

Educators' Interactions with Adolescents who display Problem Behaviour from an Emotional Intelligence Perspective

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Dissertation submitted in fulfilment of the requirements for the
degree *Magister Artium* in Psychology at the Potchefstroom
Campus of the North-West University

Supervisor: Dr S Jacobs
Co-supervisor: Dr P Erasmus

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Foreword

MA in Psychology in article format

This thesis is presented in an article format as indicated in rule A.5.4.2.7 of the North-West University, Potchefstroom Campus Yearbook. The article comprising this thesis is intended for submission to the journal *Perspectives in Education* and is thus written in accordance with the author guidelines of that journal (also see Addendum D). Please note that referencing in the article (Section B) is according to the guidelines of the journal, thus differing from Section A and Section C, which are referenced according to the APA method as prescribed by North-West University's referencing manual.

Declaration of Student and Language Editor

I hereby declare that this research, ***Educators' experience of interactions with adolescents who display problem behaviour from an emotional intelligence perspective***, is my own work and that all used sources have been fully referenced and acknowledged.



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Summary

Educators experience numerous daily challenges in the classroom, including learner problem behaviour. Within the classroom, problem behaviour is defined as any behaviour that interferes in the flow of the lesson. How educators experience problem behaviour, and how they manage interactions with learners who display problem behaviour in the classroom, impact on both educator and learner functioning. Difficulties in managing learner problem behaviour are viewed as a contributing cause of educator burnout, as well as educators leaving the field. Adolescent problem behaviour is particularly difficult for educators, as adolescence is often characterised by risk-taking behaviour and testing social boundaries, which may negatively affect both educator functioning and adolescent scholastic development. The importance of supporting educators to function effectively, including dealing with adolescent problem behaviour efficiently, should not be understated, as it impacts on both educator and adolescent well-being. With this in mind, this study aimed to explore educators' experience of interactions with adolescents who display problem behaviour in the classroom, interpreted from the perspective of emotional intelligence, with the aim of identifying educator EI skills during interactions.

Emotional intelligence (EI), as a sub-field of positive psychology, was used as the theoretical framework for this study, and was also utilised to identify possible effectively and low-functioning EI skills used by educators during interactions with adolescents who display problem behaviour. The literature study included background on educators' experience of learner problem behaviour, details on the theoretical framework of the study, and on adolescence and adolescent development.

This qualitative study used a descriptive and explorative design, gathering data from three high schools in the southern suburbs of the City of Cape Town. Educators (27) of both genders participated in the study by completing structured interview sheets, or participating in a focus group discussion and/or personal, in-depth interview. The educators were all adequately qualified, teaching grades 8/9 at the time of the study, were from varying cultural and socio-economic backgrounds, and had been teaching adolescents for more than one year. The structured interview, focus group discussion and personal interview questions were directed by one main question, namely: "How do you experience interactions with adolescents who display problem behaviour in the classroom?" Additional probing questions were also utilized.

A generic version of thematic analysis was applied using both inductive and deductive methods of data analysis. From the inductive analysis, the following main themes emerged, contributing towards understanding the experiences of the educators' interactions with adolescents who display problem behaviour: educators experience interactions as excessively disruptive of teaching and intense negative feelings during interactions in the classroom, which can negatively affect teaching. They also experience awareness of their own influence on interactions, which consequently influences the choice of strategy used to deal with adolescent problem behaviour. Feelings of inadequacy due to lack of insight into contextual background of the adolescents, reducing ability to provide adequate support for adolescents, were also found to be prominent.

Secondary, deductive analysis was conducted using the EI model of Bar-On (2006; 2011) to investigate and interpret educator interactions with adolescents. The aim was to identify effectively or low-functioning educator EI skills used by the

educators in the interactions. *Flexibility, problem solving, impulse control, emotional self-awareness, reality testing, empathy and interpersonal relationship skills* were identified as effectively functioning educator EI skills. Possible low-functioning EI skills were also identified: *problem solving, emotional self-awareness, stress tolerance, impulse control, flexibility and self-regard*.

Understanding how educators experience interactions with adolescents who display problem behaviour, is the first step in the direction of effective management thereof. Findings of this study are considered in the light of international and South African research and found mostly to concur with this literature, in that educators experience problem behaviour as a serious difficulty in the classroom, especially behaviour that disrupts teaching and learning. The findings on effective use of educator EI skills are also significant, as EI has globally become an influential field within education and psychology regarding the enhancement of individuals'F personal and professional functioning.

In light of findings, and seeing as literature indicates that EI skills can in fact be learnt and developed, future studies on educator functioning using EI, including the management of adolescent problem behaviour, are recommended. Further recommendations include strengthening and supporting low-functioning EI skills of educators, and including EI in educator training and development programs. Considering the importance of the classroom environment for healthy educator and adolescent functioning, supporting educators in effective management of adolescent problem behaviour in the classroom is essential, and can ultimately have positive effects on the scholastic experience of both educators and adolescents.

Key terms: *educators, interactions, adolescents, problem behaviour, classroom, effective educator functioning, support, emotional intelligence.*

Opsomming

Opvoeders ervaar daagliks menige uitdagings binne die skoolopset, insluitend leerder-probleemgedrag. Binne die klaskamer, word probleemgedrag gedefiniër as enige gedrag wat die vloei van 'n les versteur. Hoe opvoeders probleemgedrag ervaar en hoe hulle interaksie met leerders wat probleemgedrag in die klaskamer vertoon hanteer, het 'n invloed op beide die opvoeder en die leerder se funksionering. Onvermoë om probleemgedrag effektief te hanteer word beskou as 'n faktor wat bydra tot opvoederuitbranding, en dat opvoeders die onderwys verlaat. Adolesente-probleemgedrag, ook dikwels verbind met hoë-risiko gedrag, is veral 'n uitdaging vir opvoeders, aangesien dit dikwels adolescent-skolastiese ontwikkeling sowel as opvoeder-funksionaliteit negatief affekteer. Die noodsaaklikheid van effektiewe opvoeder-funksionering in die hantering van adolescenteprobleemgedrag, asook die bydra van opvoeders tot die welstand van die adolescent, behoort dus nie onderskat te word nie. Die doelstellings van hierdie studie was om opvoeders se ervaring van interaksies met adolescent wat probleemgedrag vertoon, te ondersoek deur gebruik te maak van 'n emosionele intelligensieperspektief, en om moontlike emosionele intelligensie (EI) vaardighede gedurende hul interaksies te identifiseer.

Emosionele intelligensie, as deel van positiewe sielkunde, vorm die teoretiese raamwerk van hierdie studie en is gebruik om moontlike effektiewe- en laefunksionerende opvoeder EI- vaardighede te identifiseer.

In hierdie kwalitatiewe ondersoek is 'n eksploratiewe en beskrywende ontwerp gebruik, waar data vanaf drie skole in die suidelike voorstede van Kaapstad ingesamel is. Sewe-en-twintig opvoeders, manlike en vroulik, het deelgeneem, en daar is gebruik gemaak van gestruktureerde onderhoud vraelyste, 'n

fokusgroepbespreking, en 'n individuele onderhoud. Die opvoeders, gekwalifiseerde onderwysers, het graad 8/9 onderrig gedurende die tydperk van hierdie navorsingsprojek, het verskeie kultuur- en sosio-ekonomiese agtergronde verteenwoordig, en het reeds vir ten minste een jaar adolessente leerders onderrig. Die gestruktureerde onderhoud vraelyste, groepsbespreking en persoonlike onderhoud het rondom een kernvraag plaasgevind, naamlik: "Hoe beleef u interaksies met adolessente wat probleemgedrag toon?" Variasies van hierdie vraag is ook gestel in 'n poging om beskrywings te verbreed en te verdiep.

'n Generiese weergawe van tematiese ontleding is toegepas deur gebruik te maak van albei induktiewe en deduktiewe metodes van data- analise.

Gedurende die induktiewe analise, het die volgende hoofemas na vore gekom, wat bygedra het tot die verstaan van die ervarings van die opvoeders: opvoeders ervaar probleemgedrag as oormatig ontwrigtend tydens klasonderrig, opvoeders ervaar intense negatiewe gevoelens wat hul onderwys negatief kan beïnvloed; opvoeders is bewus van hul persoonlike invloed gedurende die interaksie; en opvoeders ervaar 'n leemte vir meer kennis oor die adolessente se kontekstuele agtergrond sodat probleemgedrag voldoende hanteer kan word binne die klaskamer.

Sekondêre, deduktiewe analise is ook toegepas deur gebruik te maak van die geïdentifiseerde temas en die EI -model van Bar-On (2006, 2011) om sodoende die opvoeders se interaksies met die adolessente te ondersoek en te interpreteer. Die doel was om effektiewe- of laefunksionerende opvoeder EI -vaardighede wat deur die opvoeders gedurende interaksies gebruik is, te identifiseer. Sewe effektiewe funksionerende EI -vaardighede is geïdentifiseer: *buigbaarheid, probleemoplossingsvaardighede, impulsbeheer, emosionele selfbewustheid, realiteitstoetsing, empatie en interpersoonlike verhoudingsvaardighede.*

Moontlike lae-funksionerende opvoeder EI -vaardighede is ook geïdentifiseer: probleemoplossing, *emosionele selfbewustheid*, *strestoleransie*, *impulsbeheer*, *buigbaarheid* en *selfrespek*.

Om onderwysers se ervaring van interaksies met adolessente met probleemgedrag te ondersoek en te probeer verstaan, is 'n noodsaaklikheid in die poging om opvoeders te ondersteun in terme van effektiewe hantering daarvan. Die bevindinge van hierdie studie word oorweeg in die lig van beide internasionale en Suid-Afrikaanse studies. Bevindinge is meestal ooreenstemmend met soortgelyke studies aangaande opvoeders se ervarings van probleemgedrag: opvoeders beleef ontwrigtende probleemgedrag in die klaskamer werklik as 'n uitdaging. Hierdie studie het ook die effektiewe gebruik van opvoeder EI- vaardighede uitgelig, 'n noemenswaardige bevinding te midde van die huidige invloedrykheid van EI- modelle in optimalisering van persoonlike en professionele funksionering van individue, insluitende opvoeders.

Met bogenoemde bevindinge in gedagte, word voorstelle gemaak rakende toekomstige studies aangaande die gebruik van EI in opvoederfunksionering, insluitende aangaande die hantering van adolessente probleemgedrag in die klaskamer. Die literatuur dui aan dat EI -vaardighede wel ontwikkel en versterk kan word in individue. Dus word dit voorgestel dat lae-funksionerende EI-vaardighede van opvoeders versterk en ondersteun word, en dat EI in opvoederopleidings- en ontwikkelingsprogramme ingesluit word. Aangesien die klaskamer 'n belangrike rol speel in gesonde funksionering van opvoeders en adolessente, is dit noodsaaklik dat opvoeders ondersteun word in die hantering van adolessente probleem gedrag in die klaskamer. Sulke ondersteuning sal uiteindelik skolastiese ervarings van beide opvoeder en die adolessent positief beïnvloed.

Sleutel terme: *opvoeders, interaksies, adolessente, probleemgedrag, effektiewe opvoederfunksionering, ondersteuning, emosionele intelligensie.*

Section A

Part I - Orientation of the Research

Key terms: *educators, interactions, adolescents, problem behaviour, classroom, effective educator functioning, support, emotional intelligence.*

1. Introduction and Problem Statement

Educators are faced with numerous challenges in the classroom, ranging from managing educational and curricular difficulties, to effectively dealing with social and emotional issues of learners, parents and colleagues (Detert, Derosia, Caravella & Duquette, 2006). Considering the significant interactive role of the classroom in the promotion of children's social, emotional and cognitive development, it is essential that educators master these challenges to ensure effective academic, social and emotional learner development (Bucalos & Lingo, 2005; Cefai, 2007). Part I of this section aims to outline the research problem, shed light on the theoretical framework of this study, state research aims and central theoretical statement, and extrapolate on the research method. Part II presents the literature review.

1.1 The role of educators in the lives of adolescents.

Educators who manage the classroom effectively play an invaluable role in the lives of adolescents. Adolescence is generally viewed by developmental theorists (e.g. Piaget, 1967 and Erikson, 1968) as a transition period between childhood and adulthood, characterised by unique social, emotional, cognitive and physical challenges (Buist, Decović, Meeus & Van Aken, 2004a; Slee, Campbell & Spears, 2012), and can be defined as the period between the ages of 13 and 18 (Gouws,

Kruger & Burger, 2008). Since many educators spend a considerable amount of time with adolescents, they can be instrumental in helping adolescents through social and emotional challenges that may be experienced. Thus, apart from the traditional role of educating, an additional, socio-interactive role is played by educators in the lives of adolescents, which includes supporting the adolescent on a personal level within the school and classroom contexts (Gouws et al., 2008; Kitching, 2010). Bucalos and Lingo, (2005) and Gouws et al. (2008) advocate that this interactive relationship between adolescent and educator is often significant in the personal development of the adolescent. This relationship, which is built upon, and sustained by a number of educator social and emotional skills, is important in the development of positive, responsible adolescent behaviour. In turn, this positive behaviour is conducive to a healthy social, emotional and educational development of the adolescent as a whole (Bergin & Bergin, 2009; Kennedy, 2008; Ma & Huebner, 2008; Riley, 2009). On the contrary, reoccurring adolescent problem behaviour may very well have the opposite effect on the adolescent, which ultimately affects both the educator and the adolescent-educator relationship.

1.2 The significance of adolescent problem behaviour in general.

Adolescence has become an important topic for research over the past three decades (Chango, Boykin Mc Elhaney & Allen, 2009; Elmore & Huebner, 2010; Ma & Heubner, 2008; Rosenthal & Kobak, 2010; Sharp & Dellis, 2010). Research has focused on adolescent education (Bucalos & Lingo, 2005), psycho-social development (Elmore & Heubner, 2010), delinquency (Sharp & Dellis, 2010), resilience (Ahern, 2006; Theron & Dunn, 2010), and attachment (Rosenthal & Kobak, 2010). Stressors and changes associated with adolescence can cause

engagement in problem behaviours such as delinquency, substance abuse, aggression, depression, anxiety, promiscuity, rule-breaking behaviour and violence, all of which have been associated with both early and late adolescence. Although the exact definition of 'problem behaviour' is a contested issue, it can be defined as any behaviour that is problematic, or a 'misbehaviour', as it is often called in literature (Buist et al., 2004b; Elmore & Heubner, 2010; Gouws et al., 2008; McWhirter et al., 2004; Sharp & Dellis, 2010; Sun & Shek, 2010). Sun and Shek (2010) suggested that problem behaviour can have far-reaching negative effects on the psycho-social well-being of adolescents, especially with regard to interpersonal relationships and self-esteem. Adolescent problem behaviour has been known to lead to more serious antisocial behaviour later in life (McWhirter, McWhirter, McWhirter & McWhirter., 2004; Sharp & Dellis, 2010; Sun & Shek, 2010). Furthermore, high dropout rates and school failure have also been associated with adolescent problem behaviour (Foster, Brennan, Biglan, Wang & Al-Gaith, 2002; Gouws et al., 2008; Tomlinson, Cooper and Murray, 2005). In 2011, South African statistics showed that 11% of learners who were enrolled in grades 8 to 11 did not complete their school careers (South African Department of Education, 2011). This statistic is significant, as Gouws, et al. (2008) and Tomlinson et al. (2005) have noted the link between dropout rates and adolescent problem behaviour. Thus, problem behaviour can pose a threat to the psycho-social development of adolescents as they progress into adulthood and become key role players in new families and the greater society.

1.3 Problem behaviour in the classroom and educator functioning.

Within the classroom, adolescent problem behaviour manifests in various ways. Behaviour that disrupts teaching, for example talking out of turn or being

disobedient, are particularly significant problem behaviours experienced by educators globally (Cothran & Hodges Kulinna, 2007; Chang, 2012; Hart, 2013; Koutrouba, 2013; Marais & Meyer, 2010; Shulze & Steyn, 2007).

Adolescent problem behaviour can affect educators in numerous negative ways which could contribute to educator stress and burnout (Koutrouba, 2013). According to Cothran, Hodges Kulinna and Garrahy (2009), some educators experience painful feelings of embarrassment, anger and frustration when dealing with problem behaviour, which impact negatively on teaching. Dealing with frequent learner misbehaviour has also been documented as one of the leading causes of educator-burnout and early retirement from the profession (Cothran & Hodges Kulinna, 2007; Hastings & Bham, 2003). The well-being, defined as personal evaluations of one's life, based on feelings, or lack thereof, has also been directly linked to interactions with learners who display problem behaviour (Diener & Chan, 2011; Spilt, Koomen & Thijs, 2011). Educators must therefore be able to manage problem behaviour in the classroom effectively to ensure successful learning and teaching. This especially pertains to managing adolescent problem behaviour, considering the specific cognitive, emotional, social and behavioural changes that occur in adolescence, and how these changes typically influence classroom behaviour (Bucalos & Lingo, 2005).

Lewis, Romi and Roache (2012) claim that more research is needed in order to understand how to prepare and support novice and experienced educators in efficiently dealing with problem behaviour. This study aimed to explore and describe educators' experiences of interactions with adolescents who display problem behaviour in the classroom, using an emotional intelligence perspective to

understand the educators' experiences and the skills they use to manage adolescent problem behaviour in the classroom.

1.4 Positive psychology and emotional intelligence.

Positive psychology is located within the mainstream psychological disciplines (Social-, Personality-, Clinical- and Counselling psychology) (Hefferon & Boniwell, 2011) and focuses on positive individual traits or resource states such as values, self-efficacy, emotional intelligence, optimism, resilience and motivation, to name but a few (Hefferon & Boniwell, 2011; Scheibe, Kunzmann & Baltes, 2009; Sheldon & King, 2001). Whereas traditional psychology has typically focussed on negative aspects of human functioning, an essential aspect of Positive psychology is that it explores how people deal with negative situations constructively (Scheibe, Kunzmann & Baltes, 2009). The emphasis falls on psychological health, ethical conduct and prosocial behaviour (Miller, Nickerson, Chafouleas & Osborne, 2008).

Emotional intelligence (Bar-On, 2006; Goleman, 1998; Mayer, Caruso & Salovey, 2000a) refers to the intelligent use of emotions to ensure effective daily functioning. One of the first formal definitions of EI was generated in 1990 by Salovey and Mayer. They defined EI as the ability to monitor one's personal feelings and emotions, as well as those of others, and to be able to discriminate among them and to use this information to guide thinking and actions. For the purpose of this study, EI can be viewed as the intelligent use of emotion, in the form of various collective social and emotional competencies, behaviours and skills that are interrelated and determine how humans understand and express themselves, how they understand and relate to others, and how they cope with daily challenges and stressors. These competencies and skills combine to determine effective human functioning (Bar-On, 2011; Furnham, 2011).

Although there has been some historical debate about whether EQ (measured EI) and IQ are related or mutually exclusive, (Humphries, 1979) the theory of emotional intelligence suggests that emotions make cognitive processes adaptive, and that people are able to think rationally about emotions (Brackett, Rivers & Salovey, 2011).

Constructs that are commonly associated with EI are, for example adaptability, emotional expression and emotional management. These constructs manifest in personal skills/capabilities/competencies experienced and displayed by individuals. Authors and EI theorists differ in the terminology used to define EI elements, for example, Bar-On (2011) prefers to use the terms EI 'component and skill', whereas Goleman prefers the term 'capability'. For the purpose of this study, the terms EI *components* and *skills* were used to refer to the elements that constitute EI, as these are the terms used by Bar-On (2011), which was the preferred EI model selected for data analysis.

1.5 The value of EI for education and educator functioning.

Emotional intelligence (EI) concepts and models are argued to have immense value for not only the world of business, but also the teaching profession. EI provides a framework that can be used to clarify and assess emotional skills that are considered important for effective functioning of professionals from all spheres of life, including educators (Brackett, Palomera, Mojsa-Kaja, Reyes, & Salovey, 2010; Corcoran & Tormey, 2011; Sutton & Wheatley, 2003).

Educators who display emotionally intelligent behaviour towards their learners influence the classroom environment in numerous positive ways. Coetzee and Jansen (2007) claim that by creating and fostering a class-atmosphere that feels

safe and accepting, the learning experience is nourished, which is conducive to learning. EI also enhances educators' abilities to acquire skills that can assist in creating a calming class-atmosphere, which could reduce the occurrence of problem behaviours. By using the EI perspective to explore educators' experience of interactions with adolescents, educator skills that are related to EI may be identified, laying the foundation for future research on educator EI skills. Intervention strategies aimed at strengthening educators' repertoire of EI skills could be formulated and implemented, thereby improving educator functioning holistically within the classroom (Bar-On, 2007; Coetzee & Jansen, 2007; Corcoran, & Tormey, 2011).

Effective educator functioning in the classroom is an important prerequisite for effective learning to take place, and influences both the educators and the learners they teach (Gouws et al., 2008). This effective functioning includes being able to manage interactions with learners who display problem behaviour in the classroom. Adolescent learners pose a particular challenge, as it is in their developmental nature to challenge authorities and push boundaries (Dooley & Fargher, 2010).

As with all interactions between people, educator-adolescent interactions in the classroom inherently include emotional components (Papalia, Olds & Feldman, 2009). Understanding personal emotions, as well as emotions of others (i.e. the adolescents) during interactions, are regarded as EI skills that can support educator-learner relationships and effective educator functioning in the classroom (Bar-On, 2007; Corcoran & Tormey, 2010, 2011).

Based on current international (Goleman, 2001; Salovey & Grewal, 2005) and South African research (Bar-On, 2007; Bharwaney, Bar-On & MacKinlay, 2007), strengthening emotional intelligence can improve individual professional performance, and also enhance organisational productivity. Thus, it may well be that,

should EI be implemented as part of educator training and support in schools, individual educator functioning, as well as that of the school as an organisation, can improve. Significant contributors to the field of EI, such as Maree (Maree, 2010; Shaughnessy, Moore & Maree, 2013) and Bar-On (2007) have written extensively about the contributions that EI research has already made, and can make in the future, toward the field of education. Both Bar-On and Maree have highlighted their opinions on the necessity of developing and supporting educator EI skills in South Africa. Suggestions for research and intervention include working with educators to develop and improve personal EI skills that can be used in the classroom (Bar-On, 2007).

With this in mind, emotional intelligence was deemed an appropriate theoretical lens through which educators' experiences of interactions were to be interpreted. Findings on the use of educator EI skills during interactions with adolescents in the classroom were anticipated to shed light on effective and low-functioning educator EI skills that may be affecting educator functioning. Ultimately, exploring EI skills used by educators in the classroom could produce results that aid the development of educator support strategies that utilise EI, as suggested by Bar-On (2007).

Difficulties in managing adolescent problem behaviour are associated with both high rates of dropout from the profession and ineffective teaching (Cothran & Hodges Kulinna, 2007). As such, this is a matter of social concern. What is required is additional research directed at investigating educator functioning in the classroom, specifically relating to adolescent problem behaviour, with the ultimate aim of improving support for educators, and in effect the adolescents they teach (Lewis et

al., 2012). Working within the context of educator support and improving educator functioning within the classroom, the researcher endeavoured to explore and describe educators' experience of interactions with adolescents who display problem behaviour, using an emotional intelligence perspective to gain insight into the use of educator EI skills. Based on the given problem statement, the main research question was identified as:

How do educators' experience interactions with adolescents who display problem behaviour in the classroom?

The sub-question was identified as:

What emotional intelligence skills are used by educators when interacting with adolescents who display problem behaviour in the classroom?

2. Research Aims

The main aims of this study were:

- to explore and describe the educators' experience of interactions with adolescents who display problem behaviour in the classroom, and
- to identify EI skills used by the educators when interacting with adolescents who display problem behaviour in the classroom.

3. Central Theoretical Statement

Adolescent problem behaviour presents as a difficulty in the classroom which educators often have to deal with. Insight gained from this study might be used in the development of training programmes for educators who teach adolescents, so that they can function more effectively in areas where support is needed, e.g. managing adolescent problem behaviour. EI may provide a sensible framework to use for the

generation of such support by identifying and developing the EI skills educators use in the classroom. In this way, support for both educators and adolescents who display problem behaviour, can be enhanced. The lack of literature on educators' experience of interactions with adolescent learners who show problem behaviours within the South African context, necessitates more research on this topic, as frequently dealing with problem behaviour in the classroom, has been linked to educator burnout (Chang, 2012; Evers, Tomic & Brouwers, 2005; Tsouloupas, Carson, Matthews, Grawitch & Barber, 2010), which impacts negatively on the educator workforce in South Africa.

4 Research Method

4.1 Analysis of literature.

A literature analysis (Fouché & Delpont, 2011) of all relevant sources was undertaken at the beginning and continued throughout the research process. The main sources of literature reviewed were located using online North West databases (EbscoHost Web, Academic Search Premier, Google Scholar, etc.). Within these sources, most frequently reviewed were journals, theses, dissertations and books pertaining to adolescent development, problem behaviours, educator-learner relationships, difficulties educators experience in the classroom, Positive psychology and emotional intelligence models. Literature control and confirmation will be presented with the findings of this study.

4.2 Empirical investigation.

4.2.1 Research approach and design.

A qualitative, interpretivist approach was used to conduct this study. Botma, Greeff, Mulaudzi and Wright (2010) and Nieuwenhuis (2007b) deem this approach suitable for exploring the subjective experiences of participants to gain a deeper understanding of a phenomenon, or the human construction thereof. The study explored educators' subjective experiences of their interactions with adolescents who display problem behaviour in order to gain a deeper understanding thereof and also to determine EI skills used by educators in their interactions.

The study was grounded in applied research as it built on previous research on educators' experience of problem behaviour, and the use of educator EI skills within the classroom. Such research include the studies of Buist et al. (2004a), Bar-On (2006), Corcoran and Tormey, (2011), Darney, Reinke, Herman, Stormont and Ialongo (2013), Magare, Kitching and Roos (2010) and Shen et al. (2009).

The design was explorative and descriptive, as Botma et al. (2010), Creswell, (2009) and Ivankova, Creswell and Plano Clark (2007) advocate this design to be suitable to explore existing subjective experiences of participants. The study was contextual, as it was qualitative and focused on experiences of a specific behaviour in a specific setting, in this case problem behaviour of adolescents in the classroom (Botma et al., 2010).

4.2.2 Research context and setting.

The research context and setting was high schools the southern suburbs of the City of Cape Town, Western Cape province (Fishhoek, Dieprivier and Houtbay). Schools from low, middle and high income areas were approached to find educators who were willing to participate.

4.2.3 Participants.

The population (Strydom, 2011b) for this study was identified as all educators who teach Grade 8 and/or 9 in the City of Cape Town (hereafter referred to as Cape Town), who had had experiences with adolescents who show problem behaviour in the classroom and had been teaching adolescents for at least a year.

A convenience sampling method (Botma et al., 2010) was employed to select an initial sample of 10 of the 15 (67%) public high schools in the southern suburbs of Cape Town, Western Cape Province. The Western Cape Department of Education was contacted for permission to conduct research within these schools (see Addendum F). Principals of these ten schools were contacted and three schools were willing to participate. Purposive (criterion) sampling was used to select the educators. When using purposive sampling, participants must have to have certain, specific characteristics that meet the research criteria (Greeff, 2011; Nieuwenhuis, 2007b). Based on the vast existing literature available on high school educators and their difficulties with problem behaviour in the classroom, and adolescent problem behaviour, the following selection criteria for participants was established:

- Minimum qualification of a teaching diploma or BA degree.
- Educator currently teaching Grade 8 and/or 9.
- Willingness to complete a structured interview sheet, participate in a focus group or undergo a personal interview.

- Afrikaans or English speaking.

Educators of any age, gender, race, culture, religion or ethnicity were allowed to participate.

Participation in this study allowed educators to share both positive and negative experiences about adolescent problem behaviour in the classroom. This Sharing experiences was deemed as beneficial to the educators, since an opportunity was provided to express emotions and share experiences in a safe environment. In this sense, the benefits outweighed the risk of personal discomfort that the educators may potentially have experienced.

4.2.4 Research procedures.

During the study, the following procedures were followed:

- Ethical consent for the study was granted by the Ethics Committee of North West University and the Western Cape Department of Education (Addendum F).
- The researcher contacted the principals of the conveniently selected high schools in the southern suburbs of Cape Town to find schools that were willing to participate in the study.
- Three high schools with pupils from, low-, middle- and high class environments agreed to participate and the researcher met with the principals to discuss the study and the selection of participants.
- Educators who met the selection criteria were requested to participate in either a focus group discussion, a personal interview, or to complete a structured interview sheet.
- Educators completed an Informed Consent form (Addendum B).
- Structured interview sheets were handed out to educators who met the criteria and were willing to participate.

- Educators were invited to join a focus group discussion at an allocated time and place.
- The group was conducted by the researcher personally with the help of an assistant.
- One educator from the focus group was requested to participate in an in-depth, personal interview with the researcher on an alternative occasion.
- Data was firstly analysed thematically using a generic approach to data analysis (Creswell, 2009). After the main themes had been identified, deductive analysis was conducted to interpret the themes in terms of educator EI skills, using the EI model of Bar-On (2006; 2011).
- Findings were reported in the form of a research article, using the journal guidelines from the selected journal, *Perspectives in Education*, to structure the article (see **Section B** of this dissertation).

4.2.5 Data collection methods.

Three methods of data collection were used in this study. These included structured interview sheets, a focus-group discussion, and an in-depth interview. Observational field notes were also made for the benefit of the research journal that was kept by the researcher. Using multiple methods of data gathering enriched description of the phenomena, and is recommended as a manner of validating data and enhancing trustworthiness by Nieuwenhuis (2007b) and Schurink, Fouché and De Vos (2011). Botma et al. (2010) also deem selected data collection methods appropriate for qualitative, explorative and descriptive designs. Educators (27) completed structured interview sheets, five educators participated in a focus group discussion and one in-depth personal interview was conducted. The focus group discussion and interview were recorded using a video camera, using audio, only and

a dictaphone to ensure participant anonymity. These recordings will be kept in a safe for five years.

Method 1: Structured interviews.

Structured interview sheets, consisting of both open and closed-ended questions, (Addendum A) were distributed to the participating schools. The questions were aimed at gathering information on educators' subjective experiences of interactions with adolescent problem behaviour in the classroom, and was not in any measure used as a quantitative data gathering tool.

Structured interview sheets were used because of the time-saving aspect: most educators claimed that they did not have time to participate in focus groups or individual interviews. This would have resulted in data being collected using one focus group and a personal interview only. For the sake of enhancing the quality and quantity of the findings, it was decided by supervisors and the researcher that the structured interview sheets would also be used to collect data. The development of questions was guided by the researcher's supervisors, who are experts in the fields of Psychology and Education, peer researchers and by relevant literature. The educators (27) received the interview sheets, together with a description of the aims of the study and a request to complete and return the questionnaires within two weeks. (See Addendum A for structured interview sheet). Ethical considerations of the project were also discussed and Informed Consent forms were distributed simultaneously with the interview sheets. Educators also had the opportunity to question the researcher about details of the research. Data from these sheets were used to generate and guide discussions during the focus group.

Method 2: Focus group discussion.

Five educators, who also completed the structured interview sheets, volunteered to participate in a focus group discussion. Group discussions often provide opportunity for in-depth discussion of a specific phenomenon (Botma et al., 2010), in this case being the educators' experiences of interactions with adolescents who display problem behaviour in the classroom. Discussions revolved around this phenomenon. Nieuwenhuis (2007b) is of the opinion that group interactions can lead to a wide range of responses that may be inhibited in personal interviews. Therefore a focus group discussion was also used to collect data, with the aim of generating richer, more in-depth descriptions of interactions. An overview of the study was given to the participants before the discussion began. Some questions from the structured interview sheets were used to generate and direct discussion around the specific topic. Questions were reframed and repeated to enhance data richness, as suggested by Nieuwenhuis (2007a).

Method 3: In-depth, personal interview.

An interview can provide a deep description of the participant's subjective experience, validating the data from questionnaires and the focus group (Nieuwenhuis, 2007b). Including this method of data collection contributed towards reaching the aims and objectives of this study.

One educator from the focus group, who had had ample experience in interacting with adolescents, was requested to participate in a 60-minute in-depth, personal interview with the overarching question: "How do you experience interactions with adolescents who display problem behaviour?" Some questions from the structured interview were used when the researcher sought richer descriptions of

specific interactions, and additional probing questions were also used to enrich descriptions of experiences (Nieuwenhuis, 2007b).

Observational field notes.

The researcher and assistant also made observational field notes of their experiences and observations during the data-gathering process for the purpose of keeping a research journal. These were not used during data analysis.

4.2.6 Data analysis.

Data from the structured interviews, focus group discussion and individual interview were analysed. Audio recordings were transcribed verbatim by the researcher, using a word processor. A generic version of qualitative content analysis, as described by Creswell (2009) was conducted using both inductive and deductive methods of analysis. Firstly, data was analysed inductively, using an open coding system, to develop an initial global impression of the content and develop themes that relate to educators' experiences, contributing towards answering the main research question.

Secondly, deductive analysis was executed using an *a priori* coding system (Nieuwenhuis, 2007a). Although numerous models exist representing EI, specifically the EI model of Bar-On, (2006; 2011) was used for deductive analysis, interpreting the educator interactions to identify EI skills, and thus addressing the second aim of the study. Educator EI skills were allocated into the following two categories:

- effectively functioning EI skills, and
- low functioning EI skills.

Table 1
The Bar-On model of EI (adapted from Bar-On (2006; 2011))

EI COMPONENTS	EI SUB-SCALES (EI SKILLS)	DEFINITIONS OF EI SKILLS
INTRAPERSONAL COMPONENTS (Self-awareness and expression)	<i>Emotional self-awareness</i>	To be aware of and understand one's emotions.
	<i>Assertiveness</i>	To effectively and constructively express one's feelings.
	<i>Self-regard</i>	To accurately perceive, understand and accept oneself.
	<i>Self-actualisation</i>	To strive to achieve personal goals and actualise one's potential
	<i>Independence</i>	To be self-reliant and free of emotional dependency on others.

Table 1 (continued)

INTERPERSONAL COMPONENTS (Social awareness and interpersonal relationship)	<i>Empathy</i>	To be aware of and understand how others feel.
	<i>Social responsibility</i>	To identify with one's social group and cooperate with others.
	<i>Interpersonal relationship</i>	To establish mutually satisfying relationships and relate well with others.
ADAPTABILITY COMPONENT (Change management)	<i>Reality testing</i>	To objectively validate one's feelings and thinking with external reality.
	<i>Flexibility</i>	To adapt and adjust one's feelings and thinking to new situations.
	<i>Problem solving</i>	To effectively solve personal and interpersonal problems.
STRESS MANAGEMENT (Emotional management and control)	<i>Stress tolerance</i>	To effectively and constructively manage emotions.
	<i>Impulse control</i>	To effectively and constructively control emotions.
GENERAL MOOD (Emotional management and control)	<i>Optimism</i>	To be positive, hopeful and look at the brighter side of life.
	<i>Happiness</i>	To feel content with oneself, others and life in general.

4.2.7 Trustworthiness.

To ensure trustworthiness, Guba's propositions were implemented by using the strategies of credibility, transferability, dependability and confirmability (cited in Shenton, 2004). Nieuwenhuis (2007a) also suggested certain criteria to enhance effective execution of these strategies. The strategies, criteria and applications thereof are summarised in **Table 2**.

Table 2

Strategies to ensure trustworthiness (Klopper, 2008; Magare et al., 2010; Nieuwenhuis, 2007a; Shenton, 2004)

Strategy	Criteria	Application
Credibility	Multiple methods of data collection	Structured interview sheets, a focus group discussion and a personal interview were used.
	Authority of the researcher	The researcher is a qualified teacher and supervisors are qualified psychologists and experts in the field of education, psychology and research.

Table 2 (continued)

	Interviewing process	Focus group and personal interview questions were continually reframed and repeated to gather rich descriptions of educators' experience.
	Peer examination	Data, findings and discussions were discussed thoroughly with peer researchers and supervisors.
	Eliminating researcher bias	The researcher kept a self-reflection research journal in order to evaluate thoughts and experiences for bias.
Transferability	Rich description	Descriptions of methods, data gathering and analysis were reported thoroughly.
Dependability and Confirmability	Audit trail	Digital recordings and transcription, and questionnaires were filed and the procedure reported in detail.

4.2.8 Ethical considerations.

Botma et al. (2010) reiterate that it is the responsibility of the researcher that no emotional or physical harm come to the participants. To ensure this, the following crucial ethical guidelines, based on Strydom (2011a) and Botma et al. (2010), were taken into account:

- Permission to conduct the study was obtained from the NWU Committee of Ethics (NWU-00060-12-A1) and the Western Cape Department of Education to conduct research in schools;

- The study was presented firstly to the principals of the schools, explaining voluntary participation, and permission was gained to conduct research in the selected schools;
- All participating educators were well-informed regarding the purpose and aim of the study, extent of participant involvement, principal of non-remuneration and risks of participating in the study;
- Informed Consent was given by participants (see Addendum B), which included consent to be audio-recorded during interviews;
- All participants were assured of the researcher's maintenance of confidentiality and anonymity throughout the study, and were informed on how this would be done, e.g. participants' names, nor the names of the schools were visible on any documentation used for data collection or analysis, and only audio recordings were used to record interviews.
- The researcher agreed to give the schools and educators feedback on the outcome of the study after it has been examined.

5. Structure of the Research Report

The study and the findings are presented in a dissertation following the article format as prescribed but North West University, with the intention to submit the article to the *Journal Perspectives in Education*.

The dissertation consists of the following sections:

Section A:

Part I: Orientation of the research (APA referencing style according to NWU referencing guidelines);

Part II: Literature review (APA referencing style according to NWU referencing guidelines);

Section B: Article (Referencing style as reflected by the Author Guidelines of the journal *Perspectives in Education*);

Section C: Summary, evaluation, recommendations and conclusions;

Section D: Addenda.

6. Summary

The way in which educators experience interactions with adolescents who display problem behaviour, may give insight contributing to the support of effective educator functioning, which in turn can enhance support given by educators to adolescents. This study aimed to explore educators' experiences of these interactions, confirming existing knowledge and gaining new data on how educators' experience interactions with adolescents who display problem behaviour in the classroom, analysing how interactions include educator EI skills.

In this part of Section A, the problem statement, central theoretical statement and research method of the study were described. The research problem was also discussed and the research questions and aims were presented. In Part II, a review of the relevant literature will be presented, including literature on the theoretical framework chosen for the study, educators' experience of problem behaviour in the classroom, and adolescent development. The literature review is followed by the research article in Section B, which is written and referenced according to the author guidelines of the journal *Perspectives in Education* (see Addendum C).

Part II - Literature Review

Key terms: *educators, interactions, adolescence, problem behaviour, educator-learner relationship, support, emotional intelligence.*

1. Introduction

This literature review highlights the issues in global and South African literature relating to educators and their experiences of problem behaviour. Relevant theoretical frameworks used in this study (Positive psychology and emotional intelligence) are presented, including discussions on how the use of these frameworks contributed towards answering the research questions. The literature review ends with discussions on adolescence and adolescent development, as understanding adolescent behaviour may contribute to understanding the educators' experience of adolescent problem behaviour in the classroom.

2. Learner Problem Behaviour in the Classroom and Educators' Experience Thereof

Problem behaviours were originally defined by Jessor (1987) with the emergence of his Problem Behaviour Theory, which focussed mostly on adolescents. Donovan, Jessor and Costa (1991) define problem behaviour as behaviour that has been categorised as a problem socially as a source of concern, or as undesirable by the norms of conventional society, and their occurrence usually elicits a kind of social control response. For the purpose of this research, the focus falls specifically on adolescent problem behaviours that are displayed in the classroom, and how educators experience interactions with the adolescent

displaying the problem behaviour. Although the words 'misbehaviour', 'behaviour problems' and 'antisocial behaviour' are often used interchangeably in literature when referring to problem behaviour, 'problem behaviour' was the term of preference used in this research project. Also, whenever there is reference to problem behaviour, it refers to that of the adolescent in the classroom, unless specified otherwise. Adolescent problem behaviour will be discussed in more detail in the section on adolescent development.

Both beginner and veteran educators appear to experience adolescent problem behaviour in the classroom, and management thereof, as a major challenge. This is confirmed by a number of studies on the subject Atici, 2007; Chang, 2012; Cothran & Hodges Kulinna, 2007; Darney et al., 2013 Ding, Li, Li & Kulm., 2010; Hart, 2013; Jacobs & De Wet, 2009; Koutrouba, 2013; Kyriacou & Martin, 2010; Van der Westhuizen & Maree, 2010; Tsouloupas et al., 2010).

To understand educator interactions with learners who display problem behaviour in the classroom, it is necessary to also review how learner problem behaviour manifests within the classroom and how it influences the educators. Research on learner problem behaviour includes studies on educators' experience of problem behaviour, problem behaviours among adolescents, educator well-being and problem behaviour, strategies for preventing and managing problem behaviour in school, and the negative effects on educators due to dealing with problem behaviour regularly (Chang, 2012; Chun & Mobley, 2010; Jacobs & De Wet, 2009; Koutrouba, 2013; Roache & Lewis, 2011; Spilt et al., 2011).

What educators experience to be 'problem behaviour' in the classroom, has been studied extensively. Educators often describe experiencing problem behaviour as any behaviour that threatens classroom order (Atici, 2007). Examples of

educator-disturbing behaviour include disruptions of the flow of lessons, hindering other learners, inattention (including daydreaming), poor academic performance in the classroom (Chun & Mobley, 2010), talking out of turn, being off task, aggressive behaviour, violent behaviour, vandalism, bullying (verbal, physical and emotional), disobedience, laziness, late arrival for lessons, chatting or joking during lessons, and non-participation (Atici, 2007; Koutrouba, 2013).

Not all forms of problem behaviour in the classroom are experienced by educators as equally serious; however, some authors warn that seemingly less-serious behaviour may escalate to more severe problem behaviour, like criminal acts, if not dealt with effectively (Jacobs & De Wet, 2009). In addition, not all problem behaviours are experienced as equally stressful to educators. Although all learner problem behaviour causes some degree of stress, the specific behaviours that are experienced as most stressful are often determined by cultural norms (Ding et al., 2010). For example, if paying attention in class is considered of extreme importance in a certain culture, inattentiveness will be experienced as extremely stressful for educators. South African literature on what educators experience as most significant problem behaviour was found to be scant. This research study hopes to address this gap to some extent.

There is some indication that dealing with high levels of learner problem behaviour can contribute to decisions to leave the profession (Tsouloupas et al., 2010), although Jacobs and De Wet (2009) found in their study that 70,3% of educators indicated problem behaviour did not cause them to consider leaving the profession. However, research conducted in South Africa confirms international findings, supporting the indication that learner problem behaviour is one of the most important reasons for educator burnout (De Beer, Mentz & Van Der Walt, 2007;

Montgomery, Mostert & Jackson, 2005; Olivier & Venter, 2003; Schulze & Steyn, 2007; Steyn & Kamper, 2006). This being said, Hastings and Bham (2003) recommended that further research be conducted on the variables that influence educator burnout, as it is possible that poor learner-behaviour in the classroom is actually caused by educator burnout.

The foregoing discussion highlighted how educators experience learner behaviour, which is generally experienced as an obstacle in the classroom. Global and South African trends were reviewed. The following discussions pertain to the theoretical frameworks that were used for this study, and include discussions on adolescent development.

3. Theoretical Frameworks

Concepts from Positive psychology, emotional intelligence (EI) were selected as theoretical frameworks. The following diagram is an illustration of the theoretical framework:

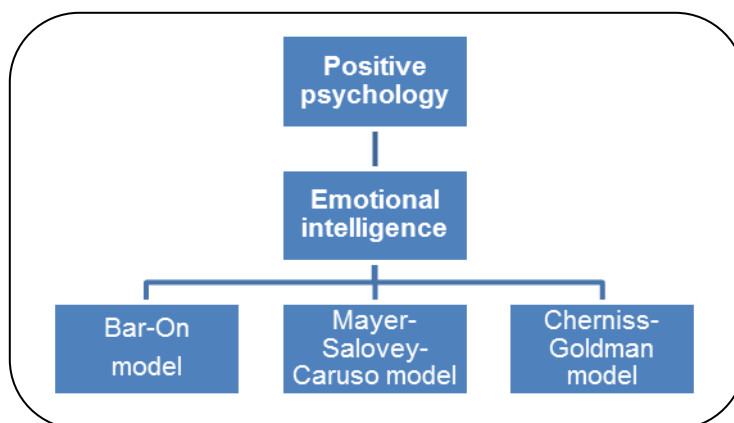


Figure 1

Theoretical frameworks used for this study.

The selected theories – Positive psychology and emotional intelligence (as a part of Positive psychology) provide a lens through which the experiences of the educators were interpreted. These models have been used effectively as frameworks for research and intervention in studies in the field of education (see Coetzee & Jansen, 2007; Seligman, Ernst, Gillham, Reivich & Linkins, 2009 and Waters, 2011).

3.1 Positive psychology.

Positive psychology is a subdivision of psychology that concerns itself with not only repairing the negatives in life, but also promoting positive aspects (Seligman & Csikszentmihalyi, 2000). Positive psychology focuses on investigating positive emotions, and building on strengths of individuals and communities, so that negative situations can be dealt with more effectively. Waters (2011) added to this by saying that Positive psychology emphasises general well-being of the person. As such, individuals, schools and organisations have implemented Positive psychology as a strategy to understand people and enhance effective functioning (Kristjánsson, 2012; Seligman et al., 2009; Waters, 2011). This study utilised Positive psychology as a framework, as the objective was to understand the complete experience of the educator, as opposed to only focussing on the negative elements that may arise during the investigation.

As Positive psychology is concerned with personal strengths (Seligman & Csikszentmihalyi, 2000), which could include an individual's emotional intelligence (EI). EI has become a popular topic of research and intervention since first use of the term by Goleman (1998), and Salovey and Mayer (1990). There is still some debate over whether emotional intelligence falls under Positive psychology, or vice versa. In

attempting to clarify this ambiguity, Bar-On (2010) discussed both key aspects of EI and Positive psychology and highlighted that they are integrally linked. He stated that both the fields of EI and Positive psychology have significant influence on performance, happiness, well-being and finding meaning in life, and that EI and Positive psychology overlap most significantly in terms of the following:

- Self-regard and self-acceptance, based on self-awareness
- Understanding emotions of one's self and others and the capacity for social interaction
- Emotional control
- Realistic problem solving and effective decision making
- Self-determinism
- Optimism.

3.2 Emotional intelligence (EI).

In accordance with the aims of this study, emotional intelligence models were used to interpret the educators' experience of interactions with adolescents who display problem behaviour, and possibly indicate effective or low-functioning educator EI skills. Specifically, the model of Reuven Bar-On (1997; 2006) was used as the main EI model during data analysis. The aim of the study was not, by any means, to formally measure or assess EI competencies of educators, but rather to highlight possible experiences during interactions that could be interpreted as indications of underlying educator EI skills.

Emotional intelligence focusses on how emotions are used intelligently to control and function in social situations (Coetzee & Jansen, 2007). This control and functionality manifests in the form of various components/skills/capabilities or competencies (Bar-On 2006, Goleman, 2001; Mayer & Salovey 2000). Although the construct is still rather fluid, researchers are in agreement that EI is distinguishable

from IQ, which is an estimated measure of individual mental capacities and differs from person to person, that EI develops throughout life and can be taught, learnt and enhanced, and that EI involves four common facets, namely abilities to reason about emotion, identify emotion, manage emotion and perceive emotion in others (Coetzee & Jansen, 2007). It is generally accepted that EI involves the ability to be optimistic about life, nurture a healthy self-esteem, and have good communication skills (Bar-On, 2006; Furnham, 2011). EI has a significant influence on all spheres of life. Studies demonstrate significant relationships between EI and academic performance (Bar-On 2007), occupational performance (Bharwaney et al., 2007), coping with medical problems, and being resilient in the face of terminal or life threatening illness (Krivoy, Weyl Ben-Arush & Bar-On, 2000).

Numerous models of EI have come into existence during the past three decades, the most prominent being those of Mayer-Salovey-Caruso (1990; 2000), Cherniss-Goldman (1998; 2001), and Bar-On (1988; 2010). Models of EI emphasise competencies/skills that help people to 1) regulate their emotions and 2) manage social interactions, and 3) create structures for understanding EI (Bar-On, 2006; Goleman, 2001; Lopez et al., 2004; Mayer, et al., 2000). The definition of EI differs from model to model, thus models will be reviewed and discussed briefly, followed by a short discussion on the relevance of using an EI-perspective for interpreting the experience of educators' interactions in the classroom, in order to determine the repertoire of EI skills of the educators.

3.2.1 The Four Branch model of EI: Mayer-Salovey-Caruso.

Mayer, Salovey and C (2000b) defined EI as the ability to perceive and express emotion, assimilate emotion in thought, understand and reason using emotion, and manage emotions. These four capacities (or skills) jointly describe many of the areas of EI, and can be summarised as follows (Mayer, Salovey & Caruso, 2008; Salovey & Grewal, 2005):

Branch # 1: Perceiving emotions

This involves non-verbal reception and expression of emotions. It includes detecting emotions in faces, pictures, voices and artefacts. Included in this branch is the ability to detect one's own emotion. This first branch may be the most basic level of EI, as it makes all other processing of emotion possible.

Branch # 2: Using emotions

This branch refers to the capacity of the emotions to go into and guide the cognition and stimulate thinking. It pertains to the ability to use emotions to facilitate cognitive processes like problem solving, and helps direct thinking in social interactions (Ermer, Kahn, Salovey & Kiehl, 2012).

Branch # 3: Understanding emotions

Emotions convey information to the self and others, for example, anger can convey a desire to act aggressively towards others. Each emotion conveys a possible pattern of messages and related behaviours. Understanding emotional messages, or emotional language, and the actions associated with them, is one important aspect of this branch of emotional capacities. Another aspect involves being able to reason about those

messages and related actions. Thus, to fully understand emotions, one must be able to understand the message conveyed by the emotion, as well as have the capacity to reason about the understood meanings. This branch includes understanding that emotions can evolve and how they evolve: for example, how shock can evolve into grief.

Branch # 4: Managing emotions

This branch pertains to the ability to regulate emotions in ourselves and others. Although we cannot always control our emotions, it is possible to control them some of the time. Managing emotions includes the ability to regulate and manage emotions in other people which, in turn, can be used to promote personal and social goals. For example, personal anger of a leader can be used to evoke righteous anger in his followers (Ermer, Kahn, Salovey & Kiehl, 2012).

3.2.2. The Cherniss-Goleman model of EI.

Goleman (1998; 2001) defined EI as the ability to recognise emotions of the self and others, to foster self-motivation, and to control emotion within social relationships. The Cherniss-Goleman model is viewed as a mixed (or trait model) of EI, as opposed to the Mayer-Salovey Caruso model (see previous section) which is considered an abilities model. The difference is that ability models conceptualise EI as being a set of skills that can be measured, whereas in mixed models, EI is based on popular depictions of EI (Brackett, Rivers, Shiffman, Lerner & Solovey, 2006).

The Cherniss-Goleman model consists of two broad aspects, namely Personal Competence and Social Competence, each containing various sub-categories of competencies, summarized in the following table (**Table 3**).

Table 3
The Cherniss-Goleman model of EI (Ayiro & Sang, 2011; Furnham, 2011; Goleman, 2001).

PERSONAL COMPETENCE		
Self-Awareness		
RECOGNITION	Emotional awareness	Recognising one's emotions and their effects
	Accurate self-assessment	Knowing personal strengths and limits
	Self-confidence	Certainty about one's self-worth and skills
Self-Management		
REGULATION	Self-control	Managing unsettling emotions and impulses
	Trustworthiness	Upholding standards of honesty and integrity
	Conscientiousness	Taking responsibility for personal behaviour
	Adaptability	Flexibility in dealing with change
	Achievement drive	Striving towards improvement
	Initiative	Willingness to act on opportunities
SOCIAL COMPETENCE		
Social Awareness		
RECOGNITION	Empathy	Recognising others' feelings and perspective and being interested in their concerns
	Service orientation	Antedating, recognising, and meeting client needs
	Organisational awareness	Detecting what the organisation needs in order to develop and grow
Relationship Skills		
REGULATION	Developing others	Recognising and helping develop potential in others
	Influence	Using effective strategies for persuasion
	Communication	Sending precise and convincing messages
	Leadership	Inspiring and guiding people
	Change catalyst	Instigating or managing change
	Conflict management	Negotiating and undertaking to resolve disagreements
	Building bonds	Cultivating influential relationships
	Collaboration and teamwork	Working with others toward shared goals, and creating group synergy in pursuing shared goals

In the model presented above, EI is a framework that reflects how an individual's potential for mastering the skills of self-awareness, self-management,

social awareness, and relationship management translates into success in the workplace. This model has been prominent in its applications in organisations, predicting and improving personal effectiveness of both employees and leaders (Goleman, 2001).

3.2.3 The Bar-on model of social-emotional intelligence.

According to the Bar-on model (1988; 2011), EI consists of various social and emotional competencies, skills and facilitators that are interrelated and determine how humans understand and express themselves, how they understand and relate to others, and how they cope with daily challenges and stressors. The competencies, skills and facilitators combine to determine effective human functioning, and are based on five meta-factors: Intrapersonal EI, Interpersonal EI, Stress Management EI, Adaptability EI and General Mood EI, each containing its own set of sub-scales, to which he refers as EI skills (Bar-On, 2010; Furnham, 2011).

Based on the Bar-On's definition of various EI factors, it seems that people who (a) are self-accepting and self-aware, (b) strive toward constructive personal goals, (c) effectively manage emotions, (d) are optimistic and, (e) are content with themselves and their significant others, tend to experience well-being and good health (Bar-On 2011). This model is summarised in **Table 1** in Part 1 of this section.

3.2.4 Integration of EI models.

Furnham (2011) reported that there is still disagreement among authors as to exactly which factors, abilities and skills do and do not form part of EI. It seems, however, that most models of EI include or acknowledge emotional expression and emotional regulation as integral EI skills.

3.2.5 The use of EI to interpret the experiences of educators' interactions with adolescents who display problem behaviour in the classroom.

Educator emotions and emotional regulation are linked with educator well-being, life and job satisfaction, and effective functioning (Saunders, 2013). Although negative emotional responses often inhibit educators' ability to manage change in the classroom, educators are able to effectively manage negative emotions if they have the necessary support (Saunders, 2013). Tsoupoupas et al. (2010) found that educators who experience higher intensity of emotions when dealing with problem behaviour were more likely to become emotionally exhausted. These authors stated that more research is needed to examine how emotional regulation may influence emotional exhaustion, especially when considering ineffective management of problem behaviour. Thus, understanding emotion and emotional regulation, both of which are acknowledged in EI, are essential for educator well-being.

EI plays a role in effective functioning in all spheres of life, including occupational performance, and could thus also be valuable even for the 'caring' professions, such as teaching (Bharwaney et al., 2007; Corcoran & Tormey, 2011). As mentioned previously, EI provides a framework that clarifies and assesses the emotional skills and competencies that are considered useful in teaching (Brackett et al., 2010; Coetzee & Jansen, 2007; Corcoran & Tormey, 2011; Sutton & Wheatley, 2003). EI in educators has been linked to happiness, job satisfaction and effectiveness, well-being in the educators themselves, and to eliciting academic success from learners (Anari, 2012; Brackett et al., 2010; Coetzee & Jansen, 2007).

Zembylas and Schutz (2009) highlighted the need to develop teachers' strategies to manage the emotional challenges associated with their work. Maree

(2010), while commenting on educators in South Africa, stated that all teachers should be trained to promote EI in their classrooms, and they should be encouraged to apply these skills on an on-going basis. The same author made the following comment in a later article:

“...I would like to make a plea for the development of tests to evaluate emotional intelligence, especially since in changing circumstances, such as those in South Africa, the timely assessment of people’s emotional intelligence could reveal strengths and weaknesses and highlight areas for improvement in their ability to deal with change and to adapt to and cope with changing surroundings.” (Shaughnessy et al., 2013).

Bar-On (2007) reiterated this statement, adding that, considering the impact of EI on human performance, it is essential for us to employ emotionally intelligent educators. Research has time and again shown that school achievement, aptitude and IQ predict only about 9% of learners’ future success, while EI predicts between 36% and 40% of such success (Bar-On 2006), thus validating the use of EI models in schools.

In light of the value of EI for educator functioning in the classroom, and considering that educators experience adolescent problem behaviour as a significant challenge in the classroom, at times leading to educator burnout (Chang, 2012; Roache & Lewis, 2011), this research endeavoured to investigate and identify EI skills displayed by educators when interacting with adolescents who display problem behaviour. Since EI can be learnt and expanded on (Bar-On, 2007), and can contribute to effective functioning of educators, it is valid to consider using EI models in educator support development and training, including training on management of adolescent problem behaviour using EI.

The discussion thus far has revolved around Positive psychology and emotional intelligence as theoretical frameworks for the current study, and how emotional intelligence models could be used to improve effective functioning of educators, including managing adolescent problem behaviour. The final section of the literature review discusses adolescence and adolescent development. The selected developmental theories are part of the literature review for the purpose of shedding light onto the dynamic cognitive, emotional and behavioural dimensions typically encountered in the developmental phase of adolescence.

4. Adolescence and Adolescent Development

Understanding the physical, cognitive, psycho-social, and emotional characteristics of adolescents, may contribute to understanding the educators' experience of interactions with adolescents who display problem behaviour in the classroom. Therefore, these characteristics will be discussed subsequently, including a discussion on problem behaviour commonly displayed by adolescents.

*“The term ‘adolescence’ is derived from the Latin *adolescere*, which means ‘to grow up or ‘to grow to maturity’”. (Slee, et al., 2012: 456).*

Adolescence can be defined as the period in human development between childhood and adulthood (Dolgin, 2011; WHO, 2013). Although this definition is generally accepted, some controversy exists over the exact demarcation of the age of adolescence. For the purpose of this study, the demarcation of the World Health Organisation (2013) will be used. Adolescence is thus viewed as being between the ages of 10 and 19. UNICEF (2005) stated that adolescence is often defined differently according to country or region, based on presiding cultural beliefs and

practices. Louw and Louw (2007) agreed with this, and added that individual differences also influence the demarcation of adolescence. If adolescence is defined as a transitional stage between childhood and adulthood, as from dependence on family to autonomy (Berk, 2006; Gouws, Kruger & Burger, 2000; 2008), then it is conceivable that adolescence can terminate in one's late twenties, or even early thirties in some regions (UN DESA, 2004). In light of this, Louw and Louw (2007) suggested that it may be more acceptable to demarcate the adolescent phase based on specific physical and psychological developmental characteristics and socio-cultural norms, rather than chronological age. It can therefore be viewed as a period beginning with puberty, when biologically the body reaches sexual maturity, and ends when the person meets societal norms and expectations associated with being an adult.

Adolescence can be divided into three stages, namely early adolescence (10-13), mid-adolescence (14-16), and late adolescence (17-19). These transitional sub-phases involve distinctive, multi-dimensional changes in biological, psycho-social and cognitive levels (Sadock & Sadock, 2007). On a biological level, adolescents go through the changes involved in puberty, which includes physical changes in brain structure, and the intensification of sexual interest. Cognitively, abstract thinking capacities mature. On a psycho-social level, adolescents experience changes in the manner in which they perceive themselves (personal identity), as well as changes in their various roles in society (Louw & Louw, 2007; NRC, 2002).

Various theories of adolescent development have originated over the past century, describing physical, cognitive and social development, for example: Gesell's maturational theory (1933), Piaget's theory of cognitive development (1967), Ericson's psychosocial theory (1963), learning theories like that of Bandura (1963)

and contextual theories such as that of Bronfenbrenner (1979; 2005). These theories help practitioners and parents research and understand adolescent development. As with all phases of human development, the physical, cognitive, psycho-social and emotional development of adolescents impacts on their behaviour (Gouws et al., 2008). These areas of development will now be discussed using ideas from various significant theorists in the field.

4.1 Physical development.

Adolescence is characterised by the 'growth spurt', which is an extensive period of accelerated growth. Sexual maturity, known as puberty, occurs during adolescence. Although puberty is a biological process, becoming sexually mature also impacts the adolescent on psychological and social levels. Accepting pubertal changes is challenging for adolescents, and differs depending on gender and individual characteristics (Dooley & Farger, 2010; Louw & Louw, 2007). Health concerns that have been associated with adolescents (although not confined to adolescents) include eating disorders, sexually transmitted diseases and drug addiction (Slee et al. 2012).

4.2 Cognitive development.

Parallel with dramatic physical changes, significant changes occur in adolescent thinking. According to Piaget's cognitive developmental theory, human thinking can be divided into four distinct stages, namely the sensorimotor stage, followed by the stages of pre-operational (0-2 years), concrete operational (2-6 years) and formal operational thought (12 and older) (Gouws et al., 2000; Louw & Louw, 2007). Adolescence is highlighted as the beginning of the formal operation stage, a period during which the ability to reason in an abstract manner develops.

The development of abilities such as thinking through a hypothesis, planning, metacognition (thinking about thinking), and applying new thought strategies to new situations also characterise the cognitive development of adolescents (Slee et al., 2012).

Physical changes in brain structure of the adolescent have been a recent topic of interest in research. Although the human brain has grown physically to 90% of its full size by the age of six, it undergoes extensive changes during adolescence that cause processing in the brain to become faster and more sophisticated (Dobbs, 2011).

Social cognition is viewed as the manner in which we understand other people, interpersonal relationships and social institutions. In adolescence social cognition changes in the following ways (Louw & Louw, 2007):

- In early adolescence, mutual perspective-taking develops, improving the understanding of reciprocity in interactions.
- By late adolescence, social and conventional systems of perspective-taking develop, leading to a clearer understanding of the reciprocal influence of these systems on their actions and social roles in society.

These changes in cognition affect all aspects of the adolescent, including academic performance and behaviour in high school.

4.3 Psycho-social development.

Erik Erikson's theory is significant in the psychosocial development of adolescents. Erikson (1968) viewed human development in a series of eight stages, each named appropriately according to the typical challenges faced at that specific stage. As such, adolescence is named as the stage of Identity versus Identity confusion, characterised by the challenge to develop a lasting, integrated sense of

self. Erikson claimed that failure to meet a specific challenge could impact negatively on the person's ability to meet challenges in the next stage. For example, if adolescents fail to establish a lasting sense of self, they will have difficulty with the follow-up stage called Intimacy vs. Isolation, where the major challenge is commitment in relationships. Adolescent identity formation, i.e. knowing who they are and what is important to them, is therefore critical in human development as a whole. Identity formation, according to Erikson, includes reaching ego synthesis (which means developing a sense of self that is continuous, integrated and unified), forming a socio-cultural identity (which includes cultural value-orientations), forming a gender-role identity, a career identity and developing a personal value system. Although the importance of identity formation is widely acknowledged, it is estimated that only 20% of adolescents are sure of their identity by age 20, casting some light of criticism on Erikson's theory (Louw & Louw, 2007).

4.4 Emotional and moral development.

The development of morals and values are an integral part of adolescent psychosocial development, as noted by theorists Bandura (1963) and Bronfenbrenner (1979).

One theory of moral development is that of social-learning theorists Bandura and Watlers (1963) who stated that moral values and behaviour are derived from watching and imitating the behaviours of significant others. Values and norms are thus transmitted from one generation to the next. During adolescence, these assimilated values are no longer readily accepted, and conformation to peer values becomes increasingly important. Conforming to the values of peers is an important step in the process of personal value confirmation.

Adolescent development does not occur in isolation. Rather, it is considered a product of various integrated biological and contextual factors. It is therefore important that a contextual theory of development, like that of Uli Bronfenbrenner, is considered when attempting to understand adolescent development.

Bronfenbrenner's bio-ecological model (Bronfenbrenner & Evans, 2000) offers a differentiated and complete account of contextual influences in the social, moral and emotional development of the adolescent. The ecological model is based on the premise that society is a system, composed of different spheres that are interactive and interdependent, and have reciprocal influences on one another. As such, the system has a significant impact on development of both the individual, and society as a whole (Bronfenbrenner, 1979). According to systems theory, which is the theory used by Bronfenbrenner as a basis for his own theory, changes in one level of the system will result in changes in the others (Shaffer & Kipp, 2010). Thus, theoretically, changes in the classroom (a system), in the form of improvement or deterioration of educator functioning, will influence the social/moral/emotional development of the adolescents in the classroom. However, because this influence within the system is reciprocal, the adolescents' behaviour will also influence educator functioning. This model emphasised the importance of understanding the bi-directionality of relationship: adult behaviour (which include reflections of personal morals) influences learner behaviour, but learner behaviour in turn affects adult behaviour. The same bi-directional relationship is true for peer relationships. The bio-ecological model also includes the broader context of the individuals. Thus, for the adolescent and educator, classroom behaviour and moral/social/emotional development not only depends on the circumstances at school, but also circumstances at home. Reviewing this model is significant, as it provides understanding for adolescent

development from a systemic perspective, which includes broader influences on classroom problem behaviour than the individual characteristics of the adolescent.

Emotional development refers to the development of attachment, trust, security, love and affection, and a variety of emotions, feelings and temperaments. The concepts of self and autonomy are also considered parts of emotional development (Gouws et al., 2008). The adolescent is often characterised as having intense outbursts of emotions, unexpected mood swings, and being overall less emotionally stable than in childhood. Radical change in emotionality is a result of a combination of factors, including hormonal and cognitive changes (thinking about emotion is different). Environmental factors, e.g. changes in school and social structures, also influence emotion (Dooley & Fargher, 2010; Louw & Louw, 2007).

Mentioned theories of adolescent physical, cognitive, psychosocial and emotional development are all significant in gaining an understanding of the adolescent in a holistic manner, and consequently an understanding of their behaviour within the school context.

4.5 Adolescent problem behaviour.

McWhirter et al. (2004) stated that it is important for adolescents to learn behaviour that is healthy and appropriate, as they are the ones who are the foundation of a future generation. Therefore, schools should provide environments where learning is maximised and events that interfere with learning minimised. Poor school outcomes are directly linked with problem behaviours such as delinquency and substance abuse (Bradshaw, Schaeffer, Petras & Jalongo, 2010). The same authors have also linked problem behaviour in adolescence with negative adult trajectories.

Apart from the mentioned behaviours relating specifically to the classroom, problem behaviours that have also been associated with adolescence include aggressive behaviour, delinquency, vandalism, bullying, substance abuse, rule-breaking and self-harm, such as 'cutting' (Hagell, 2007; Koutrouba 2013; Louw & Louw, 2007). The mentioned behaviours are generally considered problematic, however Dooley and Fargher (2010) warned against labelling any adolescent that does not conform to the norm as displaying 'problem behaviour'. They claimed that adolescents are not yet able to think rationally or emotionally appropriately, leading to behaviours that are viewed as problematic by adults. Adolescents push the boundaries of acceptable behaviour so that they can make personal decisions about which behaviours they will incorporate into their daily existence, and which they will not. Sometimes it helps for the adolescent to be 'out of control'; however, frequent occurrences of this kind of behaviour are not healthy.

5 Conclusion

This section reviewed literature on learner problem behaviour in the classroom and educators' experience thereof. Theoretical frameworks of the study, namely Positive psychology (Seligman & Csikszentmihalyi, 2000) and emotional intelligence (Bar-On, 2006) were also discussed. Adolescence and adolescent development have also been reviewed to gain insight to this developmental phase.

The relevance of the various discussions has been indicated as it pertains to the topic of educators' experience of interactions with adolescents who exhibit problem behaviour in the classroom, and how EI can be used to support educator functioning. Global and South African literature on educators' experience of learner problem behaviour (Jacobs & De Wet, 2009; Koutrouba 2013), adolescent problem behaviour, educator management of adolescent problem behaviour and the effects

of problem behaviour on educators, have been reviewed, bringing the need for further research on these topics into focus.

The findings of this study are shared in Section B in article format, in compliance with the author instructions as specified by the researcher's journal of choice, namely *Perspectives in Education*. Section C subsequently presents a reflection on the study, discussing the findings, and considering the strengths, limitations, finally concluding with recommendations for research and practice based on the findings.

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Section B**Article**

**Educators' experience of interactions with adolescents who display
problem behaviour: an emotional intelligence perspective**

Article Foreword

This article is to be submitted to the journal *Perspectives in Education (PiE)*.

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The following article adheres to the requirements of the selected journal (*PiE*), to which the researcher subscribes. Full author instructions are reflected in Addendum D. In accordance with the journal requirements, the article does not exceed the stipulated 12–16 double-spaced pages (or maximum of 5000 words) including references, notes, and tables. This includes the required English abstract typed on a separate page and not exceeding 200 words, as well as the 8 key terms which characterise the article that follow thereafter.

Referencing has been addressed in accordance with the journal's referencing method, as indicated in Addendum C.

In-text referencing is reflected by the author(s)' name(s) and the year of publication in brackets, separated by a comma: e.g. (Shen, 2002). Quotations are followed by page references, e.g. (Shen, 2002: 21).

The list of references at the end of this article (Section B) are in accordance with journal requirements and the style will, therefore, differ from the list of references for Sections A and C of this dissertation. The article has been edited by a professional language editor and copy of the editor's letter will be made available to the Editorial Office of PiE.

In accordance with *PiE*, the subsections are illustrated by means of different heading levels instead of numbering: Level 1: **Lower case and bold** (14pt); Level 2: Lower case (12pt); Level 3: *Italic*; Level 4: Underlined. Finally, tables are positioned at the end of the article, as stipulated, with an appropriate heading, reference to which occurs in the text.

The article's findings not only complement previous research findings (locally and abroad), but present unique findings deemed to make a contribution to the South African literature regarding managing adolescent problem behaviour in the classroom. Findings reported in this article aim to stimulate debate within the South African educational context regarding the use of emotional intelligence in educator training, and arouse a wide readership interest, not just that of specialists in the fields of education and psychology.

Ethical Number: NWU-00060-12-A1 was assigned to the research study by North-West University.

Article**Educators' experience of interactions with adolescents who display
problem behaviour: an emotional intelligence perspective**

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Abstract

This paper reports on educators' experiences of interactions with adolescents who display problem behaviour in the classroom, using an emotional intelligence (EI) perspective to identify educator EI skills during interactions. A qualitative explorative and descriptive design was followed, collecting data using structured interviews, a focus group discussion and a personal interview. Participating educators (n=27) from three schools in Cape Town were of mixed gender, culture and socio-economic status. Findings were that educators experienced problem behaviour as excessively disruptive of teaching, evoking intense negative emotions during interactions, increasing awareness of own influences on interactions, and behaviour consequently influencing choice of strategies to deal with different problem behaviour. Educators experience inadequacy due to lack of insight into contextual background of adolescents, reducing their ability to provide adequate support. Educators also expressed needs for more insight on contextual background since lack thereof affects problem solving and provision of adequate support, adding to experiences of inadequacy. With interactions interpreted from an EI perspective, nine effectively functioning EI skills were identified, most prominently flexibility, impulse control and problem solving. Certain EI skills also presented as low-functioning, e.g. problem solving. Findings contribute to the subject of effective management of adolescent problem behaviour in the classroom, and highlight the value and training of educator EI skills as a form of support for effective functioning.

Key terms: *educators, interactions, adolescents, problem behaviour, classroom, effective educator functioning, support, emotional intelligence.*

Introduction

Educators are faced with numerous challenges in the classroom, ranging from managing curricular difficulties to dealing with behavioural issues of learners (Detert, Derosia, Caravella & Duquette, 2006). Interaction in the classroom between educators and learners (Huitt, 2003) is influential in promoting learners' social, emotional and cognitive development. As such it is essential that educators are able to master these challenges to ensure effective learner development (Cefai, 2007; Bucalos & Lingo, 2005). Also, considering the significant role of the educator-adolescent relationship (Bergin & Bergin, 2009; Bucalos & Lingo, 2005), the need for educators to function effectively in the classroom, emotionally and socially, should not be understated.

As with all interactions between people, educator-adolescent interactions in the classroom inherently include emotional components (Papalia, Olds & Feldman, 2009). Understanding personal emotions, and those of adolescents during interactions, can influence both educator-learner relationships and educator functioning in a positive or negative manner (Bar-On, 2007; Corcoran & Tormey, 2011). This article sheds light on how educator functioning is affected in the classroom by personal emotional and social skills, specifically pertaining to adolescents who display problem behaviour.

Adolescent problem behaviour and the importance of effective educator functioning

Amongst other challenges such as administrative tasks, educators also have to be able to deal effectively with adolescent problem behaviour as it manifests in the classroom, specifically in light of developmental changes that adolescents undergo (Bucalos & Lingo, 2005, Slee, Campbell & Spears, 2012). Changes in cognition expands capacity for rational and abstract thought, associated with risk taking, limit-testing and experimentation (Slee et al., 2012). A range of problem behaviours specifically associated with adolescence include substance

abuse and risky sexual behaviour (Elmore & Huebner, 2010; Sharp & Dellis, 2010; Sun & Shek, 2010).

Most educators experience and have to deal with problem behaviour frequently. Within the classroom, however, educators experience problem behaviour as a particular difficulty (Cothran, Hodges Kulinna & Garrahy, 2009; Chang, 2013; Koutrouba, 2013; Marais & Meyer, 2010). Learner behaviours that interfere with the flow of a lesson (Kyriacou & Martin, 2010; Shen, Zhang, Zhang, Caldarella, Richardson & Shatzer, 2009), such as talking out of turn, being off task, indulging in aggressive and violent behaviour, vandalism, bullying (verbal, physical and emotional), disobedience, laziness, late arrival for lessons, chatting or joking during lessons, and non-participation, are experienced as classroom problem behaviours (Atici, 2007; Koutrouba, 2013). Adolescent problem behaviour in the classroom is experienced as a difficulty by both novice and veteran educators (Jacobs & De Wet, 2009; Koutrouba, 2013).

Overall educator functioning can be affected negatively by frequent interactions with learners who display problem behaviour in the classroom (Spilt, Koomen & Thijs, 2011). Chronic painful feelings of embarrassment, anger and frustration experienced by educators (Koutrouba, 2013) impact on teaching negatively (Cothran *et al.*, 2009). Also, dealing with learner problem behaviour is documented as a leading cause of educator burnout and educators leaving the field (Cothran & Hodges Kulinna, 2007; Hastings & Bham, 2003). However, learner problem behaviour may in fact be a product of educator burnout, and Hastings and Bham (2003) recommended that additional research be conducted on the variables of this phenomenon. If dealing with problem behaviour in the classroom can have such negative impact on educator functioning, it is important to explore and understand educators' experiences with problem behaviour, in order to shape support for educators (Atici, 2007; Bucalos & Lingo, 2005; Lewis, Romi & Roache, 2012).

Despite ample research, a need still exists for more investigation on equipping educators to deal effectively with daily problem behaviour (Lewis *et al.*, 2012). Problem behaviour in the classroom, as displayed by some adolescents, needs to be dealt with effectively to ensure successful teaching and learning (Bucalos & Lingo, 2005).

Educator functioning in the classroom and emotional intelligence

Positive psychology is the scientific study of ordinary human strengths and virtues, revisiting the average person, with an interest in how people decide what works for them, what is right and what improves everyday life experience (Sheldon & King, 2001). Within the field of positive psychology, emotional intelligence is viewed as an integral and prominent subfield (Bar-On, 2006; Goleman, 2001; Mayer, Salovey, & Caruso, 2000).

During the past decade, emotional intelligence (EI) has contributed to the understanding of effective functioning of educators and learners (Bar-On, 2007; Jacobs, Kemp & Mitchell, 2008; Maree, 2010). Bar-On (2010) views EI as a range of interrelated social and emotional competencies and skills that impact intelligent behaviour to ensure effective functioning. According to Anari, (2012), Brackett, Palomera, Mojsa-Kaja, Reyes, & Salovey (2010) and Corcoran & Tormey, (2011), EI can be used as a framework that clarifies and assesses emotional skills considered useful in the ‘helping’ professions’, including teaching. Conventional methods of predicting future success, such as school achievement, aptitude and IQ, predict only about 9% of learners’ future success, whereas EI predicts between 36% and 40% of such success (Bar-On 2006). To promote the development and use of EI in the classroom is thus beneficial to both educators and learners.

Strengthening educators’ repertoire of EI skills can lead to educators functioning more effectively in the classroom in terms of support for managing emotions appropriately, adjusting undesirable emotional states to more productive ones, understanding the link between emotions, thoughts, and actions, fostering caring interpersonal relationships in the

classroom, and being sensitive to students' emotions (Ghanizadeh & Moafian, 2010). By investigating which EI skills are used by educators when interacting with adolescents who display problem behaviour, possible effective and low-functioning EI skills can be identified, highlighting areas lacking support (Bar-On, 2007; Coetzee & Jansen, 2007; Maree, 2010).

Current literature pertaining to how educators function when dealing with learner problem behaviour, especially within the South African context, is scant. Further research is required with the aim of identifying areas where educator support can be generated (Hastings & Bham, 2003; Lewis *et al.*, 2012; Tsouloupas, Carson, Mathews, Grawitch & Barber, 2010). Failure to effectively manage problem behaviour in the classroom can have far-reaching effects, for both educators and adolescents, as mentioned by Koutrouba, (2013).

Against this background, the research aim was to explore subjective experiences of educator's interactions with adolescents who display problem behaviour in the classroom; and to use an emotional-intelligence perspective to identify effective, or low-functioning EI skills. By understanding educator experiences, interventions can be developed aimed at supporting adolescent problem behaviour management, possibly by developing educator EI skills, and ultimately improving both educator and adolescent functioning in the classroom.

Research method and design

A qualitative explorative and descriptive research design was used. This method is suitable for investigating specific phenomena that use subjective experiences of participants (Botma, Greeff, Mulaudzi, & Wright, 2010; Creswell, 2009).

Research context and participants

A convenience sampling method (Botma *et al.*, 2010) was employed to select an initial sample of 10 of the 15 (67%) public high schools in the southern suburbs of Cape Town, Western Cape Province. The study was conducted in three high schools, from low-, middle- and high-income areas in the southern suburbs of the City of Cape Town, Participants were

conveniently and purposefully selected (Botma *et al.*, 2010), with the sample consisting of 27 educators of mixed age, gender, race, culture, religion. Most had had numerous experiences with adolescent problem behaviour.

Criteria for participation stipulated that participants (henceforth referred to as ‘the educators’) were willing to participate in interviews and focus groups were English or Afrikaans speaking, were suitably qualified and experienced, and were currently teaching grades 8 or 9.

Data gathering

Nieuwenhuis (2007a, b) advocated the use of multiple methods of data gathering to improve data validity and trustworthiness, and to enrich descriptions. Procedures for the current study included structured interviews (i.e. interview sheets), followed by a focus group discussion with a subset of participants and a semi-structured personal interview with a member of the focus group.

Structured interviews

Structured interview question sheets (**Table A**), consisting of closed- and open-ended questions, were completed at a time of convenience by all 27 educators. Data from interview sheets were used to stimulate focus group discussion, so as to obtain richer descriptions of experiences with specific behaviours and to validate the data and enhance trustworthiness.

*Place Table A approximately here.

Focus group discussion

Thereafter, a subset of five educators also participated in a semi-structured focus group discussion. Focus group discussions often generate information about a phenomenon that may not have emerged from structured interviews, thus richer descriptions emerge, providing

opportunities to validate and expand on data (Botma *et al.*, 2010; Nieuwenhuis, 2007a) *Semi-structured, personal interview*

Lastly, one follow-up, semi-structured personal interview of 60 minutes was conducted with an educator who also participated in the focus group discussion. Based on information gathered up to this point, questions were reframed to probe for more specific and richer information.

Data analysis

Initially the three sets of data were analysed deductively using qualitative content analysis as described by Creswell (2009). Themes identified were used to organise and describe educators' experiences of interactions that contributed toward answering the research question.

Subsequently, data was analysed deductively using an EI perspective, specifically Bar-On's model (2006; 2011) (**Table B**), to interpret the educators' interactions with adolescents, with the aim of identifying effective and low-functioning educator EI skills.

*Place Table B approximately here.

Trustworthiness

Trustworthiness was ensured by revising the propositions of Guba and using the strategies of credibility, transferability, dependability and confirmability (cited in Shenton, 2004) (**Table C**). Criteria for Guba's strategies were generated from Klopper (2008), Magare, Kitching and Roos (2010) and Nieuwenhuis (2007b).

*Place Table C here.

Ethical considerations

Permission to conduct this study was obtained in writing from the Ethical Committee of the North-West University (NWU-00060-12-A1), the Western Cape Department of Education,

principals and participating educators. Educators were informed about aims and procedures, voluntary participation and the right to withdraw at any time, with no consequences.

Participation in this study allowed them to share both their positive and negative experiences about adolescent problem behaviour in the classroom. This was deemed as being beneficial to the educators, and provided them with an opportunity to express their emotions and share their experiences in a safe environment. In this sense, the benefits outweighed the risk of personal discomfort that the educators may potentially experience.

Findings

Four major themes were identified, contributing toward addressing the main aim of the study, i.e. to explore how educators experience interactions with adolescents who display problem behaviour in the classroom.

To answer the second aim, Bar-On's model of EI (2006; 2011) was used to interpret educator-adolescent interactions, to identify effective or low-functioning educator EI skills within the interactions. **Table D** presents a summary of identified themes, EI components and skills.

*Place Table D approximately here.

Discussion of findings

Theme 1: Problem behaviour in the classroom is experienced as excessive disruption of teaching.

Several educators associated and experienced interactions pertaining to problem behaviour as excessively disruptive. This finding supports international research findings on educators' experience of problem behaviour in the classroom (Koutrouba, 2013), indicating that excessive disruption in the classroom is a difficulty for educators globally. Behaviours such

as ‘refusing to listen’, ‘being disruptive and rude’, ‘acting out’, ‘acting provocative’, ‘deliberately causing chaos’, ‘talking in the class all the time’, ‘seriously disrupting the atmosphere’, ‘always talk/comment/hum/whistle when I am teaching’, and ‘abusing freedom’ by disrespecting and constantly overstepping boundaries, were experienced as excessively disruptive. Other actions such as being disobedient, fidgety, verbally abusive and using foul language were also experienced as excessively disruptive for the majority of educators.

***Structured interview participant (SIP):** ...he was fidgeting and not focused...even with reprimand, he would continue to the point where he got rude and aggressive in his speech and mannerisms...*

***SIP:** A learner once barged into my classroom unannounced and then shouted something at another learner while I was teaching. She then proceeded to slam the door and walk out...*

Koutrouba (2013), Chang (2012) and Evers, Tomic and Brouwers (2005) found that disruptive behaviours, not unlike those mentioned by the educators in this study, are experienced as the most problematic and stressful, contributing toward educator burnout. Cothran and Hodges Kulinna (2007) and Tsouloupas *et al.* (2010) confirmed these findings, and highlighted global concern regarding effective functioning of educators in the classroom.

The fact that problem behaviour, for example fidgeting, is often experienced as excessively disruptive, could possibly be due to lack of educator **Stress-management skills** (Bar-On, 2006), (*stress tolerance and impulse control*), which involve effective and constructive management and control of emotion. However, educators were able to show effective functioning of the component **Adaptability**, specifically the EI skills of *flexibility and problem solving*:

***Participant 2 (group discussion):** ...the child’s got ADD, yes the child moves around, but it’s one of those things, so we deal with it, you adjust to it...I would move him to the front of the class...*

***SIP:** She seriously disrupted the atmosphere of the classroom. I managed to stay calm and asked her to wait outside until she had calmed down...*

Flexibility refers to the manner in which personal feelings and thoughts can be adapted to new situations. For example, the educator in the quote concerning adaptation to an adolescent's special need (ADD), showed a change in thoughts and feelings to solve the problem behaviour. This also demonstrated the skill of *problem solving*, *i.e.* the ability to solve personal and interpersonal problems.

This example also shows the ability to apply *impulse control*; some educators reported controlling their tempers amidst the disruptive experience, and tried to effectively and constructively control personal emotions.

Theme 2: Problem behaviour leads to educator experiences of intense negative feelings.

Various intense negative feelings were experienced by the educators during interactions, including frustration, embarrassment, lack of control, inadequacy, impatience, concern, sadness, fury, ignorance, helplessness, violation, and upset, with the most prominent negative feelings being anger and outrage. Educators' emotions elicited, at times, negative responses such as wanting to shout at or physically grab the learner:

SIP: I was angry that I could not control this boy in this 1-on-1 situation, but also very upset...i felt completely helpless and up against a brick wall.

SIP: I felt such outrage at the disrespect; I felt like slapping the boy, never mind detention.

SIP: I felt feelings of inadequacy in both instances...I wanted to hold the "biter" down so that the victim could bite a chunk out of the 'biter's" ear.

Findings that support this theme are consistent with those of Chang (2012). Frequent experiences of intense negative emotions associated with dealing with learner problem behaviour are linked to, amongst others, educator emotional exhaustion (Kokkinos, 2007; Tsoupoupas *et al.*, 2010).

However, when interpreted from an EI perspective, even though negative emotional experiences were evoked, certain skills were effectively applied by some educators: *stress tolerance* and, from the **Intrapersonal** EI component, and *emotional self-awareness*. An

example of *emotional self-awareness*, awareness of and ability to understand own emotion, was when educators noticed that they were getting angry, and experiencing frustration:

SIP: I asked her to please explain her actions to me, but she was furious and refused. I could feel that I was very angry, so I told her that we will meet tomorrow and discuss the situation...The next day we were both calm...there was a reason for her outbreak, but it is still unacceptable behaviour and I had to take action.

Participant 4: My first go-to reference is to first voice my frustration, which I do with every other learner...

Bracket and Katulak (2007) claimed that *emotional awareness* is an essential skill for the fostering and optimisation of educator effectiveness in the classroom. Effective functioning *stress tolerance* may also prove valuable for educators teaching adolescents, as they are prone to erratic emotional outbursts and shifts in emotional states (Dooley & Fargher, 2010).

Theme 3: Experiences of problem behaviour in the classroom lead to awareness of own influences on interactions, consequently influencing choice of strategies.

Educators experienced awareness of their influence on interactions with the adolescent.

Additionally, their own feelings, thoughts, and behaviour guided them in selecting strategies that uniquely suited the situation based on their individual repertoires of problem-behaviour solving strategies.

SIP:he went crazy physically...I had to talk him down...then tears and sobbing...got him to the counsellor after calming [him]...then in a consciously calm voice...but stayed in his face forcing him to back down. [It was] okay afterwards.

Participant 2: It's not that I don't have a problem with these kids, it's just that I deal with it differently...like with C...today he was very talkative and cheeky, I said: "what are we doing now? How interesting"...So just kind of ...offset the negativity...

Participant 3: I concentrate on pausing between behaviour and my response.

In line with documented strategies on behaviour management (e.g. Honigsfeld & Cohan, 2013), educators often used one-on-one and private conversations, frequently reporting this manner of interaction to be effective and usually resulting in problems and misunderstandings being identified and solved.

SIP: When children are acting out, I have a private conversation... Two weeks ago a learner was not working and disrupting the class.... "Is there anything I am doing wrong that is stopping your progress in this class?" Have I offended you? By taking personal responsibility, it encouraged the learner to take responsibility. The boy opened up about other problems and we made a plan together about catching up work. I am saddened by the depth of his problems.

Woolfolk Hoy and Weinstein (2008) claimed that educators who refrain from addressing an adolescent in the presence of peers, choosing instead individual, discreet interaction about behaviour, are highly respected by learners.

Exclusion from the classroom as a strategy was generally viewed as effective, especially for allowing adolescents to calm down. However, using exclusion to manage problem behaviour is a frequently debated issue (Lewis *et al.* 2012; Patterson, cited in Bucalos & Lingo, 2005).

Issuing warnings, reiterating consequences of non-compliance, and issuing school-approved consequences for problem behaviour (e.g. detention), were also regarded as effective.

Educators were able to recognise their choice of ineffective strategies. Singling out adolescents in front of peers, and raising voices, thereby causing adolescent embarrassment and withdrawal which aggravates the negativity of the interaction, were mentioned.

Recognition of ineffective strategies by the educator can be viewed as strength:

Participant 4: "...why haven't you done this? If you don't understand you know you have to ask." But if I say something like that to him he closes up completely... shuts down...

Participant 1: It was the second lesson with the student, from my first interaction with him I thought to myself, okay, maybe this wasn't the best thing...him being singled out didn't suit him, and that's fine. Some students don't want to be seen as being different...

From an EI perspective, the **Adaptability** and **Interpersonal** components are evident here.

Educators were able to experience and validate personal influences on the interaction against external reality (*reality testing*), could see learners' point of view (*empathy*), and were able to

adapt their behaviour/thoughts according to the situation in an attempt to solve the problem behaviour (*problem solving*).

Of significance, was the value placed on the experience of educator-learner ‘*interpersonal relationship*’, also an EI skill. Due to positive relationships and interactions problems were solved. An educator recalled resolving a very sensitive situation of problem behaviour with an adolescent, and claimed that the educator-adolescent relationship was instrumental:

Participant 5: I think it was a process it just went over time...not quite sure, must I interact? How far do you [push]...? But having had a relationship... when the children left the class I asked him to stay behind and asked what’s wrong...

Considering the important role of the educator-learner relationship in the social and academic development of the adolescent (Bucalos & Lingo, 2005; Spilt *et al.*, 2011), it is encouraging to find that some educators employ this EI skill effectively.

Theme 4: Educators experience inadequacy due to lack of insight into contextual background of the adolescents, reducing ability to provide adequate support and creating more feelings of inadequacy.

Educators expressed frustration at a lack of knowledge concerning the contextual background of learners who display problem behaviour, expressing a need to be more sufficiently equipped with information. Adequate and deeper understanding of external stressors such as poor socio-economic circumstances and peer pressure which contribute to problem behaviours in the classroom could influence educator-adolescent interactions positively, with the educators showing more empathy and sensitivity toward adolescent needs:

Participant 2: ...they have a terrible home life, they come to school and that’s also reflected, they bring it all to school, the way they treat you, their work, its contextual almost...

SIP: [I need] better knowledge of the pupil and his/her circumstances.

Participant 4: *I remember also having one or two problems and then you want to know a bit more, because it needs to be dealt with differently...if you don't take all that into consideration you cannot be an effective teacher.*

The **Intrapersonal** EI component is apparent here. During interactions educators displayed the ability to show *empathy* by seeing the learners' perspective, taking circumstances into consideration, and consequently adapting personal actions. Another example of *empathy* was:

Personal interviewee: *I am willing to help you with anything, if you don't understand something, I will help you, but at the end of the day I want you to pass your Grade 12 well, and I am not letting go of you, just know that.*

Interactions that possibly indicated low-functioning EI

The effective-functioning educator EI skills that were identified and discussed above are *flexibility, problem solving, impulse control, emotional self-awareness, reality testing, empathy* and *interpersonal relationship*. In addition, low-functioning educator EI skills manifested during the interactions.

Some interactions where problem behaviour was experienced as being excessively disruptive revealed that certain educators incorporated ineffective class management strategies in addressing the disruption, suggesting low-functioning *problem-solving* skills.

Educators repeatedly reported feeling a 'lack of control' during disruptions, expressing frustration or anger, possibly indicating low functioning of *stress tolerance* and *impulse control* EI skills. Interactions where educators acted irrationally, without adolescents having a chance to explain themselves, illustrated low functioning of these skills. For example, an educator reported losing her temper with an adolescent who would not stand in a line, then taking the learner by the arm and physically pulling him into the line. This specific example was also an indication of low-functioning *emotional self-awareness*, as the educator was not aware of her anger and how it was affecting her behaviour.

SIP: *When I attempted to bring the situation back into my sphere of control by speaking to him out of the hearing of the rest of the class, he did not respond well...I felt helpless and ignorant in the situation.*

SIP: I sent two girls to the side line (time-out) despite one being less guilty than the other. They were angry and felt I was being unjust. They spoke rudely to me. The quotes show attempts at *problem solving* that actually worsened the problem behaviour during the interaction by causing adolescent withdrawal and aggravation, again reflecting low functioning of *problem solving*, and also showing low functioning in *flexibility*.

Educators frequently experienced feelings of inadequacy and helplessness, a possible indication of low functioning of the *stress tolerance* skill because of an inability to manage negative emotions. Due to these feelings of inadequacy, *self-regard*, which pertains to accurately perceiving, understanding and accepting oneself, may also be a low-functioning EI skill.

Participant 4: I'm lost... because I don't know what it [the problem] is... it could be problems that are much worse...so I feel utterly helpless. And he is just one of 240 others that we teach...

In this quote, a lack of contextual knowledge of the disruptive adolescent resulted in ineffective *problem-solving* skills that led to more experiences of feelings of inadequacy.

In summary, educator interactions, indicative of low-functioning EI skills identified during interactions, included *problem solving*, *emotional self-awareness*, *stress tolerance*, *impulse control*, *flexibility* and *self-regard*. Bar-On (2007), Maree (2010) and Chan (2008) were of the opinion that educator EI skills, such as the low-functioning skills mentioned, can be strengthened to function more effectively.

Relevance of the study and suggestions for further research

The research theme is currently relevant in South Africa and abroad. Interaction between educator and learner plays an important role in the problems experienced in the classroom (Papalia *et al.*, 2009) and is thus a topic that merits research. Learner problem behaviour in class is also a serious concern for educators (Chang, 2013; Jacobs & De Wet, 2009; Koutrouba, 2013), and it is valid to consider EI in the management of educator-adolescent interactions because it influences effective educator and learner functioning (Bar-

On, 2007; Coetzee & Jansen, 2007, Koçoğlu, 2011). Teaching is an emotional practice (Koçoğlu, 2011), thus the concept of educator EI is worth investigating with regard to adolescent problem behaviour management.

The current study confirmed research by Corcoran and Tormey (2011) that suggested that educators possess and intuitively use skills that are considered indicators of EI. Influential writers in the fields of EI and education are increasingly referring to the important role of EI in educator functioning in the classroom, including learner behaviour management (e.g. Bar-On, 2007; Brackett, *et al.*, 2010; Maree, 2010). Given that EI skills are already in practice, and they can also be developed and learned (Bar-On, 2007), the challenge is to encourage the use of EI in generating educator support/training programs. Future research in this regard is suggested. Questions also remain as to which other prominent EI skills were not evident from this study, e.g. skills in conflict management (Goleman, 2001) and optimism (Bar-On, 2006), which may be valuable in a South African teaching climate with high conflict and suboptimal teaching conditions, and provide potential avenues for research. In addition, educators from other regions, who are even more experienced and skilled, could make valuable contributions toward studies of this nature, as they may use different EI skills for management of adolescent problem behaviour.

Limitations of the study

This explorative study was limited to a small sample size due to time constraints, and it was limited to participants from one region only. As such it cannot be considered representative of all South African educators' experience of adolescent problem behaviour. The use of standardised EI questionnaires (e.g. EQ-I of Baron) could have provided valuable and additional insight into educator EI. An indication of educator participants' EI as part of the selection process could also have been valuable to enhance trustworthiness, and

considering the interpretative nature of parts of the study. However, findings in this explorative research are tentative, and as such need to be followed up with formal assessments of EI (e.g. EQ-I of Baron). Findings are also suggested to be interpreted within the context of complex dynamic interaction that exists between people.

Summary and conclusion

Educators experience problem behaviour in the classroom as a specific difficulty affecting educator functioning. It is evident that educators already possess and employ skills that enhance functioning in the classroom, amongst others, *flexibility*, *empathy* and *problem solving* (Bar-On, 2006).

In light of realities that educators face in the South African context, including large classes and often inadequate and limited resources, it is not surprising that some educators are not coping in the classroom. However, this is not universally the case, and some are in fact managing problem behaviour effectively by means of inherent or learned skills, many associated with EI. EI models provide a framework for educator support which can be instrumental in reducing educator burnout, and educators leaving the field.

Tables

Table A: Questions in structured interview sheet

1. What is your understanding of the term 'problem behaviour'?
 2. Describe two situations where you interacted with an adolescent who displayed problem behaviour. Describe your own behaviour as well as that of the learner.
 3. Describe your feelings or emotions during AND after the interaction.
 4. Can you think of an alternative way in which you could have handled the interaction that would have produced a different outcome? Please elaborate.
 5. Describe your relationship with the above-mentioned learner(s).
 6. Describe an example of a relationship with an adolescent who does not display problem behaviour.
 7. What support is available at the school to support you as an educator when situations of problem behaviour arise?
 8. In your opinion, what is needed for you to become more effective in dealing with adolescents who display problem behaviour?
-

(To be included in section on Data collection)

Table B: The Bar-On model of Emotional intelligence (Adapted from Bar-On, 2011 and Bharwaney et al., 2007).

EI components	EI Sub-scales	EI skills assessed by each scale
INTRAPERSONAL COMPONENTS (Self-awareness and expression)	Emotional self-awareness	To be aware of and understand one's emotions.
	Assertiveness	To effectively and constructively express one's feelings.
	Self-regard	To accurately perceive, understand and accept oneself.
	Self-actualisation	To strive to achieve personal goals and actualise one's potential.
	Independence	To be self-reliant and free of emotional dependency on others.
INTERPERSONAL COMPONENTS (Social awareness and interpersonal relationship)	Empathy	To be aware of and understand how others feel.
	Social responsibility	To identify with one's social group and cooperate with others.
	Interpersonal relationship	To establish mutually satisfying relationships and relate well with others.
ADAPTABILITY COMPONENT (Change management)	Reality testing	To objectively validate one's feelings and thinking with external reality.
	Flexibility	To adapt and adjust one's feelings and thinking to new situations.
	Problem solving	To effectively solve personal and interpersonal problems.
STRESS MANAGEMENT (Emotional management and control)	Stress tolerance	To effectively and constructively manage emotions.
	Impulse control	To effectively and constructively control emotions.
GENERAL MOOD (Self-motivation)	Optimism	To be positive, hopeful and look at the brighter side of life.
	Happiness	To feel content with oneself, others and life in general.

(To be included in section on Data analysis)

Table C: Strategies to ensure trustworthiness.

Strategy	Criteria	Application
Credibility	Multiple methods of data collection	Questionnaires, a focus group and a semi-structured personal interview utilised.
	Authority of the researcher	Researcher is a qualified educator and supervisors are qualified psychologist and experts in the field of education, psychology and research.
	Interviewing process	Focus group and personal interview questions were reframed and repeated to gather rich descriptions of educator's experience.
Credibility	Peer examination	Data, findings and discussions were discussed thoroughly with peer researchers and supervisors
	Eliminating researcher bias	The researcher kept a self-reflection journal to evaluate thoughts and experiences for bias.
Transferability	Rich description	Descriptions of methods, data gathering and analysis were reported.
Dependability Confirmability	Audit trail	Digital recordings and transcription, and questionnaires were filed and the procedure reported in detail.

(To be included in the section on Trustworthiness)

Table D: Identified themes and educator EI skills

Themes	EI components, subscales and skills as reflected in educators experiences of interactions
1. Problem behaviour in the classroom is experienced as excessive disruption of teaching.	ADAPTABILITY: flexibility and problem solving STRESS MANAGEMENT: impulse control
2. Problem behaviour leads to educator experiences of intense negative feelings.	INTRAPERSONAL: emotional self-awareness
3. Experiences of problem behaviour in the classroom lead to awareness of own influences on interactions, consequently influencing choice of strategies.	ADAPTABILITY: reality testing and problem solving INTERPERSONAL: empathy and interpersonal relationship
4. Educators experience inadequacy due to lack of insight into contextual background of the adolescents, reducing ability to provide adequate support and creating more feelings of inadequacy.	INTERPERSONAL: empathy

(To be included in section on Findings)

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Section C - Summary, Evaluation, Recommendations and Conclusion

1. Introduction.

Section A provided an orientation and background to the research, including a conceptual understanding of educators' experience of adolescents who display problem behaviour in the classroom, and an overview of relevant theoretical frameworks, namely positive psychology and emotional intelligence. The use of emotional intelligence to interpret the experiences of educators' interactions with adolescents in the classroom was also discussed, followed by a basic overview of adolescence and adolescent development.

Section B focused on the findings of the study and a discussion thereof in the format of a research article. The current section provides a summary of the research problem, research questions, aims, procedures and findings, and reflects on the findings through discussion and evaluation of strengths and limitations of the research. This section concludes with recommendations for avenues of further research on the topic of educators' experience of adolescent problem behaviour, as well as using EI in enhancing educator functioning in the classroom, including managing problem behaviour.

2. Summary of the Study.

2.1 Research problem, aim and research question.

This research seeks to contribute to the current literature about educators' experiences of adolescent problem behaviour as an area of difficulty in the classroom, interpreting the findings by using an emotional intelligence perspective. Global research indicates that learner problem behaviour impacts negatively on educators, who are essential role players in society (McWhirter et al., 2004;

Tsouloupas et al., 2010). Problem behaviour has been found to escalate during adolescence due to various factors, including the increasingly important role of peer pressure (McWhirter et al., 2004), and cognitive developmental factors which lead to increased experimentation with pushing boundaries and taking risks (Slee et al., 2012). Considering the special significance of the educator-learner relationship in adolescence, and the potential negative effects of adolescent problem behaviour on both educator and adolescent, it is essential that educators be supported to function effectively in their management of interactions with adolescents who display problem behaviour.

Based on significant authors' writings in the field of emotional intelligence, the functioning of educators coping with stress, for example, can be supported by developing and strengthening emotional intelligence (EI) skills (Bar-On, 2007; Chan, 2008; Corcoran & Tormey, 2011; Maree, 2010). In this study, the aim was to investigate educators' experiences, and possibly identify educator EI skills used during interactions where adolescents displayed problem behaviour in the classroom. Possible effective and low-functioning educator EI skills were identified, indicating areas of EI where educator skills could be strengthened and developed.

Despite the fact that adolescent problem behaviour is a genuine global concern (Bucalos & Lingo, 2005; Sharp & Dellis, 2010; Sun & Shek, 2010), there seems to be a lack of local research around the topic of educators' experience of adolescent behaviour in South African schools. No research could be found pertaining to how educators in Cape Town (southern suburbs) experience problem behaviour, nor could research be found about educators' use of emotional intelligence skills in high schools in Cape Town. To address this need, the researcher conducted a literature search on the topic of learner and adolescent

learner problem behaviour, and how educators experience this phenomenon in the international and local research context. Consequently, the title *Educators' experience of adolescents who display problem behaviour from an emotional intelligence perspective* was chosen, with the research aim to explore how educators experience interactions with adolescents who display problem behaviour, using an emotional intelligence perspective to identify EI skills used by the educators during the interactions. The research questions guiding the research were: *How do educators' experience interactions with adolescents who display problem behaviour as interpreted from an emotional intelligence perspective?*, and *What emotional intelligence skills are used by educators when interacting with adolescents who display problem behaviour in the classroom?*

2.2 Research procedures.

Research proceeded with convenience sampling of three high schools in the southern suburbs of Cape Town, and criterion sampling for selection of educators from the schools. The educators who participated had all had numerous experiences with adolescent problem behaviour, were of mixed gender, culture, ethnicity, and socio-economic groups, and were teaching in English-medium schools with students from low, middle and high income areas.

Three methods of data gathering, all suited for qualitative, descriptive research designs were used: structured interview sheets (Addendum B), a focus group discussion and an in-depth personal interview. Structured interview sheets were distributed to three schools, and were completed by 27 participants and returned within two weeks. A focus group discussion was held with five educators. The group discussion was followed by a single, in-depth personal interview with an

educator from the group on another day. Questions from the structured interview sheet were used as a guide for both the group and personal interview, adding new questions that had been identified by the researcher from analysis of the structured interview sheets, and also adding probing questions that enriched descriptions of experiences of educator interactions.

These methods of collecting data allowed the researcher to gather multiple descriptions of the educators' experiences with adolescent problem behaviour. The audio-recorded interviews were transcribed and analysed using a generic form of qualitative-data thematic analysis (Creswell, 2009). Data was analysed using an inductive-deductive approach, and findings were recorded in the form of a research article with the intention to submit to the journal *Perspectives of Education* (see Section B).

2.3 Findings.

Some findings were noted to support previous research, while other findings emerged as unique. The findings contribute to the current existing knowledge base on educators' experience of adolescent problem behaviour in the classroom, as well as the debate over the value of EI in educator functioning, with special reference to the use of effective and low-functioning EI skills during interactions with adolescents.

To summarise, the findings revealed how educators' experienced interactions with adolescents who display problem behaviour in the classroom, and highlighted possible effective and low-functioning educator EI skills by interpreting interactions using an EI perspective.

Data was analysed using a generic method of qualitative-content analysis (Creswell, 2009). **Table 5** presents the four major themes generated from the

inductive data analysis, as well as EI skills identified using deductive data analysis related to interactions that support the four themes, specifically using the EI model of Bar-On (2006; 2011) for interpretation.

Table 5

Table of themes and EI skills

Themes	EI components, subscales and skills as reflected in educators experiences of interactions
5. Problem behaviour in the classroom is experienced as excessive disruption of teaching.	ADAPTABILITY: flexibility and problem solving STRESS MANAGEMENT: impulse control
6. Problem behaviour leads to educator experiences of intense negative feelings.	INTRAPERSONAL: emotional self-awareness
7. Experiences of problem behaviour in the classroom lead to awareness of own influences on interactions, consequently influencing choice of strategies.	ADAPTABILITY: reality testing and problem solving INTERPERSONAL: empathy and interpersonal relationship
8. Educators experience inadequacy due to lack of insight into contextual background of the adolescents, reducing ability to provide adequate support and creating more feelings of inadequacy.	INTERPERSONAL: empathy

The themes identified during the inductive phase of analysis contribute towards understanding educators' subjective experiences of interactions with adolescents who display problem behaviour in the classroom, which was part of the aim of this study. **Addendum E** reflects the table of themes and includes quotes that support the themes.

The second, deductive, phase of analysis was done using an EI perspective with the aim of identifying effectively and low-functioning EI skills used by the educators during their interactions with adolescents. Specifically, the Bar-On model of EI (2006; 2011) (**Table 1, Section A**), was used as a lens for interpretation of the educators' interactions with adolescents who display problem behaviour in the

classroom. Bar-On's model is composed of five main EI components, namely Intrapersonal, Interpersonal, Stress management, Adaptability and General Mood. Each component has its own set of EI skills.

The effective functioning EI skills of *problem solving, emotional self-awareness, stress tolerance, impulse control, flexibility* and *self-regard* were identified. **Table 6** indicates the possible educator EI skills that were used during the interactions with the adolescents, and includes supporting quotes from the themes as used in the article (Section B).

Table 6
Possible effectively functioning educator EI skills

EI Skills associated with interactions that support themes	Supporting Quotes from article
<p>THEME 1: Flexibility</p> <p>Problem solving</p> <p>Impulse control,</p>	<p>Participant 2 (group discussion):...<i>the child's got ADD, yes the child moves around, but it's one of those things, so we deal with it, you adjust to it...I would move him to the front of the class...</i></p> <p>Structured interview participant (SIP): <i>She seriously disrupted the atmosphere of the classroom. I managed to stay calm and asked her to wait outside until she had calmed down</i></p>
<p>THEME 2: Emotional self-awareness</p>	<p>SIP: <i>I asked her to please explain her actions to me but she was furious and refused. I could feel that I was very angry, so I told her that we will meet tomorrow and discuss the situation...The next day we were both calm...there was a reason for her outbreak but it is still unacceptable behaviour and I had to take action</i></p> <p>Participant 4: <i>My first go to reference is to first voice my frustration, which I do with every other learner...</i></p>

Table 6 (continued)

<p>THEME 3: Reality testing</p> <p>Problem solving</p> <p>Empathy</p> <p>Interpersonal relationship</p>	<p>Participant 5: <i>I think it was a process it just went over time...not quite sure, must I interact? How far do you [push]...? But having had a relationship... when the children left the class I asked him to stay behind and asked what's wrong...</i></p> <p>SIP: <i>When children are acting out, I have a private conversation...Two weeks ago a learner was not working and disrupting the class.... "is there anything I am doing wrong that is stopping your progress in this class? Have I offended you?" By taking personal responsibility, it encouraged the learner to take responsibility. The boy opened up about other problems and we made a plan together about catching up work.</i></p> <p>Participant 4: <i>..."why haven't you done this? If you don't understand you know u have to ask." But if I say something like that to him he closed up completely... shuts down</i></p> <p>Participant 1: <i>It was the second lesson with the student, from my first interaction with him I thought to myself, okay, maybe this wasn't the best thing...him being singled out didn't suit him, and that's fine some students don't want to be seen as being different...</i></p>
<p>THEME 4: Empathy</p>	<p>Personal interviewee: <i>I am willing to help you with anything, if you don't understand something, I will help you, but at the end of the day I want you to pass your Gr. 12 well, and I am not letting go of you, just know that</i></p> <p>Participant 4: <i>I'm lost... because I don't know what it [the problem] is...it could be problems that are much worse...so I feel utterly helpless. And he is just one of 240 others that we teach</i></p>

Findings also suggest possible low-functioning EI skills that were prominent in the interactions: *problem solving, emotional self-awareness, stress tolerance, impulse control, flexibility and self-regard*. **Table 7** indicates these possible low-functioning EI skills with quotes from the data as they were used in the article (**Section B**).

Table 7

Possible educator low-functioning educator EI skills

Low-functioning EI skills associated with interactions of educators with adolescents	Supporting Quotes from the article
Problem solving Impulse control Emotional self-awareness Stress tolerance Flexibility Self-regard	<p>SIP: <i>When I attempted to bring the situation back into my sphere of control by speaking to him out of the hearing of the rest of the class he did not respond well...I felt helpless and ignorant in the situation</i></p> <p>SIP: <i>I sent two girls to the side line (time-out) despite one being less guilty than the other. They were angry and felt I was being unjust. They spoke rudely to me</i></p> <p>Participant 2: <i>...I feel completely helpless...up against...a brick wall...</i></p> <p>Participant 4: <i>I'm lost... because I don't know what it [the problem] is... it could be problems that are much worse...so I feel utterly helpless. And he is just one of 240 others that we teach</i></p> <p>SIP: <i>I felt feelings of inadequacy...</i></p>

3. Reflections on the Research

3.1 Discussion of findings.

3.1.1 Theme 1.

Theme 1 indicates that nearly all of the educators experienced interactions with adolescents who display problem behaviour in the classroom as being excessively disruptive of their teaching. Participants from the structured interview sheets, focus group discussion and the personal interview mentioned examples of problem behaviour similar to problem behaviour experienced by educators globally and elsewhere in South Africa. This behaviour included disrespectfulness, disobedience, talking in class, being late for lessons, not staying on task and verbally abusive behaviour, thus reflecting a shared global educator experience of the phenomena of problem behaviours as difficulties in the classroom (Atici, 2007; Koutrouba, 2013).

Using Bar-On's model of EI (2006; 2011) the educators' interactions were interpreted from an EI perspective. What was found was that some educators who experience problem behaviour, for example fidgeting, as excessively disruptive, may

experience a lack of **Stress management** EI skills, which include *stress tolerance* and *impulse control*. These skills involve effectively and constructively managing and controlling emotion. However, there were educators able to show effective functioning of the EI component of **Adaptability**, specifically with regard to the skills *flexibility* and *problem solving*. *Flexibility* refers to the manner in which personal feelings and thoughts can be adapted to new situations, an example being an educator taking the adolescent's special need into consideration and adapting thoughts and feelings in order to solve the problem behaviour. This also shows the effective functioning of *problem solving*, defined as the ability to solve personal and interpersonal problems. There were some educators who reported controlling their tempers amidst the disruptive experience, thus trying to effectively and constructively control personal emotions. This is an example of an ability to apply the EI skill of *impulse control*.

Effective *problem solving skills* and *flexibility* are notable skills for educators to attain and develop, as educators function in an ever-changing classroom environment. Furthermore, many educators in South Africa do not always have the resources to solve problems easily and have to think of creative solutions to make the best of situations where learning conditions might not always be ideal.

3.1.2 Theme 2.

The results constituting *Theme 2* indicated that educators often experienced intense negative feelings, including lack of control, intense frustration, impatience, embarrassment, inadequacy, concern, sadness, and being generally upset when interacting with adolescents who display problem behaviour. The most prominent negative emotion experienced during interactions was that of anger, sometimes

described as being very intense. Some educators experienced that these negative feelings sometimes caused negative behaviours or thoughts about reactive, violent responses towards the adolescent. Findings about educator experiences of negative emotion and learner problem behaviour confirm research by Chang (2012).

What is disconcerting about this finding is that frequent experiences of negative emotions, often caused by dealing with learner problem behaviour in the classroom, have been associated with educator emotional exhaustion and burnout, as well as educators leaving the field (Kokkinos, 2007; Tsoupoupas et al., 2010). However, when interpreted from an EI perspective, even though negative emotional experiences were evoked during interactions, certain EI skills were effectively applied by some educators, for example *stress tolerance*, and, from the **Intrapersonal** EI component, *emotional self-awareness*. An example of *emotional self-awareness*, awareness of and the ability to understand one's own emotion, is when an educator noticed that she could feel that she was getting angry. Another educator experienced her frustration and was able to voice it to the learner. According to Brackett and Katulak (2006), *Emotional self-awareness* is a particularly important skill to foster in educators so that effective functioning in the classroom can be optimised. Also, being able to manage emotion in oneself (*stress tolerance* and *impulse control*) and in adolescents could be a valuable educator skill, as adolescents are known to go through intense, quick-changing shifts in emotion, but are not necessarily cognitively mature enough to deal with these intense emotions (Dooley & Fargher, 2010; Louw & Louw, 2007).

3.1.3 Theme 3.

This theme indicates that educators' experience of adolescent problem behaviour in the classroom leads to awareness of their own influence on the interaction, and influences consequent choice of strategies.

Educators experienced awareness that their own behaviour/thoughts/feelings had an influence on the interaction with the adolescent. This influence, educators realised, is reciprocal. They also experienced an awareness of their tendency to use differing strategies for different situations and different adolescents, choosing from a personal variety, guided by their own feelings and thoughts. This finding supports what has been advocated by Bucalos and Lingo (2005). On the topic of adolescent behaviour management, they claim that the adolescents' individual needs must be at the core of any strategy to address problem behaviour, as no one strategy will meet the needs of all adolescents.

Regarding choices of strategies, it was also found that educators use one-on-one and private conversations often as strategies to manage interactions where problem behaviour is being displayed. Educators frequently reported this individual manner of interacting with the adolescent to be effective, often leading to the problem or misunderstanding being acknowledged and resolved. To address the adolescent's unacceptable behaviour in a private situation, as opposed to singling out a learner in the presence of peers, is considered to be a highly respected characteristic of educators by learners (Woolfolk Hoy and Weinstein, 2008).

Other strategies that educators experienced as being used frequently, included issuing warnings and reiterating the consequences of the problem behaviour (e.g. weekend detention or being sent to the principal), which shows that educators make use of the school's disciplinary system and trust higher authority

figures. These strategies are in line with those reported in literature pertaining to behaviour management, for example the works of Dove & Giouroukakis (2013).

Educators also often experienced using exclusion from the classroom as a manner of managing an interaction with an adolescent who is exhibiting problem behaviour, especially to give the learner time and space to calm down. Exclusion was mostly regarded as effective: However, the topic of using exclusion to manage problem behaviour in the classroom is still being disputed among researchers. Patterson (cited in Bucalos & Lingo, 2005) claims that exclusion could act as negative reinforcement: problem behaviour is exhibited due to unpleasant stimuli, resulting in removal from the classroom and thus removal of the unpleasant stimulus. In conflict with this view, authors Lewis et al. (2012) view exclusion as an effective strategy for the management of problem behaviour. They claim that, except for bringing instantaneous relief to the disruption caused towards educators and other learners in the classroom, excluding the learner may actually serve as an opportunity to strengthen the educator-learner relationship. This time-out can be used for a brief conversation, reflecting on the behaviour and feelings of both educator and learner and allowing both parties to voice grievances and possibly solve the problem.

Educators also mentioned strategies that they experienced as being less effective. Examples included singling out an adolescent in the presence of peers, and, raising their voices or speaking harshly, causing embarrassment and withdrawal of the adolescent, or infuriating the adolescent further thereby intensifying the negativity of the interaction.

From the interactions that support Theme 3, the EI component **Adaptability**, in the form of *reality testing* and *problem solving*, and the **Interpersonal** component, in the form of *empathy* and *interpersonal relationship*, were evident. Educators were

able to experience and validate personal influence on the interaction, against external reality (*reality testing*), could see learners' point of view (*empathy*), and were able to adapt their behaviour/thoughts according to the situation in an attempt to solve the problem behaviour (*problem solving*).

Significant value was placed on the experience of the educator-adolescent *interpersonal relationship*, an EI skill, which pertains to creating and maintaining mutually satisfying relationships and relating well with others. Some educators reported that, due to positive relationships with the adolescent, problems behaviours were resolved. This finding is valuable, as much emphasis is placed on the important role of the relationship between educator and learner. Research highlights the importance of positive educator-learner relationships, especially with regards to adolescents, linking it to both social and academic functioning of adolescents, and effective functioning of educators (Bucalos & Lingo, 2005; Spilt *et al.*, 2011).

3.1.4 Theme 4.

Theme 4 indicated that educators' experienced feelings of inadequacy due to lack of insight into contextual background of the adolescents who display problem behaviour. This deficiency of knowledge is experienced as reducing educators' ability to provide adequate support for the adolescent, which in turn strengthens the educators' feelings of inadequacy.

The educators experienced a need to be more efficiently equipped with information on the adolescents they teach. External stressors, such as poor socio-economic circumstances, personal problems, special needs (e.g. learning difficulties) and peer pressure could contribute to occurrences of problem behaviours, and educators indicated an understanding of this. Lack of knowledge about the circumstances of the adolescent was experienced as a barrier to effectively dealing

with problem behaviour. This lack of information was also experienced as being influential during interactions. For example, educators mentioned that they would show more empathy and sensitivity towards the adolescent if they understood the circumstances, and this would influence how they address the problem behaviour.

The **Intrapersonal** EI component was apparent in this theme. During interactions with the adolescents, many educators displayed the ability to show the EI skill of *empathy*. They were able to show awareness of how the adolescent felt and could show understanding of the adolescent's perspective, taking circumstances into consideration, and consequently adapting personal actions. A good example of empathy was when an educator told of an experience with an adolescent who lived in poor conditions. She felt sad knowing that there were matters in the adolescent's life that were dragging him down. She showed more sensitivity and understanding in interactions with this adolescent when problem behaviour was displayed because she was able to try and see life from his perspective.

Effective functioning of the skill *empathy* is especially valuable for educators in South Africa, as most educators experience the widely differing needs of learners coming from a mixture of socio-economic, cultural and religious backgrounds.

In summary, the effective functioning educator EI skills that were identified in the educators' interactions were *flexibility, problem solving, impulse control, emotional self-awareness, reality testing, empathy* and *interpersonal relationship*.

3.1.5 Interactions that possibly indicated low-functioning EI.

During the secondary, deductive analysis, interactions that show possible low-functioning EI skills were also identified, showing areas of EI where educators could perhaps benefit from support and intervention that include strengthening and developing EI skills.

Within interactions that supported Theme 1, it was revealed that some educators seemed to have ineffective class management strategies to address the behaviour disrupting teaching, which could be indicative of ineffective *problem solving skills*. Interactions where educators lost their tempers and raised their voices ('shouted') at the adolescent could show low functioning of *emotional self-awareness*.

Some educators experienced feeling a 'lack of control' during interactions, and some mentioned the negative feeling that accompanied this experience. This might be an indication of low functioning of the **Stress management** component, which includes the skills *stress tolerance* and *impulse control*. These skills involve controlling and managing emotion.

In some cases, attempts at resolving the problem behaviour during the interaction actually worsened the situation, and made the adolescent more withdrawn or aggravated. This could indicate the low functioning of *problem solving skills* and *flexibility* in some educators.

Low functioning of *impulse control* (the ability to control emotions) was also indicated in some interactions. Some educators acted irrationally towards the adolescent displaying the problem behaviour, without giving the adolescent a chance to explain his/her side of the story. An educator also reported losing her temper

towards a learner who wouldn't stand in a row, taking the learner by the arm and physically pulling him into the row. This could be an indication of low *impulse control*.

Educators report often experiencing feelings of inadequacy and helplessness. In Theme 4, feelings of inadequacy related to optimal management of the classroom interaction were expressed. Feeling inadequate could indicate low functioning of the EI skills *self-regard*, which pertains to accurately perceiving, understanding and accepting oneself, and *stress tolerance*.

Some educators' problem solving strategies were influenced by contextual knowledge, effectively meaning that, because of this lack of knowledge, they were at times unable to solve problems effectively, showing low functioning of *problem solving* and *flexibility*.

Possible low-functioning EI skills that were identified during the educators' interactions included *problem solving*, *emotional self-awareness*, *stress tolerance*, *impulse control*, *flexibility* and *self-regard*. It seems, however, that effective functioning EI skills of educators were more prevalent than low-functioning skills during interactions, and this is significant. However, further in-depth research is needed to substantiate this.

The findings have been discussed in detail, revealing four themes that reflect how educators experience interactions with adolescents who display problem behaviour in the classroom, and identifying educator EI skills (effective and low-functioning) used during interactions with the adolescents, addressing the research aims of this study. These unique experiences of adolescent problem behaviour, combined with identification of globally accepted EI skills as reflected in the EI model

of Bar-On (2006; 2011) present a South African perspective on educators' interactions with adolescents who display problem behaviour in the classroom. Certain strengths and limitations of the study are significant and are discussed below.

3.2. Strengths of the research.

As a study using a qualitative approach, the research has certain strengths that are unique. For instance, a qualitative approach, together with a descriptive and explorative design is commonly accepted as a strong suitable design for the collection of data concerning existing subjective realities of participants (Botma *et al.*, 2010; Nieuwenhuis, 2007b).

The study was strengthened by using valid strategies to ensure trustworthiness, adhering to multiple criteria proposed by Guba (cited in Shenton, 2004) and also advocated by Nieuwenhuis (2007a). The strategies used were: credibility, transferability, dependability and confirmability (see **Table 2** in **Section A**). The strategies were reinforced by multiple criteria. For example, the questions used for the structured interview sheet, focus group discussions, as well as the personal in-depth interview were carefully formulated prior to data collection with the help of supervisors and relevant literature. Also, interview questions in the interview and group were reframed from time to time in order to clarify descriptions and encourage the participants to generate richer, more descriptive information about experiences of interactions.

Most of the findings support existing research relating to educators' experience with problem behaviour, what kind of behaviour is most problematic and how educators interact with and manage problem behaviour. The findings of this

study, however, remain beneficial, as it can raise awareness about how educators experience adolescent problem behaviour in the classroom within a South African context, and can hopefully assist educators in enhancing functioning and managing behaviour in previously unthought-of new ways, such as using EI as part of educator support, intervention, or training.

Unique to this study is the setting, as it was conducted in the City of Cape Town, in the Western Cape province of South Africa. The researcher found no other research about educators' experience of adolescent problem behaviour, nor any research that pertained to educator use of EI, in the mentioned research setting. Thus, it is possible that some of the identified EI skills may be unique to the context of the study, however further research is needed on this subject.

3.3. Limitations

This study followed a qualitative, explorative design, which could have led to limitations inherently due to the design. For example, qualitative studies are considered to generate data that is less generalisable. The study was limited to participants from one region only. As such, it can neither be considered to be representative of all South African educators' experience of adolescent problem behaviour, nor can findings on EI skills used by educators during interactions with adolescents be thus generalised. Participants were also limited to a small sample size due to time constraints and limited access to schools. The use of standardised EI questionnaires (e.g. EQ-I of Baron), during the selection process and as part of the data gathering, could have provided valuable and additional insight into educator EI. The use of such standardised questionnaires could have contributed towards

trustworthiness, considering the interpretative nature of parts of the study. However, findings in this explorative research are tentative, and as such need to be followed up with formal assessments of EI (e.g. EQ-I of Baron) that assess, for example, self-acceptance and self-awareness, effectively managing emotions, optimism, and goal setting abilities (Bar-On, 2011) of educators who teach adolescents..

It is also suggested that findings be interpreted within the dynamic context of complex interactions that exist between educators and learners within the classroom.

3.4. Recommendations

EI theorists (Bar-On, 2007; Bharwaney et al., 2007; Corcoran & Tormey, 2011; Maree, 2010; Shaughnessy, Moore & Maree, 2013) argue that EI skills can be learnt and developed in individuals, and EI should therefore be considered in improving educator functioning in the classroom. Even though this study was conducted with a small sample size of educators in only three schools, findings show that EI skills are present and effectively functioning to greater and lesser degrees in the educators' interaction within the classroom. Several of the educators recognised that they do in fact possess strategies for effective management of problem behaviour, albeit not necessarily equating this with EI skills per se. Educators also acknowledged that they have on occasion used less effective strategies of dealing with the problem behaviour. Findings that were interpreted as using low-functioning EI skills during interactions could be viewed as areas where educators need support in the classroom. It would be ideal if educators could realise, understand and experience the value of using effectively functioning EI skills, specifically when managing interactions with adolescents who display problem behaviour. Once the educators appreciate the value of EI in their professional capacity, EI skills can be

expanded upon and developed throughout their teaching careers. Focussing on EI in the early stages of educator training and practice can be beneficial to educator functioning in the classroom and in their personal lives. Both Bar-On (2007) and Maree (2010) are of the opinion that it is a necessity to develop and support educator EI skills in South Africa. Coetzee and Jansen (2007) state that if educators are emotionally intelligent, the learning experience in the classroom is nourished, and conducive to learning, since they are able to create an atmosphere that feels safe, accepting and calming. Suggestions for future research include training educators to recognise, develop and enhance personal EI skills that can be used in the classroom. Once educators have grasped the concept of EI, and integrated it into their teaching persona, assimilated EI skills can be shared with their colleagues, and also the learners.

4. Conclusion

Educators globally, but especially in Africa, are faced with many challenges in the classroom, one of which is adolescent problem behaviour in the classroom. More research is needed to understand how educators experience interactions with adolescents who display problem behaviour, especially considering the South African multi-cultural context. Further investigation is also needed into educator use of EI skills during learner-interactions within the classroom, with the ultimate goal of supporting effective educator and learner functioning. This research study endeavoured to make a contribution towards this need.

This section summarised and evaluated the findings of this study in relation to the research questions and aims. The significant strengths and limitations were highlighted, as well as recommendations made to future researchers who would like

to contribute to the knowledge base on educators' experience of problem behaviour , as well as the use of educator emotional intelligence skills, within the classroom environment.

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Addenda

Addendum A: Structured interview sheet

Dear Participant

Thank you for participating in this research project. Your input is valuable and will contribute to our understanding of adolescents who display problem behaviours and how educators experience and interact with these adolescents.

Please answer the questions as honestly as possible and deposit the completed questionnaire in the box marked 'RESEARCH QUESTIONNAIRES' in the staff room. Your responses will be anonymous, please DO NOT write your name anywhere on the questionnaire.

Completed questionnaires will be collected on _____. Please contact the researcher directly if you have any further questions.

Thank you

Belinda Prinsloo (MA Psych student NWU)

belindaprins@aol.com

0822555852

SECTION 1: Biographical Information

Position (e.g. educator, grade head, sports coach etc.) _____

Age: _____ Gender: _____

Years of experience teaching Gr.8/9: _____

Degrees / Diplomas obtained:

_____ Year: _____

_____ Year: _____

_____ Year: _____

Extra courses that contributed to professional development:

_____ Year: _____

_____ Year: _____

_____ Year: _____

SECTION 2: Questions

Please answer the following in as much detail, and as honestly as possible.

Do not use any learners' names, names of teachers and/or schools.

Any information will be treated with strict confidentiality and will only be viewed by the researcher, supervisors from North West University and a peer researcher.

All schools and participants will stay anonymous throughout the research process.

What is your understanding of the term "problem behaviour"?

Describe 2 situations where you interacted with an adolescent who displayed problem behaviour. Describe your own behaviour as well as that of the learner.

Describe your feelings or emotions during AND after the interaction.

Can you think of an alternative way in which you could have handled the interaction that would have produced a different outcome?

Please elaborate.

Describe your relationship with the above mentioned learner(s)?

Describe an example of a relationship with an adolescent who does not display problem behaviour.

What support is available at the school to support you as an educator when situations of problem behaviour arise?

In your opinion, what is needed for you to become more effective in dealing with adolescents who display problem behaviour?

Thank you for your participation.

The school will receive feedback once the researcher's article has been examined in 2014.

Addendum B: Informed Consent form

NORTH WEST UNIVERSITY

CONSENT TO PARTICIPATE IN RESEARCH

Research title:

**Educators' experience of interactions with adolescents
who display problem behaviour from an emotional
intelligence perspective**

Your consent is requested to participate in a research study to be conducted by Belinda Prinsloo from the Centre for Child, Youth and Family studies at North West University. The results of this study will be in part-fulfilment of an article for the completion of a Masters in psychology.

1. PURPOSE OF THE STUDY

The main aim of this study is to qualitatively explore and describe the experiences of educators during interactions with adolescents who display problem behaviour. The study will be conducted in schools in an urban setting in the Southern suburbs of the City of Cape Town.

2. PROCEDURES

Participants in this study will be part of one or more the following procedures:

Completing a demographical information form

Completing a questionnaire consisting of 5-7 questions

Participating in a focus group of approximately 1.5 hours, whilst being audio recorded

Participating in an in-depth, personal interview of 60 minutes with the researcher.

The focus group and interview will take place at a venue suitable for both the participant and researcher in Cape Town. Participants will receive feedback on the research results after research has been completed and evaluated.

3. POTENTIAL RISKS AND/OR DISCOMFORTS

Focus group, questionnaire and interview questions will be structured in a manner which is not derogative and does not make the participant feel compromised or threatened. Participants reserve the right not to answer a question if they choose, as participation is completely voluntary. The participant may withdraw from this study at any time, if they choose.

4. POTENTIAL BENEFITS TO PARTICIPANTS AND/OR SOCIETY

This study focuses on adolescent problem behaviour as a difficulty in the classroom that educators often have to deal with. Insight gained from exploring the experience of educators' interactions with these adolescents, along with educator guidelines based on positive psychology and interpersonal communication theories developed from this study, can be used to inform educator practice on effective support of adolescents who display problem behaviours and can ultimately enhance the functioning of the adolescent in the classroom.

5. REMUNERATION FOR PARTICIPATION

No participant will be remunerated for participating in this study, nor will any fees be charged by the researcher.

6. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with the participant will remain confidential and will be disclosed only with the participant's permission or as required by law. Confidentiality will be maintained by means of using a number-code for the participant for the duration of the study. This will ensure that the participant cannot be identified. The data will be stored electronically on a computer of which only the researcher has the access.

7. PARTICIPATION AND WITHDRAWAL

The participant can choose whether or not to participate in this study and may withdraw at any time without consequences of any kind. The participant may also decline to answer any particular question at his/her own discretion, and still remain in the study. The investigator may withdraw the participant from this research if circumstances arise which warrant doing so.

8. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact -

Student: Belinda Prinsloo: 082 2555 852

Study Leader: Dr Susanne Jacobs: 0827837474

9. RIGHTS OF RESEARCH SUBJECTS

The participants may withdraw their consent at any time and discontinue participation without penalty. Participants are not waiving any legal claims, rights or remedies because of their participation in this research study. Should participants have any questions regarding their rights as a research subject, Prof R. Bloem, head of the Centre for Child, Youth and Family Studies at North-West University can be contacted.

SIGNATURE OF PARTICIPANT

The information above was described to _____ (NAME OF PARTICIPANT) by Belinda Prinsloo in English/Afrikaans and I am in command of this language. I was given the opportunity to ask questions and these questions were answered to my satisfaction.

I hereby consent to participate in this study and acknowledge that I have been given a copy of this form.

Name of Participant

Signature of participant

Date

Addendum C: Author guidelines of *Perspectives in Education*

Journal: *Perspectives in Education*

Information For Authors: Submission Of Articles

PiE invites submissions in the following categories:

Research articles

Contributors are encouraged to submit typewritten manuscripts of no more than 12–16 double spaced pages (6 000 words) including references, notes, and tables.

The following are considered when evaluating the suitability of a manuscript for publication in this section of *PiE*:

The manuscript offers new, original insights or interpretation and not merely a restatement of existing ideas and views.

The manuscript makes a significant contribution to the field and extends the borders of educational debate.

The manuscript is likely to arouse readers' interest and stimulate debate.

The manuscript reflects sound scholarship and research design with appropriate, correctly interpreted references to other authors and works.

The content of the manuscript is accessible to the broad readership of the education community, and not just specialists in the area addressed.

The latter part of the journal, which is generally not subject to the peer review process, allows for the submission of, *inter alia*, the following:

Articles are considered for publication provided that:

The work is original.

The copyright is transferred to *PiE* and the author has secured all permissions for the reproduction of original or derived material from a copyright source.

The work has not been published previously and is not under consideration for publication elsewhere (in selected cases, this condition may be waived).

The author has secured the permission of all named co-authors, who have agreed on the order of the names for publication.

The Research on which the article is based has been ethically cleared by an approved ethics board (a copy of the ethical clearance certificate should be made available to the editorial office).

The article has been language checked by a certified language specialist (a copy of the letter from such a language editor should also be made available to the editorial office).

The author(s) subscribe(s) to *PiE*.

The editor reserves the right to make editorial changes in any manuscript accepted for publication to enhance clarity or conformity with journal style.

The review process takes between 3 to 5 months to complete. Authors will be informed of the editor's decision on receipt of all of the reviewers' reports. (*Please note that it usually requires more time to review manuscripts submitted in the November – January period.*)

General Submission Guidelines

Name(s) of the author(s), title(s), and affiliation(s) should not be disclosed in the text. Identifiable information, such as author details can be emailed directly to: pie@ufs.ac.za

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

Division of the text must be clear and logical into **unnumbered** sections.

Subsections should be clearly indicated by using the following fonts to indicate the different heading levels:

Level 1: **Lower case and bold** (14pt)

Level 2: Lower case (12pt)

Level 3: *Italic*

Level 4: Underlined

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

Do not use footnotes. Use endnotes only (not more than five endnotes per article).

References

References are cited in the text by the author(s) name(s) and the year of publication in brackets (Harvard method), separated by a comma: e.g. (Brown, 2001). Page references in the text should follow a comma after the date, e.g. (Brown, 2001: 69). If several articles by the same author and from the same year are cited, the letters a, b, c, etc. should be added after the year of publication e.g. (Brown, 2001a). In works by three or more authors the surnames of all authors should be given in the first reference to such a work. In subsequent references to this work only the name of the first author is given, followed by the abbreviation *et al.*: e.g. (Ziv *et al.*, 2005). For personal communications (oral or written) identify the person and indicate in brackets that it is a personal communication, e.g. (M Smith, pers. comm.).

List Of References

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

Journal articles:

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

Books:

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

Chapters in books:

Dukzec S 2008. Gender issues. In D Hicks & J Brown (eds), *Education for peace*. London: Routledge.

Unpublished theses or dissertations:

Squelch J 2001. Teacher training for multicultural education in a multicultural society. Med dissertation. Pretoria: University of South Africa.

Anonymous newspaper references:

Citizen 2006. Education for all, 22 March .

Personal communications:

Not retrievable and not listed.

Electronic references:

No author:

Violence and discipline problems in U.S. schools: 1999-2002. Retrieved from <http://www.nces.ed.gov/pubs98/violence/98030001.html> on 3 June 2006.

Published under author's name:

Burbach H 2000. *Violence and the public schools*. Retrieved on 4 March 2001 from <http://www.people.Virginia.EDU/~rkb3b/Hal/SchoolViolence.html>

Addendum D: Transcripts with categories

Focus group discussion

(MAIN RESEARCH QUESTION) How do the educators experience interactions with adolescents who display problem behaviour in the classroom?

Five Participants from my left to the right 1(F), 2(M), 3 (F), 4(F), 5(F)

Transcribed by Belinda Prinsloo

(PB = problem behaviour)

(R = researcher; 1-5 = Participants)

<u>PERSONAL NOTES</u>	<u>TRANSCRIPT</u>	<u>Categories</u>
	R let's start of by just talking about what your understanding is if I say the words 'problem behaviour? What comes to mind?	
	4 for me it's any behaviour that <u>inhibits effective teaching and learning</u> , so any behaviour that <u>disrupts my teaching</u> and then negatively affects peers, so negatively affects this child's peer, so if the behaviour is persistent, so they might be an isolated incident that will disrupt the class and <u>disturb</u> the lesson but then if <u>we get over that</u> I wouldn't consider it problem behaviour, it only becomes a problem if it is a pattern, and no amount of admonishing or disciplining or threatening stops that, then I would consider it a problem, I think I have a bit of a high tolerance	Unable to teach effectively; Ineffective learning Disrupted Disturbed See PB as isolated event?
	R so for you PB wouldn't be just the disruption, it would be seeing the pattern?	
	4 yes when I see that it is something <u>that is regular, and it's something that this child almost in a sense isn't aware that it's an issue, almost not aware...</u> opposite end of the scale are those kids who do certain things with the aim of disrupting or preventing teaching and learning, so both. But it would need to be over an extended period of time, if it happens more than twice in one lesson, then I would consider it PB.	Unawareness of PB on behalf of student

	R so you will also react to it differently based on that?	
	4 yes, then I will identify say that's a problem	
	R and also the <u>difference between he did it purposefully, you are quite aware that he did it purposefully or that he actually can't control this</u> , it's a problem that he has, and that's different, so you would handle those things differently?	Awareness of different intent of behaviour
	4 yes	
	6 I just want to say a problem child is very subjective, because what is a problem child for you is not necessary a problem for me, a problem for me is a child who does not <u>adhere to my criteria, or my perimeters that I've set for my class, the respect</u> . I've got certain <u>values and certain attitudes and if the child does not adhere to those it becomes a problem</u> , and therefor that child for me in my class is a potential problem child.	Disrespected Morally disrespected
What is the opposite of 'disruptive'?	1 I think for myself I teach big classes, so problem for me is as you K said in the beginning, when there is a <u>disruption, when learning can't happen</u> because one or two students are creating an environment that's <u>disruptive</u> , and then, I teach life orientation, so I also <u>want to know about the problems of the students</u> , we'll have circle time or group time where, if there is a problem it's the environment where, I want my students to speak about it so we can mutually see, this is a common thread of a problem and where we are going with this, so <u>if communication doesn't happen, that can also be a problem child for me</u> , so it's not always behavioural issues it can be maybe something that's happening at home that's creating a problem	Disruption of learning Disruptive environment Need to know students' problems Poor communication as a problem behaviour
	R I'm thinking about how you would then deal with problems like that without making the child feel like...	
	1 ...a victim or standing out from everyone else	

	<p>2 for me it's just if it <u>affects teaching and learning, obviously it's different with each child</u>, one child might have...can't say mental problem...might have a learning problem, a barrier to learning, like the child's got ADD, yes the child moves around but it's one of those things <u>so we deal with it, you adjust to it, I would move him to the front let's say</u>. But if I know the child does not have ADD and he's just talking or moving around for the sake of doing it that's being disruptive, because they know what they should and should not be doing, so for me it's also <u>situational and it depends on the child</u>, but if it affects learning and teaching and I must take time to say <u>Calm down, look at me, focus</u>, that's...I wouldn't say that's a problem child but it is creating a situation that's...</p>	<p>Adjusting of own behaviour to manage PB</p> <p>STRAT: Moving student to front of class PB is situational PB depends on the student / taking personal context into consideration STRAT: Getting learner to calm down/ focus</p>
	<p>R so it's just the behaviour that you actually attend to?</p>	
	<p>2 ja oh it's a behavioural problem definitely but also, a <u>problem child depends on home life, like they have a terrible home life, they come to school and that's also reflected, they bring all of that to school, the way they treat you, their work, its contextual almost</u></p>	<p>Awareness of different causes of PB: Student's home context influences B at school</p>
	<p>1 yes I agree</p>	
	<p>6 I <u>think teachers take all that into cognisance</u>, I'm saying here if they don't fit into my...I don't mean if they don't come to my standards, but you accept things like that, you understand things like that, with taking that into consideration <u>there's a limit</u>, and if <u>they overstep that, because if you don't take all of that into consideration, you can't be an effective teacher of you are not sympathetic, empathetic, I must rather say empathetic, or take other things into consideration, but there are still rules, classroom rules that all learners need to adhere to, and then it becomes a problem if you have given them the rope and the understanding and they still don't adhere,</u></p>	<p>Awareness of different causes of PB;</p> <p>Overstepping boundaries; Empathy; Considerate of learner situation</p>

	1 ...push the boundaries...	overstepping boundaries
	2 ...continuously...	overstepping boundaries
Each teacher sets own personal limits/ boundaries?	R I just want to draw it out a bit wider, from behaviour that would just disrupt your class, and talk about problem behaviour as a global thing and if you read material on problem behaviour you would find words like drug addiction, violence, abuse, actual criminal activity like stealing, um... bullying would also fall under that, so could you just think for a moment except for the disruptiveness, and I'm thinking that's probably the one you deal with on a day-to-day basis and that probably why it came up first, just thinking about more serious problem behaviours, which ones have you encountered in that sense?	
	4 I can say, with Gr8's?	
	R Gr 8s and gr9's	
	1 I can say from my stances we discuss it even if it's not a point of reference in the class, even if there is not a learner who is showing signs of those issues but in the discussion of it, in the subject matter that I cover, people can review the situation in a non-threatening manner, so if there is an issue of substance abuse and I am unaware of the student or am aware of the student who is suffering through it, it becomes a confrontation that is no victimisation, non-threatening and we come up with solutions together, so I can say from my side I haven't experienced a learner has that that is becoming a behavioural problem in my class, but we discuss what the behavioural problem is, how to deal with it, how to cope,	
	R so you actually handle it in an indirect way?	
	1 <u>it becomes sort of a learning tool instead of a hindrance</u>	STRAT: Situation of PB as a learning

		opportunity
	R anything else?	
	5 yes I think we have encountered one or two problem children where the problem is drug-related. The problem was initially for me... <u>the problem was something was wrong, and I didn't quite know what it was...</u>	Intuitive knowing something is wrong
	R judging on behaviour?	
	5 <u>judging on behaviour, the child not being the usual...different...different,</u> quite sleepy, red eyes but we <u>were not quite sure, was it background? Is it parents? Is it drugs? Is it just being bullied? Is it depressiveness?</u> As a teacher you don't always have it at the... you know...and I must say in the one situation having had close contact it obviously came out in my contact with the child, realising there is a problem, seeing his work is negatively affected, obviously that's your first port of call, everything is just deteriorating and trying to pick up on a personal level, and luckily for me the child was quite...wanted to speak. Often they are closed, they don't always...and not with all children do you have the same relationship. And we are very lucky that at the school we have got councillors, so he was tested and referred and the child was able to be assisted, I didn't have that background to be able to go further than knowing there is something wrong, I need to do something this is definitely... and I think after teaching a long time you get a gut feeling about a child, may be difficult with Gr.8's, you don't know them well, it's only been a term, but if you get some of them a bit later and you know your child then you know something is wrong. We've got a wonderful facility in the counselling department that they get testes and refereed and backup	Awareness of difference in learner's behaviour Considering different causes for PB
	R I'm going to specifically ask you about that at the end as well. Could I ask if you would be willing to tell us	

	<p>more detail about the interactions you had with this child? Like maybe when you realised something was wrong, how you approached it, if you can think of how you were feeling, how he reacted to you</p>	
	<p>5 I think it was a process it just went over time, not long I think it was over three or four weeks, not quite sure, must I interact, how far do you... <u>but having had a relationship...the child didn't actually approach me, I felt that I had to go and say... I think it was after a week, I went and asked other teachers if they were experiencing the same problem, some of them said not quite sure, some of them yes they did notice something, not to the extent, I think probably I had more classes with the child, saw the child more often and noticed it more maybe. And then when the children left the class I asked him to stay behind, and asked what's wrong.</u> Initially...no mam no mam its fine, you know that bravado I can handle this I can handle this, and then he did poorly in a test, kept him behind, asked is there anything...what are the reasons for such poor results, because he had done so well before so I...is it something else is it my teaching, the work or is there something else apart from the classroom situation? And then he just...for a boy...it was quite touching, I was always very realistic about the situation because this boy was at the end, because we still have that old idea boys don't cry, and when I boy gets to that stage, it's really serious. It was difficult because it was at the end of the day, he stayed behind we spoke for an hour, and then I was quite afraid to let the child go home, there was nobody at school, and so devastated, I kind of felt I needed somebody else to talk to and just bounce off what I have experienced because it was quite emotional, it was traumatic. Then I decided to take the child home, but he didn't want his</p>	<p>Good relationship facilitated interaction</p> <p>Concern</p>

	parents to know anything	
	R and what were his actions and reactions like in this hour that you were talking about it?	
	5 initially very stumbling, couldn't really...got the feeling he'd never spoken before, <u>that sort of jumpy ...here there...sometimes a bit incoherent... trying to sort of pour everything out at once, it becomes incoherent because it's all at once so you have to kind of fit the puzzle a little bit</u>	Adolescent reacted incoherently
	R and what was at that stage your relationship like with this child?	
	5 <u>up to that point quite good, I think that is why. I had built up a relationship and I think that's why I realised things were not as it should be.</u> So I did have that sort of connection. Initially he didn't want to say anything and I think when I caught him on a weaker moment...always bravado no man everything is fine...but obviously after the test results it was...you know...	Relationship facilitating interaction Intuitive knowing something is wrong
	R and your relationships in general with all students? How would you describe that?	
	5 I don't really have discipline issues, I think I get on well with children, but obviously you connect better with certain than with others, I won't say ... sometimes connection is are you popular with the kids... I don't think I am, I think there is respect. Ad I think there is sincerity... I think they know I am sincere and that's probably why there is no discipline issue but contact, real contact I have but not with all	

	<p>R any other experience that you would like to share? A small moment or a pattern maybe and how you dealt with that specific student?</p>	
	<p>1 this has sort of resonated with me, I am a new teacher here and this is resonating with early on in my teaching in last term, it was in a second lesson with a student, I thought drugs were a problem with a boy, tall boy, confident when I had seen him out at break, he was actually one of the first students I saw at school, so I don't know if that had something to do with him standing out in my mind, and then in all the support meetings we have, homeroom teachers meetings we have, and also within our departments we have meetings on a regular basis, and I had approached the student on the second lesson after class had been dismissed saying is there a problem? Are you new to this class? I thought maybe he had been switched from another class for behavioural issues, and just because I had this really uneasy feeling about him, and went forward to my senior teachers who had more experience with him, they were my post of call if there was a problem with him, they took note of he was and followed up, just because nothing to much about him had come up in the past, they were aware his parents had been in once or twice, and also to do the background check for if he'd been in for drug testing before, there was no drug testing background at that point, and then moving forward every lesson I taught I <u>thought there is something seriously wrong here, his mood is not normal, especially from lesson to lesson or assembly or when I saw him at break, it's just something wasn't connecting</u>, and just followed through the pattern and when it did come to interacting with teachers in these meetings, the common thread of uneasiness about him throughout the whole term, even at our final</p>	<p>Intuitive experience of something out of place</p>

	<p>interaction discussing discipline issues, another teacher who I hadn't heard from before raised his name again, so I think he is just a student, as of yet no drug problem has been identified, but he is a student I think with some underlying ... his behaviour... there is something more to the story</p>	
	<p>R what is it like when you interact with him? What stands out for you?</p>	
	<p>1 from my first interaction with him I thought to myself, ok maybe this want the best thing, this one on one situation, him being singled out didn't suit him, and that's fine some students don't want to be seen as being different from anyone else, so then I started engaging with him to see if I could get any information and I engaged with another student who I knew for certain would engage, to sort of try and balance that out, with a little bit more success in a classroom setting. After that when hand in dates were coming and the work that he was giving me was shockingly bad, worse than bad actually, I went through the protocol of contacting parents saying calling them in for a meeting which the grade head took on because other teachers also raised opinion of worry. And then we had a second hand in date for work that the whole class was doing, and in my mind <u>I was thinking this is one student I am not going to get any work from and it was coming when marks were due, and he handed a project in to me that he had actually typed, which wasn't even part of the requirement, and I saw the changes in his attitude from the original that was so bad I gave him another opportunity to hand in the work, I pulled him aside and spoke to him, my interpretation is that he I think that he appreciated the second chance, and then for the second hand in after an assembly once id marked the work, not during class time, I asked if he would come to my lesson and actually awarded him with a</u></p>	<p>Negative experience with one-on-one interactions/ singling out a student No response from student</p> <p>Student had positive response to educator's kindness /grace Honesty and thankfulness Intuitive sense that something is wrong Improved relationship due to caring interactions</p>

	<p>chocolate and being <u>honest with him saying</u> had doubted you and thank you for this work your mark has improved lets continue on this path. <u>Since then he moved to the front of my class, he's a little bit more engaged,</u> there is still a problem there I am certain of it, but I think that from the initial we are moving forward, from my experience.</p>	
	R thank you	
	<p>4 I just want to say something as well but this is now completely different from these stories. I ...obviously only teach grade 8 but I've only had one term here, but I am extremely appreciative of the school having a support structure in place, but sometimes this can also negatively impact me because I don't know what's going on. I have a learner in my homeroom class, he missed a lot of school and he missed a lot of English, he's a bright boy, he's extremely bright, but his work is completely out of date, nothing is up to date, he doesn't engage in class and there's sometimes lessons where he will sit down and then he is called to the counsellor, or he will come in from the counsellor and then his head is down, <u>there's nothing I can do, he is the only student that I feel completely helpless, and trying to ask what's going on I come up against a brick wall because of confidentiality,</u> o while I am happy and appreciative of his problems being dealt with, <u>I feel completely let out of the loop, I cannot contact parents because there is a problem and me contacting them will be their responsibility, the school is on top of it and is aware of the issue so why are u contacting us, I just have to wade through the swamps</u> completely blindfolded, then with end of term results he asked me mam why did I do so bad, then I has to ask him, why do you do so bad? And then he cried and said I don't know why I did so bad I can't tell you so ok so there was</p>	<p>Experience a need to know more about students who show PB</p> <p>Frustration</p> <p>Frustration</p>

	<p>nothing that I could do, also he was called up because of behavioural issues, and then he asked to see my after class, him and another learner and then he cried and the other learner didn't cry and the other learner just left the class because he felt uncomfortable, then I said to him I understand that there's an issue, I <u>don't know what it is and I can't ask you what it is and you can't tell me what it is, but it it's impossible because we're having to do pantomime, like I do damage control but pantomime, and then he said I can't tell you, so I said and I don't want to know, [laughter] I'm sorry I don't want to laugh... it's just frustrating</u>, so I said we have to work together, so you he said yes mam we will work together but the marks were in, it was end of term, and he is at the end of his rope and I am lost because I know it's not drugs, I know it's not ADHD, I don't know what it is and the only thing that it could be if not those things, <u>are problems that are much worse, thinking about it breaks my heart, because I don't even want to think that he's going through the things that I'm thinking which is probably what it is but I'm not allowed to ask him</u>. So I feel utterly helpless. And he's just one of 240 others that we teach and we've got others learners we've got Asperger's, Autism, ADHD, bipolar, and obviously I just refer them to the counsellor, he comes up with a plan and then we get through that, but it's just that one learner where I <u>don't know what to do, I'm so scared I'm going to lose him</u>, because I see him every day, and other teachers don't see him every day</p>	<p>Empathy Helplessness Concern Frustration</p> <p>Concern</p>
	2 ...he's a very sad child...	
	4 ...he's so sad. Every single day. <u>And it hurts my feelings</u> . When I shout at him or reprimand him when he's work isn't done...	<p>Sadness Shouting at student</p>
	R could you tell me about that? About a situation where you would reprimand	

	him?	
	<p>4 yes he will perhaps be in class his head will be down, and this was at the beginning of the term and id be like S snap out of it, lift your head up, and he'd be like yes mam, and then maybe the next day then I check homework, his work isn't done, that time I didn't know because it was the second week of school, but I'm like S what is happening? We have that sort of vibe in our class that I <u>scold him and then we get over</u> it, it's very proactive; I'm like What's happening? <u>But he didn't respond, like the other kids</u> would be like oh sorry mam I didn't do it and I'll say ok that's one strike, if I tell him its one strike he was like [shrug] ok, and then he never really got a second strike, it wouldn't actually be a strike it would be like half a strike, but I can see the work is done half-heartedly, like one-word answers or he has written two words or I don't know. Things like that.</p>	<p>STRAT: Scolding the student No response from student during interaction No response when punishment is assigned</p>
	R and what's that like for you when he responds like that?	
	<p>4 my first go to reference is to <u>first voice my frustration</u> which I do with every other learner, even with the bipolar and Asperger's learners, like why haven't you done that? If you don't understand you know you have to ask, but if <u>I say something like that to him</u> he closed up completely</p>	<p>STRAT: Voicing personal frustration Student 'closes up' completely Personal differences in response to educator behaviour during interaction</p>
	1 shuts down...	Student 'closes up' completely
	<p>4 you know when you teach him, he closes up and he becomes <u>passive aggressive</u>, he doesn't answer, so I'll be like S if there is a problem, do you teach him [to 3]?4</p>	Passive aggression from student
	3 I just started and I teach dance so...	

	4 but I'm sure he must like that because its free and he liked drama, so I asked him what's the problem if there's a problem you need to ask me, <u>then he clams up</u> , he doesn't answer, completely passive aggressive, and then he has this this glaze comes over his eyes, sometimes I don't know if its sadness or if he's <u>just giving up</u>	Student 'closes up' completely Experience student 'giving up'
	B but he breaks contact?	
	4 ja, so it's difficult, and I don't want to moddy-coddle him because I've done that one or twice and he doesn't respond well to that, like speak to him quietly like that, he doesn't like that, he's like [smirk] why are you treating me different...if I lean down to get to his eye level, he'd view that as condescension, he doesn't like that, it's so hard because he is not naughty...	Awareness of personal differences in students Aware of student's discomfort
	2 he is difficult to work with...	Student experienced as difficult to work with
	3 and sometimes he'll challenge me like for the spelling bee competition he will say So is there a prize? So I said there is a prize so he said is it a chocolate? So I said if it is a chocolate do you feel it's not worth studying for? So he said You can buy me a chocolate. And then his response is very sad because other kids are like yeah! it's a chocolate! give me the chocolate... Smarties... lollipop... because he is 13 he is so disillusioned so like I've been there done that	
	2 no you see within my homeroom class I picked up, I get them every morning for 10 minutes and I teach them history, and within the second week <u>I picked up there was something wrong</u> so I called him aside and said so how you feeling today	Intuitive sense that something is wrong STRAT: Called student aside and spoke
	4 and then it's Fine	
	2 and all I got was that he was having a bad day so I spoke to him after school as well and said to him now my boy I can see there is something wrong, don't tell me it's nothing,	Frustration

	<p>because I was getting <u>frustrated now</u>, I said my boy you can't look at me and say there is nothing wrong, I can see in your demeanour, your body language, he says no sir I'm just I'm feeling empty, this is now his second week, and of course now I want to start crying, so I said my boy how would you feel if I referred you to our counsellors? No sir I don't want to. I said ok listen, let's make a deal, if you go once and you don't like it then you don't have to go again, it's up to you, but I think you need to go, you are 13 years old you shouldn't be feeling this way, and then when he started going he did seem to brighten up a bit, but then he also started to...and he isn't a naughty child but he has his moment like ill look at him and say why aren't you working? He will just look at you or...</p>	
	<p>4 because we have a system at our school where...it's called a report where if many teachers are complaining of a certain type of behaviour...not doing homework, disrupting class, problem child as in aggressive, if its more than one teacher then they go on report then you have to do a confidential report, comment on their behaviour attitude whatever, and he was actually called up for a report and he didn't understand why, because all the teachers were saying that he is a problem child, because he has this <u>passive aggressive shut down defence shell</u> around him but he is not naughty, I felt so sorry for him because he didn't deserve it</p>	<p>Passive aggression from student Student 'shuts down'</p>
	<p>1 and I tried to explain because I put his name forward and said he isn't a problem but it's a problem if you can't work with a child and he is ... <u>and I know there is a problem at home, I know he moved from JHB last year, and there's some issue with father...passed away I'm not sure, but there are home issues</u>, and I've been in contact with mom and I think mom</p>	<p>Trying to understand PB using student's personal life context and experiences</p>

	relies on him a lot, so it's all of that. He isn't a problem child but I feel that if you sure working in a classroom environment and you want that interaction, and he is not giving it to you...	
	R I think that's why the concept of problem behaviour is so broad because it can be so subtle as opposed to in your face	
	2 ja and to me that subtleness is just because he could have been depressed he could be depressed, he could have issues that, I think that I was in depression...if <u>I must hear he committed suicide I would feel but... so little things...</u> a child's behaviour that's ...	concern
	1 and especially that...any change any behavioural change of them, being one way for a month or three weeks and then completely being another child, that ...something has happened, that's not a natural sort of growing-up tendency	
	2 even if the child has gone from being boisterous to being extremely quiet	
	1 yes or being extremely quiet to now having to over compensate for something	Considers student's behaviour over a time period to make decisions about momentary classroom behaviours
	R have any of you had any experience with serious rule-breaking behaviour? In your class or in the school? vandalism or smoking or very aggressive behaviour?	
How does educators opinion of student influence how they interact if the student shows PB?	3 I had an outbreak of violence in my class, but it's <u>actually interesting because I just wanted to comment on the child with what you both said, but it just takes me back to your first question when you said what is problem behaviour to you, sorry I know I'm backtracking but this child for me.. I just immediately think... I teach dance, so it's really interesting to listen to</u>	Students behave differently in different subjects, or with different teachers

	everyone else because my classroom environment is so different, and often I think kids that show problem behaviour in a normal class setup will be the children that are my favourite	
	4 flourish...	
	3 ja, they can just be more expressive or often it's the <u>ADD kids who can be more wild and that's what it's like in my classroom so I can be more acceptable, it's just different, so for me I don't want kids to fit into a box , but problem behaviour for me I can see more easily when they are different to the norm, because when I've got kids bouncing around doing exercises the only way I can tell like ok this one can concentrate now do this physical activity for 50 minutes but this one is too like crazy or this one is sooo shy she doesn't know what to do with herself she can't stand in her PE clothes in front of her friends, so when its different to the norm, that's actually how I sort of see problem behaviour.</u>	Showing acceptance Taking student differences into account
	So ja with your question it's this one boy who ... I sort of related to you because it's not knowing, someone who, I taught him last year in gr 8 and now again in gr 9, and he is also in my homeroom so I see him 3 times a week as well as every 10 minutes in the morning, <u>no one's been able to tell us I don't even think his parents know exactly what is wrong, it makes me really sad, I think he's bounced...all we hear from the grade heads is that he's bounced around from doctor to doctor he's bipolar he's ADD he's depressed he's this that and the other, and I don't think anybody actually knows,</u>	Experience a need to know more about student's PB Sadness Concern
	1 or is doing the right course of action for what needs to be done,	Concern
	3 ja because they don't know and the right course of action is not happening, and right from last year I just really really really struggled with him, and I know he is an intelligent guy, I know 2 <u>specifically has a wonderful</u>	Struggles with learner who shows PB Good relationship with learner who shows PB

	<p>relationship with him, and I also have a very open relationship with a lot of my kids I think because it is my subject I think they feel... I don't know I think they feel comfortable with a lot of us but I think they just feel comfortable with me and I try to have that sort of relationship with them, but with him... I don't...that's why I related to you [4] because I don't actually know what to do about it, <u>we work in a mutual misunderstanding, we do not get each other and we do not work together.</u> I've sort of I've tried to like <u>respect him more</u> and given more chance and I do think that resonates with him a little bit, he appreciates being treated maturely, but I don't know if it's something with me specifically that he struggles with or..</p> <p><u>I've spoken to him individually,</u> I've spoken to the parents and that's also the thing, I have no support from the parents, I think that they are quite in touch with our grade head, but numerous things that I have to contact them for like when he doesn't bring an absentee note or no PE togs or whatever, then me as a homeroom teacher I have to email them and not once have I gotten a response from them</p>	<p>Understanding between Edu and student Struggles to form a relationship with student who displays PB, even though the educator has tried to do so Show respect towards student</p> <p>STRAT: One-on-one conversation with student</p>
	<p>R would you say it's difficult to establish that relationship and then to keep that relationship?</p>	
	<p>3 ja it feels like I can't... I don't know what relationship to establish because <u>I feel like they don't really care</u></p>	<p>Students have a no-care attitude</p>
	<p>R do you think that is his normal behaviour with others as well or is it just with teachers?</p>	
	<p>3 well I don't know... I do think there is something with him and I especially because I know that he's got a great relationship with 2 for example, and it's not that we have a terrible relationship it's just that we <u>have figured out how to work without really working</u></p>	<p>Making a plan how to make interactions smoother</p>

	R agreeing to disagree...	
	3 ja, I think also he is not interested in my subject at all, and it's not like I can physically go and force his body to move, you can't even really go and touch them, so that's already a hindrance	
	R can you think of a moment when you had an interaction with him that he was behaving in this way that was problematic like ...how did you feel, how did he react and how did he react	
	3 well there was one moment when he came into class, they all came into class and they were making up their own dances and they were in their groups and well into the project and I allow one person in the group to bring their cell phones so they can bring their songs on the cell phone, he must have taken the boy who took his phone out's phone, and hidden it under a bag, so now the other boy came up to me and said mam C has taken my phone, and I know this boy, he's a quiet trustworthy boy, he's not a trouble maker, he wouldn't come to me and say this has happened it didn't really happen, <u>so I went up to him</u> and it doesn't have to be a big deal, with anyone else they'd say ja I took it sorry and hand it back, and then we deal with that, but C of course caused such a whoo-ha that I ended up having to halt the whole class, my lesson could not take place until everybody went and stood at their bags, put their blazers on, open up their bags for me to check to see where this flippin' cell phone was, <u>when we all actually knew it was in C's bag but I am not allowed to go into his bag</u> and take the phone out, and he just to be difficult was like ja, and then what he does he pretends like he is cross with me oh mam how can you judge me and think...why do you pick me...its always me...	<p>Disrupted teaching, Interrupt entire class' learning</p> <p>Student tests educator's boundaries</p>

	R what's that like for you when he goes off like that?	
	3 well I think that's why I always try so hard not to be subjective and <u>not to hone in on him</u> , that's why I made everyone go back to their bags, ok everyone put on your blazer, everyone can you please open your blazer, <u>you know make it equal so he doesn't feel like I'm picking on him</u> because I wasn't , and I said to him C the only reason why I'm asking you is because your name came up, that you had taken it. It's just a <u>silly situation</u> because everyone actually knew that he had done it, it made me feel so <u>frustrated</u> it was so frustrating and it also sort of puts you down, he makes me feel like I am now treating him wrongly because now I'm asking him for something but the other boy is sitting there going my cell phone is stolen	STRAT: Not single out student STRAT: Try not to treat student with PB differently Embarrassment Frustration
	R that was really good thank you	
	3 if I can just say when you just said an outbreak of violence, I had an experience of that with him in the classroom, he was also working in the same group, not on the same day, but he was provoking someone verbally, and I could see this other boy getting cross, and he was just like chirping him with words the whole time and the next thing the other boy was walking towards me, had him around the collar, just really really really violently, and then the boy threw a punch at this other guy, so I sort of had to race up and stop this	
	R could you tell me a bit more about that? I assume you can't just jump in between them and stop them...?	
	3 ja no I... my classroom is really big as well so the minute I saw it happening I just got up and I sort of <u>tried to separate them but it was just not possible</u> , it was a terrible situation I	Shock Tries to intervene physically to resolve fight

	<p>was really sort of shaken up afterwards, but as soon as <u>I realised physically there was nothing I could do</u> I just ran to the intercom to try and buzz it, to say please send me a strong man, and then actually what happened was another boy in my class broke, he is really tall and a gentle soul and he just used his height and his strength and went in and separated them and then I just <u>pulled C aside because I know that he gets very aggressive</u> and I just pulled him aside and said go wait outside just so the two of them were separated, and then I asked another boy to send C down to the office, and a few minutes after another person to take the other boy because they were both in the wrong, it wasn't just one of them, but just so they could walk down separately and not punch each other on the way to the office, and then I had to tell the head of discipline what happened and they each had to tell their side of the story</p>	<p>Helplessness</p> <p>STRAT: Individual talk with student Considering individual differences of student's response in interactions STRAT: sent student out of class</p>
	<p>R can you remember maybe what your initial thoughts were when it happened? How did it feel to stand there and realise oh my goodness these guys are gonna hit each other in class and I will have to do something about it?</p>	
	<p>3 I really got a <u>fright</u>, definitely, I think it was just scary to think there's nothing I can actually do, it's really lucky that he tried to punch him and that he didn't, but maybe they did, and it's scary to think that there are boys in my class that are stronger than me or taller than me that can do stuff physically to each other that I have no control over, but I think I remember thinking Oh my goodness this is happening!</p>	<p>Frightening experience</p>
	<p>R one of my other questions was how you support these adolescents with problem behaviour but I think you have all mentioned something about that. Is there any other specific examples of a specific maybe re-occurring problem behaviour? I know the counsellors are</p>	

	also involved here..	
	<p>1 can I interject with the same boy, my only understanding of him was positive, From 2 knowing him, and I <u>struggled with him in my lesson as well</u>, on numerous occasions he was disruptive in class, he has an aggressive streak, <u>he turns the situation around as if I am specifically attacking him</u> which is what you (3) now said as well, and that's not the case, and, two things, one scenario things got so bad that, our red card system is to send him down to the office, he was swearing in class, I think again with the same boy they were having an argument, and other people in the class before it had it escalated and we had to intervene <u>were trying to calm him</u> saying that's enough, it's a group activity, don't ruin it for all of us, because it gets out of <u>hand everyone must work quietly and silently, so that C in this particular class doesn't feel that he is the victim and everybody's always going after him</u>, and because it had happened close to the time when [3] had had the problem, the counselling dep. had come on board and I think the process had be begun where he has to be honest and take responsibility for a lot of the behavioural problems that had been raised, from numerous teachers, now my interaction with him was... <u>I always.. I stand outside and my kids come in now and I say to certain students you know you must sit not by so and so or you know you must sit in the front of the class, just quick little...so no one else knows it's happening so the class isn't sitting there ready to greet and then it's this big show of me moving students around, and C refused to come to the front, so it became a disruption, and I especially knew when it was coming to group work I cannot have him sitting there, he cannot work in a group with a child he is going to fight with, so that's</u></p>	<p>Struggling with learner</p> <p>Feels lack of control</p> <p>STRAT: Trying to calm learner</p> <p>Considering individual differences of student's response in interactions</p> <p>STRAT: Being discreet in interactions with learner, not embarrass learner</p>

	<p>sort of where our <u>problem area</u> started, and now he comes to the front of my class, he literally sits right at my desk, he interacts he is the first child to put his hand up, he thanks me at the end of the lesson, he calls me to his desk and one on one and discuss a topic more, I feel like he is another student. And I believe it has nothing to do with me it has to do with him understanding better a discipline issue in the class, and him being... I wouldn't say mature but having better awareness of his role in the classroom setting. And it is completely the counselling dep. that has instructed that within him.</p>	
	<p>R I'm wondering about his relationship with you VS his relationship with her [3], what do you think makes the difference? You are both young ladies with the best intentions for him</p>	
	<p>1 I should have handled him better initially, he does have some unidentified problem, and <u>I should maybe have gone quietly one on one and never engaged him in front of the class</u>, firstly. And secondly <u>I am a person who can raise my voice and get very loud, again I don't think he responds to that</u>, and my understanding is that as soon as he could take his place in the lesson and as soon as he could understand I wasn't victimising him, with any students I would act that way, and in the same class there has been issues with other students that also had to toe the line, I think he realises now that I'm not the bad guy and he's not the victim and visa-versa.</p>	<p>Engaging student in front of entire class was problematic Raising voice in interaction Considering individual differences of student's response in interactions</p>
	<p>R but it took work...</p>	
	<p>1 big time. And its me allowing him to react to a situation and me doing nothing about it, in the sense that I saw this wasn't gonna escalate, there was no other student affected, and if he wasn't going to do the work, the intervention of me emailing was coming next, so he knew that.</p>	<p>Considering individual differences of student's response in interactions</p>

	R so it's not that he is oblivious to the consequences of things...	
	1 I think his anger gets the better of him	Considering individual differences of student's response in interactions
	2 definitely not	
	4 may I just add something here, something that has been at the back of my mind with one of my other students as well, you do get boys that in this day and age for some reason <u>resist the authority of females</u> , so I have a student, I have asked around, <u>he does not present problems in male teachers classrooms, but he gives me a problem his maths teacher a problem and his Afrikaans teacher a problem because we are all female</u> , and he gives his EMS teacher a problem and his geography teacher a problem because they are female, but he is an absolute angel in history (male teacher), <u>and the other boys in the class will be like he is not like that with Mr.S., he is like that with Miss D, miss H and you, the young female teachers, he blatantly...he refuses to listen...</u> he's not rude he's just like... it takes five times to take it seriously, when you say something.... It's almost like are you talking to me? That's his attitude.	Lack of control Gender discrimination Disrespected
	R so has he had confrontations with you?	
	4 I... never.. because he is extremely aware of what he is doing, he is extremely conscious of what he's doing, he's a smart boy he gets good marks, <u>but he's book is not covered it's almost like... ag I don't care about that, and everything I tell him I have to tell him twice</u>	Lack of control
	R is that problem behaviour for you?	
	4 <u>yes because it's a pattern, and then I reprimand him and I email the parents and get no response from the parents and he is sad and he is sorry, and then tomorrow we start at day one again, and then that lesson he is sad and he is sorry and tomorrow we begin again!</u>	Frustration Considering different

	<p>He never learns but I have a deep suspicion that it has to do with him, <u>perhaps its conscious perhaps its subconscious, perhaps it's what he's been shown from a young boy, he does not automatically respect a young or a female authority, it's just he doesn't even know he is doing it,</u> and then one you put your foot down then it's OK, but then it's back to the beginning I don't know if I didn't impress it upon him enough but he gives the same issues to his maths and Afrikaans teachers, I don't know if he gives you problems? [to 1]</p>	<p>causes for PB Disrespected</p>
	<p>1 He had daily report and I had to go to Z and say... his name doesn't register to me, but I know his class as a group sort of has niggly days, they are not individuals in [class name] they are like nooo,</p>	
	<p>2 it's not that I don't have a problem with these kids it's just that I deal with it differently. Like with C I was actually quite lucky, my first day with him, he was at the end of the line so he just happened to be at the front of the class, and that just worked to my advantage I think before he would move to the back, and also my thing is I greet them as they come in I shake the boys hands, and he is also like.. he doesn't like you touching him or like shaking his hand so that threw him off already, and also when I deal with things, like when he causes trouble with the boy sitting next to him, <u>I'll say oh what are we doing now?</u> And he'll be like aaa sir, and I'll say yes <u>always the victim aren't we?</u> And I turn it into like a...</p>	<p>STRAT: raising student awareness of own behaviour STRAT: Sarcasm</p>
	<p>4 joke...</p>	
	<p>2 and I got him to read Romeo and Juliet... so it's not like... today he was very 'bekkig' and talkative and cheeky, I said <u>oh what are we doing now? How interesting.</u> So just to kind of...</p>	<p>STRAT: raising student awareness of own behaviour Offset negativeness of interaction</p>
	<p>1 offset the negativeness...</p>	

	<p>2 I was at a school last year where a lot of kids were aggressive, so I kind of learnt how to deal with them, with M I got to know him on the cricket field, I got to know him like that and he can be cheeky, and I just turn it back to him and say Oh do you talk to your mother like that? Ooh and then they get upset by that, but I nip them, and then ... <u>I can't always get aggressive and say Why did you do that!?</u> for some kids it does work but with him it will be like an attitude, Oh talking to me?</p>	<p>Cheekiness STRAT: Sarcasm Considering individual differences of student's response in interactions</p>
	<p>4 They respond as high or they go <u>passive-aggressive</u>, some kids are assertive but the problem children, more aggressive than you or passive aggressive</p>	<p>Passive aggression from student Aggression from student</p>
	<p>2 I know what you are talking about ja</p>	
	<p>1 I'm hoping that in time I'm going to learn all these tricks of the trade</p>	
	<p>2 and in a way I can connect very easily emotionally like you on this level, but with you I better not mess with you or I can play around with you...</p>	
	<p>R [to 5] Can you tell me about a scenario where a child acted aggressively in your class, or maybe a pattern of that, just in that interaction, what do you do? How do you handle it? And how did the child respond?</p>	
	<p>5 well a while ago, but it wasn't in class it was outside on break duty, when he had his cell phone, and they were talking on the cell phones, and then I went to him and said <u>excuse me but can I have your cell phone?</u> Because we confiscate them and they only get them back in four or five days, and very bulshy because you expect them to hand it over and he says <u>I'm not gonna hand it over</u>, and so suddenly you know in that moment you like guys ok but you must, <u>you know the school rules</u>, and then <u>the argument, but we didn't know we can't use it at break times we thought it was only la da da...</u> so is say <u>you are older and wiser</u> so don't tell me a story. He said mam</p>	<p>Interact with good manners</p> <p>Resistance / opposition from student Reminds student of rules Student tries to justify</p> <p>Gives student another chance to co-operate</p> <p>Firm boundaries even when student tries to</p>

	<p>but I just got my cell phone back, I said it's not my problem, but now you have to maintain <u>I do in a certain way kind of understand but I cannot... because there are other children around there, and as soon as you have that situation where you confront, you have to be the winner at all costs, there's no way that you can walk and say its ok, and I knew he wasn't going to give it to me as such, so I said listen you know that if you don't give it to me then I have to report you immediately to Mr[principal], and not just for the phone but because you are being insolent.</u> And he sort of did a double take and then it was now confrontation between me and him, and I didn't want it to become extended, because then it just becomes a you me I you... I said are you not going to hand me your phone? <u>Are you sure? Right here we go. Then we went over to the principal and...</u> it was not a successful story, but you need to choose your battles, you can't there have a verbal thing You will give it to me and if you don't ... <u>you just kind of have to lay the odds and then...ja</u></p>	<p>persuade Considers personal values during interaction</p> <p>STRAT: Threat to report student to higher authority</p> <p>STRAT: Revert to using higher authority in order to resolve PB</p> <p>Experience setting boundaries and make consequences for crossing boundaries clear, as successful STRAT</p>
	<p>R thank you. This is my last question actually, what support do you have at the school for problem behaviour? for learners and teachers? I picked up from your responses were the following: a red card system, which I'm assuming has to do with doing homework as well?</p>	
	<p>1 its last resort</p>	
	<p>R is it also for discipline?</p>	
	<p>2 it's more for discipline</p>	
	<p>3 it gets them out of the classroom, it's for when something happened that's really bad</p>	
	<p>R and then you have the counsellor department, and grade meetings and departmental meetings and really good contact with parents</p>	

	1 and also and once a term we have one meeting for the 8 and 9 discipline issues, and who ever teaches them is present and voices a specific learner or specific incident	
	4 and we have the report system, the confidential report system, teachers comment on learners behaviour and work ethic, and if it's all negative the learners goes on report for a cycle, every subject the teachers need to sign and comment on their behaviour, if there are negative markings they stay after school. They can go on report for all their subjects or only certain subjects	
	R and tell me about this staying after school?	
	1 on the same day as detention. Its like graded so a student that maybe doesn't do work stays with this amount of time with the grade head, or the teacher can request if they haven't done like an oral to see them that day to get those marks, or it can be you didn't bring your book that's 15 minutes stay.	
	R but that's all academic so what if the report says the behaviour was really bad?	
	4 then there is a behavioural report	
	5 then the grade heads would keep them. The behavioural report teachers do comments every day, for every lesson there is a comment, an if he has received any negative comment then the grade head deals with that by keeping him in based on the amount of defaults he had so if he had three defaults it would be 20 minutes a default and he would stay an hour and a half after school.	
	R do you think this system is effective?	
	5 I think it's a combination of everything, I really do think its not one particular example, and I also think, I don't know if the other teachers will agree with me because I'm speaking	Revert to higher authority to resolve PB

	<p>sort of apart from them, but I do believe that the school has a very open, direct link policy, <u>so that if you have a problem you immediately contact the grade head, the grade head will either help or give ideas, you have to help intervene yourself, to empower yourself deal with the situation but you are, you need to know that there is support</u>, there is the grade head, and there's a direct link between the grade head and the head of discipline,</p>	
	<p>R oh you have a head of discipline that specifically in charge of that?</p>	
	<p>5 ja, which is actually our deputy head as well, she handles discipline, so you have direct access to that as well, and then I also do think, it is a little bit from top down but I think that there is a very good discipline from to down, you know you can walk in to the head of discipline when you..., you know you can ring a bell, somebody is going to assist you and help you, it's not that anybody's left on their own, floundering and don't know what to do</p>	
	<p>R [to other teachers] how do you feel about the support? Do you agree?</p>	
	<p>1 behaviourally I completely agree, academically it can be a little bit more challenging</p>	
	<p>R and the last thing is, can you think of something that you need to feel better supported? She mentioned communication between teachers and the counselling dep.?</p>	
	<p>3 It's just I can't do anything because we are not allowed to...</p>	
	<p>R so is there something that you need that will help you deal better with children who show problem behaviour?</p>	
	<p>2 maybe with this whole counsellor thing, <u>I know the counsellor can't... but if he could maybe just be vague...</u></p>	<p>Need to know more about students' context and background</p>
	<p>3 just say there is a problem</p>	

	4 we can give them longer deadlines	Considerate of individual differences in learner context and background as significant info when deciding on STRAT how to interact with learner if PB occurs
	5 you see what they, I hear what you all are saying, we do have in the morning those learners...	
	2 they tell us who is going	
	5 they know who is going	
	2 and you think oh...	
	5 so immediately you know there's a problem there's a problem so that should put your antennas out you know I must... but it is a difficult... I remember also having one or two problems and <u>then you want to know a bit more, because it needs to be dealt with differently</u>	Need to know more Considerate of individual differences in learner context and background as significant info when deciding on STRAT how to interact with learner if PB occurs
	4: 110%	
	5 and it's a difficult situation, I'm next to the counsellors and there's really some hectic stuff going on <u>that you cannot know at all. So it is difficult, I don't know how, I don't know how...</u>	Need to know more in order to help better
	3 that's always the worst part though is we hear their names, <u>we know something is going on, we can see something is going on in the classroom, but then... I don't know...</u> I guess maybe it includes the parents so if you ask the parents or speak to them I mean you can always get something out of them but ... ja it would be so nice	Need to know more in order to help better
	2 like I suffered the one lesson, we were talking about an intense topic, but now for the life of me I forget, something about broken homes something something, anyway a girl	

	<p>breaks down in class, not because of anything to do with what the actual topic is, but it triggered the emotion, I showed them a video and it was like very intense and it turns out that she had witnessed her father being murdered, but that was not the topic of discussion, I never see this girl going to counselling, but that moment of raw emotion coming to the surface from our curriculum, and all of a sudden.. I would have dealt with the topic so differently, I would have introduced it in a more sensitive way, more like a comforting environment but when its 40 kids through your door every 45 minutes, you feel that disconnect and I've contacted the counselling dep. numerous times saying these are the topics coming up, please I need to sort of.. a guideline, and hint and... not today.. something... ja I've really struggled with that part.</p>	
	<p>R thank you for sharing your experiences, please help yourselves to refreshments</p>	

In-depth interview with one educator from focus group

B= researcher

E= educator

<u>PERSONAL THOUGHTS</u>	<u>TRANSCRIPT</u>	<u>CATEGORIES</u>
<p>What makes the difference? Educator's age?</p>	<p>B hoe is jou verhouding met kinders in die algemeen? Hoe sien jy jousef in jou verhouding met jou leerders?</p> <p>E Uh....</p> <p>E ek het nie 'n kind wat...hier en daar het ek, jy weet, jy kry dit orals, <u>daars net 'n kind wat jy netnie (snaps vingers) meer gel nie, maak nie saak wat jy prober nie, jyt miskien die verkeerde manier probeer, but it just doesn't...(rubs palm of hands together) dit werk net nie.</u> En met sulke kinders...um..</p> <p>B kan jy dink aan 'n spesefieke ene? 'n spesefieke kind?</p> <p>E ja, J.</p> <p>B en het hy dalk al 'n problem behaviour gewys dat jy in 'n spesefieke situasie was...</p> <p>E ja ja, nie met my nie maar hy was...het het 'n... hy was in 'n situasie, dis met alle vrouens, hy het nie respek vir 'n vrou nie, en hy was baie 'balshie', jy kan nie vvir hom se jy, hy sal sommer by die klas uitloop en...regtig 'n problem, was nie 'n problem nie, <u>ek het 'n goeie verhouding met hom gehad tot ek hom miskien op 'n manier verkeerd behandel</u> het, hyt aanstoot geneem vir wat ek gese het of gedoen het, die spesefieke logistics kan ek nou nie onthou nie...</p> <p>E ek prober tenminste elkeen bereik so vir my was dit <u>vassit geduurig want ek kannie laat los nie, jy weet was as hy nie sy werk doen nie dang an ek hom DT gee, en dit vererger die</u></p>	<p>Struggles to form a relationship with student who displays PB, even though the educator has tried to do so</p> <p>Good relationship with student who shows PB but then experienced a change in relationship</p> <p>Perseverance to help student with PB Firm boundaries</p> <p>Considering different causes for PB Considering how students' context and background influences PB</p>

	<p><u>situasie, en as hy nie na my luister nie dan gaan daar reprecussies wees, so ek kannie net laat los nie, en weet jy ek het met hom, was dit in die begin het ek gedink oo dis matriek en ek moet hom...hyt ander probleme ook, sosioekonomiese probleme, kom nie goed met die ma oor die weg nie, dagga problem en so aan, ek ek het, uh.. ja toe't ek hom... sleg geeindig, sleg geeindig verlede jaar, en toe't ek hom nou in die begin van die jaar, ek't net besluit jy weet...OK nou laat ek net terug gaan. Dit het sleg gegaan, en ek was 90% van die tyd konsekwent maak ek was ook nie, prober verhouding bereik dan los ek 'n bietjie, dan vat ek weer vas dan los ek 'n bietjie, maar hierdie jaar het ek gesê dit kan net nie werk nie, if it breaks my of hom, ek gaan nie vir hom enige skietwerk gee nie, en ek dink innie eerste week wat ek hom gehad het, het ek hom drie keer DT gegee, drie keer opgeskryf vir huiswerk, ek't hom en keer kans gegee, tweede keer kans gegee, toe die derde keer, toe die vierde keer weer, obviously kan jy nie..., dis iets wat almal moet doen, die procedure is as hul twee keer nie huiswerk doen nie dan... en hy het dit nie gedoen nie, en toe op die oueinde van die dag het ek vir hom DT gegee, dit het geeindig op 'n Saturday DT want hy het drie DTs in een week gekry en hy't gesien ek gan nie...I'm not going to back off. En ek het hom nie agressief in die klas beleef nie..dit was net 'n done deal. 'ekskuus het jy nie jou huiswerk gedoen nie?' en baie mooi met hom gepraat, eenkant toe geroep en gesê 'J jy weet wat is die konsekwense, as jy dit nie doen nie, dit is wat gebeur, ek is bereid om jou met enigeiets te help, as jy iets nie verstaan gan ek jou help, maar op die einde van die dag wil ek he jy moet jy jou matriek goed deurkom, en ek gaan jou nie laat los nie so weet jy maar dit'.</u></p> <p>B en hoe het hy reageer op dit?</p>	<p>Experiences occasional slack in keeping firm boundaries as reason for student's PB, educator considers what part she has played in reinforcing reoccurrence of PB.</p> <p>Realisation that E has to be more strict if she wants to resolve the PB</p> <p>STRAT: Individual talk with student Reminds student of consequences of actions Reminds student of willingness to help</p> <p>STRAT: Individual, honest talk with student Educator explains her actions and consequences of his actions</p> <p>Experiences a change in interaction with student</p>
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	<p>E op die einde <u>het ek met hom gesels, baie mooi, oopenlik en gese luister weet net ek gaan dit [DT] vir jou gee, en weet hoekom ek dit vir jou gee, dis nie dat ek snaaks is met jou nie, dis nie asof ek prober my eie terug kry op jou nie, ek is oud en lelik genoeg, eks verby daai, jy hoef nie van my te hou nie, ek is nie hier vir my populariteit nie, as jy nie van my hou nie is dit fine, maar werk gaan ons saamwerk, en hy het verander, amazing. Hy is nou selfs...he openly admits to doing wrong. As hy laat kom vir die klas se ek jy weet jy gan nou 'n DT kry van my want jys laat, yes fine miss, en hy begin nou die laaste...hy begin praat en he adds on in die klas, he adds on to discussions and debates, hy maak goeie...hys 'n intelligente kind, maak goeie observasies, en ek dink jy leer om te balanseer, so <u>wanneer ek hom kan motiveer</u>, dan doen ek dit. So as hy nou iets sê sal ek sê 'J! Fantstic well done! Absolutely you are so correct. Hierdie man het dit gedoen en...' dan praat ons. <u>Maar ek dink dit is deur...ek dink hulle het..in 'n mate, ek dink hulle vertrou jou meer as hulle weet wat jy gaan doen, its predictable, it's like setting...is soos baba, hulle weet hoe vr hulle jou kan toets, its like setting perimeters, dan weet hulle eek gaan hier en weet ek gaan nie verder nie, en ek dink hy het dit nou besef, en ek dink hy weet ek gaan dit nie teen hom hou nie, daars 'n absolute eerlikheid en 'n...ja. So jy weet ek dink ek het 'n goeie verhouding met...behalwe maybe one or two..maar almal van hulle you know, ek dink hulle geniet my klasse, baie van hulle doen geskiedenis omdat ek geskiedenis gegee het, baie van hulle is baie kwaad omdat hulle na 'n ander onderwyserres moes gaan, baie van hulle is mal...die gr aggies is mal oor geskiedenis, en ek dink ja hulle geniet my klas, loop uit met 'n las en 'n gesels, so eks 'n ernstige mens in die sin van</u></u></p>	<p>who shows PB after individual talk</p> <p>Acknowledges strengths of student who shows PB Motivates student when possible</p> <p>Experiences setting of boundaries as NB in dealing with PB</p> <p>Not making it personal between the E and the student, it's about the PB Being predictable regarding enforcing consequences for PB reduces the occurrence of it</p>
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	<p>ek dink my klasse is ...ek is nie 'n...ek is nie jonk nie, ek is nie 'n populere, as ek nou mag se, jy weet onderwysers wat musiek speel in die klas en...jy weet hulle geniet sulke goed you know, maar ek dink hulle genie took my klasse, ek dink hulle hou van my, dis hoekom ek se ek is nie die jou... jy weet wat saam met hulle op Facebook is nie, jy weet wat ek bedoel? Ek het nog daai mate van...ek is 'n onderwyser, nie jou pel nie, en moenie pouse met my rondloop en jou hand om my sit nie, 'coz I feel you lose, jy weet ek kom met hulle oor die weg, ja miskien het ek dit verkeerd uitgedruk, ek is nie populair popular nie</p> <p>B ek verstaan ja</p> <p>E die jonges is baie populier, hulle BBM mekaar oor naweke en hulle... ek is nie daar nie. Ek het die ou professionaliteit, ek is die onderwyseres, en ek is daar vir jou en sincere en ek geniet my klas en ek geniet vir jou en ek kan lag, en ek kan lekker klasgee en ek geniet dit, en ek is mal daaroor, en ek is mal oor my vak, maar that is that line, so ek dink hulle hou van my, ja. Ek dink ek kom goed met hulle oor die weg en ek dink ek het 'n goeie band, en ek het respek, ek het...soos vandag, ek neem nou oor van Me M, sy's siek en alhoewel ek hierdie jaar af is het hulle gevra ek moet nou gr 9 se graadhoof wees net terwyl sy nou weg is, en ek het nou vandag, moes drie problem hanteer, en jy weet die <u>manier waarop ek praat</u>, ek is streng, ek vat nie nonsense nie, ek moes by die klas ingaan want die klas het 'n absolute geraas gemaak, maar hulle weet waar hulle staan, maar <u>hulle weet ook jy gaan nie met my mors nie, maar jy kan na my toe kom</u>,</p> <p>B so dit belemmer nie die verhouding wanner jy hulle aanspreek oor iets nie?</p>	<p>Awareness of influence of manner of speaking on the interaction</p> <p>Awaareness of reputation of being firm but helpful</p> <p>Willingness to talk with student about the PB</p> <p>Educator explains her actions to student so that student understands how PB has lead to consequences</p>
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	<p>E ja, ek voel net dis die onderwyser wat nie die situasie hanteer nie, maar ek kan dit nie doen nie, eks mos die graadhoof en dinges, maar hulle weet, hulle weet wat ek bedoel en waar ek is en wat ek sê, <u>maar nou soos die een meisietjie kom vandag na die ding na my toe</u>, sy sê haar naam is neergeskryf op die report maar sy sê maar sy het nie gepraat nie, en die onderwyserres kon nie vir haar sê hoekom haar naam neegeskryf is nie, sê ek vir ja ja nee dis <u>reg maar ek sien in die ander goete jou naam het al van tevore opgekom, so jy moet versigtig wees en jy moet besef jyt nou al 'n naam gemaak vir jou, ek verstaan en dis wonderlik dat jy prober, en hou aan prober, maar jy moet verstaan dat jy moet harder prober as enige iemand anders want jou naam is al 'n gevestigde naam, onderwysers sal dit nie sommer net doen nie</u>, op die ou einde van die dag het sy verstaan, maar as ek jou naam weer sien...jy wee twat ek bedoel... so it's a give or take an ek dink hulle...ek kan met hulle werk,</p> <p>B wat dink jy is die rol, vir onderwysers in die algemeen, wat dink jy is die rol van die relationship?</p> <p>E ek dink die rol van die onderwyser is iemand wat hulle vertrou, en om iemand te vertrou you must say what you do en doen wat jy se, and you must not be unfair, hulle vertrou...hulle sal jou nie vertrou as jy nie konsekwent is in jou behandeling van mense nie</p> <p>B so jy dink vertroue speel 'n groot rol?</p> <p>E ja, hulle moet weet jy is daar vir hulle, mar ek dink hulle moet jou ook respekteer en hulle moet weet...the perimeters, hulle moet wee twat is my reels, wat is jou reels, my personal boundries, wat is reg en wat is verkeerd. Ja ek sou se vertroue, die feit</p>	
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	<p>dat hulle jou moet respekteer, die feit dat jy jousef respekteerbaar maak vir hulle deur regverdig te wees, en ek dink ook die vermoed dat hulle weet jys iemand wat luister, dis 'n kombinasie van baie faktore, maar ek dink hulle moet ook weet jy doen wat jy se. en konsekwent wees met wat jy se en wat jy doen.</p> <p>B hoe ondersteun die skool julle in die algemeen met problem behaviour? Vir jou as 'n onderwyser?</p> <p>E ek praat nou seker bietjie van bo af, ek is verantwoordelik vir onderwysers. Ek dink die skool is wonderlik ondersteunend, daar is soveel maatreëls in plek vir probleme, jy't riglyne waarvolgens jy werk, as jy probleem in die klas het en so aan, jou graadhoof is jou mentor, en dan bespreek jy jou problem met jou graadhoof, sy sal byvoorbeeld vir jou idees gee oor hoe om die situasie te hanteer, en deels, we are not top heavy initially, want die juffrou moet leer, of die kinders... daai graadhoof stap by die klas uit en doen ons maar net weer wat ons doen, so you need to empower yourself, as daar regtig 'n aanhoudende probleem is, is daar...wat's die woord...die graadhoof sal dan intervene, daar is um..ons het nou 'n klasrooster wat ons rondstuur en as daar 'n probleemklas is word die kinders geïdentifiseer om die onderwyser te help, en dan is daar 'n meeting tussen my en die ouers, daar's stappe, stappe van hulp, as daar regtig 'n problem is en die onderwyserres weet nie wat om in die klas te doen nie is daar 'n red card, sy kan dadelik die intercom bel, die hoof van dissipline is in die kantoor, sy's dadelik beskikbaar. Mnr M is iemand wat... ons dissipline begin by ons uniforms, jy weet dis nie net groot goed nie dis klein goed, respek, vloek, jy mag nie goed vandaliseer nie, alles het 'n plek en</p>	
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	<p>alles word dadelik aangespreek, en daar is obviously vlakke van stout wees, en dit word daarvolgens hanteer, mar daar is baie intervensies, as daar regtig 'n problem is en jy voel jy kan nie met seuns werk nie en dis vir jou 'n problem dan gaan jy na 'n kursus , kursusse word aangebied, jy weet, maak jou klasse interresanter...baie velde word gedek, nie net klasse interresanter te maak maar om seuns te werk, jy weet the teenager, baie van die onderwyser kan met die groot kinders werk maar nie met die kleintjies nie, jy kyk wat die problem area is en wat die problem area is en werk daarvolgens om dit te neutralliseer,</p> <p>B het jy al persoonlik 'n situasie gehad van vandalisme waar jy dit self moes hanteer, dalk op die skoolgrond as nie in die klas nie?</p> <p>E nee,</p> <p>B dink jy die skool kan jou op 'n manier beter ondersteun? As dit kom by hoe om kinders te hanteer met spesefieke problem gedrag? Miskien is daar 'n spesieke area wat jy voel jy kort meer ondersteuning, miskien iets soos aggression?</p> <p>E nee die skool is...as daar 'n problem is, ons het nou 'n kind gehad met autism, ons kry iemand om te praat, dis 'n hele kursus, dis twee uur en ons sit en luister en neem notas hoe om die kind te hanteer, as daar 'n problem is word daar terug verwys via die skoolsielkundiges wat hierdie mense vir ons aanbeveel, soos die drugs, ons kry elke vrydag drug testing, jy gee name in as jy dink daar is 'n problem met dagga, hulle word dadelik getoets, ons kry mense van buite om hulle te teoets, as daar 'n problem is met agressie die kind word deur die sielkundiges benader dan gaan hy op 'n agressie kursus, die skool is fantasties,</p>	<p>Willingness to share stories of interactions with students who display PB with other E in order to help them</p> <p>Cyber bulling is a difficult PB to handle</p>
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	<p>look you never know, there could be a plek waar jy dit nog nie ervaar het nie, 'n leemte op die oomlik wat ek nie nou kan dink nie, maar as daar 'n problem is wat ons nie kan hanteer nie dan kry ons professionele hulp, dadelik, en daar is Mr. M [die hoof] baie visionary, dit word nie...dit word dadelik gehanteer, dit word nie gese OK ons sal volgende kwartaal kyk nie, dit word dadelik aangespreek, so ek moet se dis regtig 'n wonderlike skool want daar is support, in alle velde, vir enige iemand en enige iets, as 'n jong onderwyserres, sy word kans gegee om haar voete te vind maar as daar aanhoudent 'n problem is dan iemand stap in, en intervene en stel voor en doen en dan gee hulle kans vir haar om op haar eie te werk en te sien hoe gaan dit, en as dit op so vlak kom dat dit regtig moeilik is dan word Mr. M [die hoof] in geroep,</p> <p>B so die ondersteuning kom dan ook van die onderwysers vir die onderwyser.</p> <p>E ja vir die onderwyser. Jy word ook gevra om te gaann luister na klasse waar.... Ek weet veral die jong onderwysers hulle help mekaar, ek weet <u>noudiedag was ek in 'n geselskap en toe sê ek weet jy ek het ook die kind, maar is nie 'n problem by my nie, ek doen dit en dit... so dis kommunikasie,</u> en die jong onderwysers is gevra om in te sit op die ou onderwysers, jy kan insit op enige iemand se klas enige tyd, en dan leer jy miskien van 'n ouer person hoe hulle die klas hanteer, wat doen hulle wat werk. Ons doen dit . daar kan miskien ander dinge wees maar ek voel daar is baie support system, dis dalk hoekom ons nie 'n dissiplinere problem het nie, daar kom nie baie dinge uit nie, dinge wat is is .. of hulle bly nie stil nie, bullying gebeur maar jy kan ok net soveel doen, bullying of cyberbulling is net...you just can't</p>	<p>Difficult interaction with learners who displayed problem behaviour in the form of cyber bullying</p> <p>Parental involvement in the interaction mediated understanding on behalf of the student</p> <p>PB affects not only other students individually, but the families of other students</p> <p>STRAT: Talk to student individually after PB</p>
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	<p>B het jy al self so 'n situasie gehad? Met cyber bullying?</p> <p>E ja ek het ek onthou verlede jaar het ek een gehad en dit was so <u>moeilik om te hanteer</u> op die ou end van die dag het ek toe die...ek moes..en dan se die een dit en dan se die een dat en..eintlik is dit 'n private ding waar die skool eintlik nie behoort integryp nie, maar obviously affekteer dit die kinders by die skool, toe't ek die twee bymekaar gehad en die ouers,</p> <p>B kan jy my vertel van die interaction?</p> <p>E die interaction was oorspronklik baie moeilik, want dit was die een groep wat defnetief teen die ander groep was, toe raak die ouers van die kinders obviously wat geaffekteer is baie baie ontsteld, en toe het ek die ma in gehad met die ander twee, en dit het fantasties gewerk want hulle kon sien how distressed this mother was, om vir hulle te se weet jy my kind slaap nie, en my kind kom nie uit haar kamer uit nie, dis depressive en depressive lei na selfmoord, en julle gaan verantwoordelik wees vir die kind, kan julle sien hoe dit ons affekteer? En ek en my man is absoluut, ons kannie in die aand slaap nie want die kind slaap nie, en ek dink deur die direkte ma se emosie..</p> <p>B en jy wat dit medieer..</p> <p>E en dadelik was dit daar, nie net die twee kinders wat geaffekteer is nie, dis nie die idee nie, die idee is die twee kinders dink hulle bullying affekteer net die kinders by die skool en it doesn't happen like that, the whole family suffer as gevolg daarvan. 41:05</p> <p>B so hoe het jy beleef, hoe het die twee [bullies] gereageer?</p>	
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	<p>E oh they were absolutely intimidated, very much intimidated, want hier is hierdie ouer wat hulle nog nooit van tevore gehad het nie, en toe die ouer weg is het ek met hulle gepraat and they were absolutely..they were very sorry for what they did, we didn't mean it like that..we didn't think...</p> <p>B depressive? Het jy al ooit 'n situasie gehad waar jy persoonlik moes deal met depressive?</p> <p>E nee nie eintlik nie maar ek dink daar is ander onderwysers wat dit kon gehad het. Ek dink dat omstandighede wat lei na depressie, en ek weet die skoolsielkundiges het baie te doen met violence at home, waar dit ingetree het en obviously kinders se punte en goed...</p> <p>B so dan kyk hulle na die hele situasie</p> <p>E ja, hulle kyk na die hele situasie maar persoonlik, nee.</p>	
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Addendum E: Table of themes with supporting quotes

THEMES	SUPPORTING QUOTES
<p>MAIN THEME 1</p> <p>Problem behaviour in the classroom is experienced as excessive disruption of teaching</p>	<p>"...barged into my classroom while I was teaching..."</p> <p>"Being disruptive in a classroom situation..."</p> <p>"...learning can't happen because...students are creating an environment that is disruptive..."</p> <p>"...always talks/comments...when I am teaching..."</p> <p>"...walking around...disregard for the lesson"</p> <p>"...constantly interfered with other"</p> <p>"refusal to comply with my authority..."</p> <p>"...not doing what is requires i.e. not working"</p> <p>"he wanted to close a window.... I told him My class my rules, he needs "problem behaviour...withdrawn, acting out, disrespectful, not performing well..."</p> <p>"...does not respect...female authority..."</p> <p>"disrespectful"</p> <p>"When a learner is disruptive and disrespectful"</p> <p>"...bad manners shown towards me..."</p> <p>"...not adhere to my perimeters...respect..."</p> <p>"Learner rudeness..."</p> <p>"...disrespectful..."</p> <p>"...refused to do work"</p> <p>"...treated me with such disrespect..."</p> <p>"...provoking someone verbally..."</p> <p>"...he was swearing in class..."</p> <p>"insulting..."</p> <p>"pupil...swore...at another pupil..."</p> <p>"...rude...in his speech..."</p>

<p>MAIN THEME 2</p> <p>Problem behaviour leads to educator experiences of intense negative feelings</p>	<p>"getting cross..."</p> <p>"Anger, hurt, frustration."</p> <p>"angry, frustrated, anxious..."</p> <p>"Concerned and frustrated"</p> <p>"I felt such outrage at the disrespect..."</p> <p>"I felt like slapping the boy"</p> <p>"I was angry..."</p> <p>"I was very angry..."</p> <p>"...felt angry in class..."</p> <p>"inwardly angry/frustrated..."</p> <p>"getting cross..."</p> <p>"Initial reaction is anger for my rights and that of pupils being violated"</p> <p>"angry, frustrated, anxious..."</p> <p>"I could feel that I was very angry"</p> <p>"I was angry and frustrated..."</p> <p>"My first reference is to voice my frustration.."</p> <p>"...because I was getting frustrated..."</p> <p>"...it made me feel so frustrated, it was so frustrating..."</p> <p>"I mostly feel frustration at the children..."</p> <p>"Anger, hurt, frustration."</p> <p>"Concerned and frustrated"</p> <p>"I felt such outrage at the disrespect..."</p> <p>"I felt like slapping the boy"</p> <p>"Anger, hurt, frustration."</p> <p>"I was furious!"</p> <p>"I felt feelings of inadequacy..."</p> <p>"...feel inadequate..."</p> <p>"...I feel completely helpless...up against a brick wall..."</p> <p>"...helplessness..."</p> <p>"...I felt completely helpless and ignorant"</p> <p>"After the event I felt helpless..."</p>
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MAIN THEME 3

Experiences of problem behaviour in the classroom lead to awareness of own influences on interactions, consequently influencing choice of strategies

"...from the moment they line up outside your classroom...punishment early on..."

"..review the situation in a non-threatening manner...come up with a solution together...discuss what the behavioural problem is and how to deal with it...cope."

"I would have introduced [the topic] in a more sensitive way..."

"...'n ouer bel voor ek ...eers met die kind praat..."

"Concentrate on pause between behaviour and response"

"...Choose opposite mood to child"

"...I should maybe have gone quietly... never engaged him in front of the class"

"...could have asked him to see me after class"

"...jy konfronteer hom nie voor die hele klas nie...isoleer hulle en praat... buite"

"Don't confront learner in front of other"

"...move him to the front..."

"...how would you feel if I refer you to our counsellors?"

"...asked him to either...or leave the class"

"...immediately removed from class..."

"...I asked him to stay behind and asked him what's wrong..."

"...approached the student after class and asked if there is a problem..."

"...speak to him quietly..."

"...so I called him aside..."

"...I have a private conversation"

"My first reference is to voice my frustration.."

"I very calmly asked him..."

"I managed to stay calm and asked her to wait outside"

"We discussed his actions...I stood calmly..."

"After class I spoke to him in a calm...voice"

"I have a discussion...what am I doing wrong that is stopping your progress? "

MAIN THEME 4

Experiences of problem behaviour in the classroom lead to awareness of own influences on interactions, consequently influencing choice of strategies

reflected...they bring it all to school...
 "I think teachers take all that [homelife context] into cognisance..."
 "...hy kom nie goed met die ma oor die weg nie..."
 "...ander probleme ook, sosioekonomiese probleme..."
 "...if you don't take all of that into consideration you can't be an effective teacher..."
 "You can't be a good teacher if you are not empathetic..."
 "...red eyes, not quite sure was was it, background? Isn't it parents?...bullied? depressiveness?"
 "I know there is a problem at home...father passed away...mom relies on him a lot..."
 "Saddened by the depth of his personal issues..."
 "Understanding of background"
 "A deeper understanding...home situations"
 "Better knowledge of the pupil and his/her circumstances"
 "...early warnings..."
 "access to personal info - provide some understanding"
 "...briefing by counsellors before lessons so that I know what to...expect"

Addendum F: Permission letter to conduct research in schools

(The title of the thesis has since been amended and the timeframe extended.)

Directorate: Research

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REFERENCE: 20120712-0052

ENQUIRIES: Dr A T Wyngaard

Mrs Belinda Prinsloo
Centre for Child, Youth and Family Studies
North West University

Dear Mrs Belinda Prinsloo

RESEARCH PROPOSAL: INTERACTIONS BETWEEN EDUCATORS AND ADOLESCENTS WITH RULE BREAKING BEHAVIOR: AN ATTACHMENT PERSPECTIVE

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Approval for projects should be conveyed to the District Director of the schools where the project will be conducted.

5. Educators' programmes are not to be interrupted.
6. The Study is to be conducted during in 2012
7. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
8. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
9. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
10. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
11. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
12. The Department receives a copy of the completed report/dissertation/thesis addressed to:

**The Director: Research Services
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000**

We wish you success in your research.

Kind regards.

Signed: Dr Audrey T Wyngaard

for: **HEAD: EDUCATION**

DATE: 13 July 2012