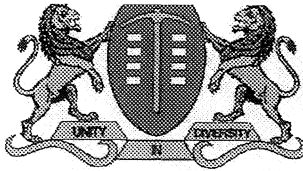


APPENDICES

APPENDIX A: PERMISSION LETTERS



education

Department: Education

GAUTENG PROVINCE

Inquiries: Nomvula Ubisi (011)3550488

Date:	05 July 2011
Name of Researcher:	Jefferis Tamlynn Charmaine
Address of Researcher:	1 Canterbury Village
	Hendrik van Eck Blvd
	SES, Vanderbijlpark
Telephone Number:	0762321785
Fax Number:	N/A
Research Topic:	Primary School Educators' Perceptions of Emotional Problems in Children during Middle Childhood
Number and type of schools:	3 Primary Schools
District/s/HO	Sedibeng West and Johannesburg South

Re: Approval in Respect of Request to Conduct Research

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

Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*

Office of the Chief Director: Information and Knowledge Management
Room 501, 111 Commissioner Street, Johannesburg, 2000 P.O.Box 7710, Johannesburg, 2000
Tel: (011) 355-0809 Fax: (011) 355-0734

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

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

Kind regards

Nomvula Ubisi
DEPUTY CHIEF EDUCATION SPECIALIST: RESEARCH

The contents of this letter has been read and understood by the researcher.	
Signature of Researcher:	
Date:	7/05/11

Letter of Permission to conduct Research in [REDACTED] Primary School

Dear: Principal of [REDACTED] Primary School

I, Tamlynn Jefferis, am a Masters student at the North West University, currently completing my degree in Research Psychology. I would like to request your permission to enter [REDACTED] Primary School in order to conduct research with primary school educators.

My research has been approved by the Ethics Committee of the North West University, and permission has been granted by the Gauteng Department of Education for this research project to be conducted.

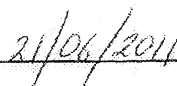
This study involves focus groups as well as individual interviews (optional) as the study is qualitative. The study aims to explore the perceptions of primary school educators regarding emotional problems in children. This study is in no way sensitive, and the researcher aims to conduct the research in such a way that the focus groups and individual interviews will offer a supportive environment and leave the participants with a positive experience.

Thank you for considering my request.

If my request to enter [REDACTED] Primary School in order to conduct research has been granted, please sign on the signature line.



Principal [REDACTED] Primary School



Date Signed

Letter of Permission to conduct Research in [REDACTED] Primary School

Dear [REDACTED]

I, Tamlynn Jefferis, am a Masters student at the North West University, currently completing my degree in Research Psychology. I would like to request your permission to enter [REDACTED] Primary School in order to conduct research with primary school educators.

My research has been approved by the Ethics Committee of the North West University, and permission has been granted by the Gauteng Department of Education for this research project to be conducted.

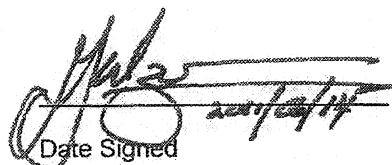
This study involves focus groups as well as individual interviews (optional) as the study is qualitative. The study aims to explore the perceptions of primary school educators regarding emotional problems in children. This study is in no way sensitive, and the researcher aims to conduct the research in such a way that the focus groups and individual interviews will offer a supportive environment and leave the participants with a positive experience.

Thank you for considering my request.

If my request to enter [REDACTED] Primary School in order to conduct research has been granted, please sign on the signature line.

[REDACTED]

Principal [REDACTED] Primary School


Date Signed 2007/04/14

Letter of Permission to conduct Research in ~~Vanderburg~~ Primary School

Dear: Principal of ~~Vanderburg~~ Primary School

I, Tamlynn Jefferis, am a Masters student at the North West University, currently completing my degree in Research Psychology. I would like to request your permission to enter ~~Vanderburg~~ Primary School in order to conduct research with primary school educators.

My research has been approved by the Ethics Committee of the North West University, and permission has been granted by the Gauteng Department of Education for this research project to be conducted.

This study involves focus groups as well as individual interviews (optional) as the study is qualitative. The study aims to explore the perceptions of primary school educators regarding emotional problems in children. This study is in no way sensitive, and the researcher aims to conduct the research in such a way that the focus groups and individual interviews will offer a supportive environment and leave the participants with a positive experience.

Thank you for considering my request.

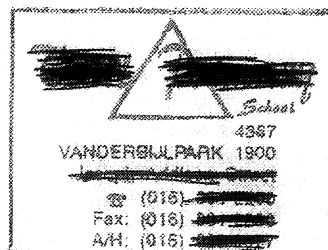
If my request to enter ~~Vanderburg~~ Primary School in order to conduct research has been granted, please sign on the signature line.



~~Vanderburg~~ Primary School

2 August 2011.

Date Signed



APPENDIX B: INFORMED CONSENT FORM AND BIOGRAPHICAL QUESTIONNAIRE

Background Information

Age	
Race	
Area of residence	
Years practicing as an educator	
Grades that you are teaching	
Educational Background	

INFORMED CONSENT

The following study aims to explore the perceptions of primary school teachers regarding emotional problems during middle childhood.

Participation in the following study is voluntary and any participant may withdraw from participation in this study at any time.

Please read the following statements and mark the box to show that you understand each statement and agree.

On the following page please indicate if the researcher may contact you in the future for a follow-up interview, and if so please write your contact details.

• I understand that my participation in this study is entirely voluntary and I may withdraw at any time.	Agree	Disagree
• I understand that participation in this study will in no means cause me any harm.	Agree	Disagree
• I understand that my name and details are confidential at all times and my name will not be disclosed in the final document.	Agree	Disagree
• I agree that I may be quoted in the final document, but that my name will not be disclosed.	Agree	Disagree
• I agree to maintain confidentiality of the other research participants and not disclose information about them.	Agree	Disagree
• The researcher has explained and clarified the details and process of this study.	Agree	Disagree
• The researcher may contact me in the future for a follow-up interview.	Agree	Disagree

APPENDIX C: EXCERPT OF TRANSCRIPT FROM A FOCUS GROUP INTERVIEW

Focus Group 4 Transcript

T: Ok I'm just gonna put this one over here...Uhm if we can just try to speak a little bit loud so we can hear everything

P1: Ok

T: Well my first question basically is uhm how do you recog, or what would you regard as an emotional problem..in childhood, in children...what would you, if you had to think about emotional problems what do you think it would be?...Or what are emotional problems in children?

P1: It can be caused by many things...divorce

P2: I have a boy that's got very serious anger issues..if he doesn't get his way, he acts out completely, he will refuse to do..and it comes from the mother now being married to uh another man..is that perhaps also some of it?

P3: And children who are insecure, they cry, when you say to them stop talking and then (crying sound) so yea, kids like that as well, insecure children

P4: They can also you know..in their group, sometimes I uh experience that that child feels the children just don't like him or her and then they withdraw and then they sort of sulk and they...(cell-phone ringing) are very unhappy with life..sorry

P1: I think emotional behaviour as well comes from emotional baggage that they actually come to school with, then they react in different ways..that's not actually appropriate

T: Ok..What do you mean by ways that aren't appropriate?

P1: I mean they will uh..just stand up and hit somebody..or stealing

P5: Stealing stuff

T: Ok

P6: I've got a boy that has problems at home and his mother basically, I don't know, she tries to wipe it away, and now he's acting out in class by accusing everybody of lying, picking fights, and always telling this person they must do that and absolutely challenges your authority at every single turn that he has

T: So do you think that you recognise it immediately by their behaviour..if a child has an emotional problem, how do you pick it up? How would you recognise it in the classroom?

P1: Sometimes you will see by behaviour but sometimes the child will totally withdraw

P3: Either by acting out or not acting out, or acting out of character, 'cause you get used to kids in certain situations. The one boy, he's always naughty but the one day, he was very quiet the one day and I knew there was something wrong and I asked him, and he burst into tears and told me his mom went

APPENDIX D: EXCERPT OF CODES FROM THEMATIC CONTENT ANALYSIS

EDUCATORS' PERCEPTIONS

Focus Group 1

Perception: Impact on learning P1-13-16)

Perception: Withdraws/under the weather (P3-24-26)

Perception: Attention seeking behaviour (P2-31)

Perception: Acting-out/naughty behaviour (P2-31-32)

Perception: Family structure (P2-27-34)

Perception: Withdraws (P2-62)

Perception: Acts-out (P2-63)

Perception: Attention seeking (P2-65)

Perception: Change in usual behaviour (P2-67-68)

Perception: Change in usual behaviour (P1-69-73)

Perception: Somatic symptoms (P1-84)

Perception: Change in usual behaviour (P1-94-95)

Perception: Impact on schoolwork (P2-100)

Perception: Don't concentrate (P3-102)

Perception: Homework is not done (P2-103)

Perception: Impact on schoolwork (P2-103)

Perception: Change in usual behaviour (P4-108-110)

Perception: Distant behaviour (P4-112)

Perception: Aggression (P3-114-115)

Perception: Attitude (P1-119)

Perception: Aggression (P4-122)

Perception: Depends on child (P4-123)

Perception: Cheeky attitude/back chat (P2-124, 128)

Perception: Clothes children wear (P1-133-136)

Perception: Different from individual norm/change in usual behaviour (P4-138)

Perception: Different from group norm (P1-139-140)

Perception: Out of line behaviour (P2-143-146)
Example

Role: Encouragement (P2-153-155)

Role: Not role to intervene (P3-157-159)

Role: Reassurance (P3-161-162)

Role: Take active steps when necessary (P4-166-169)

Role: Love the children (P4-169)

Role: Encouragement (P2-171)

Role: Process – educators find out what is going on (P1-172-182)

Role: Class sizes hamper individual attention (P1-188-189)

Role: Discuss, then intervene (P1-196-198)

Role: Draw on resources to intervene (P1-200-202)

Role: Demonstrates attachment to children (P1-223-234)

Role: Time limitations (P2-249-250)

Role: Not trained to go deeper into problems (P1-257-262)

Role: Changed values of society (P3-272-275, P1-279-280)

Role: Importance for educators to have background education about children (P3-283-284, P4-286, P3-287-288)

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