a lot, because I feel that by breaking them down I am building them up. But then I also bring in positivity as well so that I build them up, So I am trying both of these at the same time and by doing them at the same time I feel that once again there is more balance coming in."</p> <p>"It turns me into somebody that I don't like. It turns me into somebody that when I hear myself speaking, from eight o'clock to two o'clock in a classroom, that's not the type of teacher I wanted to be."</p> <p>"I believe personally that by giving quality and quantity work at the same time that you are creating a child that will be able to cope independently."</p> <p>"The different role models that you have to take like being a guider and</p>	<p>Being friendly at times and fair.</p> <p>Doing what needs to be done to build learners up.</p> <p>Creating a balance of boundaries and being friendly.</p> <p>Challenging behaviour turns him into someone he doesn't like.</p> <p>Teachers have to play different roles.</p>
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		<p>a supporter and a parent and a friend. A doctor or a nurse, and ECT.”</p> <p>“Yeah it makes me feel like I’m not doing what I set out to do. By pushing these children and seeing that they you know those ones that don’t respond so well to how I am disciplining”</p> <p>“As frustrating as it gets it makes me go home each day and constantly feel anxious about how competent I am. I feel like how people are going to perceive and conceive me is hugely because of my discipline”</p> <p>“for me a priority in the classroom is discipline, academia and then we can have fun and talk and things like that.”</p> <p>“I feel that in the long term it has actually impacted on my personal life. It’s made me a bit more aggressive to people.”</p> <p>“I am unhappy when? - I have to discipline and babysit and be a father more than a pedagogical practitioner.”</p> <p>“its affected the way my colleagues see me because phone calls about having physical contact with children has given them a bad perception of me and its affected the way I feel about coming to</p>	<p>Feel incompetent</p> <p>Frustration and anxiety.</p> <p>Priority is discipline, academia and then fun.</p> <p>Made him more aggressive – impact on personal life.</p> <p>Unhappy when has to discipline and babysit</p> <p>Loss control – become physical.</p> <p>Affected perception that colleagues have about him.</p>
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		<p>work, its affected the way I see the country, its affected the way I see the education system, its affected the way I see how people treat other people you know and it's definitely impacted on the way I help support and guide children"</p>	<p>Affected the way he sees the country and education system.</p> <p>Affects way support and guide learners.</p>
	<p>Challenging behaviour</p>	<p>"So it's your children with consistent non-conformity traits. Or rebellion traits or you know not fitting into the norm traits."</p> <p>"children who consistent basis have less instilled values within their community or whatever systems they're interacting with. When they come into the school those values are not apparent,"</p> <p>"I find a lot of it boils down to their ethic and the models that they've had before and what may be their cultural community or parental attitudes and believes are towards education as well."</p> <p>"now I've got to spend five or ten minutes disciplining you, I am wasting 38 other children's education"</p> <p>"Challenging behaviour is something that forces you to discipline during times that you need to be doing other stuff and focussing more on curriculum."</p> <p>"I have even started trying all sorts</p>	<p>Rebellion and non-conformity traits</p> <p>Less instilled values.</p> <p>Poor role models cause challenging behaviour</p> <p>Time wasting and affecting the lesson and other learners.</p>

		<p>of strategies. Black dots, cleaning, punishment outside the classroom. Sending them to another teacher and who knows what else I have thought of trying to you know?"</p>	<p>Lack of discipline and ways to punish learners.</p>

Reference	Emergent Categories	Data	Possible Themes
Participant 9 Observatory East Primary School	Relationships	<p>“There are many children in the classes here; up to nearly forty here – thirty-eight to forty.”</p> <p>“Some of them, I phoned the parents from the classroom. I sit there and phone right there in front of everybody so that they can get a fright but most of them don’t. But luckily, the one or two that I did it with, and their mothers came to the school and I discussed it with them, they changed.”</p> <p>“Some of them I just took one side during break time; I speak to them. I like positive discipline. I don't want to break them down. So I want to encourage them and talk nicely to them. We're not hooligans or what to shout and say nasty things to each other. So I like positive discipline. Some of those children I've changed.”</p> <p>“I don't care about them anymore. Really, you can't bring a horse to the water and make them drink, really.”</p> <p>“I want positive discipline and I want to encourage them.”</p> <p>“You must have a good relationship with them otherwise they won't listen to you or do the</p>	<p>Class size contributing factor</p> <p>Parental involvement</p> <p>One on one interaction</p> <p>Encouragement and positive discipline.</p> <p>Non care attitude about building a relationship with learners with challenging behaviour.</p> <p>Good relationship necessary to work with learners with challenging behaviour.</p>

		<p>work.”</p> <p>teacher learner relationship are affected when? –“When there's disruptive behaviour... naughtiness,”</p>	<p>Challenging behaviour affects the teacher learner relationship.</p>
	<p>Sense of self</p>	<p>“I’m new / you know that I’m new at this school; since April, I’m here and I’ve never, ever seen such naughty children.”</p> <p>“it makes me very negative”</p> <p>“I don’t want to be here, to be honest.”</p> <p>“It’s not worthwhile. To work like that, it’s definitely not worthwhile.”</p> <p>“You want to be very aggressive with them; it seems like you’re becoming very aggressive towards them because that’s the type of reaction”</p> <p>“I never had discipline problems, never”</p> <p>“I feel as if sometimes I can’t cope”</p> <p>“I don’t know what to do. I do not want to lose my self-control in front of the class or do something that’s not acceptable but they drive you to it.”</p> <p>“So why do I teach? Why am I here? That’s how I feel.”</p> <p>“I don’t think I contribute anything. I can’t force them to do the work.”</p>	<p>Negative attitude</p> <p>Aggressive attitude</p> <p>Overwhelmed</p> <p>Job dissatisfaction</p>

		<p>“Is that the way I must spend the rest of my working life, to shout like that? No, I don’t think it’s worthwhile.”</p> <p>“it’s very frustrating for me”</p> <p>“And I have a lot of children that sit outside the class because it makes me so angry and frustrated that I just chase them out, just to get rid of them because they do not want to be here; they do not want to do anything.”</p> <p>“I enjoy them and I encourage them” – learners without challenging behaviour.</p> <p>“And there are some of the children that were extremely naughty in the beginning and I turned them around so that they become better.”</p> <p>“I want to teach those children but the others are just too overwhelming, the naughty ones in this school,”</p> <p>“In the beginning, when I came here, I was very eager to get them disciplined because I like / I want a quiet class to listen and participate.”</p> <p>“That type of thing that makes you very tired.”</p> <p>“To carry the knowledge that you have. To carry it over, the values that you have, the background,</p>	<p>Frustration and anger. An unhappy feeling at work.</p> <p>Positive outlook and job satisfaction with learners who don’t display challenging behaviour.</p>
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		<p>because it's just not about the knowledge it's a broader spectrum that you have to teach them... even manners, because sometimes they don't... the parents don't teach them manners at home.”</p> <p>“When I get rewards from children that's doing their work. That's listening. That's obeying. That's... and also saying thank you for what I've done for them. I've taught them and then they come and tell me they're happy about what they've learnt or something like that.”</p> <p>“I think it's most satisfying when you can help them, the ones that do not know or understand the work and you explain it again and then they understand it.”</p> <p>“I'm sometimes a little bit impatient”</p> <p>“I want to resign all the time”</p> <p>“get home you're stressed, because you're not used to this type of treatment”</p> <p>“I just feel I haven't got control. That's how I feel.”</p> <p>“not good for your health. It's not worth it”</p> <p>“I can't carry on like this.”</p>	<p>Stressed and affect on well-being.</p>
	Challenging	“That children are challenging	Challenging

	behaviour	<p>you all the time.” “To take advantage of the situation in the classroom. They want to show the others how macho, if you can say it like that, or how cool they are.” “They just ignore you if you talk to them, some of them.” “I have to say three, four times to keep quiet; there’s always someone that’s talking” “They will talk back to you” “They always have an answer ready if they don’t want to do their work because those are the naughty ones.” “ They’re busy with their friends, making noise or whatever, except doing their work.” “They say they can lie; look you in the eye and lie as fast as that, they can think about a lie.” “interrupting the lesson all the time;” “They will just show you the disrespect.” The punishment system at the school, I don’t want to say it too loud. I don’t think it’s very effective because it’s detention.” “And if I send a child for detention, I’m not sure if he’s put on the list for detention. And another thing, if they know they</p>	<p>behaviour is a norm.</p> <p>Disrespectful attitude towards the teacher.</p> <p>Disruptive</p> <p>lack discipline and effective punishment.</p>
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		<p>must sit detention, the children just don't show up for school on a Friday. They just stay away, at home, so they don't sit detention."</p> <p>"they will continue to talk so I have to take them out of where they're sitting, I have to put them in front of me, tell them to do their work and then they even do not do the work"</p> <p>"I had children that were swearing at me. Talking back to you, they won't listen to you."</p> <p>"I don't think it's ever resolved, because as I say I don't think the discipline system here at the school works. I think it's actually non-existing."</p>	

Reference	Emergent Categories	Data	Possible Themes
Participant 10 Observatory East Primary School	Relationships	<p>“They need that assurance that I am there for them, but with the number of children that are in that classroom, it is difficult to give that individual attention,”</p> <p>“My rule is there are no queens in the class, there are no princesses, you are all equal, you are all children, this classroom is your home, but once it is out of board then I reprimand.”</p> <p>“I normally have one on one maybe after school, sit the person down and tell that you know what you are doing is really not nice or acceptable, I don’t think it makes you feel happy also.”</p> <p>“so I do have the one on ones I try to motivate and bring that particular thing that you did to attention that this is just not on.”</p> <p>“With some it builds a better relationship because the child gets to see where he is wrong and then tries to please and they even go out of their way, but some it just they just don’t get it.”</p> <p>“I can say it is good because they will write, you know when they write notes out of the blue and just sneak them on my table and I</p>	<p>Reassure learners.</p> <p>Difficult to give individual attention – class size.</p> <p>No favourites everyone treated the same.</p> <p>One on one interaction.</p> <p>Motivate and bring the problem to the learner’s attention.</p> <p>One on one interaction can build better relationship.</p> <p>Positive feedback from learners.</p>

		<p>get positive comments and they see me as a mother figure more than a teacher because some say I wish I had a mother like you, I like you when you smile,”</p> <p>“so I encourage them in many other ways, building up their self-esteem”</p> <p>“Every term I pep talk them, say guys this is what we are supposed to do,”</p> <p>“they come to school carrying heavy baggage’s that they have no one to offload them.”</p> <p>“But if you are accessible to the children, they get to trust you and they get to tell you their fears, the secrets and whatever is bothering them at home.”</p> <p>“They might not say it out, but by looking at them I can pick up a lot. If I sense there is something wrong, because I know them.”</p> <p>“I call the person in and try to find out is bothering them. I find that it is important for learners to have that relationship, with their teachers, so that they can be helped.”</p>	<p>Encourage and build learners up.</p> <p>Underlying issues</p> <p>Developing trust</p> <p>Getting to know the learners. Understanding them.</p> <p>Get information to help the learner.</p>
	Sense of self	<p>“I would say it means how I assess myself, how I move about trying to understand people and things around me and react in a</p>	<p>Understanding others around her.</p>

		<p>certain manner relating to what is happening”</p> <p>“I’m very old-school in the sense that, in terms of disciplining and discipline, I was disciplined very well with learning to, or shown how to respect the other person, to have respect for the other children, whether it’s adult, so my teaching encompasses around discipline. I struggle to understand children who do not accept discipline,”</p> <p>“They drive you to such an extent that you just lose your cool, you use the wrong words, you use just the wrong everything”</p> <p>“And then first and foremost, my approach is before I am a teacher I am a mother.”</p> <p>“I try to be as neutral as possible”</p> <p>“It drains me, really, really drains me, it makes me want to take my bags and leave and not come back”</p> <p>“so for my sanity and for the peace of the classroom, I’ve learned to turn a blind eye,”</p> <p>“It makes the day for all of us, nice and easy and they get to be productive and they engage fully. – children not displaying challenging behaviour”</p> <p>“sometimes it gets so hard that</p>	<p>Discipline and respect is important.</p> <p>Lose control and act inappropriately.</p> <p>Mom-child relationship.</p> <p>Fair and neutral Challenging behaviour is draining.</p> <p>Ways of coping with challenging behaviour</p> <p>Positive and easy environment with children without challenging behaviour.</p> <p>Difficult smiling and</p>
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		<p>you hardly smile for them because they drive you crazy and you know stifle your progress and productivity, it's getting so emotional"</p> <p>"It makes me feel good because it means that I have made an impact or I am making an impact on them and besides teaching what is in the books,"</p> <p>"I have different ways of responding to their individuality,"</p> <p>"My level and my standard of what I give, I want it back. If I give a high standard, I expect higher from you, give me more, they don't get that"</p> <p>"It's hectic, it is very, very hectic, Sometimes I feel just like a robot, for instance this term, normally beginning of the term I have a vision and I drive them towards a certain goal. This time I didn't have that"</p> <p>"I overworked myself, preparing for everything which they did not come to the party the way I expected considering the time I spent drilling and drilling, you know and taking them to the right direction, they just don't give it back to me,"</p> <p>"Being a teacher means you are a facilitator. You are a guidance</p>	<p>feel like you going crazy – challenging behaviour.</p> <p>Good feeling when have an impact on learner in a positive way.</p> <p>Learners are unique.</p> <p>High expectations of learners.</p> <p>De-motivated and despondent attitude.</p> <p>Overwork herself and don't get the results she wants from learners.</p> <p>Teachers have many different roles.</p>
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		<p>teacher, you are a social worker, you are a doctor, you are a police, and you are a mother. You are a friend; you wear many hats as a teacher.”</p> <p>“I am happiest when a lesson flows, when it moves and when the learners are engaging. When they show interest, when the learners show understanding, and they put what they understand onto paper. It does not have to be correct but just to get that idea that ma’am was saying earlier on.”</p> <p>“I am unhappy when there is noise, disruption, fidgeting them get to find all sorts of kind of fidgeting”</p> <p>“How I impart knowledge to them. How I encourage them, how I motivate them. How I bring out their individuality in their strengths and weaknesses. Acknowledging that they are different individuals; coming from different background with different challenges. And trying not to compare them to each other and bring out the best out of everyone.”</p> <p>“I don’t have patience.”</p> <p>“when I am not happy, I tell them straight out, “today you have</p>	<p>Happy when lesson flows and learners engage.</p> <p>Challenging behaviour causes unhappiness.</p> <p>Aspects of being a good teacher.</p> <p>Lack of patience.</p> <p>Be open and honest with learners.</p>
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		<p>made my day miserable” and then they change”</p> <p>“my reaction to learners in my class with challenging behaviour is It’s frustrating. Snapping and losing it.”</p> <p>“Screaming and just being negative.”</p> <p>“My reaction to learners who do not display challenging behaviour is... I use them as examples to those who are misbehaving. I acknowledge that this is the kind of behaviour I want”</p> <p>“There are a few children who affect me personally on a daily basis. One who does not write I try and... yesterday he slept the whole day in class. I mean sleeping, it’s frustrating”</p> <p>“I will have my own personal problems and feeling down, but I don’t let it affect my work”</p> <p>“I don’t want to when I am home bring the teacher in me to my children. Once they want to bring the teacher in me, I tell them no, this is my house and I want to be at home now.”</p> <p>“I would think, normally Sundays I have anxiety attacks. I won’t sleep on Sundays; I will think alright, Christopher was very naughty this week so Christopher</p>	<p>Frustration and losing control.</p> <p>Negative attitude</p> <p>Use learners who don’t display challenging behaviour as an example and acknowledge this behaviour</p> <p>Learners affect teachers personally.</p> <p>Not let personal problems affect her teaching.</p> <p>Don’t want to bring work home.</p> <p>Worry about how to deal with challenging behaviour while at home.</p>
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		<p>and the person he sits with. They do this and that. It disrupts him and what do I do. Alright let me, who have I not swapped in the class. No no that one is very timid and she will be bullied if I do not regroup her. So I play it all in my head when I am asleep. So I have those meetings with myself.”</p>	
	<p>Challenging behaviour</p>	<p>“challenging behaviour can be challenging, in the sense that a child misbehaves or doesn’t obey instructions.”</p> <p>“A challenging behaviour is really when according with what I am faced with is a child being unable to follow the given rules and instructions, just simple things like that. Not doing the work, poking other children, doing all the wrong things, so that becomes challenging...”</p> <p>“behaviour is behaviour that is not acceptable. At home, at school or where one is.”</p> <p>“challenging in the sense that the child struggles with his or her work, in the classroom, among his peers”</p> <p>“obviously then it comes from home, because if a child is not disciplined at home, he does not know the word no, then</p>	<p>Not obeying rules and instructions</p> <p>Unacceptable behaviour</p> <p>Learning difficulties.</p> <p>Lack of discipline at home and then at school.</p>

		<p>wherever that child goes he won't accept the rules, or know when to stop, won't know when he has overstepped the board."</p> <p>"not that they are not allowed to be children, yes they are, they will have to talk, but when it is time to start working, it is time to start working"</p> <p>"It goes back to the parenting styles, I still believe that a child needs discipline, it really goes back to disciplining the children"</p> <p>"fact that they are raised by single parents who are young, it also plays a role."</p> <p>"they live in flats where there is no space to play, it sort of overwhelms them, they have this energy that they don't know how to let go, now he has to be confined in this classroom from the small space at home, to these rules in the classroom."</p> <p>"Those who have challenging behaviours, they just get worse because they are not used to be told don't do this, do that, try and work,"</p> <p>"So there is no supervision at home, no support at home. Parents expect the teachers to do everything, to discipline, teach, we can't."</p>	<p>Appropriate time and place for certain activities.</p> <p>Different parental styles important.</p> <p>Learner's background is important</p> <p>Challenging behaviour gets worse.</p> <p>Lack of parental involvement.</p>
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		<p>“When a student continuously does not get the task that she has to do correctly”.</p> <p>“The child does not understand what she needs to do. Inability to read, inability to comprehend, and inability to understand and know, those make teaching challenging”</p> <p>“As a teacher it makes me feel much challenged and I find myself not enough resources. I don’t know what to do, our hands are tied. You can’t do this and you can’t do that”</p> <p>“I control learners of challenging behaviour in my class by Strongly, repeating it and stopping it immediately. Just there and then and I tell them I don’t want to see that and but again I don’t I don’t. You know behaviour and discipline it always goes back to where one comes from.”</p> <p>“One does something wrong and it affects the concentration of everyone involved in class once I start shouting. Even those who are innocent didn’t do anything. They will be scared and it affects everybody.”</p>	<p>Learner not understanding.</p> <p>Lack of discipline.</p> <p>Stop challenging behaviour immediately.</p> <p>Challenging behaviour affects the teacher and other learners.</p>

Reference	Emergent Categories	Data	Possible Themes
Participant 11 Observatory East Primary School	Relationships	<p>“ I would find that when I am with them, one on one, I find that I always win.”</p> <p>“I normally say to them, because sometimes the buddy system works. I encourage them to befriend this challenging people.”</p> <p>“So these ones who are not challenging, who are helping, guiding, directing and supporting...”</p> <p>“I always want to get closer to the learners, in spite of their behaviour”</p> <p>“mostly you find that they reject you. Because whatever puts them there it’s usually because of adults. So to them all adults are the same. If those ones at home are not playing their part or treating them well then they don’t need to trust this one too. Most of the time I find them not trusting anyone. Even when you thought you’ve won them, you’ve got a good relationship. All if a sudden they shrug and pull back.”</p> <p>“We spend more time together we are a family and if it’s a good relationship we now we are achieving our goal as South Africans”</p>	<p>One on one interaction.</p> <p>Buddy system and encouragement.</p> <p>Get close to all learners despite the behaviour.</p> <p>Lack of trust from learners.</p> <p>Difficulty developing relationships.</p> <p>Teachers and learners are like a family. Need good relationship to achieve goal.</p> <p>Lack of parental</p>

		<p>“Parents don’t support it all together especially the parents”</p> <p>“that there is a lot of dysfunctional families”</p> <p>“If only there can be a closer relationship with parents for instance when I was teaching even grade 1 there will be a drastic change in the child only to realise that there is a new baby in the family. Such things parents should tell teachers.”</p>	<p>involvement and support.</p> <p>Dysfunctional families.</p>
	<p>Sense of self</p>	<p>“self-configuration understands that we should know who we are. We should acknowledge and appreciate who we are.”</p> <p>“I have to give extra patience and extra understanding, extra calling them to order or when they’re not doing the right thing, to have extra patience.”</p> <p>“sometimes I find myself accommodative. Sometimes I find myself not accommodating which later I regret”</p> <p>“But most of the time I find myself coping, you know at the end of the day because it is very challenging in those classrooms”</p> <p>“I get angry, but most of the time I feel pity for them.”</p> <p>“I do become angry. I become demotivated because mostly you’d</p>	<p>Knowing who you are.</p> <p>Need extra patience and understanding working with challenging behaviour.</p> <p>Accommodating of learners or not.</p> <p>Challenging in the classroom but coping.</p> <p>Feelings of anger and pity.</p> <p>Feeling demotivated.</p>

		<p>find that its same children.”</p> <p>“I get frustrated... demotivated.”</p> <p>“You feel embarrassed.</p> <p>Sometimes I do shout, then before they leave I make sure that it ends on that particular period before they leave, I’d say sorry class for my behaviour. I’m very sorry; I don’t like that because even if it’s directed at a child then the others always suffer.”</p> <p>“I make sure if I’m wrong then I’m wrong. I won’t be a bully just because I am a teacher.”</p> <p>“When it’s over, I normally say to them, you know at the time I felt like taking my bag and walking out of this class and not even saying anything to anyone.”</p> <p>Children who don’t display challenging behaviour – “They humble me so much and I always go an extra mile for them. That’s why Fridays a sweetie day is for everybody”</p> <p>“Being a teacher means? Being everything, social worker, teacher, mother, advisor, motivational speaker is everything”</p> <p>“I am unhappy when? I’d tried my best with all these challenging learners but it seems like I’m</p>	<p>Frustration.</p> <p>Challenging behaviour affects other learners. Teacher feels bad.</p> <p>Admit when teacher is in the wrong. Not bully learners.</p> <p>Feeling like leaving the class.</p> <p>Children without challenging behaviour humble the teacher and makes her feel like rewarding them.</p> <p>Teachers play different roles.</p> <p>Challenging behaviour makes teachers unhappy.</p>
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		<p>talking to a wall".</p> <p>"I would say I'm a good teacher because I'm resilient and I love my children"</p> <p>"I find myself to impatient"</p> <p>"my reaction to learners in my class with challenging behaviour is? - My reaction is always things will be fine. Will see the positive side... To be supportive to this while facing challenging behaviour to accept that."</p> <p>"Sad de-motivated will I really cope especially when it is the first time the child has opened up to you, you know. Will I cope? What is it to you? You end up taking it home. You end up spending a sleepless night. The child is very much in your thoughts you are trying to think what to do how to approach the whole situation"</p> <p>"I feel very de-motivated and discouraged. I feel like leaving. – challenging behaviour affects class."</p>	<p>Passion and love for teaching.</p> <p>Being resilient.</p> <p>Impatience</p> <p>Having a positive attitude to deal with challenging behaviour. Be supportive towards learners with challenging behaviour.</p> <p>Feeling sad and affects well – being. Teacher has sleepless nights.</p>
	<p>Challenging behaviour</p>	<p>"behaviour that makes you go to extremes"</p> <p>"behaviour that's not easy to deal with"</p> <p>"Children who speak when I'm teaching, who just stand up and</p>	<p>Difficult behaviour that needs one to go to the extremes to deal with it.</p> <p>Different types of challenging behaviour.</p>

		<p>go to a friend while I am still teaching.”</p> <p>“Children who will take their time when I’ve already said to take out their books. You’ve already given work, you’ve spoken about it and explained it and you find the child has not written yet.”</p> <p>“you find a child not having a pen but just sitting and saying I don’t have a pen could you help.”</p> <p>“ Its quite challenging, and even children who you give extra time to finish just never finish their work. Children who in spite of everyone listening and who get what’s going on, they just talk and say their own things. If they’re moody, they just remain moody. You don’t know what’s wrong even when you try to ask, and they don’t respond. I find that challenging.”</p> <p>“I don’t like taking them outside the classroom. Yes... but I’ve seen that making them sit in the corner, who there are sitting on a floor and not on a chair. You’ll find that the next two weeks, the response is quite positive.”</p> <p>“But I do mostly make a general talk where I say, some people don’t behave the way they behave because they want to.</p>	<p>Discipline and punishment. Positive effect.</p> <p>Underlying issues causing behaviour.</p>
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		<p>Don't forget you are from different homes, things happen differently and someone might come to school having been shouted at and slapped and called all sort of names."</p> <p>"When I started teaching, when things were extremely mild, you know we did not have such extreme challenges."</p> <p>"it looks like nobody else like the class realises how difficult it is to teach for the teachers"</p>	<p>Challenging behaviour has become worse over the years.</p> <p>People don't understand difficulties teachers encounter.</p>

Reference	Emergent Categories	Data	Possible Themes
Participant 12 Observatory East Primary School	Relationships	<p>“you can do one on one with them because they are not behaving like other children”</p> <p>“I do have patience with those learners and as I said you need to be extra careful in everything that you are doing with them, they need you.”</p> <p>“First of all you have to draw them closer to you.”</p> <p>“although we are not their friends but you must play that parental role.”</p> <p>“as teachers we are parents here at school so you must, first of all, you must show that kind of a child that you love him or her”</p> <p>“though they are not the same like other children but do not show them they are not the same”</p> <p>“I look at each learner and group them. Like in my class I have got three groups. I’ve got those with high ability and average performance and then the weaker ones”</p> <p>“So I used to give them different work, you understand but making sure, the first term, I am still observing them, I don’t know them but the second term, I know most of them so you change the way they are sitting, you also</p>	<p>One on one interaction.</p> <p>The learners need teachers.</p> <p>Make an effort to be close to the learner.</p> <p>Playing a parental role in school environment.</p> <p>Show love and care for learners.</p> <p>Treat all learners the same do not discriminate.</p> <p>Observe and group learners.</p> <p>Getting to know the learners in order to help them.</p>

		<p>change them because what I have noticed and what I have experienced, peer assessment or peer grouping is working,”</p> <p>“It can sometimes develop hatred but you know that they are children and I have to be patient”</p> <p>“The relationship is not that good for that moment but as we know, that as teachers, we are here to groom them, we are here to inspire them”</p> <p>“the teacher/learner relationship with children that don’t display challenging behaviour? - Wow, it’s very good. You are proud, you wish, as a person you can sometimes I used to say, “I wish I could adopt you,” because of the child’s behaviour and because of the child’s performance, you understand because it’s not behaviour only, it’s also the performance.”</p> <p>“Because you know you can’t work in a place whereby there’s no good relationship. You have to build a good relationship, you and your learners.”</p>	<p>Need to be patient even though sometimes you feel hatred.</p> <p>Inspire and groom learners</p> <p>Relationship is good with well behaviour learners.</p> <p>Build good relationship for success in school.</p>
	Sense of self	<p>“So with me, what can I say is that I am a patient teacher”</p> <p>“It is difficult, you understand because you will find that in the</p>	<p>Patience is important</p> <p>Difficult when learners are disruptive.</p>

		<p>middle of your lesson because those children, if I can tell you, those children are restless you understand, they are fidgeting, they are being disrupting”</p> <p>“Sometimes you feel small and asking yourself so many questions, “Is my discipline maybe...” I have to be firm sometimes ... You feel small as a teacher. Are they undermining me? What is wrong with me?”</p> <p>“you find sometimes in it those conditions because we sometimes, as people, a person, you sometimes lose your temper. You sometimes lose your understanding. It is hard”</p> <p>“You do become angry. You are thinking, “This child, how can he or she behave like that with me?”</p> <p>“An encourager. What else can I say? Yes, someone who is willing to take a child from this level to another level”</p> <p>“As a teacher I am unhappy when?</p> <p>When my children are not maybe paying attention”.</p> <p>“I accommodate them – learners with challenging behaviour.”</p> <p>“I feel like a bit of a failure by that time. Am I a failure? Do you understand? But I don’t give up.”</p> <p>“I feel great that day that I’ve or I</p>	<p>Questioning oneself because of challenging behaviour.</p> <p>Loss of temper and understanding.</p> <p>Become angry at learners behaviour.</p> <p>Encourage learners.</p> <p>Unhappy when learners challenge you.</p> <p>Be accommodating.</p> <p>Sometimes feel like a failure when dealing with challenging behaviour.</p> <p>Great feeling when impact learners life.</p>
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		<p>can see that I have changed one person's life."</p> <p>"Because I know that we are different. So it also teaches me that you have to accept a person who she is."</p> <p>"I have this one in my mind. What am I going to do? It gives you homework every time. You don't, you know you don't relax"</p>	<p>Learners are unique and needed to be accepted.</p> <p>Affects well being and teacher wants to help learner.</p>
	<p>Challenging behaviour</p>	<p>"it's an abnormal behaviour that the teacher is expecting from the learner."</p> <p>"Behaviour which gives or the teacher is suppose to go an extra mile with the those learners"</p> <p>"You have to give them that extra attention"</p> <p>"You know its demanding behaviour, it demands you time, demand your patience"</p> <p>"you have to come with certain strategies to deal with that behaviour which is not normal"</p> <p>"So it is sometimes disturbing because you will spend maybe spend five minutes per period and in thirty minutes you teach twenty five minutes in that period because you have to calm them down"</p> <p>"As a teacher, if you have children with those challenging behaviours don't forget and bear in mind and</p>	<p>Abnormal behaviour.</p> <p>Teacher needs to go the extra mile with these learners.</p> <p>Require more attention from the teacher.</p> <p>Demands time and patience of the teacher.</p> <p>Different strategies to deal with challenging behaviour.</p> <p>Time wasting and disturbs lesson.</p> <p>Parental involvement important.</p>

		<p>don't forget to inform the parents because children's learning is like a triangle. It's me, as a teacher and the parent and the learner"</p> <p>"I have experienced this some children, you will find that by getting those punishment at home by getting the parents involvement, you know the second week, you can't even believe it is him"</p> <p>"When the child or a learner is not giving me what I'm expecting from her or him."</p>	<p>Triangle –teacher, learner and parent.</p> <p>Challenging behaviour is when learners don't do what is expected of them.</p>

Themes and subthemes.

Theme	Subthemes
Teachers' views on challenging behaviour	Challenging behavior is experienced as directed towards teachers and other learners
	Challenging behavior is an internal challenge for the learner
Underlying reasons for challenging Behaviour	Lack of discipline options in the classroom
	Lack of parental support
	The maturity of learners contributes to challenging behaviour
The teacher-learner relationship as foundation for self-configuration	Trust and respect
	Class size
	Individual attention
	Communication
Self-configuration experiences within the teacher-learner relationship	Teachers' self-configuration is embedded in their different selves at school
	Teachers' love and passion for teaching are reduced due to negative emotions
	Experiences within the relationship escalate to the home environment
	Challenging behavior causes stress for teachers

Addendum 9

JOURNAL SUBMISSION GUIDELINES

Journal of Teacher Education.

The *Journal of Teacher Education* is devoted to topics such as field experiences and teacher education; cognitive science and critical thinking; preparing teachers for urban schools; teachers' beliefs; accreditation and certification; selection, retention, and recruitment of minority teachers and teacher leadership; perspectives on leadership; professional ethics in teacher education; and restructuring teacher education.

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