

Exploring the influence of learner background on managing school behavioural patterns: a case study

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ABSTRACT

Unacceptable behaviour by learners in South African schools is a major concern for all stakeholders in the education sector. This explains the increased interest in the role and responsibilities of educators in managing problem behaviour and the effect of this behaviour on both the learners and educators' quality of life in the schools. It was the purpose of this study to explore the influence of learner background on the management of their behavioural patterns and academic performance in public schools. The study was a mixed methods and utilised an exploratory sequential mixed methods as the design. The population from which a sample of 40 participants was selected using systematic and purposive sampling techniques were educators and learners from Gauteng's Lenasia South schools. Data were collected from the participants through the unstructured and structured questionnaires as well as through the focus group interviews held with the learners only. The rationale was to elicit the data for both the qualitative and quantitative aspects of the study. The analysis of data followed both the descriptive statistical and thematic approaches to ensure both the quantitative and qualitative aspects of the study were taken care of. Among the chief findings of this study was that the learners' disruptive behaviour on learning stems predominantly from their home environments where it was evident from the study that some of the child rearing raising practices for many of the behaviourally maladjusted learners are naturally disruptive culminating in their effects in schools. The conclusion drawn from this study was that there is an urgent need for parents and teachers to engage in serious partnerships in education if the teaching and learning atmospheres are to remain cordial in South African schools. The study's key recommendation was that although not all educators experience excessive emotional reactions that may contribute to stress as a result of learner maladjustment challenges, there is need for the School Governing Bodies to ensure that they work hand in glove with all educators and learners towards promoting a conducive school culture and tone.

KEY CONCEPTS: Exploratory sequential mixed methods design, learner background, learner maladjustment challenges, managing behavioural patterns, intervention strategies, psychosocial stages and sociological imagination.

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DEDICATION

This dissertation is dedicated to the memory of my late parents; Munniamah, Scotalla and Mannie for their encouragement for me to continue to work hard

DECLARATION / VERKLARING

I the undersigned, hereby declare that the work contained in this dissertation / thesis is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.

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LIST OF ACRONYMS USED IN THE THESIS

QDAS:	Qualitative Data Analysis Software.
QNDAS:	Quantitative Data Analysis Software
PSDT:	Psycho-social Developmental Theory
FGID:	Focus Group Interview Discussion

LIST OF TABLES

Table 1: Summary of Erikson's Psycho-social Developmental Theory.....	14
Table 3.8.1: Measures to ensure reliability and validity or trustworthiness.....	30
Table 5.2.1 Respondents' demographic details.....	44
Table 5.4.2 Summary of responses.....	46

TABLE OF CONTENTS

ABSTRACT	II
ACKNOWLEDGMENT	III
DEDICATION	IV
LIST OF ACRONYMS USED IN THE THESIS	VI
LIST OF TABLES	VII
CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY	1
1.1 INTRODUCTION	1
1.2 BACKGROUND TO THE STUDY	1
1.3 PROBLEM STATEMENT	2
1.4 AIM AND OBJECTIVES OF THE STUDY	3
1.4.1 Objectives of the study	3
1.5 RESEARCH QUESTIONS	4
1.6 SIGNIFICANCE OF THE STUDY	4
1.7 LITERATURE REVIEW	5
1.7.1 Theoretical Framework:	5
1.8 RESEARCH DESIGN AND METHODOLOGY	7
1.8.1 The research paradigm and design	7
1.8.2 Data Collection	7
1.8.3 Population and sampling	8
1.9 ETHICAL CONSIDERATIONS	8
1.10 MEASURES TO ENSURE RELIABILITY AND VALIDITY OR RUSTWORTHINESS	9
1.11 CHAPTER ORGANIZATION	10
1.12 SUMMARY	11
CHAPTER TWO: REVIEW OF RELATED LITERATURE	12
2.1 INTRODUCTION	12
2.2 PSYCHO-SOCIAL DEVELOPMENTAL THEORY AND ITS IMPLICATIONS FOR LEARNERS' MALADJUSTED BEHAVIOURAL PATTERNS IN SCHOOLS ..	12
2.3 THE NATURE AND EFFECTS OF LEARNER MALADJUSTMENT BEHAVIOURAL CHALLENGES IN SCHOOLS	15

2.4 MANIFESTATIONS OF MALADJUSTED LEARNER BEHAVIOURAL PATTERNS IN SCHOOLS	16
2.5 THE EXTENT TO WHICH LEARNER BACKGROUNDS INFLUENCE THEIR BEHAVIOURAL PATTERNS IN SCHOOLS	20
2.5.1 The influence of place of residence	20
2.5.2 Determining the causal relationships of family background and learner well-being	22
2.6 KEY INTERVENTIONS FOR ALLEVIATING LEARNER BEHAVIOURAL MALADJUSTMENT PATTERNS IN SCHOOLS	24
2.7 SUMMARY	25
3.2 THE RESEARCH PARADIGM.....	26
3.3 THE RESEARCH DESIGN	26
3.4 DATA COLLECTION METHODS	27
3.6 DATA ANALYSIS.....	28
3.7 ETHICAL CONSIDERATIONS.....	28
3.7.1 Access, informed consent and the right to self-determination	29
3.7.2 Participants' rights to privacy, dignity, anonymity and confidentiality	31
3.7.3 Participants' rights to fair treatment and protection from discomfort and harm	32
3.8 MEASURES FOR RELIABILITY AND VALIDITY (TRUSTWORTHINESS).....	33
3.9 SUMMARY.....	35
4.1 INTRODUCTION	36
4.2 THE INFLUENCE OF HOME BACKGROUND ON LEARNER BEHAVIOURAL PATTERNS.....	36
4.3 THE NEED FOR SCHOOL-HOME PARTNERSHIPS TO CURB BEHAVIOURAL PROBLEMS	38
4.4 COMMON BEHAVIOURAL PROBLEMS OFTEN ENCOUNTERED IN SCHOOLS.....	39
4.5 EXAMPLES OF MALADJUSTED LEARNER BEHAVIOURAL PATTERNS AND THEIR EFFECTS	40
4.6 STRATEGIES FOR DEALING WITH MALADJUSTED LEARNER BEHAVIOURAL PROBLEMS	43
4.7 SUMMARY.....	46
CHAPTER 5: PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS FROM THE QUANTITATIVE RESEARCH SECTION	47

5.1 INTRODUCTION	47
5.2 RESPONDENTS' BIOGRAPHICAL DETAILS	47
5.3 ANALYSIS OF PILOT STUDY	49
5.4 RESPONDENTS' VIEWS ON THE CAUSES MALADJUSTED LEARNER BEHAVIOURAL PATTERNS	50
5.4.1 Perceived causes of maladjusted learner behavioural patterns in schools.....	50
5.4.3 Poverty and broken homes	53
5.4.4 Personal inadequacies.....	53
5.4.5 The rejected child	54
5.4.6 The over protected child.....	55
5.4.7 Unhygienic School Practices	56
5.4.8 The learner who steals and the one who cheats.....	58
5.4.9 The lazy and truant learners.....	59
5.4.10 The unsocial or withdrawn learner	61
5.5 HOME FACTORS INFLUENCING LEARNER BEHAVIOURAL PATTERNS IN SCHOOLS	61
5.6 THE EFFECTS OF MALADJUSTED LEARNER BEHAVIOURAL PATTERNS ON EDUCATORS.....	62
5.7 STAKE-HOLDERS' EFFORT IN ALLEVIATING MALADJUSTED LEARNER BEHAVIOURAL PROBLEMS	64
5.8 INTERVENTION STRATEGIES TO MITIGATE LEARNER MALADJUSTMENT BEHAVIOURAL PROBLEMS	65
5.8.1 THE USE OF REMEDIAL CLASSES.....	65
5.8.2 Creating an enabling learning environment for maladjusted learners.....	65
5.8.3 PLAY THERAPY, NON-DIRECTIVE COUNSELLING AND PSYCH-DRAMA	66
5.8.4 THE USE OF MATERIALS IN MENTAL HYGIENE PROGRAMMES	66
5.8.5 Using the school psychologist and guidance counsellor	67
5.9 SUMMARY.....	67
CHAPTER 6: SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	68
6.1 INTRODUCTION	68
6.2 SUMMARY OF MAJOR FINDINGS	68
6.3 CONCLUSIONS	71
6.4 RECOMMENDATIONS.....	73

APPENDICES	83
APPENDIX A: UNSTRUCTURED QUESTIONNAIRE FOR EDUCATORS.....	84
APPENDIX B: FOCUS GROUP INTERVIEW DISCUSSION GUIDE FOR LEARN..	86
APPENDIX C: STRUCTURED QUESTIONNAIRE FOR EDUCATORS.....	87
APPENDIX D: STRUCTURED QUESTIONNAIRE FOR LEARNERS	89
APPENDIX E: CONSENT LETTER: GAUTENG DEPARTMENT OF EDUCATION	91
APPENDIX F: CONSENT LETTER FOR PRINCIPALS	94
APPENDIX G: CONSENT LETTER FOR EDUCATORS	97
APPENDIX H: ASSENT LETTER FOR LEARNERS	101

CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

This study sought to investigate the influence of learner background on how educators meet the challenges of their work in public schools. Objectively, one might find solutions to assist educators build and share their own success of learner behavioural patterns and these factors would then build and maintain good human relationships with the school and classroom. This study thus was undertaken to explore the influence of the out-of-school factors, particularly home background influences the learners' behavioural patterns in schools. The study was undertaken in schools in the Lenasia South of the Gauteng province. The research participants were drawn from 5 primary schools where an attempt was made to understand the behavioral patterns of learners and how they were impacted by the learners' home backgrounds. Intervention strategies to deal with the learners' maladjusted behavioural patterns were also examined with a view to coming up with possible best practices worth adopting in the schools. As an exploratory sequential mixed method study, the data analysis process unfolded with an examination of the qualitative data after which the analysis of the quantitative aspects of the study then ensued. The next section examines the background to the study and is followed by the aims and objectives, research questions, problem statement, significance of the study, research methodology, population and sampling, brief discussion of ethical considerations and measures to ensure reliability and validity or trustworthiness.

1.2 BACKGROUND TO THE STUDY

Behavioural issues that interfere with teaching and learning have notably worsened, according to an astonishing 62% of teachers who have been teaching in the same schools for 5 years or more (Morrison & Brattons, 2011). The report recently released by Scholastic and the Bill and Melinda Gates Foundation (2015) shows that the increased level of behaviour has been seen

across grade levels: 68% of elementary educators, 64% of middle school teachers, and 53% of high school teachers say the same. The problem thus affects the whole classroom. Behavioural problems have the potential to distract other learners from learning and require educators to spend precious instructional time on disciplinary and behavioural management processes (Renaka & Jansen, 2016). Over half of educators wish they could spend fewer minutes a day on discipline. One educator and theorist, Odimegwu (2004) defined the problem in terms of the time it takes to referee fights and solve bullying issues and notes that it takes time away from academic instruction and keeps learners from achieving as much as they could. Concern about behavioural issues is not limited to any demographic group but transcends racial or tribal boundaries (Scarpaci, 2007). While educators who work in schools in low income areas reported concerns about behavioral issues at a higher rate (65%), those who worked in high income areas were not far behind. Patton (2015) noted that in high income areas, 56% of the educators reported more behavioral issues that interfere with teaching and learning. Educators are committed to helping all their learners to succeed, including those with behavioral challenges. They claim in their endeavours that the learners still need help, however. Overall, 64% of educators in these studies claim that they need more professional development and training for them to meet the needs of learners with behavioral issues, while 72% in the study by Scarpaci (2007) were of the view that the learners need more tangible school resources. Due to limited or no resources available many middle school educators claim that they, for example, do not have any school counsellors or social workers to help out in the area of discipline (Scarpaci, 2007). A great deal of teaching time is therefore spent on creating an environment where learners have to feel safe.

1.3 PROBLEM STATEMENT

Learner behaviour is a major problem in most schools in South African school (Patton, 2015). The new political and economic regime in South African in 1994 brought drastic changes and challenges to the education system and this began with the abolition of corporal punishment in schools. The new South African Education Act of 1996 necessitated a shift towards alternative disciplinary methods. The establishment of the South African school's Act 84 of 1996 (SASA); Constitution of the Republic of South Africa, 1996 and the enactment of new policies in the

Department of Education all brought uncertainty to most schools in terms of learner behaviour (Renaka & Jansen, 2016). The resultant chaos in schools thus led to the issue of learner behavioural patterns being a cause for concern between educators and parents with occasional finger-pointing characterizing the phenomenon (Renaka & Jansen, 2016). The learner behavioural challenges ranged from disobedience, truancy, theft of school property, rudeness, reluctance to fulfill school work especially home work among others. School educators attribute the behavioural problems to the learners' home background while parents blame some of the in-school factors and the education system itself for being too liberal (Morrison & Bratton, 2011). What is thus evident in the process is that the issue of learner discipline is problematic in schools and the learners' homes as well. So both parents and educators need to put in place a mechanism of limiting the blame game by accepting a fair share of the blame instead of continuously pointing fingers at each other. It is the goal of this study to ensure that the factors in the learners' behavioural patterns are examined and possible solutions to alleviate them be developed.

1.4 AIM AND OBJECTIVES OF THE STUDY

The aim of this study was to explore the maladjustment challenges typical of the learners' behavioural patterns in schools. In pursuit of this aim the following objectives were designed:

1.4.1 Objectives of the study

- To identify perceived learner maladjustment challenges teachers encounter in the schools.
- To explore the ways through which the causes of learner maladjustment problems are manifested in schools.
- To examine the extent to which learner backgrounds influence their behavioural patterns in the school.
- To establish some of the intervention strategies schools can adopt to alleviate learner behavioural maladjustment challenges in schools.

- What are some of the perceived learner maladjustment challenges teachers encounter in the schools?
- How are the causes of pupil maladjustment problems manifested in schools?
- To what extent does learner background have an overall influence on behavioural patterns in the school?
- What intervention strategies can schools adopt to alleviate learner behavioural maladjustment challenges?

1.6 SIGNIFICANCE OF THE STUDY

It is envisaged that the findings of this study will go a long way towards helping current classroom practitioners to identify learner maladjustment challenges in schools. Further to this, the findings of this study is also expected to contribute practically by providing educators in South Africa and beyond with some insights to help alleviate some of the learner maladjustment challenges affecting their classroom practice (Mutekwe, 2013). It is also expected that the study will cement parental and educator relationships towards working together and thereby show the importance of their partnership in education (Donald et al. 2012).

Drawing from the insights from Margery and Ginsberg (2014) that many times parents think of teaching as a one-way process where educators are the only ones involved with the learners, this study will contribute to theory by adding to the existing body of literature on the importance of partnership in education by highlighting the role of parental involvement in their children's educational journey. Among the importance of the study to both educators and parents are views such as that they will realise that for example, partnership in education encourages parents and teachers to develop opportunities for two way communication, through which the children's learning becomes the key goal. As a result both parties will take responsibility to develop positive outcomes for children's learning endeavours (Cherry, 2010). Further to the above, the study also hopes to contribute towards educational policy and curriculum development by bringing to the fore some of the crucial aspects necessary for curriculum and policy making if

learners are to be developed holistically-physically, socially, morally, psycho-socially, emotionally, spiritually or psychologically (Donald, et al., 2012).

1.7 LITERATURE REVIEW

The literature review for this study was conducted in line with the psycho-social theoretical framework propounded by Erikson as well as the research objectives formulated for the study. This implies that the subheadings guiding the literature review herein are the psycho-social theoretical framework, the nature and effects of learner maladjustment challenges in schools, how learner maladjustment challenges are manifested in schools, the extent to which learner backgrounds influence their behavioural patterns in the school and a discussion of the possible intervention strategies schools can adopt to alleviate learner behavioural maladjustment challenges.

1.7.1 Theoretical Framework:

The study adopted Erikson's psycho-social theory as the main perspective in which the research is anchored. The theory foregrounds the view that dealing with problems of pupils' maladjustment in the schools requires that one deploys what Wright Mills (2008) calls the sociological imagination. To this end, the causes of maladjusted learner behavioural patterns in schools are explored from the viewpoint of Erik Erikson's perspective, which is one of the best-known theories of personality development in psychology (Cherry, 2010). It describes an approach that combines psychological and sociological views to account for personal and social problems (behavioural maladjustments) typical of human behaviour (Donald et al., 2012).

Much like Sigmund Freud, Erikson believed that human personality develops in a series of stages. Unlike Freud's theory of psychosexual stages, Erikson's theory describes the impact of social experience across the human whole lifespan (Cherry, 2010). One of the main elements of Erikson's psycho-social stage theory is the development of an ego identity, the conscious sense of self that children develop through social interaction (Donald et al., 2012). According to

of self that children develop through social interaction (Donald et al., 2012). According to Erikson, children's ego identity constantly changes due to the new experiences and information they acquire in their daily interactions with others most likely significant others. In addition to ego identity, Erikson also believes that a sense of competence also motivates behaviours and actions. Erikson's psychosocial theory thus assumes that human psychological and social development is stage wise and dichotomous in that at each of the eight stages of human psychosocial development there exists bipolar personality traits, the positive and the negative (Uba et al., 2004).

The aforementioned implies that each stage in Erikson's theory is concerned with competent and incompetent behavioural traits in an area of life. If that stage in a child's life is handled well, the child will feel a sense of mastery, which Erikson sometimes referred to as ego strength or ego quality (Cherry, 2010). However, if the stage is managed poorly, the child will emerge with a sense of inadequacy often termed personal inadequacies. This basically means that according to Erikson, each stage of psychosocial development plays a major role in the development of child's personality development. Erikson's theory also assumes that children or people in general do experience a conflict that serves as a turning point in their psychosocial development. In his view, these conflicts are centered on either developing a psychological quality (adjustment) or failing to develop that quality (maladjustment). During these times, the potential for normal personal growth is high, but so is also the potential for failure or maladjustments (Cherry, 2010). A detailed application of Erikson's psycho-social developmental theory is applied in the literature review in chapter two to examine these aspects: the nature and effects of learner maladjustment challenges in schools, how learner maladjustment challenges are manifested in schools, the extent to which learner backgrounds influence their behavioural patterns in the school and a discussion of the possible intervention strategies schools can adopt to alleviate learner behavioural maladjustment challenges.

1.8 RESEARCH DESIGN AND METHODOLOGY

In this section the research paradigm, design, population and sampling, data collection methods and the analysis of data is briefly explained.

1.8.1 The research paradigm and design

The study adopted an exploratory sequential mixed method design combining both the qualitative and quantitative methodologies (Clark & Creswell, 2014). This implies that in terms of paradigm, the study drew from a pragmatic world view, whose philosophical underpinnings hinge upon what works as the truth regarding the research questions under investigation and the need to strike a compromise in paradigmatic wars (Tashakkori & Teddlie, 2009: 713). The paradigm has also led to what Patton (2015: 257) has called a paradigm of choices to justify specific options about research procedures based on their ability to meet overall research goals or objectives (Mutekwe, 2018:39). In this study the choice of an exploratory sequential mixed methods design was motivated by the researcher's desire to overcome the limitations of the qualitative by drawing on the strengths of the quantitative methodology (Sianou-Kyrgiou & Tsiplakides, 2009).

1.8.2 Data Collection

The data for the qualitative research aspects of the study were collected through the unstructured questionnaires with the 20 educators and focus group interviews with the 20 learners. However, for the quantitative section of the study, a structured questionnaire was used with questions asked to the respondents being of a closed ended nature (Nieuwenhuis, 2016). In adopting a mixed method design, Hesse-Biber and Leavy's (2012) epistemological position were adopted to argue that using unstructured questions in the focus group interviews would help elicit data whose ontology would be subjective while using a structured questionnaire would generate data whose ontology would be objective and together the two data collection instruments would provide complementarity and some degree of triangulation culminating in the research findings that would be credible, trustworthy, reliable and valid (Mutekwe, 2018:39; Richardson, 2015).

of the research with the larger one as encouraged by proponents of the quantitative type of study (Nieuwenhuis, 2016). Beside this, the views of proponents of the qualitative research such as Odimegwu (2004) and Dzvimbo et al. (2010) maintain that these methods of data collection enable a proximal interaction with participants and thus generate a wide range of responses by activating details of perspectives while releasing inhibitions and allaying fears and biases. These research tools thus helped elicit rich texts as participants tended to build on each other's ideas and comments to provide both subjective and objective value added data forms.

1.9 ETHICAL CONSIDERATIONS

Reference to Babbie and Mouton (2010:469) indicates that ethics refers to conforming to the standardized conduct of a given profession. The data collection process for this study began with researcher having to seek and obtain the necessary ethical clearance especially the permission to carry out the study from the Provincial Educational Directorate, district and school principals before going into the schools and this was made as part of the advance protocols needed (Bertram & Christiansen, 2014). To make the participants at ease prior to partaking in the unstructured questionnaires and interviews processes, the researcher had to first make them aware of the presence of the voice recording gadget, the audio recorder that was utilized to allow for later transcription and analysis (Nieuwenhuis, 2016). In all this, the researcher took into account the principles of informed consent so as to allow the participants full knowledge of the freedom they had to withdraw from the research at any time should they felt the need to (Mutekwe, 2018). Fortunately, none of them withdrew from the study prematurely. All the unstructured interview proceedings were voice recorded for later transcription and analysis. As a result, the structured questionnaire schedule unfolded with the researcher spelling out the study objectives and the modus operandi it was to take so as to afford the respondents not only the necessary informed consent but also to guarantee them the principles of confidentiality, anonymity and the voluntary participation they were to undertake in the study (Bertram & Christiansen, 2014).

1.10 MEASURES TO ENSURE RELIABILITY AND VALIDITY OR TRUSTWORTHINESS

Babbie (2010:153) is of the opinion that the meaning of the concept validity is that an instrument actually measures the construct that it intends to measure. The same view is shared by Patton (2015) who further notes that reliability on the other hand, is a class of the measurement used to test whether it reflects mostly true scores, relative to the error (Creswell *et al*, 2016:238). For this study, measures to ensure reliability and validity will include triangulation, member check and carrying out a pilot study. Triangulation in social sciences research, refers to the combination of two or more theories, data sources, methods or investigators in one study of a single phenomenon to converge on a single construct, and can be employed in both quantitative (validation) and qualitative (inquiry) studies (Yin, 2012:158). It is in four forms, which are data, theoretical, investigator, and methodological triangulation (Bill & Melinda Gates, 2015). In this study, the researcher will use data and methodological triangulations to ensure both reliability and trustworthiness. Member check is when data, analysis categories, interpretations and conclusions are tested with members of those groups from whom the data were originally obtained (Creswell *et al.*, 2012). A pilot study, is used as a preliminary study conducted so that the researcher evaluate feasibility, study cost, reliability of the data collection instruments. On the data collected through pilot study, statistical variability and reliability was tested before implementing a full scale research project. This was carried out by selecting a small sample on which to administer the formulated structured questionnaire, interview guide and learner tests marks solely for evaluating their validity and reliability (Okeke & Van Wyk, 2016). Upon carrying out a pilot study, the validity and reliability was measured and where necessary statistical tests were done using Pearson's product moment correlation and Cronbach's Alpha for data from the pilot study.

1.11 CHAPTER ORGANIZATION

This section deals with a review of the organization of chapters in the study, which is as follows:

Chapter 1: This chapter (introductory) introduced the study by unpacking the research problem, background to the problem, significance aims, objectives, research questions, paradigm, design and methodology, population and sampling, data collection and analysis.

Chapter 2: This chapter will provide a review of the literature related to the implementation of a results-based on behavioural pattern of the learners. The literature will thus be reviewed in light of the theoretical framework informing the practices of learner behavior in schools. The chapter's discussion will also be informed by the philosophy that the more a researcher understands trends in the field related to his own study, the more he or she can approach his or her study from an informed position, Nieuwenhuis (2012). In doing so, an overview of the public school in South Africa will be examined. This will entail a discussion of current issues risks and challenges faced by the Educators in schools.

Chapter 3: The purpose of this chapter is to examine the research design and methodology by unpacking the paradigm, design, population and sampling, data collection and analysis procedures, ethical considerations and measures to ensure reliability and trustworthiness

Chapter 4: This chapter explores the findings of the study by discussing, interpreting, analyzing and presenting the results as evidenced from the qualitative section of the study The presentation and analysis of these findings follow a thematic approach where all emerging codes were first clustered into code families to be discussed under what Nieuwenhuis (2012) regards as super ordinate themes

Chapter 5: In this chapter, a presentation, analysis and discussion of findings from the quantitative part of the study is presented

Chapter 6: In this chapter, a summary of the major findings as derived from both the qualitative and quantitative sections of the study is presented. This has led to the formulation of conclusions and recommendations for this study and for further studies.

1.12 SUMMARY

The preceding chapter has introduced the study by examining the background to the problem, the problem statement, aims and objectives of the study, research questions, significance of the

study, highlights of the literature review, research design and methodology, paradigm, design, data collection and analysis procedures and ethical considerations as well measures adopted to ensure trustworthiness or reliability and validity. The next chapter review the literature related to the study.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

No other structure can replace the family. Without it our children have no moral foundation. Without it, they become moral illiterates whose only law is self (Colson, 1998:13)

2.1 INTRODUCTION

The purpose of this chapter is to explore the literature related to the problem of learner maladjustment in behavioural patterns in the school. The review of the literature is conducted in line with the view that the more a new researcher understands trends in the field, the more he can approach his own study from an informed position. The chapter thus provides a review of the theoretical framework and proceeds by unpacking the views Erikson's psycho-social developmental theory in terms of how it can be applied to explain the nature and effects of learner maladjustment behavioural challenges in schools, how learner maladjustment behavioural patterns manifest themselves in schools, the extent to which learner backgrounds influence learner behavioural patterns in the school and what possible intervention strategies schools can adopt to alleviate the learner behavioural maladjustment challenges.

2.2 PSYCHO-SOCIAL DEVELOPMENTAL THEORY AND ITS IMPLICATIONS FOR LEARNERS' MALADJUSTED BEHAVIOURAL PATTERNS IN SCHOOLS

According to Donald, Lazarus and Lolwana (2017) Erikson's psycho-social theory of human development is one of the best-known theories of personality development in educational psychology and behavioural trends. The theory describes an approach that integrates the psychological and sociological views in explaining human behavioural problems. In terms of the learners' behavioural patterns in schools, the theory offers important insights for educators in that it can account for all resulting forms of human behaviours (Cherry, 2010). In the same manner that Freud explains the psycho-sexual human stages, Erikson believes that human

personality develops in a series of stages (Donald et al., 2012). Unlike Freud's theory of psychosexual stages, Erikson's theory describes the impact of social experience across the human whole lifespan with one of his main elements being the development of an ego identity, which he describes as the conscious sense of self that children develop through social interaction (Donald et al. 2012). Ego identity, in Erikson's theory implies that the children's self-concept constantly fluctuates as a result of the new experiences they acquire in their everyday human interactions with others particularly those whose opinions of them matters most (significant others). Further to ego identity, Erikson also posits that a sense of competence motivates human behavioural patterns in their social structures and guides their actions within. The theory thus assumes that the human psychological and sociological aspects interrelate in shaping and directing the emerging behavioural trends in society.

Sigmund Freud (writing between the 1890s and the 1930s) developed a collection of theories which have formed the basis of the psychodynamic approach to psychology or human behaviour (Macleod, 2017). His theories are clinically derived. That is they are based on what his patients told him during therapy. The psychodynamic therapist would usually be treating the patient for depression or anxiety related disorders. Seen in this light, Freud's theory asserts that the unconscious mind comprises mental processes that are inaccessible to consciousness but that influence judgments, feelings, or behaviour (Wilson, 2002). According to Freud (1915), the unconscious mind is the primary source of human behaviour. Like an iceberg, the most important part of the mind is the part you cannot see. Our feelings, motives and decisions are actually powerfully influenced by our past experiences, and stored in the unconscious. Psychodynamic theory thus states that events in our childhood have a great influence on our adult lives, shaping our personality. Events that occur in childhood can remain in the unconscious and cause problems as adults. Human personality is thus shaped as the drives are modified by different conflicts at different times in childhood (during psychosexual development) (Wilson, 2002).

Further to the above, Macleod (2017) notes the importance of Freud's psychodynamic theory as the broad perspective to examine human behaviour. For Macleod (2017), this theory also explains learner behavioural patterns in so far as it is influenced by psycho-sexual pleasures, a term he uses to denote the inner impulses that drive behaviour. In a nut shell his theory includes all the theories in psychology that see human functioning based upon the interaction of drives

and forces within the person, particularly unconscious and between the different structures of the personality (Macleod, 2017). Freud's psychoanalysis was the original psychodynamic theory, but the psychodynamic approach as a whole includes all theories that are based on his ideas, for example Jung (1964), Adler (1927) and Erikson (1950). It is in this sense that Erickson's psychosocial theory was adopted as ideal for this study. For Freud, the concepts psychodynamic and psychoanalytic are often confused but it is important to note that Freud's theories are psychoanalytic, whereas the term 'psychodynamic' refers to both his theories and those of his followers. Freud's psychoanalysis is both a theory and therapy. To understand human behaviour in schools, it is therefore important to understand that all behaviour has a cause (usually unconscious), even slips of the tongue. Therefore all behaviour is determined: Psychodynamic theory is strongly determinist as it views our behaviour as caused entirely by unconscious factors over which we have no control. Unconscious thoughts and feelings can transfer to the conscious mind in the form of parapraxes, popularly known as slips or slips of the tongue. We reveal what is really on our mind by saying something we didn't mean to. Freud believed that slips of the tongue provided an insight into the unconscious mind and that there were no accidents, every behaviour (including slips of the tongue) was significant (i.e., all behaviour is determined).

Personality is made up of three parts (i.e., tripartite): the id, ego, and super-ego: The id is the primitive and instinctive component of personality. It consists of all the inherited (i.e., biological) components of personality present at birth, including the sex (life) instinct – Eros (which contains the libido), and the aggressive (death) instinct - Thanatos. The ego develops in order to mediate between the unrealistic id and the external real world. It is the decision making component of personality. The superego incorporates the values and morals of society which are learned from one's parents and others. Parts of the unconscious mind (the id and superego) are in constant conflict with the conscious part of the mind (the ego). This conflict creates anxiety, which could be dealt with by the ego's use of defence mechanisms. This explanation finds critical relevance in this study where learners get their behaviour from a host of factors emanating from personality, psych dynamics and the id impulses (Freud, 1915).



2.3 THE NATURE AND EFFECTS OF LEARNER MALADJUSTMENT BEHAVIOURAL CHALLENGES IN SCHOOLS

To understand and apply Erikson's theory in accounting for the learners' maladjusted behavioural trends in school, it is important to begin by unpacking its forces. For Erikson, the first stage of his theory occurs between birth and one year of age and is the most fundamental stage in life (Donald et al., 2012). Because an infant is utterly dependent, the development of trust is based on the dependability and quality of the child's caregivers. If a child successfully develops trust, he or she will feel safe and secure (adjusted) in the world (Uba et al., 2004). Caregivers who are inconsistent, emotionally unavailable, or rejecting contribute to children's maladjustments as their behaviour often fosters feelings of mistrust in the children they care for. Failure to develop trust will result in fear (maladjustment) and a belief that the world is inconsistent and unpredictable. It is such child rearing practices that hygiene theorists describe as unhygienic environmental factors (Blair et al., 2010).

The second stage of Erikson's theory of psychosocial development takes place during early childhood and is focused on children developing a greater sense of personal control. Like Freud, Erikson believes that toilet training is a vital part of this process to prevent enuresis in children (Blair et al., 2010). However, Erikson's reasoning is quite different from that of Freud's in that he (Erikson) believes that learning to control one's body functions leads to a feeling of control and a sense of independence. Other important events at this stage include gaining more control over food choices, toy preferences, and clothing selection. Children who successfully complete this stage feel secure and confident (adjusted), while those who do not are left with a sense of inadequacy and self-doubt (maladjustment). The above views are also consistent with assertions by such writers as Trudys (2011) who maintain that many symptoms of pupils who are maladjusted may be readily observable by watching them in action.

2.4 MANIFESTATIONS OF MALADJUSTED LEARNER BEHAVIOURAL PATTERNS IN SCHOOLS

According to Erikson's psycho-social stage theory, an individual child's maladjustment behavioural challenges can become predominantly manifest when he or she is in schools at the school going level of industry versus inferiority or between the ages of 6 and 11 and beyond (Donald et al., 2012). For example, an individual's facial expression may indicate unhappiness or anxiety with some aspects of school life at this stage. One may be restless, hyper-active, tense, give evidence of being neglected, seem self-conscious about physical defects, be easily upset, depressed or angered, frustrated, have nervous habits such as twitching or nail-biting or be constantly engaged in day-dreaming or may be a truant (Cherry, 2010). The child who feels rejected also very often tends to be withdrawn or if he is able to find a friend, he may be extremely jealous of him to the extent of desiring that no one else shares his affection (Trudys, 2011). Children who have met with little or no emotional responses to their parents, more often than not, have the greatest difficulty in forming genuine attachments to anyone. It is hard for them to give affection when they are not certain that it will be reciprocated. Although educators are not in a position to do much to alter parent-child relationships, they can do much to make children feel accepted, loved and significant when at school (Donald et al. 2012; Weldon, 2000).

Acceptance by any adult who is respected by the child (Significant other) or by the child's own peers may at least partially compensate for rejection experienced in the home. The source of need satisfaction may help many a child from becoming a severe behaviour case (Verville, 2007). Table 1 highlights the eight human psycho-social developmental stages propounded by Erikson as occurring throughout the human lifespan. In addition to an indication of the stages, the summary table also highlights the basic conflict (bipolar traits) likely to develop in children at each stage of their psychosocial development. Important events that need to be observed if the child is to be well adjusted to his environment are also highlighted. In the last column, the likely resultant personality or psychosocial behavioural traits are given. The table below illustrates the developmental stages as embodied in Erikson's psycho-social developmental theory.

Table 1: Summary of Erickson's psychosocial developmental stage theory

Life stage	Basic behavioural conflict	Crucial life events	Resultant behavioural traits
Infants-birth to 18months	Trust versus mistrust	feeding	Children develop a sense of trust when caregivers provide reliability, care and affection. A lack of this will lead to mistrust
Early childhood- 2-3 years	Autonomy versus shame and doubt	Toilet training	Children need to develop a sense of personal control over physical skills and a sense of independence. Success leads to feelings of autonomy and failure results in feelings of shame and doubt.
Pre-school- 3-5 years	Initiative versus guilt	Exploration	Children need to begin asserting control and power over the environment. Success in this stage leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt
School age:6-11 years	Industry versus inferiority	School	Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority.

Adolescence: 12-18 years	Identity versus role confusion	School relationships	Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to self, while failure leads to role confusion and a weak sense of self.
Young adulthood: 19-40 years	Intimacy versus isolation	Relationship	Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships while failure results in loneliness and isolation
Middle adulthood: 40-65 years	Generativity versus stagnation	Work and parenthood	Adults need to create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people. Success leads to feelings of usefulness and accomplishment, while failure may result in shallow involvement in the world.
Maturity: 65-death	Ego integrity versus despair	Reflection on life	Older adults need to look back on life and feel a sense of fulfilment. Success at this stage leads to feelings of wisdom, while failure may result in bitterness, regret and despair

(Adapted from Cherry 2010:117)

From the table above, it is clear that Erikson's stage theory of psychosocial development contributes enormously to an understanding of human behavioural patterns in schools and throughout their lifespan. According to this theory, the interaction of the psychological and the social dimensions of learner development constantly brings out the interplay with their particular social context. It follows therefore that emerging behavioural patterns are continuously shaped by the kind of social interactions and experiences an individual child goes through (Donald et al. 2012; Holmes 1994). In educational institutions or schools, this makes educators sensitive to the need to constantly recognize the influence of the social context in understanding their learners in the classrooms. Since Erikson regards people as constantly active in their own development and that there is no point where all is lost or where the resolution of previous challenges cannot be modified, this helps educators to help learners with their psycho-social needs in the school and classroom (Mutekwe & Mutekwe, 2013).

Erikson's theory thus helps educators to realize that although children may be experiencing maladjustments, behavioural challenges or barriers at particular stages in their life, they vary in what they bring to that stage and therefore how they will readjust and progress in school also vary. In schools the above statement underlines the importance of recognizing diversity and individual differences in learners in the school and classroom (Mutekwe & Mutekwe, 2013:322). Finally, more than Piaget and Vygotsky, whose main focus was cognition, Erikson's human developmental theory brings out the inter-dependence of the different dimensions of human development. The implications of a child's emotional and social dimensions which have a bearing on personality development are reasonably explicated in this theory (Donald et al., 2012). In educational terms the idea of interdependence is extremely important for educators. Seeing learners as whole persons (psychologically and sociologically), more than just their cognitive or scholastic parts alone should be an important aspect of consideration by every true educator (Cherry, 2010).

2.5 THE EXTENT TO WHICH LEARNER BACKGROUNDS INFLUENCE THEIR BEHAVIOURAL PATTERNS IN SCHOOLS

2.5.1 The influence of place of residence

According to Schaubman, Stetson and Plog (2011), traditional public schools assign a child to a given school based exclusively on his family's place of residence. As Coleman () pointed out, residential assignment promotes stratification between schools by family background, because it creates incentives for families of means to move to the good school districts. Under this system, schools cannot serve as the equal-opportunity engines of our society (Scarpaci, 2007). Instead, residential assignment often replicates within the school system the same family advantages and disadvantages that exist in the community (Saunders, Lewis & Thornhill, 2013).

For Trudys (2011), the most promising social policy for combating the effects of family background, then, could well be the expansion of programmes that allow families to choose schools without regard to their neighbourhood of residence. According to Coleman (2010), an analysis of more than 100 small schools of choice in New York City between 2002 and 2008 revealed a 9.5 percent increase in the graduation rate of a group of educationally and economically disadvantaged learners, at no extra cost to the city. Razavier (1997) adds that positive results have also been observed with respect to learners test scores for charter schools in New York City, Boston, Los Angeles, and New Orleans.

Further to the above, what Coleman (2010) calls small schools of choice might also build the social capital that Coleman considers crucial for learner success. This is particularly because first, small schools are well positioned to build a strong sense of community through the development of robust learner-teacher, parent-teacher, and learner-learner relationships (Kaspereen, 2012). Helping learners to cultivate dense networks of social relationships better equips them to handle life's challenges and is particularly vital given the disintegration of many social structures today (Mutekwe & Mutekwe, 2013). Joubert and Serakwane (2009) note that

while schools may not be able to compensate fully for the disruptive effects of a dysfunctional or unstable family, a robust school culture can transform the social ecology of a disadvantaged child.

From the aforementioned, it follows that a small school of choice also engenders a voluntary community that comes together over strong ties and shared values (Morrison & Bratton, 2011). Typically, schools of choice feature a clearly defined mission and set of core values, which may derive from religious traditions and beliefs (MacMillan & Schumacher, 2006). The Notre Dame ACE Academy schools, for instance, strive for the twin goals of preparing learners for college and for heaven. By explicitly defining their mission, schools can appeal to families who share their values and are eager to contribute to the growth of the community. A focused mission also helps school administrators attract like-minded teachers and thus promotes staff collegiality (Mutekwe, 2018). A warm and cohesive teaching staff can be particularly beneficial for children from unstable homes, whose parents may not regularly express emotional closeness or who fail to communicate effectively (Lawson, 2008). Exposure to well-functioning adult role models at school might compensate for such deficits, promoting well-being and positive emotional development (Holmes, 1994).

De Witt and Lessing (2013) are of the view that unacceptable behaviour by learners in South African schools is a major concern for all stakeholders in the teaching profession many of whom are complaining about the increase of behavioural problems in South African schools. Role players in education ask questions about the causes of these problems and the answers point to home factors amongst the numerous changes in the educational system since 1994 (Lessing & De Witt 2010:21). Among the major stressors indicated by the teachers in a preliminary investigation were lack of parental involvement, dysfunctional homes, poverty and underdevelopment as well as their limited teaching experience at multicultural schools (Hastings, 2005). Prior to 1994, teachers were predominantly employed in mono-cultural schools, which in most cases have now been converted into multicultural schools. In their study of American schools, Truscott *et al.* (2012:65) established that many schools are ill-prepared to meet new demands and the system has to change and adapt to evolving learner demographics, poverty, dysfunctional homes, political climates, educational policies and economic contexts (Gomez & Ang, 2007).

Acceptable learner behaviour is viewed non-disruptive behavior that significantly encourages learning in fundamental ways (Mabeba & Prinsloo, 2010). On the contrary unacceptable learner behaviour is that which runs counter to learning and development, the rights to feel safe, to be treated with respect and to learn without fear or favour in schools (Holmes, 1994: 34). The latter poses a serious challenge in South African schools (Van Wyk, 2010:96). Van Wyk's (2010) contention clearly shows that the extent and seriousness of learner misconduct in South Africa public schools needs not be underestimated. Further to this Maree (2012) notes that some South African schools are increasingly beginning to resemble war zones and it has become impossible in some of the schools for educators to teach freely. However, it is important to note that among the other related theories whose views feature in the study include Bandura's (1977) social learning theory, which points to the need for the school climate to be conducive to social learning given that it has a significantly impact in the development of acceptable learner behavior through the way educators interact with the learners (Freiberg, 2009). This is because the classroom climate is a compilation of several factors including social interactions between educators and learners, the behavioral and academic expectations of learners, as well as the physical environment of the classroom (Freiberg, 2009).

2.5.2 Determining the causal relationships of family background and learner well-being

Establishing the causal relationship between family background and the well-being of learners has posed a daunting challenge (Weldon, 2000). Family characteristics are often tightly correlated with features of the neighbourhood environment, making it difficult to determine the independent influences of each. But getting a solid understanding of causality is critical to the debate over whether to intervene inside or outside of school (Wiersma, 2000). Verville's (2007) research showed that the results of quasi-experimental research, as well as common sense, tell us that learners who grow up in stable, well-resourced families have significant advantages over their peers who do not (Wickman, 2012). This includes access to better schools and other educational services. Policies that place schools at centre stage have the potential to disrupt the

cycle of economic disadvantage to ensure that children born into poverty are not excluded from the American dream.

In opening our eyes to the role of family background in the creation of inequality, Symonds (2004) was not suggested that we shrug our shoulders and learn to live with it. But in attacking the achievement gap, as his research would imply, we need to mobilize not only our schools but also other institutions (Symonds, 2004). What Teddlie and Tashakkori (2009) call promise neighbourhoods offer cradle-to-career supports to help children successfully navigate the challenges of growing up. Early childhood programmes provide intervention at a critical time, when children's brains take huge leaps in development. For Stouffer (2005), finally, small schools of choice can help to build a strong sense of community, which could particularly benefit inner-city neighbourhoods where traditional institutions have been disintegrating.

According to Sianou-Kyrgiou and Tsiplakides (2009) schools alone cannot level the vast inequalities that students bring to the schoolhouse door, but a combination of school programs, social services, community organizations and civil society could make a major difference. Renaka and Jansen (2016) argue that ensuring that all learners, regardless of family background, have a decent chance of doing better than their parents is an important societal and policy goal. From the aforementioned, Odimegwu (2004) notes that policymakers who are weighing competing approaches to countering the influence of family disadvantage face a tough choice: Should they try to improve schools (to overcome the effects of family background) or directly address the effects of family background? The question is critical. If family background is decisive regardless of the quality of the school, then the road to equal opportunity will be long and hard, Nieuwenhuis (2016) notes.

Increasing the level of parental education is a multigenerational challenge, while reducing the rising disparities in family income would require massive changes in public policy and reversing the growth in the prevalence of single-parent families would also prove challenging (Patton, 2015). For Richardson (2015), while efforts to reduce incarceration rates are afoot, South Africa's crime rates remain among the highest in the region. Given these obstacles, if schools

themselves can offset differences in family background, the chances of achieving a more egalitarian society greatly improve. For these reasons, learners need to continue to tackle the causality question raised by Coleman's (2010) path breaking study. Although the obstacles to causal inference are steep, education researchers should focus on quasi-experimental approaches relying on sibling comparisons, changes in state laws over time, or policy quirks, such as policy implementation timelines that vary across municipalities to facilitate research opportunities.

Given what is currently known, a holistic approach that simultaneously attempts to strengthen both home and school influences in disadvantaged communities is worthy of further exploration (Maree, 2012). A number of contemporary and past initiatives in South Africa point to the potential of this comprehensive approach.

2.6 KEY INTERVENTIONS FOR ALLEVIATING LEARNER BEHAVIOURAL MALADJUSTMENT PATTERNS IN SCHOOLS

The literature on ways to reduce learner behavioural maladjustment patterns point to the fact that more often than not many of the learners who are extremely maladjusted in several ways need protection from humiliation in schools and this protection should come from their educators (Joubert & Serakwane, 2009). Further to this, schools also need to set up remedial classes to accommodate the needs of such learners. Remedial classes have the potential to become hubs for interventions particularly if they are manned by personnel with the requisite expertise for the tasks (Kaspereen, 2012). Creating an enabling learning environment also helps the behaviourally maladjusted learners to feel important and significant and not develop an inferior to other well able learners (Morrison & Bratton, 2011).

From the above mentioned views, it follows therefore that the learners should be made to feel that they are normal and that each of them is good in some subjects and not in others. If it is a special class in reading, the teacher should convey the idea that anyone can learn to read just like anyone can learn to tap dance or play piccolo (Scarpaci, 2007). If a learner is really made to believe that there is nothing peculiar about him, chances are he or she will generally be

enthusiastic about improving his reading skills even if the lessons are conducted in a class especially designated for that purpose (Scarpaci, 2007). On the other hand, if teachers and school administrators tend to regard special classes for poor readers as essentially dumbbell classes, the learners quickly sense this and very unsatisfactory results are bound to emerge from it. Under such circumstances, slow learning pupils would probably be better off in regular classes (Schaubman, Stetson & Plog, 2011).

Among the other strategies that can be adopted to promote learner behavioural readjustments are the provision of a school atmosphere and curriculum which makes possible their satisfaction (Baron & Kenny, 2016). This, of course, is fundamental and all devices utilized should have as their aim a similar purpose. Among the techniques suggested for use by classroom teachers to aid maladjusted children are play therapy, non-directive counselling and psychodrama (Davis & Sumara, 2017). Advocates of the use of psychodrama in schools, for example, De Witt and Lessing (2012), Ellenwood (2017), Franzen and Kamps (2017) feel that through the process of acting out a situation (role playing) there will be a release of tension on the part of the learner and a more complete understanding of his or her problem. Psychodrama is also recommended for all grade levels of the school (Ertesvag & Vaaland, 2017). Educators who desire to improve their skills in dealing with maladjusted learners should thus also make a careful study of these methods by reading the available literature and pursuing specialized courses in these areas (Gay, Mills & Airasian, 2016).

2.7 SUMMARY

This chapter has examined the literature related to the study by focusing on issues to do with the nature and effects of maladjusted learner behavioural patterns in schools, how the maladjusted learner behavioural patterns manifest themselves in the schools, the extent to which the learners' backgrounds influence their behavioural patterns in the schools and the possible strategies that can be adopted by classroom practitioners to alleviate the maladjusted learner behavioural challenges. In the next chapter the research design and methodology adopted for the study is explored.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

This chapter examines the research methodology as adopted in the study. It unfolds with a focus on the research paradigm adopted for the study and proceeds by unpacking the overall design into the chosen design genre. Populations and sample of study, data collection methods used, how data were analysed, the ethical considerations and measures employed to ensure reliability and validity or the trustworthiness of the study.

3.2 THE RESEARCH PARADIGM

The study was located within the pragmatic research paradigm owing to its strength in dealing with the mixed methods design (Clark & Creswell, 2016). This implies that paradigm adopted for the study was chosen on account of its philosophical underpinnings that stresses upon what works as reality regarding the research questions under investigation and the need to strike a balance in the paradigmatic wars (Tashakkori & Teddlie, 2009: 713). Further to the aforesaid, the paradigm has also led to what has become known as a paradigm of choices to justify specific options about research procedures and their ability to meet the overall research goals or objectives (Patton, 2015: 257).

3.3 THE RESEARCH DESIGN

The overall design was mixed method and the specific type was an exploratory sequential mixed method design, which Clark and Creswell (2016) amply describe as combining both the qualitative and quantitative methodologies into one holistic study. In this study the choice of an exploratory sequential mixed methods design was motivated by the researcher's desire to overcome the limitations of the qualitative by drawing on the strengths of the quantitative methodology (Sianou-Kyrgiou & Tsiplakides, 2009).

3.4 DATA COLLECTION METHODS

For the qualitative research section of the study, data were collected through unstructured questionnaires and focus group interviews with the educators and their learners respectively. However, for the quantitative section, a structured questionnaire was adopted. Unlike the questions asked for the qualitative part of the study, which were essentially open ended, those asked from the respondents of the quantitative section of the study were purely of a closed ended nature (Nieuwenhuis, 2016). In adopting a mixed method design, Hesse-Biber and Leavy's (2012) epistemological position was adopted to argue for the use of structured and unstructured questionnaires. His contention that while the former would elicit the data whose ontology would be objective, the latter would generate the data whose ontology would be purely subjective. For Hesse-Biber and Leavy (2012), together the two data collection tools would provide complementarity and ensure some degree of triangulation, which would lead to the research findings that would be not only be credible but also trustworthy, reliable and valid (Mutekwe, 2018:39). These above mentioned research instruments thus helped elicit rich texts as participants tended to build on each other's ideas and comments thereby providing the data replete with both subjective and objective ontologies (Hesse-Biber, 2012). In the data collection process, participants were asked to record their responses first before the researcher could do so and this helped them feel at home with the process as adopted by the researcher.

3.5 POPULATION AND SAMPLING

For this study, the target population comprised educators and learners from Gauteng's Lenasia South schools. For purposes of identifying the participants for the qualitative section of the study, a purposive sampling procedure was adopted in line with Nieuwenhuis' (2016) assertion that a qualitative research sample ought to be purposefully gathered. As a result 20 grade seven learners were purposefully sampled for the study. However, for the quantitative section of the study, Clark and Creswell's (2016) caution that quantitative researches need to take on random sampling was taken heed of. As a result, a systematic random sampling technique was adopted to identify the 20 educator respondents for the study.

The resulting total sample size was thus relatively large since it combined the smaller sample as prescribed by qualitative research proponents with the larger one as also argued by proponents of the quantitative research (Nieuwenhuis, 2016). A total sample of 40 participants or respondents thus took part in the study. Further to this, the views of proponents of the qualitative research such as Odimegwu (2004) and Dzvimbo et al. (2010) who maintain that these aspects of data collection enable a proximal interaction with participants and thus generate a wide range of responses by activating details of perspectives while releasing inhibitions and allaying fears and biases were also taken heed of.

3.6 DATA ANALYSIS

According to Oka and Shaw (2010:4), data analysis is one of the primary aspects of research when all the fieldwork has been accomplished. Some researchers, for example, Hesse-Biber and Leavy (2012) maintain that in fact, data analysis ought to begin while the data collection process is still in progress. As a mixed methods study, the data analysis process for this study involved a twofold process: the analysis of the qualitative data. That is, identifying the emerging codes and developing themes as well as clustering them into code families or super ordinate themes ((Nieuwenhuis 2016) for ease of discussion of the findings in chapter 4. The second phase involved the descriptive statistical analysis of the data with the aid of the quantitative data analysis software, SPSS version 24 and the identification of means, modes, medians and standard deviations of the analysed data and this helped in the discussion of findings in chapter 5. As an exploratory sequential mixed methods study, it followed that the data analysis began with the qualitative section and moved on to the quantitative part (Bosschoff, 2005) before moving to the next chapter to summarise the major findings of the study.

3.7 ETHICAL CONSIDERATIONS

The instruments for data collection, namely the structure and unstructured questionnaires were first piloted with a group of teachers and learners from schools in the same province in which the study was conducted, but in a different education district so as to guarantee their authenticity

(Lincoln & Guba, 2012). The pilot study thus ensured their transferability to different schools in the province. As a result, their dependability could not be doubted (Krefting 2007) as the differences amongst the schools and learner population within the areas chosen for the study proved insignificant when the main study was conducted. The patterns of interactions and attitudes within schools were generally characteristic of prevalent disciplinary cultures within the province amongst the different learners within that society. For the main data collection process the closed and open ended questionnaires were initiated by clarifying the purpose of the research and reassuring participants of their rights during the study (Dzvimbo et al., 2010), especially their right to withdraw from the study at any moment as well as the confidential nature of their responses. None of the participants withdrew however. Informed consent had to be sought and obtained from the Gauteng Department of Education and the necessary ethical clearances granted for the research as part of the advance protocols.

3.7.1 Access, informed consent and the right to self-determination

Following Babbie and Mouton's (2010) cautioning that access and entry are sensitive components of research studies, and therefore researchers must establish trust, rapport, and authentic communication patterns with participants, the researcher made sure that he obtained and observed the necessary protocols for gaining entry to the research setting and built rapport with the researched. This required me to acquire permission to conduct the research from the institutions and community involved, including seeking written permission from the GDE for me to conduct research amongst learners. He also sought and obtained the support and permission of the GDE provincial education director for Lenasia South school principals, educators and the learners themselves. In the meetings I held with school principals, heads of departments and their teaching staff and learners, the researcher had to explain the purpose and procedure of the study as he intended to adopt it (Hesse-Biber, 2012). The initial responses from would-be participants were skeptical and to overcome their fears or worries I had to overtly inform them that he was merely a post-graduate student carrying out a research study as part of the requirements for my degree and that I had no hidden agenda. I also promised to give them feedback on the research study upon its completion (Leedy & Ormrod, 2009).

To obtain informed consent the researcher presented participants with an accurate, detailed and full disclosure of the research purpose and process. Their confidentiality and reciprocity were also guaranteed (Lo Biondo-Wood & Haber, 2007). Consent was obtained from the principals and teachers and from the parents of the girl student participants. The consent forms were dated and signed by the researcher, principals, teachers as well as the parents or legal guardians of student participants under the age of 18. The written assent of the student participants was obtained through the signing of assent rather than consent forms (Burns & Grove, 2010). Following LoBiondo-Wood & Haber's (2007) need as regards the four ethical principles of autonomy, beneficence, non-maleficence and justice, the researcher organised sessions in which he explained to the participants the ethical considerations embedded in the Geneva Human Rights Declaration Document. They were made aware of their right to autonomy in research, the need for respect for other participants, the right to know what was good (beneficence) and would be indirectly to their benefit from the study (Bertram & Christiansen, 2014).



The researcher had to explain that their decision on whether or not to participate in the study must be made willingly and without any form of inducement. Participants were also informed that they were free to withdraw from the study without penalty at any time during the research process should they deem it fit (Babbie & Mouton, 2010). Fortunately none withdrew. He also guaranteed their right to self-determination by making it clear that they had the right to make an informed decision regarding whether or not to participate in the research and that they were competent enough to do so (De Vos, 2018). Keeping participants constantly reminded of this ethical principle helped me to guard against violating their right to self-determination and keep them fully informed of the purpose of the study and all its related aspects (De Vos, 2018). The researcher also had to reveal his identity and mission (Babbie & Mouton, 2010) as a post-graduate university student conducting the study for purposes of the award of a degree. No data was thus collected covertly as participants were also fully informed of the use of a voice recorder in the data collection process.

3.7.2 Participants' rights to privacy, dignity, anonymity and confidentiality

The researcher constantly ensured that participants were aware of the need to jealously protect themselves from such unethical practices as deception through constantly reading their consent letters as and when unsure about their participation in some aspects of the research. To protect their right to privacy and dignity (Wilson, 2003) they were reminded of the aims of the research and their informed consent to participate on a continuing basis, and that they had the right to withdraw any information they deemed private and confidential (Burns & Grove, 2010). In addition, I reduced the potential for emotional distress by using anonymous questionnaires and worded them with sensitivity (Babbie & Mouton, 2010). In this study it implied that their names remained unknown (LoBiondo-Wood & Haber, 2007). Confidentiality meant that they had the right to anonymity and to assume that the collected data would not be divulged to other people (De Vos, 2018).

By using pseudonyms and codes their identity was protected and their anonymity and confidentiality guaranteed (De Vos, 2018; Wells, 2015). A master list containing the coded lists was kept under lock and key in a different place from the raw data (Neuman, 2000). Participants were also assured that in the event of a threat to their anonymity and confidentiality all records and links to identity would be destroyed (LoBiondo-Wood & Haber, 2007; Wilson 2003). Data was analysed and reported as averages or group data, so that it would not be possible to identify individual participants by their responses. As soon as an interview was transcribed and the researcher was confident that a participant would not be required to give any more information, his or her identifying details (names, class and age) were removed. In the event of a threat to disclosure, all tapes would have to be immediately destroyed (Babbie & Mouton, 2002). The research participants were assured that their data would be treated with absolute confidentiality. They were also assured that the data generated would be used for the purpose stated in the consent form and none other than the researcher has access to the data or other identifiable information. Assured of these conditions, the participants volunteered honest and complete information regarding their out of school and in-school factors impinging upon their behavioural patterns.

3.7.3 Participants' rights to fair treatment and protection from discomfort and harm

Participants' right to fair treatment was ensured by means of random sampling to ensure an equal and fair chance of members of the target population of the study. The random allocation of the participants to a treatment and control group (De Vos, 2018) also helped eradicate the chances of unfair treatment of the participants in the study. Through accurate and objective reporting of the research findings the researcher ensured fair treatment to the community of researchers. This included full disclosure of the errors, limitations or shortcomings and delimitations of the study in the research report provided to participants as part of their feedback on the research (Babbie & Mouton, 2010). Their right to protection from discomfort and harm was based on the ethical principle of beneficence (LoBiondo & Haber, 2007). The researcher made participants aware that the unstructured interview process could arouse self-reflection, thus stimulating self-appraisal and self-disclosure and as a consequence there could be a loss of composure, which could lead to emotional and psychological discomfort (Joubert & Serakwane, 2009). The researcher also explained that their participation in the research could benefit them. They were, for example, informed that verbalising their experiences about factors affecting their behavioural patterns could provide them with an opportunity to become aware of their behavioural biases and to express their feelings (Wilson, 2003). This would enable them to refocus their attitudes, beliefs and perceptions about behavioural patterns and factors affecting their learning processes. It would also enable them to refocus their feelings, perceptions and beliefs about career trajectories in a way they would not have done had they not participated in the study, thus providing cathartic and therapeutic benefits (Miles & Huberman, 2002). Based on this information they were able to choose, based on their own free will, whether or not to participate in the study (Babbie & Mouton, 2010). The participants' right to protection from discomfort and harm was also maintained by respecting their right not to divulge information deemed likely to cause stress, embarrassment or harm to their self-esteem (Babbie & Mouton, 2010).

3.8 MEASURES FOR RELIABILITY AND VALIDITY (TRUSTWORTHINESS)

Bearing in mind that trustworthiness is of the utmost importance or the acid test of data analysis, findings and conclusions in qualitative research (Nieuwenhuis, 2016:113), consistency checks were made, having another coder take the category descriptions and find the text which belonged to the categories, as well as credibility and stakeholder checks. Other procedures adopted for this purpose were beginning the research process by conducting a pilot study to test the consistency of the instruments (Unstructured questionnaires and interviews as well as the structured questionnaires), triangulation or crystallisation, which implies the use of multiple data sources (Richardson, 2010), verification of the raw data, keeping notes of the research decisions taken, verifying and validating the findings, controlling for bias, avoiding generalisations, using verbatim statements (quotes from respondents) and maintaining confidentiality and anonymity. The table 1.1 (below) summarises how the aforementioned measures were adopted to ensure trustworthiness.

Table 3.8.1: Measures adopted to ensure reliability and validity (trustworthiness)

Measure	Description of procedure adopted
Pilot study	The instruments for data collection (structured and unstructured questionnaires and interviews) were first piloted with participants from the same province but in a different district from the one chosen as the site of the study. This helped guarantee the instruments' transferability (Lincoln & Guba, 2012).
Stakeholder checks	To enhance the credibility of the findings, the research participants were given an opportunity to assess and comment on the research findings, interpretations and conclusions. The stakeholder checks were conducted on the structured questionnaire and interview transcriptions as well as on the data interpretations and findings.
Triangulation	Using multiple data sources and perceptions the researcher combined the data from the structured and unstructured questionnaires and interviews. This helped to clarify meaning and to verify the repeatability (Yin, 2012). The data gathered pointed to the same conclusions and this helped boost the researcher's confidence in the results.
Verifying raw	During subsequent structured and unstructured questionnaire and interviews

	the completion of the unstructured questionnaire and interviewing, analysing questionnaire data the transcripts and field notes were submitted to the educator participants to correct any errors of facts.
Keeping notes on research decisions taken	The researcher kept a reflective journal (Memoing) and anecdotal records for the unstructured questionnaire and interviews (Heystek, 2010) of the decisions made during the research process, especially as far as the data collection and analysis process were concerned. This helped keep track of all the research proceedings involved (Nieuwenhuis, 2016).
Controlling for bias	Given that the more the researcher becomes involved with the participants/respondents, the greater becomes the risk of bias creeping into the study (Macmillan & Schumacher, 2010), following the strategies outlined above and involving others in ways indicated was useful in remedying the problem of bias.
Avoidance of generalisations	Given that an exploratory sequential mixed methods research seeks to provide not only an understanding of the research problem from the participants' perspective (qualitative), the researcher sought insight into participants' perspectives, experiences, attitudes and behaviours patterns through their voices and also generalisations of the quantitative research where research questions were tested (Saunders, Lewis & Thornhill, 2013).
Using verbatim statements (quotes from participants)	Following Nieuwenhuis' (2016) advice that using participants' direct statements or responses often lends valuable support to data interpretation, the researcher used them to show examples of typical responses relative to certain questions, illustrate a particular understanding or perceptions and indicate differences in the participants' responses to certain questions posed.
Maintaining confidentiality and anonymity	In order to protect the identities and positions of the participants and the schools where the research was conducted, the researcher deliberately avoided any data that could make the identities of the participants and research sites easily exposed (Babbie & Mouton, 2010).

The rationale for adopting the above strategies was to guarantee confirmability, credibility, dependability and transferability and the possibility of replicating the results as conditions necessary for reliability and validity or trustworthiness in research (Babbie & Mouton, 2010)

3.9 SUMMARY

In this chapter, the discussion focused on an overview of firstly, the research paradigm adopted for the study and proceeded by unpacking the overall design into the specific design genre, the populations and sampling as adopted in the study, the data collection methods used, how data were analysed, the ethical considerations and measures employed to ensure reliability and validity or the trustworthiness of the study. The next chapter presents an analysis and discussion of findings from the qualitative section of the study.

CHAPTER 4: PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS FROM THE QUALITATIVE SECTION OF THE STUDY

4.1 INTRODUCTION

Within the data analysis and presentation section of the qualitative section of the study, a thematic approach was adopted. The findings are thus divided into 10 super ordinate themes which emanated from both the unstructured questionnaire completed by the educators and the focus group interview responses as given by the learners: the influence of home background, the need for school-home partnerships to curb learner behavioural problems, challenges from parents, common behavioural problems encountered, examples of maladjusted behavioural patterns and their effects, strategies adopted by schools in dealing with learner disciplinary challenges and intervention strategies adopted by schools to induce learner behavioural conformity. Findings under each of the aforementioned themes are discussed in detail in the subsequent sections of this chapter.

4.2 THE INFLUENCE OF HOME BACKGROUND ON LEARNER BEHAVIOURAL PATTERNS

It emerged from both the educators and their learners in this study that for every child to develop in a normal and wholesome manner he or she must achieve reasonable satisfaction for his physical, social and personality needs. This view has vindicated Donald et al. (2012) who assert that problematic learner behavioural patterns such as delinquent tendencies (theft, truancy, vandalism, smoking, sexual offences, bullying etc.) and personal unhappiness are fundamentally due to frustration due to unfulfilled needs in the home environment of the children. The responses from the learners showed that there are numerous conditions in the home that can create frustrations leading to their maladjusted behavioural patterns. An analysis of these factors revealed themes such as poverty, broken homes, personal inadequacies, parental rejection or over

protection by parents and what the researcher has decided to call numerous unhygienic home practices.

One learner participant had this to say in his response to the question of why some learners bunk lessons:

Learner 1: Sometimes they may be hungry and cannot manage a whole day in school on an empty stomach. The educators won't allow them to go and look for food. So they run away so as to go and get food from well-wishers in town.

Another learner herein after called **learner 3** retorted: *If you know there is no parents at home and you will not have food if you spent the whole day at school, what must you do? I will go look for something to eat so that I keep going. As for me, I do not have parents who look after me. So I have to do something for my brothers and myself every day. The people who give us food cannot wait for us to come from school. So I must just go to receive my share and that of my brothers.*

In a manner consistent with the tenets of the psychosocial perspective of Erikson that there is a close connection between poverty and personal maladjustments, the results of this study shows that one of the causes of learner behavioural maladjustment is poverty. Probed for clarity in the unstructured questionnaire, many participants concurred that not all learners who come from poverty stricken homes are maladjusted though they generally agreed that a low socio-economic status breeds conditions unfavourable to sound child adjustment since children from deprived home backgrounds are often inadequate in many ways such as diet, shelter, clothing and learning material or resources.

In their response to the unstructured questionnaire, many of the participants claimed that the sources of learner maladjustment behavioural patterns show that children who come from homes which have been broken by death, divorce, desertion and separation are more often less maladjusted than their counterparts from more unstable homes. These results are consistent with those reported by Glueck and Glueck (2001) in a study on delinquent boys where they observed that no fewer than six out of the homes of the delinquents, as compared with three of the homes of the non-delinquents, had been broken by separation, divorce, death, or prolonged absence of

one of the parents. It is, of course the insecurity caused by the breaking of the home that has the deleterious effect upon children. Another point that emerged from the unstructured questionnaire was that homes which are not broken but in which there is much parental conflict also provide more than their quota of nervous, unhappy and maladjusted children.

4.3 THE NEED FOR SCHOOL-HOME PARTNERSHIPS TO CURB BEHAVIOURAL PROBLEMS

The unstructured questionnaires and interviews revealed that there is a growing interest in the role and responsibility of educators and parents in managing problem behaviours and their effects on the learners' quality of life in the schools. Similar findings were reported by Morrison and Bratton (2011:200) in what has come to be referred to as the conscious discipline as educators aim to build learner character, relationships and social skills. Seen in this light, the increase in learner behavioural challenges at school is one of the essential areas that need to be addressed by the school-home partnerships of parents, the school governing bodies and the school-management teams. The extent of this phenomenon is apparent in the following verbatim statement by one educator participant of the unstructured interview:

Teacher 1: It is the undeniable responsibility of parents to send the learners to schools in the knowledge that learners must comply with the reasonable codes of conduct and to also realise the consequences of not obeying the school rules.

Learner 2: We do not eat school rules. Sometimes these teachers do not understand our problems because they themselves have everything they want with their kids.

Asked to further unpack what abiding by the school's code of conduct implies, one teacher had the following to say:

Teacher 19: Adhering to a positive code of conduct implies observing principles such as self-control, self-discipline and self-direction, all of which are educational concepts strongly related to ethical values and grounded in the many religious doctrines. For example, the Islamic, Hindu or Christian faith underlie the life and worldview of the researcher of this study. From this perspective, when learners do not comply with school rules, the results can be demoralising for

the educators and learners as they are the ones who pay the price in terms of their quality of life in the schools.

The aforementioned responses from both the teacher and the learner clearly shows that based on their personal lives and worldviews, the participants held different views with regard to the nature of disciplined and ill-disciplined behaviour and of what is important in their life courses. This view resonates with those raised by Joubert and Serakwane (2009:127) in their contention that educators interpret discipline as the development of a moral character, displaying control over learners, the prevention of ill-disciplined behaviour, corrective measures, self-discipline and even punishment. Asked to explain whether behavioural problems exist only when behaviour impinges negatively on learning and whether controlling classroom behaviour is always aimed at facilitating learning and encouraging self-discipline, another unstructured interview learner participant, here in called learner 6 argued that it appears that acceptable learner behaviour is typical of classroom situations where discipline is equalled to maintaining order in the classroom and towards the development of self-discipline and non-disruptive behaviour. However, if learner behaviour does not comply with order in the classroom and the promotion of effective learning activities in the school and classroom for whatever reason, it is categorised as ill-disciplined behaviour. This views confirms what Scarpaci (2007:111) raised in one of his studies on the impact of indiscipline on learning situations in one learning institution.

4.4 COMMON BEHAVIOURAL PROBLEMS OFTEN ENCOUNTERED IN SCHOOLS

From the unstructured questionnaire and focus group interview discussions with educators and learners, it transpired that the common behavioural challenges educators find difficult to deal with are the lack of respect and responsibility, disobedience, aggression and the rejection of authority demonstrated by some of the learners in their classroom. Many learners cited what they did not think were problems but things which educators should understand. Some of these factors were among the law impact behavioural challenges typical of many classrooms and schools, for example, intermittent talking, not listening and not paying attention, as well as unruly out-of-

desk behaviour in the classroom. These were found to be largely responsible for the educators' frustrations and stress. These findings were consistent with international trends as discovered by Psunder (2015:335) who noted that internationally, it also seems that an increase in disorderly behaviour in schools constitutes a significant part of behavioural problems. These were found not only in primary schools but also in the intermediate and secondary school phases, where learners exhibit problem behaviours varying from misbehaving to social defiance and even social delinquency.

It was also reported by participants both educators and learners in this study that learners who come from homes where they are neither loved nor valued by their parents feel rejected and that such a treatment threatens their needs for affection and security and may leave them feeling helpless and lonely. Asked during the focus group interviews to motivate their responses, participants were unanimous that parental rejection can take many forms including neglecting the child; separation from the child, withholding gifts from the child; threatening; nagging; punishing the child; humiliating him before other people and comparing him unfavourably with other children in the family or neighbourhood.

The participants further reported that more often than not neglected children exhibit a variety of maladjustment symptoms when in the classroom or in other situations. Among these symptoms may be excessive attention-seeking behaviour, temper tantrums, paranoia, selfishness, rudeness, tattling, enuresis and other delinquent tendencies. These findings are in tandem with those reported by Blair et al. (2010) that more often than not a child who is hyperactive, restless and who seeks attention through non-conformity or wise-cracking is merely striving in the classroom to attain the satisfaction of a need which he or she has been denied at home.

4.5 EXAMPLES OF MALADJUSTED LEARNER BEHAVIOURAL PATTERNS AND THEIR EFFECTS

From the results of the unstructured questionnaire for educators and focus group discussions with learners, it was apparent that most of the learners who manifest maladjusted behavioural problems such as ignoring their educators not completing their homework not only show

disrespect towards their school work but also disregarding their roles and their educators' positions of authority, which is part and parcel of the school's code of behavioural ethics. One learner had this to say in this regard:

Learner 11: It often happens that the ill-disciplined behaviour of some learners contribute to some emotional reactions or outbursts by the educator which even affects the well-behaved learners and this often causes unhealthy and negative classroom atmospheres, impede teaching, contribute to an unsafe learning environments and subject the educators to unnecessary challenges and stress.

Further to the above, one of the educator participants here in called **teacher 3** also reported a range of the following negative reactions educators often have due to their learners' behavioural problems and these include sadness, fear, anger and frustration as typical examples. The responses from the educator and learner participants show that some noticeable relationships between severe behavioural problems and the staff psychological well-being may be an indication that negative emotional reactions increase the influence of problematic or maladjusted learner behavioural patterns in schools on educators, making them prone to stress and burnout. Psunder (2015:337) notes similar findings as reported by Davis and Sumara (2007) in a study in which they confirmed that the educators' beliefs about learner maladjustment behavioural problems have a major influence on how they understand and respond to events in the classroom.

The responses by educators and learners in this study also revealed that a vicious circle develops when educator maladjustment behavioural patterns affects learners' behaviour and vice versa, since maladjusted learner behavioural problems also affect the educators' behaviour in the final analysis. In the unstructured questionnaires and focus group interviews it was noted that the whole process of learner ill-discipline causes negative emotional reactions and impacts on the educators' psychological well-being. For the educators, the question that arises is whether the religious principles of tolerance, respect and love, manifesting in self-love and love for others, could prevent this cycle because generally when individuals treat one another with tolerance, respect and love, these qualities can be expected to be reflected in the other person's school behavioural patterns.

Another teacher participant (**teacher 4**) noted that generally educators dealing with the issue of maladjusted problematic behaviour in the classroom are agreed that they spend so much time on the few learners who exhibit disruptive and off-task behaviour that they are less available for academic instruction to the remainder of the learners, that is, those not involved in maladjusted or problematic behaviour. He further noted that more often than not this situation puts educators under stress as the dedicated ones want to be available for all learners and to assist them to reach their optimum development.

Teachers 4 and 6 in their combined list of examples of maladjusted learner behavioural patterns in schools cited the following: those physically or mentally inadequate for tasks which are expected of them and argue that they are certain to experience frustration in the classroom. The participants also claimed that equally frustrated is the over ambitious learner who sets goals for himself which he cannot reach. It also emerged from the focus group interviews that some learners noted that a learner who is crippled or disfigured has problems of adjustment to face which are more complicated than those of the physically normal learner. However, these may not pose behavioural challenges unless he or she embarks on compensatory behaviour and become aggressive. Similar findings were reported by Barker et al. (2016) who noted through direct observations and reports of informants that physically disabled learners are more frequently behaviourally maladjusted than their physically normal counterparts.

Further to these behavioural maladjustments, **teachers 10 and 12** also pointed out that the resultant learner behavioural maladjustments may take such forms as being delinquent, unsocial or withdrawn, unhappy, depressed, fearful, shy, enuresis, resentful, sensitive to all forms of criticism, nervous, over critical of others, easily discouraged, throwing temper tantrums, domineering, dishonest, quarrelsome, cheating, tardy, inquisitive, slovenly in personal appearance, impertinent, defiant, stubborn, disobedient and tattling. Participants 9 and 13 argued that other learner behavioural maladjustments patterns may entail a display of symptoms of paranoia, undue sensitivity, suspiciousness, craving for affection and attention, love of praise,

aggression, anxiety, tension, nervousness and temper tantrums. From the **teacher participants 17 and 18** other examples of such behaviourally maladjusted learners include learners who may manifest behavioural problems through quarrelsome, sullen, restless, selfish, rude, inattentive and careless behaviours. Being profane, disruptive, timid, resigning from working hard, displaying reticent behaviours, displaying an inferiority complex, emotional and psychological immaturity and being friendless or exhibiting isolationist tendencies are some of the manifestations of learner maladjustment problems reported by participants in this study.

4.6 STRATEGIES FOR DEALING WITH MALADJUSTED LEARNER BEHAVIOURAL PROBLEMS

Many of the unstructured questionnaire and focus group interview participants pointed out that to ensure the best functioning of a school culture and tone, the school management teams should place the psychosocial well-being of their educator staff high on their agenda. The following response was from one teacher participant:

Teacher 13: For maintaining a positive school culture and tone, self-fulfilled educators, demonstrating high levels of energy and resilience should form the workforce of a school, and should be a priority for maintaining a positive school environmental tone.

One of the educator participants (**teacher 17**) emphasised what she called the importance of the emotional climate and emotional intelligence in the school and classroom and in her opinion this serves as a contributing factor to a positive school culture and tone, which results from educators who are sensitive to their learner needs as well as to an educator-learner rapport that is warm, caring, nurturing and congenial. Similar views were echoed by De Witt and Lessing (2012:429) in their assertion that self-fulfilled educators should demonstrate dedication, manifesting in a sense of significance, enthusiasm, inspiration, pride and the facing of virtually all the challenges.

It also emerged from the focus group interviews that overall, educators need to understand and deal with learner maladjustment behavioural problems in schools to ensure a more pleasant and

less stressful work environment. **The responses from learners 4, 5 and 8** to the question of what they think educators should do to cope with learner behavioural challenges seemed to drive home the view that to this end, there is an urgent need that all teacher professional development initiatives be tuned for exceptional professional learning (EPL) so as to help educators identify, implement, adapt and sustain effective professional practices. This view dovetails with observations by Hastings (2015:213) that it is true that the confidence of educators who deal with behavioural problems improves following their receipt of specialised training in classroom management because the knowledge gained therein enables them to improve their management of maladjusted learner behaviours. This therefore needs to be a priority for educator training and support, especially in situations where job satisfaction and the psychological well-being of educators are low.

Learners 16, 17 and 19 echoed the view that well-planned and well-managed preventive and corrective behavioural approaches help to reduce the maladjusted educator and learner behavioural patterns in schools. They further pointed out that there is a significant importance for training in collaborative problem solving (CPS) as it enables educators to understand the underlying rationale for maladjusted learner behavioural patterns. Apart from classroom management training processes, it is also essential that educators attend to their personal health factors and take measures to combat stress. It is in this view that Kaspereen (2012:246) emphasises the importance of identifying stressors and applying relaxation techniques to lower stress levels among educators.

Many educators also pointed out that in line with modern pedagogical practices in schools, educators, in maintaining disciplined behaviour in the classroom, need to move away from punitive measures and strive to develop learners' self-discipline. This view resonates with that of Gomez and Ang (2007:98) who maintain that schools can provide positive opportunities to ensure positive behaviour and self-fulfilled educators and these opportunities can promote a positive development and act as part and parcel of the protective factors in the school environment. Among the suggested factors for promoting a positive atmosphere in schools are cooperation between all role-players, a positive class atmosphere, appreciation from superiors

and parents and the cooperation of learners. However, participants noted that the role played by the educators cannot be overestimated. One participant, here in after called, teacher 7 had this to say with regard to the view:

Teacher 20: A positive adult presence can be established by acknowledging desirable learner behaviour, offering concrete feedback and praise for milestone events and being sensitive to signs of difficulty in learners' lives. Furthermore, the adult presence will also help advocate listening to learners non-judgementally, providing emotional support, acknowledging their work and appreciating them as individuals, all of which are conducive to a positive learning environment.

Asked to provide a list of strategies they think would help enhance learner behavioural adjustment, there was unanimity between the educators and learners that a positive learning environment including the following aspects would go a long way towards alleviating the maladjusted learner behavioural problems: class-wide interventions when implementing positive behavioural comments, close class supervision and monitoring to ensure acceptable behavioural patterns are evident, compiling classroom rules that simplify learner behavioural code of conduct as enshrined in the academic rules of the school, using praises more than reprimands for learner behaviour, providing feedback and error correction without condemning the learners guilty of mischief and monitoring learner progress with a view to encouraging as opposed to condemnation.

Teachers 17, 19 and 20 were unanimous that virtually all activities designed to discipline learners should occur in a caring, loving relationship between the learner and the educators. They also noted that there is a strong relationship between strategies emphasising intrinsic reasons for maintaining well-adjusted behaviour and responsibility amongst learners and reasons for behaving appropriately, which would contribute to a positive school culture and tone. **Teacher 12** noted further that nonetheless, there are educators who find themselves in a stressful work environment where they need to develop coping skills to deal with problematic maladjusted

learner behaviour and for him these need to attend training sessions on how to apply their emotional intelligence to their work situations.

4.7 SUMMARY

This chapter has discussed findings from the unstructured questionnaires and focus group interview responses. It focused on the findings from the qualitative section of the study and thus was able to show how both the educator and learner participants viewed the nature and effects of the maladjusted learner behavioural patterns in schools. The key findings thus centred on the following key themes as they emerged from the data analysis of this section of the study: the influence of home background, the need for school-home partnerships to curb learner behavioural problems, challenges from parents, common behavioural problems encountered, examples of maladjusted behavioural patterns and their effects, strategies and interventions for dealing with learner disciplinary challenges and inducing learner behavioural conformity in schools. Each of these themes was found to have important implications for the maladjusted learner behavioural patterns. The next chapter examines and discusses the findings of the study from a quantitative research point of view.

CHAPTER 5: PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS FROM THE QUANTITATIVE RESEARCH SECTION

5.1 INTRODUCTION

The analysis of data, discussion and presentation of findings in this section of the study is based on the respondents' views to the closed ended questions posed to them through a structured questionnaires, one for the educators and the other one for the learners. The questions began with gathering the biographical and contextual data for the study respondents before delving into the issues of the nature and prevalence of ill-disciplinary behaviour as perceived by the participating educators and learners. The analysis, discussion and presentation of findings is based on 10 closed ended questions that were responded to by both the educators and learners as the respondents. To ensure the quality of the study, the expertise of a quantitative statistical data analyst and information technology (IT) specialist were enlisted. The statistician compiled the computerised version of the questionnaire as suggested by McMillan and Schumacher (2006:197). The questionnaire was completed manually by educators and learners in the various schools.

5.2 RESPONDENTS' BIOGRAPHICAL DETAILS

The research population for this study consisted of 20 educators and an equal number of learners from 5 primary schools and these comprised urban, suburban, multicultural, English-medium, Afrikaans-medium, parallel-medium and dual-medium schools. To ensure reliability in the design of the study, it was important that the research model would measure the correct variables. The questionnaires were self-administered to the educators and learners in their respective schools. This was done to ensure that the questionnaires would be completed by the correct recipients and that the data generated would be relevant for the study. The questions posed included those addressing the working life of educators and these were set out to elicit responses in a closed-ended format so as to culminate in a better statistical analysis following the advice of the statistician who helped the questionnaire design. Given that the reliability and validity of measures undertaken in a study partly reflect the researcher's level of confidence in

the results yielded by the research design, there was no control group for this study and therefore the only internal validity factor influencing the study was whether the questionnaire measured the variables correctly (Patton, 2015). The reliability of the data was improved by ensuring the questionnaires were self-administered to the respondents and this ensured a hundred percent response rate in the questionnaire responses.

Table 5.2.1: Respondents' demographic details

Particulars	Frequency	Percentage
QUALIFICATION:		
PH	2	5
PTC	14	35
B.ED (Hons)	12	30
M.ED	4	10
EXPERIENCE IN YEARS:		
5-10	4	10
11-15	6	15
16-20	10	25
21+	12	30
GENDER:		
Males	20	50
Females	20	50
POSITIONS:		
Teacher	15	37.5
Senior teacher	11	27.5



Head of department	6	15
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LEARNERS:

Boys	10	25
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Girls	10	25
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5.3 ANALYSIS OF PILOT STUDY

For purposes of triangulation, preliminary research was conducted and the data collection instruments (structured questionnaires for educators and learners) were pilot tested for reliability and validity with educators and learners from schools in the same province but in a different district. This helped ensure a robust transferability given that the educators and learner populations in the different districts were the same in many respects. The structured questionnaire tools were thus adopted without any fear or favour since they had been confirmed as being reliable and valid for the study. As the structured questionnaires were distributed physically and completed, the responses were returned and computed as numerical data that would be ready for statistical analysis (Saunders, Lewis & Thornhill 2013:284). Data were collected, encoded, processed and analysed. The responses to the stated themes were collected via personal means and were dealt with through the assistance of the statistician. From the comprehensive study regarding learner behavioural patterns and or discipline, only responses pertaining to aspects that might influence the educators' life world were selected as a source for reflection. The following themes which emerged from the data analysis are discussed in the subsequent sections of the chapter: perceptions of respondents (educators and learners) about the influence that maladjusted learner behavioural patterns have in school, Factors influencing the learner maladjustment behavioural patterns, the effects of maladjusted learner behavioural patterns on the emotional and social life of educators, the importance of support from other role-players in managing maladjusted learner behavioural patterns, educators' views on the intervention strategies for alleviating the maladjusted learner behavioural patterns in schools.

5.4 RESPONDENTS' VIEWS ON THE CAUSES MALADJUSTED LEARNER BEHAVIOURAL PATTERNS

The data presented herein offers a psycho-social analysis of the respondents' views on the possible causes of learner maladjustment behavioural patterns in schools. Table 5.1.2 below summarises questionnaire responses from the 20 educators and a similar number of learner respondents in the study.

5.4.1 Perceived causes of maladjusted learner behavioural patterns in schools

It emerged from the structured questionnaire responses that the psycho-social perspective propounded by Erickson has a lot offer in terms of accounting for the maladjusted learner behavioural patterns in schools. Seventeen educator respondents or 85% indicated there are numerous conditions in and out of the school that can create frustrations leading to learner maladjusted behavioural patterns and the list includes poverty, broken homes, personal inadequacies, parental rejection or over protection by parents and what the researcher has decided to term numerous unhygienic home and school practices. A similar view was also expressed by 15 out of 20 learner respondents, representing 75% who noted that poverty, dysfunctional homes and parental rejection were major issues among the factor influencing learner behavioural patterns in schools. A detailed outline of the many and varied causes and forms of maladjusted learner behavioural problems as emerging from the respondents' view is presented in table 5.4.2 below

Table 5.4.2: Summary of responses: Causes of maladjusted learner behavioural patterns

LEARNER BEHAVIOURAL PROBLEM	POSSIBLE CAUSE OF THE BEHAVIOURAL PROBLEM
Unsocial, withdrawn	Over protection, poverty, undue criticism, fear of reprisals
Over protected, poverty, undue criticism, fear of reprisals	Broken homes, emotional abuse, undue reprisals, undue criticisms
Unhappy, depressed, fearful	Constant ridicule or criticism, undue reprisals, parental rejection
Shyness	Fear of reprisals, undue criticism rejection and timidity
Enuresis	Physical and emotional abuse, broken homes, hunger
Resentfulness	Undue criticism or reprisals, nasty previous experiences
Sensitiveness	Physical or emotional abuse or fear, nasty experiences
Nervousness	Untamed ego, superiority complex, over-protection of ego
Over critical of others	Constant criticism, low self-esteem, personal inadequacies
Easily discouraged	Physical or emotional abuse, feelings of not being appreciated
Temper tantrums	Excessive energy, highly industrious or overly protective of ego
Domineering	Inadequate enculturation, personal inadequacies, peer pressure, lack of values and adequate support, abusive social background or a desire for
Delinquent tendencies: theft, truancy, vandalism, smoking, sexual offences, bullying etc	sexual offences, bullying etc vengeance, broken homes or parental rejection
Physical cowardice	Constant physical abuse, nasty experiences, broken homes
Untruthfulness	Fear, constant accusations and undue reprisals, laziness
Sullenness	Feeling of inferiority, resigned attitude, poverty, hunger
	Lack of a supportive ethos, feeling unappreciated, poverty, hunger

Lack of interest in work	Fear, feelings of inferiority or personal inadequacies, laziness
Cheating	Undue reprisals, unappreciated efforts, unhygienic school practices
Selfishness	Fear and the need for self-defence, personal inadequacies
Quarrelsomeness	Excessive energy, lack of industriousness, personal inadequacies
Restlessness	Poverty, unappreciated efforts, unhygienic school practices
Inattention	Undue criticism, lack of being appreciated, desire to fight back, personal inadequacies, unhygienic home or school practices
Impertinence, defiance, stubbornness	Deprived social background, unhygienic home or school practices
Disobedience	Carelessness, parental rejection, symptomatic of deprivation, unhygienic home or school practices, poverty, hunger
Tattling	Bad eating habits, lack of an encouraging social environment
Slovenly in personal appearance	Deprived background, personal inadequacies, parental rejection
Laziness	Absent mindedness, lack of a health concentration span
Attracting attention	Lack of supportive values for education, personal inadequacies
Carelessness in work	Desire to learn more, quest for knowledge or over ambitious
Impudence, rudeness	Lack of organizational skills, carefree attitude
Inquisitiveness	Malfunctioning or tardy psycho-motor skills development, laziness
Disorderliness in class	Lack of supportive educational values, personal inadequacies
Tardiness	Lack of religious norms or values, broken homes, parental rejection
Interrupting	Peer pressure, dysfunctional or broken homes, personal inadequacies
Profanity	
Smoking	

5.4.3 Poverty and broken homes

Consistent with the psychosocial perspective by Erikson that there is a close connection between poverty and personal maladjustments, the results of this study shows that the learner respondents were unanimous that one of the causes of learner maladjustment problems is poverty. Probed for clarity in the structured questionnaire, 18 out of the 20 learner respondents (90%) concurred that not all learners who come from poverty stricken homes are maladjusted though they generally agreed that a low socio-economic status breeds conditions unfavourable to sound child adjustment since children from deprived home backgrounds are often inadequate in many ways such as diet, shelter, clothing and learning material or resources. Their educators' responses also confirmed the same view with 14 respondents or 70% echoing the same sentiments.

The statistical responses of respondents to the question of the sources of learner maladjusted behavioural patterns have unequivocally revealed that learners who come from homes which have been broken by death, divorce, desertion and separation are more often maladjusted than children who come from more stable homes. Fifteen out of the 20 respondents or 75% echoed these sentiments and were corroborated by 12 learner respondents representing 60% of the learner participants in the study. These results were consistent with those reported by Glueck and Glueck (2001) in their study of delinquent boys where they observed that no fewer than six out of the homes of the delinquents, as compared with three of the homes of the non-delinquents, had been broken by separation, divorce, death, or prolonged absence of one of the parents. It is, of course the insecurity caused by the breaking of the home that has the deleterious effect upon children. Another point that emerged from the structured questionnaire was that homes which are not broken but in which there is much parental conflict also provide more than their quota of nervous, unhappy and maladjusted children

5.4.4 Personal inadequacies

The results of the structured questionnaire also revealed that a learner who is physically or mentally inadequate for tasks which are expected of him is certain to experience frustration in the classroom. Fourteen respondents or 70% claimed that equally frustrated is the over ambitious learner who sets goals for himself which he cannot reach. It also emerged from the structured

questionnaire responses by the learner respondents that a learner who is crippled or disfigured has problems of adjustment to face which are more complicated than those of the physically normal learner. Similar findings were reported by Barker et al. (2016) who noted through direct observations and reports of informants that physically disabled learners are more frequently behaviourally maladjusted than their physically normal counterparts.

Eleven educator respondents (55%) pointed out that the resultant learner behavioural maladjustments may take such forms as being delinquent, unsocial or withdrawn, unhappy, depressed, fearful, shy, enuresis, resentful, sensitive to all forms of criticism, nervous, over critical of others, easily discouraged, throwing temper tantrums, domineering, dishonest, quarrelsome, cheating, tardy, inquisitive, slovenly in personal appearance, impertinent, defiant, stubborn, disobedient and tattling. These findings were also consistent with what the 9 learners respondents (45%) pointed out. The same respondents also noted that other learner behavioural maladjustments may entail a display of symptoms of paranoia, undue sensitivity, suspiciousness, craving for affection and attention, love of praise, aggression, anxiety, tension, nervousness and temper tantrums. Five of the educator respondents or 25% cited examples of behaviourally maladjusted learners as those who may manifest quarrelsome, sullen, restless, selfish, rude, inattentive and careless behaviours. Being profane, disruptive, timid, resigning from working hard, displaying reticent behaviours, displaying an inferiority complex, emotional and psychological immaturity and being friendless or exhibiting isolationist tendencies are some of the manifestations of learner behavioural maladjustment problems reported by the respondents in this study.

5.4.5 The rejected child

Thirteen educator respondents or 65% also reported that learners who come from homes where they are neither loved nor valued by their parents feel rejected and that such a treatment threatens their needs for affection and security and may leave them feeling helpless and lonely. Asked to substantiate their claims through the structured questionnaire responses 10 respondents or 50% were unanimous that parental rejection can take many forms including neglecting the child; separation from the child, withholding gifts from the child; threatening; nagging; punishing the

child; humiliating him before other people and comparing him unfavourably with other children in the family or neighbourhood. Twelve learner respondents (60%) further reported that more often than not neglected children exhibit a variety of maladjustment symptoms especially when in the classroom. Among the signs and symptoms may be excessive attention-seeking behaviour, temper tantrums, paranoia, selfishness, rudeness, tattling, enuresis and other delinquent tendencies. These findings resonate with those reported by Blair et al. (2010) who noted that more often than not a child who is hyperactive, restless and who seeks attention through non-conformity or wise-cracking is merely striving in the classroom to attain the satisfaction of a need which he or she has been denied at home. This idea is also shared by Symonds (2004:47) who in her psycho-social analytical contention that children who are neglected or harshly treated by their parents often develop psychopathic and unstable tendencies, which he describes as follows: *'The psychopathic child is one characterized by utter disregard for rules and conventions of society, by shallow feeling, by lack of reactions of guilt, and by emotional instability. He has not learnt self-control nor developed behaviour which is socially acceptable. Rejected children have low frustration tolerance. Since their parents have not exercised restraint or control, the children acquire no conscience or restraints from within. Their super ego (Freud) is embryonic and consequently they are without feelings of guilt or remorse'*

5.4.6 The over protected child

In the structured questionnaire responses, 14 learner respondents (70 %) indicated that just as children may be rejected by their parents, teachers and peers, they may also be over indulged by their parents. An example cited by one participant and which is worth mentioning here was that parents who are themselves insecure and anxious often lavish affection and attention upon their children. They spoil the child with excessive gratification, affection and attention most of the time leading the child to be behaviourally maladjusted. In the words of the respondent:

Learner respondent 8: Such parents crush the child's solicitude with excessive gratification such that every whim of that child is catered for. He or she may be made to eat whatever and whenever he or she wants, or may have any toy or other material object he or she desires. He however may be protected and restricted from playing with other children or from going out into the weather because his parents feel he or she may suffer thereby.

The above response clearly shows that children who are overindulged may end up developing some behavioural maladjustment problems which may affect their school experiences in numerous ways. They may exhibit behavioural traits characterized by selfishness, aggressiveness, lack of responsibility and general infantile tendencies. Eleven structured questionnaire respondents (55%) noted that children who are over protected often exhibit such nervous habits as thumb sucking, enuresis and temper tantrums. The statement below is an excerpt from one structured questionnaire respondent:

Educator respondent 10: Such a child may be stereotyped as a child with bad manners, or the impolite child who will say the saucy thing and who will be rude and boorish. He or she may be regarded as undisciplined or ill-disciplined, and teachers may treat him or her as disobedient. When they make a request of him or her, it may or may not be obeyed according to his or her whim and if it is something disagreeable, he or she may become impudent when an attempt is made to coerce him. With other children he may be demanding, bossy, selfish, and cocky and may want to show-off. It is clear from the above response that being overprotective of children can be a source of their maladjustment problems and therefore parents and educators need to strike a balance between spoiling the child and protecting him or her from deprivations or neglect.

5.4.7 Unhygienic School Practices

The results of the structured questionnaire for this study also indicated that from a learners' point of view it is clear that while unfavourable home conditions play a large part in the learners' maladjustment problems which some children exhibit at school, it is also important to note that conditions existing in the school (in-school factors) also contribute much to a child's maladjustment problems. Asked to unpack the implications of this on educator classroom practice, 13 learner respondents or 65% argued that educators who are inadequately trained in educational psychology or mental hygiene studies unwittingly commit many serious errors and carry forward practices which are extremely detrimental to the good mental health of their learners. Eight learner respondents (45%) also pointed out that expecting all learners in a given classroom to satisfy the same requirements regardless of their abilities is one such practice. Nine learner respondents (45%) pointed out that a common example in their schools was the tendency

by many educators to expect some of their seriously behaviourally maladjusted learners to undertake tasks which are designed for normal or conventional learners. As a result, some of the maladjusted learners' responses to these demands may be expressed either by withdrawing (for example, day dreaming) or by attacking the situation (for example, disobedience). In such situations, some of the maladjusted learners may be made to feel insecure, uncertain and afraid because the educator expects and constantly threatens them with unexpected examinations or failure in the classroom. Six educator respondents representing 30% also pointed out that other unhygienic school practices that cause learner behavioural problems include the educators' use of stringent autocratic controls in the classrooms. In motivating their responses during the structured questionnaire responses these respondents (30%) argued that this has the effect of reducing the children's resourcefulness and initiative.

The contention by the aforesaid was that such an approach makes learners who are impertinent or who show-off to be publicly humiliated and sometimes be forced to make apologies while those who are tardy or who play truant are required to stay after school. Learners who lie or steal are accused and threatened with expulsion from school. These results resonate with those of Healy and Bronner (2005) who found that that the school may in some instances directly contribute to the delinquency of certain learners. According to 7 educator respondents (35%) the stereotypes, remarks and treatment given to some learners accentuate their behavioural maladjustment problems in schools. A case in point cited was that of an educator who amplified his learners' delinquent tendencies by constantly making stereotypical and prejudicial remarks. Twelve learner respondents (60%) also pointed out that slurs, taunts, cutting remarks, evidences of social and racial prejudice may arouse or accentuate feelings of inferiority which in turn, are reflected in reckless antisocial behaviour. If for example, an educator, without thinking, asks in the classroom, "*why doesn't your mother send you to school cleaner?*" or "*Are you a placed-out child?*" or "*What does your father do for a living?*"-Questions that possibly imply social inferiority, he little realizes how the child may be touched. Such remarks may set off whole trains of explosive behaviour. A case in point was also cited as evidence to back up the above assertion: A strong, determined boy of twelve years, already sensitive about his home life, met an educator's slurs about his mother's lack of care for his appearance with immediate truancy. He

stubbornly evaded school for weeks, steadily refusing to return to his teacher's room. When the principal rejected the idea of transferring him to another school, he ran away, made his way elsewhere, and was gone for a whole year. Returning while still of school going age, but continued to be truant, committed other delinquent acts and was always embittered about the earlier school experiences. Another structured questionnaire respondent had this to say about unhygienic school practices that engender learner behavioural maladjustment problems:

***Learner respondent 16:** In some schools learners are singled out as defective and even though no official announcements are made, the learners themselves, their schoolmates, their families and neighbours become vaguely aware of what they feel to be an unsavoury and disturbing label. Then nothing constructive is done. They simply wait and worry. The simple fact is that labelling or branding a child as defective and then ignoring or neglecting him intensifies the behavioural maladjustment problem both for him and his family.*

The above response clearly shows that the practice of labelling learners as dumb, bad, stubborn, disobedient, or a stutterer may actually contribute toward making learners display the characteristics of that label. Respondents argued that many additional examples could be given of school procedures which promote poor mental health or learner maladjustments problems in schools.

5.4.8 The learner who steals and the one who cheats



Fourteen educator respondents or 70 % were unanimous that behind every act of stealing by a learner there is a cause or motive. The educators should therefore try to find out what need or needs of the child is or are being met by this type of behaviour. Among the reasons given by these respondents for theft by learners are situations where a child steals because he is hungry, needs clothes, or because he needs money to impress his friends. Sometimes he may want to buy the social approval of other learners if he has money to procure gifts for them. At other times pupils steal in order to get revenge upon another child or the educator or to vent hostile feelings toward their educators or parents. Just what should be done in the case of the child who steals would depend upon which of the foregoing motives were at work.

As regards the learner who cheats, 9 educator respondents (45%) were agreed that cheating on the part of learners is a problem which confronts a great many educators. They pointed out that learners cheat in the rooms of some educators, but do not do so in other educators' classes. Respondents also noted that learners cheat for a variety of reasons such as when the set task is too difficult or when parent, teacher or child standards are too high. They also cheat when a parent or educator has placed a premium on marks or grades rather than on understanding. Sometimes when the learner feels inadequate or insecure in the situation he or she finds himself or herself in. From the above stated reasons of theft, it follows that the child who cheats is usually under severe pressure to make good or has a fear that he or she will fail in his or her studies. It also follows that an educator who gears learning tasks to the abilities and interest of his or her pupils may find that cheating drops off drastically in his or her classroom. Many times learners do not see how the subject they are studying will help them personally. They thus take the shortest possible route to secure a passing grade. Units of work and problems directly related to real life activities often so intrigue pupils that the possibility of cheating never occurs to them. Eighteen respondents or 90% of the respondents argued that much cheating can, however, be expected in dull and tense classes where a premium is placed upon the acquisition of subject matter which has doubtful value in the minds of the pupils. Even in such situations, the honour system as employed by some schools has had a marked effect in reducing cheating. When learners are given full responsibility for their own conduct and when peer pressure is brought to bear, it is a rare learner who will break the rules of the game. Under the honour system there may be thirty or forty pairs of watchful eyes supervising an examination instead of just one pair of eyes-those of the educator and this may thwart the temptation to cheat.

5.4.9 The lazy and truant learners

Ten of the structured questionnaire learner respondents (50%) contended that it is not uncommon to hear their educators characterize certain of their colleagues as being lazy. Examples of lazy learners given included those that never do their homework and who during class periods drape over the desk in a most lackadaisical manner. One learner respondent (5%) asserted that some learners that are deemed lazy by their educators are in fact not all that lazy but unmotivated when it comes to studying certain subjects. He further noted that many so-called lazy learners come to

life and exhibit real enthusiasm and competence when school activities are slanted towards goals which the learners themselves consider to be important. Too often, however, the goals of the school and the goals of such learners are at cross-purposes. In such situations there will inevitably be many unmotivated or lazy learners in the classrooms.

Six educator respondents or 30% considered truancy to be a more serious behavioural maladjustment problem than fearfulness, shyness, and enuresis, nervousness and temper tantrums. Asked about their conceptualizations of a truant, these respondents concurred that a truant is a learner who just does not want to go to school and makes plans to do something else. According to their views, he may go fishing, attend a movie, visit the circus, take a trip or work on some interesting project in a friend's basement. From the structured questionnaire responses, 4 educator respondents or 20% were of the view that a truant may not have a serious problem of personal behavioural adjustment. He may however have a real problem of school adjustment. If the activities at school challenged him as much as those outside school, it is certain that he would be no truant. Some 3 learner respondents (15%) cited the fact that basketball coaches have no problems of truancy among their players because they often have great difficulty keeping the boys out of the gymnasium even when practices are not scheduled. The learner who is successful in school or whose needs are being met is unhappy if events prevent him from attending classes. Respondents noted that the implications for this is that educators should consider truancy on the part of learners as a sign that something is wrong with the school as well as with the learner. Five learner respondents (25%) argued that when changes have been made in school programmes, truancy has been known to drop off. One educator (5%) commented upon one of her boys as follows:

Respondent 12: *Lesego (pseudonym) is one of our truants. We have previously had great difficulty in keeping him in school. He is now in one of the remedial reading clubs where he is responsible for telling others about how the club works. Of late, he has been attending every day. This boy cannot afford to be absent from school because he would then miss the opportunity of being a valued member of his reading club.* The above response clearly shows that when learners enjoy school or certain subjects then playing truancy is alleviated. Educators therefore need to create motivating learning environments for their learner to enjoy as opposed to enduring if they are to curb the maladjustment behavioural problem of truancy in their learners.

5.4.10 The unsocial or withdrawn learner

Of all the maladjustment behavioural problems typical of school and classroom practices, 15 educator respondents (75%) rated this one among the most serious forms of behavioural problems in schools. In their elaboration the respondents reported that they are becoming increasingly conscious of the unsocial, withdrawing learners in their midst as evidenced by the fact that they now rate this maladjustment problem among the most serious ones. It also emerged from the structured questionnaire responses that although the shy pupil often causes the educator inconvenience, he or she may be most unhappy and suffering from feelings of insecurity and inadequacy. He may day dream excessively, refuse to mix with others. Five educator respondents out of 20 or 25% of the respondents tended to concur with the contention of mental hygienists that the unsocial or withdrawn pupil is in a most dangerous position to develop schizophrenia if nothing is done to check his or her unsocial trend. Two educator respondents (10%) argued that of course, such learners do not often become psychotic but the mere fact that some of them often develop into social misfits and isolates who lead an ineffective and unhappy life is sufficient cause for concern for educators in schools. The unsocial or withdrawn learner needs to feel that he or is essential to the happiness of others, that he is a valued member of some group. If satisfaction can be achieved in real life activities, there is no need for the child to withdraw into the realm of dreams to satisfy his basic wants. Responding to the question of the implications for this 4 respondents noted that the educator may need to observe that a withdrawing learner has some special competence or ability that can be used in a group activity. By indirection the learner may be induced to participate and if his contribution is appreciated by the other learners, then he or she should be encouraged to repeat the successful performance in group situations.

5.5 HOME FACTORS INFLUENCING LEARNER BEHAVIOURAL PATTERNS IN SCHOOLS

The data reported by the both the educator and learner respondents in this study showed that while educators perceive parents as playing a prominent role in the behavioural problems of learners in schools, parents also tend to regard this as predominantly an educator's role in

enormous terms. Of the 20 educator respondents who filled in the closed-ended questionnaires, 16 of them representing 80% of the educators in the sample stated that parents play a pivotal role in shaping their children's behavioural patterns both at home and school. They noted that the establishment of values such as respect for authority has its origins in the home and particularly in child rearing practices. As a result, learners whose behavioural patterns are a cause for concern in schools have their antecedents in the family. This clearly shows that if children are ill-disciplined at home, they will enter school with the excess baggage culminating in behavioural challenges at school and in the classroom. In motivating, about 12 respondents (60%) argued that from a religious perspective, it is the responsibility of both parents and the school to instil acceptable moral standards in children. This is possible if both parties, the home and schools are working hand in glove, but if there is disharmony in that only the school is emphasising acceptable learner behaviour in the children while the home is not or is indifferent, chances are highly likely the children's behavioural patterns will be partly dysfunctional. Fifteen of the twenty educator respondents, representing (75%) affirmed this view and this resonates with Lessing and De Witt (2010:35) assertion that the school is responsible for developing a culture of order and discipline and a cooperation with the parents in the home. However, if the cooperation lacks, the learners will not have healthy behavioural patterns and as a result, the school or the parents will not take pride in such a responsibility.

5.6 THE EFFECTS OF MALADJUSTED LEARNER BEHAVIOURAL PATTERNS ON EDUCATORS

Responding to the question of whether school policy causes maladjusted learner behavioural problems, many of the respondents indicated that it plays no role. The fact that educators perceive parents to be contributing to the misbehaviour of their children was so central and alarming and some respondents argued that parents should be advised to instil discipline in their children and this could be done during parents' teachers' meetings or on open days. Others argued that the issue needs to be taken up with the school governing bodies of the school. Asked to indicate the extent to which learners' maladjustment behaviour impacts on their emotional life and the extent to which it influences their quality of life, 13 educator respondents (65%) cited

stress, depression, irritability, effect on temper, a feeling of withdrawal, aggression, a tendency to cry and impatience.

Quantified statistically, the data response to the above question revealed that 12 (60%) of the educator respondents who cited stress, 4 (20%) irritability, 3 or 15% claimed that unacceptable learner behaviour influences their temper tantrums. Asked to elaborate, the 15 % respondents who cited temper tantrums claimed that their increase in the occurrence of bad temper was a sign of underlying stress and may also give rise to negative feelings about the teaching profession. Although less than half of the respondents reported their feelings of depression (35%), impatience (30%) and aggression (20%) to be the result of learners' indisciplined behaviour, the fact that these feelings are experienced by more than a third of the participants implies it is an issue of great concern in schools.

Asked to indicate the extent to which their learners' maladjusted behaviour influences their social life and the extent to which it impacted on their quality of life 17 out of 20 educator respondents (85%) considered the following aspects; family life, social life, social interaction, health, quality of life, religious life and job satisfaction. Although a significant number of respondents indicated that learners' ill-disciplined behaviour has a low impact on their family, their social and religious lives, social interaction and their quality of life, it must be borne in mind that almost a third of the teacher corps who participated in the study felt that indisciplined behaviour affected their lives. More than half of the participants, eleven out of twenty respondents (55%) felt that ill-disciplined behaviour in schools influences their health whilst nine respondents or 45% claimed they experience a lack of job satisfaction due to their learners' maladjustment behavioural problems. About 4 out 20 or 20% of the respondents claimed that their health and quality of life in the workplace are two markedly important determinants in their psychosocial well-being and therefore their psycho-social well-being is affected significantly if they have ill-disciplined learners in their schools and classrooms.

5.7 STAKE-HOLDERS' EFFORT IN ALLEVIATING MALADJUSTED LEARNER BEHAVIOURAL PROBLEMS

Responses to the question of whether the various stake-holders, including the school governing bodies, the Department of Basic Education and the parents, support educators in managing their learners' maladjusted behavioural problems revealed that 18 educator respondents or 90% answered in the affirmative that the governing bodies of schools offer support in managing the learner behavioural problems in their particular schools. However, only 5 educator respondents or 25% mentioned receiving support from the various education departments, while only 4 cited parental support in this regard. This finding lends credence to the view by many educators in South African schools that there is a significant problem in the education system owing to the fact that the Department of Basic Education though expected to support school-management teams in enforcing learner discipline does not do much to help the situation (De Witt & Lessing 2012:434). Teacher unions have also cried foul after some of their members were victimised for imposing corporal punishment on learners following the ill-disciplinary acts of some of the learners. As a result they have also always needed to inquire into the lack of support from the different departments of education (Gomez & Ang 2007:98). Of the 4 educator respondents or 20% who indicated that their school receives support from the parents in disciplining learners, only 2 or 10% felt that parents definitely provide such support. Nine learner respondents or 45% claimed that from a religious perspective, norms and value-based education should be duly emphasised in deliberations with parents and therefore parents need to be aware of their role in instilling acceptable behavioural patterns in their children if they are to function acceptably at school and elsewhere. They further pointed out that when they grow and become employees or employers, there will still be a need for them to realise that even in those situations involving the employees and the employers, the principle of respect and cooperation remains a priority.

bewildered, frustrated, and discouraged in regular classes which are designed for levels too high for them, the use of remedial classes might be a worthwhile option to mitigate the effects of pupil maladjustment problems. This implies that a master teacher with unlimited skills and resources or materials and small classes could minister to the needs of these learners at a pace they are capable of coping with. This helps in that it protects the very slow, maladjusted pupils from being humiliated to such an extent that they may develop aggressive, withdrawn and other anti-social behavioural traits. A great number of schools have set up remedial classes to fit the needs of such pupils. By giving the slow learners success experiences rather than failure experiences a big step is taken toward rebuilding their morale and integrating their personality. Reports from some of the interviewed teachers revealed that as a result of remedial classes many maladjusted pupils have become cooperative, readjusted and self-confident in their studies. In some remedial classes some previously discouraged pupils have become hopeful, and socially readjusted pupils.

5.8.2 Creating an enabling learning environment for maladjusted learners

Thirteen educator respondents (65%) and 11 learner respondents (55%) concurred that in teaching such classes it is imperative, however, that educators create an atmosphere which makes learners feel important and significant and not inferior to others. Both categories of respondents felt that learners should be made to feel that they are normal and that each of them is good in some subjects and not in others. If it is a special class in reading, the teacher should convey the idea that anyone can learn to read just like anyone can learn to tap dance or play piccolo. One respondent stated that an educator might cite cases of famous men such as President Andrew Johnson who did not learn to read until after he was married. If a learner is really made to believe that there is nothing peculiar about him, he will generally be enthusiastic about improving his reading skills even if the lessons are conducted in a class especially designated for that purpose. On the other hand, if educators and school administrators tend to regard special classes for poor readers as essentially dumbbell classes, the learners quickly sense this and very unsatisfactory results are bound to emerge from it. Under such circumstances, slow learning learners would probably be better off in regular classes.

5.8.3 Play therapy, non-directive counselling and psych-drama

The major part of this discussion has been devoted to consideration of ways and means or techniques and materials necessary to promote pupil readjustments. According to the majority of the educators (80%) of the educator respondents and 65 % of the learner respondents, these include the provision of a school atmosphere and curriculum which will make possible their satisfaction. This, of course, is fundamental and all devices utilized should have as their aim a similar purpose. Among the techniques suggested for use by classroom teachers to aid maladjusted children are therapy, play therapy, non-directive counselling and psychodrama. Advocates of the use of psychodrama in schools feel that through the process of acting out a situation (role playing) there will be a release of tension on the part of the learner and a more complete understanding of his or her problem. Psychodrama is recommended for all grade levels of the school. Teachers who desire to improve their skills in dealing with maladjusted learners should make a careful study of these methods by reading the available literature and pursuing specialized courses in these areas.

5.8.4 The use of materials in mental hygiene programmes



Fifteen or 75% of the structured questionnaire respondents also suggested the use of a variety of learning material designed for mental hygiene programmes on the assumption that an increasing number of good books and films are being produced which can be used in mental hygiene programs for maladjusted learners in schools. Among the examples of suggested books which have been prepared for maladjusted learners in mental hygiene programmes are: *Getting Along with Others*, *How Personalities Grow*, *Personality and Youth*, and *Ways to Improve Your Personality*. Participants also cited the following titles as some of the films that may be used for mental hygiene programmes with maladjusted learners: *Developing Self-Reliance*, *Shy Guy*, *Developing Your Character*, *Developing Friendships*, *The Other Fellows' Feelings*, *Understanding yourself and you*, and *your family*.

5.8.5 Using the school psychologist and guidance counsellor

About 8 educator respondents (40%) suggested making use of school psychologists and guidance and counsellors on the grounds that many schools have a psychologist or guidance counsellor on the regular staff. This person helps to supplement the mental hygiene programmes of the school. He or she works with teachers, assists with the testing programmes and may consult with individual learners who may be seriously maladjusted. Participants noted that although he or she may render extremely valuable services of a specialized nature, he or she is just one cog in the total programme. Educators in the classroom will always have to do much counselling and guidance work regardless of whether a specialist is or is not available. When mental hygiene principles are extensively applied in classroom practice the number of children needing the attention of a psychologist will become progressively fewer. The well-trained teacher should be able to recognize children whose problems are of such a nature that outside help is needed. In some communities there are child guidance clinics which may be used by schools with limited specialized personnel. These clinics are often directed by a psychiatrist who has psychologists on his staff. Severe problem cases which require deep psychotherapy should thus be referred to such agencies.

5.9 SUMMARY

The findings reported in this chapter concerned the responses of structured questionnaire respondents to the questions posed in the closed-ended questionnaires. A variety of findings have been discussed under the Statistical Packages for Social Scientists (SPSS) generated themes and these included the following; respondents' biographical details, analysis of pilot study, respondents' view on causes of maladjusted learner behavioural patterns, home factors influencing learner behavioural patterns in schools, the effects of maladjusted learner behavioural patterns on educators and stakeholder's effort in alleviating learner maladjusted behavioural problems. The next chapter presents a summary of major findings conclusions and recommendations.

CHAPTER 6: SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

In this chapter a summary of the main findings from both the qualitative and quantitative sections of the study is presented. This is followed by the conclusions arrived at as a result of the study and the recommendations for this study and for future studies.

6.2 SUMMARY OF MAJOR FINDINGS

The results of the qualitative and quantitative studies revealed the following main findings:

6.2.1 Home background has an enormous influence on learner behaviour in schools. Through this theme the study revealed that there are numerous conditions in the home that can create frustrations leading to the children's maladjusted behavioural patterns in schools. Among these conditions are poverty, broken homes, personal inadequacies, parental rejection or over protection by parents and what the researcher has decided to call numerous unhygienic home practices.

6.2.2 There is an urgent need for school and home partnership to curb learner maladjusted behavioural problems. The results of this study revealed that there is a growing interest in the role and responsibility of educators and parents in managing problem behaviours and their effects on the learners' quality of life in the schools. This implies adopting what Morrison Bennett and Bratton (2011:200) call the conscious discipline as educators aim to build learner character, relationships and social skills. Seen in this light, the increase in learner behavioural challenges at school is one of the essential areas that need to be addressed by the school-home partnerships of parents, the school governing bodies and the school-management teams. The extent of this phenomenon should be apparent in the undeniable responsibility of parents to send

their children to schools in the knowledge that they have to comply with the reasonable codes of conduct and to also realise the consequences of not obeying the school rules.

6.2.3 The common behavioural problems often encountered in schools include a lack of respect and responsibility, disobedience, aggression and the rejection of authority demonstrated by some of the learners in the school and classroom. Other maladjustment problems also encountered are acts such as intermittent talking, not listening and not paying attention, as well as unruly out-of-desk behaviour in the classroom. These were found to be largely responsible for the educators' frustrations and stress. It was discovered that learners who come from homes where they are neither loved nor valued by their parents feel rejected and that such a treatment threatens their needs for affection and security and may leave them feeling helpless and lonely.

6.2.4 The list of examples of maladjusted learner behavioural patterns and their effects on educators include ignoring their educators thereby undermining their positions of authority, which is a part and parcel of the school's code of behavioural ethics. Other examples entail negative reactions to educators' undue sadness, fear, anger and frustration. Some may take such forms as being delinquent, unsocial or withdrawn, unhappy, depressed, fearful, shy, enuresis, resentful, sensitive to all forms of criticism, nervous, over critical of others, easily discouraged, throwing temper tantrums, domineering, dishonest, quarrelsome, cheating, tardy, inquisitive, slovenly in personal appearance, impertinent, defiant, stubborn, disobedient and tattling or a display of symptoms of paranoia, undue sensitivity, suspiciousness, craving for affection and attention, love of praise, aggression, anxiety, tension, nervousness and temper tantrums.

6.2.5 The strategies for dealing with learner maladjustment problems are as follows; to ensure a smooth functioning school culture and tone, the school management teams and the school governing bodies need to place the psychosocial well-being of their educator staff high on their agenda so as to maintain self-fulfilled educators who demonstrate high levels of energy and resilience. The importance of the emotional climate and emotional intelligence in the school and classroom need to be recognised as important aspects contributing towards the creation of a

positive school culture and tone. In line with modern pedagogical practices in schools, educators, in maintaining disciplined behaviour in the classroom, need to move away from punitive measures and strive to develop learners' self-discipline. This view resonates with that of Gomez and Ang (2007:98) who maintain that schools can provide positive opportunities to ensure positive behaviour and self-fulfilled educators and these opportunities can promote a positive development and act as part and parcel of the protective factors in the school environment.

6.2.6 The respondents' views on the causes of maladjusted learner behavioural patterns revealed that the psycho-social developmental theory offers important insights into the possible causes of learner maladjustment behavioural patterns in schools. Among the perceived causes of learner maladjusted behavioural patterns are numerous conditions from within and out of the school and these include poverty, broken homes, personal inadequacies, parental rejection or over protection by parents and what the researcher has decided to term numerous unhygienic home and school practices.

6.2.7 The home factors influencing learner behavioural patterns in the school include parental roles in shaping and moulding their children and developing in them moral values such as respect for authority. From a religious perspective, it is the responsibility of both parents and the school to instil acceptable moral standards in children. This is possible if both parties, the home and school work hand in glove, but if there is disharmony in that only the school emphasises acceptable behaviour in the children while the home is not or is indifferent, chances are highly likely the children's behavioural patterns will be partly dysfunctional.

6.2.8 Maladjusted learner behavioural patterns have an enormous influence on educators. This view was evidence in the fact that a significant number of educators perceived parents to be contributing to the misbehaviour of their children was so central and alarming that the study

showed that some parents should be advised to instil discipline in their children. The study encouraged this to be done during parents' teachers' meetings or on open days. It was also argued that the issue needs to be taken up with the school governing bodies of the school.

6.2.9 Stakeholders have an important role and effort in alleviating maladjusted learner behavioural patterns. The study revealed that various stake-holders, including the school governing bodies, the Department of Basic Education and the parents need to support educators in managing their learners' maladjusted behavioural problems. This finding lends credence to the views by many educators in South African schools that there is a significant problem in the education system owing to the fact that the Department of Basic Education though expected to support school-management teams in enforcing learner discipline does not do much to help the situation(De Witt & Lessing 2012:434).

6.2.10 Among the many and varied intervention strategies for mitigating learner maladjustment behavioural problems are the following: the use of remedial classes, creating an enabling learning environment for maladjusted learners, using play therapy, non-directive counselling and psych-drama, the use of materials in mental hygiene programmes, using the school psychologist and guidance and counsellor. The study revealed that the use of such techniques as using school psychologists and guidance and counsellors in the above helps to supplement the mental hygiene programmes of the school.

6.3 CONCLUSIONS

The study has concluded that there are a plethora of learner behavioural maladjustment problems in schools. It is clear from the results of the study that educators who are not well trained to deal with the learners' various maladjustment problems face a lot of challenges in their course duty and in dealing with some of these challenges some of them may end up being maladjusted themselves. The study also concluded that while many learner maladjustment problems faced by

educators in schools lead to disciplinary problems, not all of them have this effect as some of the unsocial, withdrawn, unhappy, depressed, suspicious, fearful and nervous learners hardly attract any attention to themselves. Nevertheless, such learners also need as much help from their educators as do their trouble maker counterparts.

In examining the possible causes of learner maladjustments problems, the study concluded that they are attributed to some unfulfilled or thwarted learner needs within their homes or school environments. It was also established that where educators are not adequately trained to effectively deal with the maladjusted learner, not much is done in terms of intervention strategies towards the readjustment of such learners. The conclusion made in this regard is therefore that learner behavioural problems such as a display of symptoms of paranoia, undue sensitivity, suspiciousness, craving for affection and attention, love of praise, aggression, anxiety, tension, nervousness and temper tantrums, being quarrelsome, sullen, restless, selfish, rude, inattentive and careless, profane, disruptive, timid, resigning from working hard, displaying reticent behaviours, displaying an inferiority complex, emotional and psychological immaturity and being friendless or exhibiting isolationist tendencies as some of the manifestations their maladjustment problems certainly require the highest levels of psycho-social training as part and parcel of their professional educator capacity development.

The study also concluded that being able to deal with learners who present personality difficulties is a skill which must be mastered by all who would succeed in the task of teaching. One of the specific conclusions on truancy as a learner maladjustment challenge in schools was that it can however, be made to disappear when the learner finds that he is really needed at school and that what he has to offer is appreciated by others. Similarly, the shy and socially ineffective learner can be made to show more confidence and to take part in more group activities when arrangements are made for him to experience success rather than failure in connection with social activities. Furthermore, another conclusion made was that it is also becoming clear that schools are beginning to give more attention to behavioural problems of mental hygiene. In some instances, special classes or programmes are being developed to deal directly with learner maladjustment problems. Consequently, educators are also beginning to receive in-service training in using therapeutic devices which were formerly used only by a few

experts. In this category of programmes are group therapy, play therapy, non-directive counselling and psychodrama.

6.4 RECOMMENDATIONS

To understand why some maladjusted learners behave as they do, it is essential for educators to engage in home visitation as such experiences are rewarding to the educators as they furnish them with a perspective for dealing with the child which cannot be obtained in any other way. Some schools have worked out a plan whereby time is set aside each week for the careful analysis of a given learner maladjustment behavioural problem. At this time all the learners' educators gather along with such other interested individuals as the principal, counsellor and school nurse and school social worker. Virtually all the pertinent information available regarding the learner and his problem is presented and a recommendation is made which is designed to facilitate the learner's readjustment. Such occasions are important because they serve to alleviate problems of learner maladjustments by providing valuable in-service training for the educators.

For purposes of helping the personally and socially maladjusted learner, educators need to play a role in identifying the likely causes of the behavioural maladjustments. For example, the truant may be described as being a child who finds few satisfactions at school. To him or her, school might be such an unpleasant place to go that non-attendance is preferred. In his or her situations the educator needs to find a way of encouraging or motivating him or her to desire to achieve through school attendance. This helps the educator to meet his or her important functions of helping each learner to set aspiration levels which are commensurate with his or her abilities.

The over-protected child is greatly in need of socialization and the school can do much to help him take responsibility and overcome his or her self-centred infantile behaviour. He may receive many hard knocks from both the teacher and other learner but it will be greatly to his or her advantage if he can learn to develop tolerance for frustrations. This is something that every

learner needs to develop at home and something which will be greatly needed in life if he or she is to be successful. Optimum care should be taken however, that his or her rough edges are not removed more quickly than he can stand. He or she will need sympathetic but firm and realistic treatment. Over a period of years, the over-indulged learner through association with individuals outside the family may develop socially acceptable behaviour. The learner who steals because he is hungry should certainly first of all be supplied with the necessities of life.

The one who steals in order to buy gifts which will win him acceptance into a social group needs help in gaining social recognition through more legitimate channels. The one who steals in order to express feelings of hostility towards his or her teacher probably needs more affection and response from his or her educator and an opportunity to release his or her emotions in such activities as school plays, music, art, or athletics. From the mental hygiene point of view, it would be very unwise to demand a confession from a child who steals or to publicly accuse him of such an act as such procedures do not get at the basic cause of his trouble and may only aggravate the case by causing him to lie or gain a bad reputation for an act he may not commit again.



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APPENDICES

Appendix A: Unstructured questionnaire for Educators

Appendix B: Focus group interview discussion guide for learners

Appendix C: Structured questionnaire for Educators

Appendix D: Structured questionnaire for learners

Appendix E: Consent letter from the Gauteng Department of Education

Appendix F: Consent letter for principals

Appendix G: Consent letter for Educators

Appendix H: Assent letter for learners

Appendix I: Ethics clearance certificate

Appendix J: Editor's Certificate

Appendix K: Similarity index form/turn-it-in report

APPENDIX A: UNSTRUCTURED QUESTIONNAIRE FOR EDUCATORS

1. To what extent do you think the learner's behavior in your school is influenced by their home background?

2. Are disciplinary problems more prevalent among learners from dysfunctional homes than functional ones?

3. In the absence of corporal punishment what other disciplinary measures do you use to enforce learner compliance?



4. What role do you think parents need to play to ensure learners comply with school rules

5. List and explain what are the home factors affecting learners behavioural pattern in the school?

6. In your opinion, what school factors do you think pose challenges to learners from dysfunctional homes?

7. Do you encounter any challenges from parents who want their children to have their way in school?

8. What chief disciplinary problems can you say are common in this school?

9. As an educator, are you able to deal with learner disciplinary problems without any challenges?

10. What intervention strategies can schools adopt to ensure a learner home background does not affect the school tone?

APPENDIX B: FOCUS GROUP INTERVIEW DISCUSSION GUIDE FOR LEARNER

1. Do you live with both your parents? Yes/No
2. Who is your guardian?
3. Who supervises your homework?
4. What measures does he/she (above) take when your homework is not completed?
5. What relationship exists between your work at home and at school?
6. Do you find your parents/guardian supportive of your school work?
7. What measures do they put in place to make sure your school work is in order?
8. State what you think are the differences between your home behavioural pattern and school expectations.
9. Do your parents/guardians support the disciplinary measures adopted by your school?
10. State any strategies that you think the school and home environment need to adopt

APPENDIX C: STRUCTURED QUESTIONNAIRE FOR EDUCATORS

Instructions: Answer the following questions in the order in which they are given on this sheet.

Please circle or tick the correct answer.

1. Which of the following factors influences your learners' behaviour in school?
 - a. Home background
 - b. Peer group
 - c. Friends
 - d. All of the above
2. Are disciplinary problems more prevalent among learners from dysfunctional homes than functional homes? Yes/ No
3. In the absence of corporal punishment what other disciplinary measures do you use to enforce learner compliance?
 - a. Detention
 - b. Non Participation in sports
 - c. Suspension
 - d. All of the above
5. What role do you think parents need to play to ensure learners comply with school rules
 - a. Check on homework
 - b. Inspect Children's diaries
 - c. Attend SGB Meeting
 - d. All of the above
6. State what are the home factors affecting learners behavioural pattern in the school
 - a. Learners spoiled by parents
 - b. No Chores given at home
 - c. Over Percussiveness from parents
 - d. All of the above
7. In your opinion, what school factors do you think face challenges to learners from dysfunctional homes?
 - a. A completion of Homework
 - b. No role Model to emulate
 - c. There is no home Support for Homework
 - d. All of the above
8. Do you encounter any challenges from parents who want their children to have their way in school? Yes/No
9. What chief disciplinary problems can you say are common in this school?
 - a. Bullying
 - b. Attendance
 - c. Stealing
 - d. All of the above

10. As an educator, are you able to deal with learner disciplinary problems without any challenges? Yes/No. Explain your answer

- a. What intervention strategies can schools adopt to ensure a learner home background does not affect the school tone? ensure there is constant contact with parents/guardian
- b. Parents must give correct/accurate contact details
- c. Make sure parents read and sign pupil's diaries
- d. All of the above

APPENDIX D: STRUCTURED QUESTIONNAIRE FOR LEARNERS

Instructions to respondents:

Please answer the questions below as honestly as you can. Do not write your name or any information that will make the response to be traced back to you

1. Do you live with both your parents? Yes/No

2. Who is your guardian? _____

3. Who supervises your homework? _____

4. What measures does he/she (above) take when your homework is not completed? _____

5. What relationship exists between your work at home and at school? Circle your answer choosing from the list below. A. cordial one. B. it's not so good. C. A frosty relation. D. A perfect one

6. Do you find your parents/guardian supportive of your school work? Circle the correct response from this list. A. Yes B. No Partially D. sometimes

7. What measures do they put in place to make sure your school work is in order? A. They check my work daily. B They supervise my homework daily. C. they check my school daily diary. D. They check my time table daily

8. State what you think are the differences between your home behavioural pattern and school expectations.

9. Do your parents/guardians support the disciplinary measures adopted by your school/ Yes Explain your answer to the above

10. List any strategies that you think the school and home environment need to adopt

APPENDIX E: CONSENT LETTER: GAUTENG DEPARTMENT OF EDUCATION

Dear Sir/Madam

RE: Request for permission to conduct a research study by visiting schools in your district

Title of research	Exploring the influence of learner background on managing school behavioural patterns: A case study
School/University	Northwest University

I am a post-graduate student conducting a research study aimed at exploring the influence of learner background on managing learner behavioural patterns. This letter serves to request your permission to visit your schools for purposes of collecting data from the educators and learners. Kindly please help me by granting me the permission to visit your schools and talk to your educators and their learners as I wish to administer structured and unstructured questionnaires as well as to interview the learners as part of a group and to ask you to also complete the structured questionnaires. If you are willing to all your educators and learners to do so, please understand that they will be involved in it voluntarily and please note that they will be required to sign consent and assent forms respectively. The interviews and questionnaire administration to be held will last for at least 8 weeks at the school or as mutually agreed upon. The focus group interview would include questions about your child's behavioural patterns at home and school. I would greatly appreciate it if you could respond to my request at your earliest convenience by signing the assent form below.

Aims of the study

The research aims at examining the influence of learner background on managing learner behavioural patterns in schools. It seeks answers to the following research questions:

- What are some of the perceived learner maladjustment challenges teachers encounter in the schools?
- How can some of causes of the learner maladjustment problems be identified?
- To what extent does learner background have on overall influence on behavioural patterns in the school?
- What intervention strategies can schools adopt to alleviate learner behavioural maladjustment challenges?

Background of the study

The assumption of the study is that during the course of their studies, learners tend to exhibit certain behavioural tendencies some of which may be counter-productive to teaching and learning. It is envisaged that the results of this study will go a long way towards forging fruitful home-school partnerships or alliances that will culminate in acceptable behaviours in the South African schools. It is in this light that I wish to visit your school to gather data from your educators and learners on issues to do with disciplinary aspects in the classroom and school. Two questionnaires have been prepared for educators and learners and these will be complemented by the use of focus group interviews with the learners to constitute the key data collection instruments for the study.

What is the interest in the research?

It is hoped that the results of this study will go a long way in clarifying aspects of the discipline that might be important for understanding the behavioural patterns of learners in South African schools

Voluntary participation

If you allow me to visit your school and allow your teachers to participate in this study please understand that their participation is voluntary. They can refuse to answer particular questions and can withdraw at any time. They are not required to take part in this study as their job. Refusal to participate will involve no penalty or loss of benefits to which they (teachers) are otherwise entitled. Please also note that your teachers are guaranteed protection from harm at

utmost confidentiality in what they say during the course of the interviews with me. They (teachers) may discontinue participation at any time. You understand that anything they would have said is confidential and will not be made available to any supervisor or employer.

You can decide not to allow your teachers to participate in this study without any consequences. Your refusal to allow them to participate will have no effect on their work. If teachers do not want to be interviewed but are willing to participate they will be asked to submit a detailed account of their teaching which can be sent to me or I will collect it from the school. Your office will be provided with copies of the research instruments so that they make an informed consent. The teachers themselves will also be provided with an interview schedule as a guide for items they will need to address in their account.

Written consent for schools to participate in this study

I -----hereby give my informed consent for----- to visit schools in my jurisdiction for purpose of conducting his research study on Curriculum and career choices for girls. I acknowledge receipt of copies of his research proposal, the research instruments that will be used to gather data from teachers and students in the selected schools. I expect to be given a copy of this consent form to keep.

Signature of District Representative

Date

APPENDIX F: CONSENT LETTER FOR PRINCIPALS

Dear Sir/Madam

RE: Invitation to participate in a research study

Title of research project	Exploring the influence of learner background on managing school behavioural patterns: A case study
School/University	Northwest University

I am a post graduate student interested in conducting a research to establish the influence of learner backgrounds on managing their behavioural patterns in schools. This letter therefore serves to request your participation in the study and the participation of your educators and learners as well. I wish to ask you to complete 2 questionnaire, one unstructured and the other structured. Please note that each of the questionnaires contains 10 questions of open and closed questions respectively. I would therefore gladly appreciate it if you could respond to my request by signing this consent letter at your earliest convenience and if necessary furnish me with more details or guidance on your requirements for the research not to be compromising to you and your school.

Aims of the study

The research aims to explore how the various aspects of the school curriculum might be predisposing girls to follow particular careers. It seeks answers to the following research questions:

- What are some of the perceived learner maladjustment challenges teachers encounter in the schools?
- How can some of causes of the learner maladjustment problems be identified?

- To what extent does learner background have an overall influence on behavioural patterns in the school?
- What intervention strategies can schools adopt to alleviate learner behavioural maladjustment challenges?

Brief background to the study

The assumption of the study is that during the course of their studies, learners tend to exhibit certain behavioural tendencies some of which may be counter-productive to teaching and learning. It is envisaged that the results of this study will go a long way towards forging fruitful home-school partnerships or alliances that will culminate in acceptable behaviours in the South African schools. It is in this light that I wish to visit your school to gather data from your educators and learners on issues to do with disciplinary aspects in the classroom and school. Two questionnaires have been prepared for educators and learners and these will be complemented by the use of focus group interviews with the learners to constitute the key data collection instruments for the study.

What is of interest in the research?

Understanding how learner background impacts on learner behavioural patterns is envisaged to go a long way towards helping schools to achieve high levels of discipline among their learners by designing appropriate strategies and raising an awareness for the need for disciplined learners in South African schools

Participation is voluntary

If you agree to participate in this study please understand that the participation of your staff is entirely voluntary. They can refuse to answer a particular question or elect to withdraw at any time without any penalty. They are not required to take part in this research as part of their job. Please also note that participants are guaranteed protection from harm and that the principle of

utmost confidentiality is also guaranteed in what they say during the course of the interviews with the researcher. It will only be used anonymously for purposes of this research.

Withdrawal from the study/termination of the interview

Some of the circumstances under which participation in the study may be terminated by the researcher without regard to your consent are as follows: Where there is reluctance to provide data that you might find compromising to your interests and where it is the subject/participant’s decision to withdraw from the research study/interview process, a form will be readily available to sign as indication of unwillingness to continue participation.

Written consent to participate in the research

I _____ do hereby give consent for our school to participate in this research. I acknowledge that I have been sufficiently furnished with the aims of the study. I therefore on behalf of-----school give my informed consent for the researcher to schedule appointments with the relevant class teachers and pupils.

Signature of Principal

Date

.....

.....

Signature of person obtaining consent

Date

APPENDIX G: CONSENT LETTER FOR EDUCATORS

Dear Sir/Madam

Re: Invitation to participate in a research study

Title of research project	Exploring the influence of learner background on managing school behavioural patterns: A case study
School/University	Northwest University

I am a post-graduate student interested in conducting a research to establish the influence of learner background on managing learner behavioural patterns. This letter therefore serves to request your participation in the study. I wish to ask you to complete 2 questionnaire, one unstructured and the other structured. Please note that each of the questionnaires contains 10 questions of open and closed questions respectively. I would therefore gladly appreciate it if you could respond to my request by signing this consent letter at your earliest convenience and if necessary furnish me with more details or guidance on your requirements for the research not to be compromising to you and your school.

Aim of the study

The research aims at examining the influence of learner background on managing learner behavioural patterns in schools. It seeks answers to the following research questions:

- What are some of the perceived learner maladjustment challenges teachers encounter in the schools?
- How can some of causes of the pupils' maladjustment problems be identified?
- To what extent does learner background have on overall influence on behavioural patterns in the school?

- What intervention strategies can schools adopt to alleviate learner behavioural maladjustment challenges?

Brief background to the study

The assumption of the study is that during the course of their studies, learners tend to exhibit certain behavioural tendencies some of which may be counter-productive to teaching and learning. It is envisaged that the results of this study will go a long way towards forging fruitful home-school partnerships or alliances that will culminate in acceptable behaviours in the South African schools. It is in this light that I wish to visit your school to gather data from your educators and learners on issues to do with disciplinary aspects in the classroom and school. Two questionnaires have been prepared for educators and learners and these will be complemented by the use of focus group interviews with the learners to constitute the key data collection instruments for the study.

What is of interest in the research?

Understanding how learner background impacts on learner behavioural patterns is envisaged to go a long way towards helping schools to achieve high levels of discipline among their learners by designing appropriate strategies and raising an awareness for the need for disciplined learners in South African schools.

Participation is voluntary

Consenting to participate is entirely voluntary. Refusal to participate will not involve any penalty. Neither will withdrawing from the study at any moment during the course of the research attract any penalty. You will not be required to take part in this research as part of your job. Please also note that during your involvement in this study every effort will be made to guarantee you protection from harm and that the principle of utmost confidentiality will be upheld for what you say during the course of the interviews with the researcher. The information generated will be used anonymously for purposes of this research only.

Withdrawal from the study/termination of the interview

Some of the circumstances under which your participation in the study may be terminated by the researcher without regard to your consent are as follows: Where there is reluctance to provide data that you might find compromising to your interests and where it is the subject/participant's decision to withdraw from the research study/interview process, a form will be readily available to sign as indication of unwillingness to continue participation.

Written consent to participate in the research

Yes	No	In the event of the following being the case, I will still be willing to participate in the study:
		Realizing that the answers I provide will not compromise in any other form what I regard as my contribution as a teacher.
		Adversely affect my job in one form or another
Yes	No	I give my informed consent for:
		This lesson to be observed and or be video/audio taped
		This interview to be video/audio taped
		The tape/transcript to be used for writing this thesis
		Providing guidance as to how the information may be further used or not

I _____ hereby give my informed consent to participate in this research. I acknowledge that I have been sufficiently furnished with the aims of the study.

.....

Signature of Educator

Date

.....

Personal contact details of the educator (This will be kept confidential and will not be used to identify you in the actual study)

Name	
Contact address	
School grade/form	
Phone No	Home: Work: Mobile:
Email address	

Questions

If you have any questions about this study or your rights as a participant, you may contact: Mr VM Chetty on cell phone 082 552 3571 or his research supervisor Professor Edmore Mutekwe on 0744 66 0068 or email Edmore.mutekwe@nwu.ac.za or Northwest University, Faculty of Education, School of Professional Studies in Education, Telephone: +27-18-389 2032

PPENDIX H: ASSENT LETTER FOR LEARNERS

Dear pupil

Re: Invitation to participate in a research study.

Title of research project	Exploring the influence of learner background on managing school behavioural patterns: A case study
School/University	Northwest University

I am a post-graduate student conducting a research study aimed at exploring the influence of learner background on managing learner behavioural patterns. This letter serves to request your participation in the study as I wish to interview you as part of a group and to ask you to complete a structured questionnaire. If you are willing to allow your child to do so, please understand that he will be interviewed for at least 2 times in a period of at least 8 weeks at your school or your home as mutually agreed upon. The focus group interview would include questions about your child's behavioural patterns at home and school. I would greatly appreciate it if you could respond to my request at your earliest convenience by signing the assent form below.

Participation is voluntary

If you agree to participate in this study please note that you do so entirely voluntarily. You have a right to refuse to answer particular questions and to choose to withdraw at any time without any penalty. You will not be required to take part in this research as part of your studies. Please also note that every effort will be taken to guarantee you protection from harm. Also note that the principle of confidentiality would be strictly adhered to such that under no circumstances will the information you give as part of this research be divulged to any other person. It will only be used anonymously for purposes of this research.

Withdrawal from the study/termination of the interview

The following are some of the circumstances under which your participation in the study may be terminated by the researcher without regard to your consent: Where there is reluctance to provide data that you might consider sensitive to your interests and where it is your personal decision to withdraw from the research study/interview process. Please feel free to respond to my request by writing your response in the spaces provided as a sign you are acceding to the participation of your child. I thank you.

Written consent to participate in the research

I _____ hereby consent/agree that my child _____ will be participating in this study. I believe I have been fully informed of the purpose of the research and I expect/do not expect (delete the inapplicable) to be given a copy of this assent form to keep.

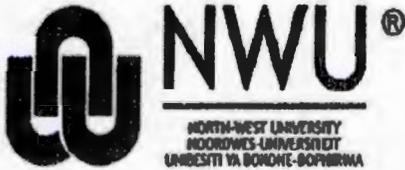
Signature of parent

Date

Signature of person obtaining consent

.....

Date



Private Bag X6001, Potchefstroom,
South Africa, 2520

Tel: +27(18) 299-1111/2222
Web: <http://www.nwu.ac.za>
Human Resource Research Ethics Committee
Tel: 018 289 2044
Email: Botchanl.Tchereni@nwu.ac.za

12-Apr-2018

Edmore.Mutekwe@nwu.ac.za

Per e-mail

Dear Prof Edmore Mutekwe

APPROVAL OF ETHICS APPLICATION: NWU-HS-2018-0036

The following application has been reviewed by the Human Resource Research Ethics Committee (HRREC) on 12-Apr-2018.

Name of student: VM CHETTY -12681946.

Name of supervisor/promoter: Prof Edmore Mutekwe.

Title of study: EXPLORING THE INFLUENCE OF LEARNER BACKGROUND ON MANAGING SCHOOL BEHAVIOURAL PATTERNS: A CASE STUDY.

Application Risk Level: .

This letter serves to inform you that your application has been approved from 12-Apr-2018 to .

Special conditions of the approval (if applicable):

Yours Sincerely

Prof B. Tchereni
Chairperson: Human Resource Research Ethics Committee (HRREC)



CERTIFICATE OF LANGUAGE EDITING

Date: 24 April 2018

Name of Client: Mr V M. Chetty

Student: 12681946.

Northwest University, Mafikeng campus

This is to certify that language editing has been carried out on the following dissertation:

**Exploring the influence of learner background on managing
School behavioural patterns: a case study.**

Language editing was carried out to appropriate academic standards, including syntax, grammar and style.

Andrew Graham (PhD), (MA), (BA Hons)-Keele University

Tel: 011 0797093

Mobile: 073 422 6829

Happy4andrew@hotmail.com

Signature: *A. Graham*



M.Ed |

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Education Leadership Development

Tel: 018 3892500 (Secretary)

Email: chettyc1959@gmail.com

Date: 10/07/2017

The Principal
Lenasia Primary schools
Gauteng Province

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

This is to confirm that Mr. VM Chetty student number 12681946 is a Master of Education student registered at the North-West University, Mafikeng Campus. The title of his thesis is: **Exploring the influence of learner background on managing school behavioural patterns: A case study**. Permission is hereby kindly requested to enter your schools to collect data from 5 Grade seven learners, teachers and principals. Data collection will be by way of questionnaires and interviews.

The study employs an exploratory mixed method approach; therefore data will be collected in three different phases. Unstructured questionnaires and interviews as well as structured questionnaire and will occur outside school contact time so as not to interfere with teaching and assessment processes. However pupil interviews will take place during school time. The dates and times of data collection are to be agreed upon by the principals and all other participants. Participants will participate voluntarily in the data collection.

The identity of the participants and the school will be kept confidential and anonymous. The information collected therefore cannot and will not be used to evaluate the school in terms of its performance in comparison with others, because the information collected will not be about academic results or teachers' teaching performance in specific schools. Should you require more information about the project, kindly contact the supervisors for this project: Prof. Edmore Mutekwe (+27 18 389 2032). Herewith permission is kindly requested to perform this research in your school. It would be appreciated if you would kindly grant written permission to this student. Any assistance given to the student to perform the research will be appreciated.

Yours sincerely

Prof. N. Diko

N. Diko

Director: School for Education Leadership Development

Mafikeng Campus