

# **Secondary school teachers' perspectives on collaborative support to learners with behaviour problems**

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## EDITING CERTIFICATE

This certificate serves to confirm that I am a qualified and certified editor. I confirm that the dissertation with the title: **Secondary school teachers' perspectives on collaborative support to learners with behaviour problems** has undergone a professional language edit (checking of grammar, spelling, punctuation and register).

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Wendy Barrow

## DECLARATION

I, Mallery Roxanne Mitchell declare that this script THE PERSPECTIVES OF SECONDARY SCHOOL TEACHERS REGARDING COLLABORATIVE SUPPORT TO LEARNERS WITH BEHAVIOUR PROBLEMS submitted to obtain the MEd degree at the North-West University, is the result of the research I have done. I further declare that this research has never been submitted at any other faculty or university.

X Mallery Mitchell

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Mallery Mitchell

Signed by: 0b24f9db-6c18-40e7-b91d-e451ecdc9d78

## **DEDICATION**

I dedicate this research to my precious baby boy, Kai Peter Benjamin Mitchell, who is one of most important people in my life and the reason why I'll always strive to do better. My boy, you have taught me so much. Because of you, giving up is not an option. Having the will power to fight and overcome any obstacle, is something that has become very important.

Always be a dreamer my boy. Never let it be said that to dream is a waste of your time, for dreams are our realities in waiting. In dreams, we plant the seeds of our future.

This study is evidence of how you came into my life and changed it for the better.

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## ABSTRACT

Several studies and education department documents emphasise the importance of applying a collaborative approach when supporting learners who experience barriers to learning. This objective can only be met with the full cooperation from teachers and various role players.

However, there appears to be a gap in the research on how secondary school teachers perceive collaboration when supporting learners with behaviour problems within an inclusive education system. Since teachers are central in teaching and supporting all learners the purpose of this study was to explore the perspectives of secondary school teachers in a specific Gauteng area regarding collaboration when dealing with learners who display behaviour problems in their classrooms.

Collaboration is defined in the literature as a sharing community which involves everyone who is connected to the school and to the learner; this could include community members, policymakers, principals, parents, learners, teachers, administrative staff, district officials, funders as well as educational leaders. Promoting collaboration allows for role players in a learner's life to work together in a combined effort to ensure that support is given in order to ensure that optimal learning takes place.

Dealing with behaviour problems in the classroom is a problem faced by all teachers. Literature describes behaviour problems as any form of behaviour that interferes with children's learning, normal development or puts a child in a high-risk category for later social problems or school failure. This study used Bronfenbrenner's bio-ecological model as a theoretical framework, in the attempt to provide a comprehensive and clearer understanding of how personal and environmental factors could impact on learners' behaviour.

A concurrent mixed method research study, which consisted of both a quantitative and qualitative design was directed by a pragmatist worldview. The quantitative method consisted of a self-constructed Likert scale questionnaire, where the qualitative phase included the use of individual interviews. The quantitative data and the qualitative data were analysed separately but were merged in a parallel interpretation.

The results from the quantitative data were depicted by means of descriptive statistics, frequencies, means, and percentages, by using a database known as SPSS v25. The results were reported with the assistance of tables, frequencies, percentages, and graphs. A confirmatory factor analysis (CFA) was also conducted and this assisted in highlighting absolute fit indices. The data collected from the interviews were recorded and transcribed verbatim. The themes and

categories were deductively derived from the literature and the interview schedule. The subcategories were then inductively derived from the participant's verbatim responses.

Participants from three of the seven secondary schools in Eldorado Park were purposively selected to partake in the study. The four other schools chose not to partake in the study. Seventeen teachers were included in the interviews while all teachers from the three schools had the option of completing the Likert-scale questionnaire. From the possible 100 respondents, 42 completed questionnaires were received, of which all were valid and fully completed.

In the findings of this study it was reported that respondents and participants experienced behaviour problems in their classrooms as well as the fact that behaviour problems were a big concern for them. The findings also indicated that collaboration seems to have been understood by most participants. Nevertheless, some respondents indicated that they have never experienced collaboration. This could simply mean that they have never participated in collaborative practices within their schools or do not have a comprehensive idea of what collaboration entails. The contradiction here is that participants believe that their schools provide sufficient collaborative support strategies.

Key terms: behaviour, barriers to learning, collaboration, learner support, inclusive education

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## LIST OF ABBREVIATIONS

|      |   |                                             |
|------|---|---------------------------------------------|
| DBE  | – | Department of Basic Education               |
| DBST | – | District-based support team                 |
| DoE  | – | Department of Education                     |
| HOD  | – | Head of Department                          |
| ILST | – | Institutional-level support team            |
| ISP  | – | Individual support plans                    |
| SBST | – | School-based support team                   |
| SGB  | – | School governing body                       |
| SIAS | – | Policy on Screening, Assessment and Support |
| SMT  | – | School management team                      |
| SNA  | – | Support Needs Assessment form               |
| SSRC | – | Special schools as resource centres         |

# CHAPTER 1 INTRODUCTION, PROBLEM STATEMENT AND RATIONALE OF THE STUDY

## 1.1 Introduction and rationale

Dealing with behaviour problems in the classroom is a problem faced by all teachers. Behaviour problems in the classroom exhibit itself in various shapes and forms and has a way of influencing the teaching and learning process in a negative way, which ultimately hinders optimal learning in the classroom (Darling-Hammond, Flook, Cook-Harvey, Barron, & Osher, 2019). Ogundele (2018) describes behaviour problems as any form of behaviour that interferes with children's learning or normal development; is harmful to the child, other children or adults (this would include teachers); or puts a child in a high-risk category for later social problems or school failure.

Behaviour problems manifest due to various reasons, such as a child's socio-economic background or parental influence (Hosokawa & Katsura, 2018). De Witt (2009), as well as Hurlock (1973), believe that children mirror what they see and that a key reason for behaviour problems is that the values of the family and society are internalised by a child from birth and will, therefore, influence his behaviour which will eventually transfer into the classroom.

However, it should still be emphasised that these learners need support and should not be excluded from the classroom context. Learner support is defined as assistance provided to enable learners the ability to achieve their full personal potential (Conway, 2017) (cf. 2.5). When dealing with behaviour problems in the classroom and the effects that it could have on the teaching and learning process, such as not being able to complete the syllabi and disrupting the learning of other learners, it is important for teachers to be able to accommodate the different behaviours that may arise in the classroom (Weeks, 2000). However, this can be an intimidating task as teachers may not be fully equipped with the knowledge and skills to deal with behavioural problems in the classroom (Swart & Pettipher, 2016).

While teachers may not have the knowledge and skills to deal with behaviour problems, LeeFon, Jacobs, le Roux and de Wet (2013) declares that an important strategy when supporting learners with behaviour problems is for teachers to understand their learner's behaviour. LeeFon et al. (2013) also encourage viewing challenging behaviour as an opportunity to teach learners values.

As an educator myself, I have noticed that teachers, who show genuine interest in their individual learners, are able to plan teaching and learning activities to cater for the individual strengths and weaknesses of these learners in their classrooms. These specific teachers seem to be able to

identify barriers that their learners may experience and which of those barriers could result in behaviour problems.

The EWP6 (2001) on Special Needs Education (Department of Education (DoE), 2001) (cf. 2.5) acknowledges that all learners need support and that some may require a more intensive and specialised form of support than others. This policy, therefore, strengthens the notion that learners who display challenging behaviour should also be given the necessary support (Prinsloo & Gasa, 2016). It can consequently be argued that because of inclusive education, learners with behaviour problems may not be excluded from education but need support in the same manner as any other learner experiencing any other form of barrier to learning.

In defining inclusion, Nel (2013) asserts that from a humanity viewpoint it urges that everyone in any community is respected, accommodated and valued. This means accepting everybody for who they are irrespective of their race, gender, age, way of living, physical and mental abilities. In an inclusive education environment, discrimination is frowned upon which means that regardless of the barrier or problem learners experience, they must be accommodated and included. They may not be shunned because of the challenges they are faced with, but every individual, organisation and family member should rather work together in order to overcome these challenges.

With the introduction of an inclusive education and training system in South Africa, the emphasis has been placed on developing collaborative practices in schools when supporting learners (Engelbrecht, 2007). Previously, learners who experienced barriers to learning were identified, assessed and supported using the medical model (cf. 2.4) which left minimal room for collaboration, as a health professional expert was seen as the authority on decision making and interventions, and not always open to collaboration with others (such as teachers and parents) as they were seen as being less qualified (Nel, 2013). Collaboration in an inclusive environment refers to the involvement of all role players (e.g. learners, parents, teachers, district officials, and community members) that are relevant to the learner's education and their working together as a team to support the learner (DoE, 2005).

According to the DoE (2001, 2005), Swart and Pettipher (2016), as well as Smit, Preston and Hay (2020), emphasis is placed on the socio-ecological model for the implementation of inclusive education and addressing barriers to learning, since it investigates and takes into consideration the contextual factors and aspects that influence a learner who is experiencing barriers to learning (cf. 2.3). The socio-ecological model acknowledges that barriers can also exist as a result of societal and systemic factors, which means that when assessing and supporting learners who experience barriers to learning, factors in their environment and community must be taken into

consideration (Nel, 2013). Furthermore, the socio-ecological approach to inclusive education is essential when dealing with learners who have behaviour problems as a 'whole child' approach is taken (Nel, 2013; Smit et al., 2020). This involves role players working together and formulating a partnership to explore all the influences, interactions and interrelationships that affect a learner who experiences barriers to learning (Engelbrecht, 2007; Nel, Nel, & Lebeloane, 2013; Swart & Pettipher, 2016).

In accommodating barriers to learning and promoting collaboration a clear form of understanding must take place. There are risk factors that may lead to learners displaying challenging behaviour and emotional problems, such as intrinsic, as well as extrinsic, risk factors (Prinsloo & Gasa, 2016). Every behavioural characteristic displayed will have an underlying cause or causes and understanding these could be vital to changing or improving behaviour (Thompson, 2014).

In my personal capacity and experience as a teacher in a secondary school I found it hard to manage behaviour problems as it felt like a daunting task for one individual: teaching an average of 50 learners per period in a normal school day of eight periods, with no form or limited collaboration between staff members, the school-based support team (SBST) (cf. 2.5.1.3), the school governing body, the district-based support team (DBST) (cf. 2.5.1.4), but most importantly, the community and parents. This contributed to the difficulty I experienced in managing my classroom and at the same time teaching effectively.

Collaboration is of vital importance as I believe it bridges the gap in identifying or knowing your learners' barriers in order to develop an appropriate method in solving or improving the associate problematic behaviour. Collaboration is defined in the literature as a sharing community which involves everyone who is connected to the school and to the learner – this could include community members, policymakers, principals, parents, learners, teachers, administrative staff, district officials, funders, as well as educational leaders (Nel, 2013). Ensuring or promoting collaboration allows for role players in a learner's life to work together in a combined effort to ensure that optimal learning takes place.

## **1.2 Problem statement**

This study aimed to investigate secondary school teachers' perspectives on collaboration and whether or not it takes place within the inclusive system, as well as what exactly is being done to support learners with behaviour problems. The reason for this study was due to the fact that during my time as a teacher, I found that learners with behaviour problems were simply labelled by teachers as naughty, or problem children, without knowing the underlying issues that may be experienced. Yet, teachers are left on their own to minimise learners' behaviour problems, without functioning collaborative practices to assist them (Sullivan, 2017).

The following databases were searched to ensure that a range of literature sources were accessed: EBSCO host, ERIC, Google Scholar and the North-West University library database. From this search it appeared that there was a gap in the research on how secondary school teachers perceive collaboration when supporting learners with behaviour problems within an inclusive education system. Various studies have been done on behaviour problems or disruptive behaviour, such as teachers' perceptions of disruptive behaviour in schools: a psychological perspective (Nash, Schlösser, & Scarr, 2016) and a collaborative approach to address learner behaviour and academic achievement across systems (Okereke, 2016). However, this study focuses on how teachers perceive collaboration when dealing with behaviour problems in their classrooms and it therefore appears that no such study has been conducted in South Africa yet.

### **1.3 Purpose statement**

The purpose of this concurrent mixed methods study was to study secondary school teachers' perspectives on collaborative support to learners with behaviour problems. This study has taken place in two interactive phases, namely quantitative and qualitative phases. The data analysis was done separately due to different data analysis methods as appropriate to quantitative and qualitative research but has been interpreted and discussed concurrently (cf. 3.3, cf. 4.3). This design consisted of a self-constructed Likert-scale questionnaire which formed part of the quantitative aspect of this study (cf. 3.3). The purpose of it was to survey the perspectives of secondary school teachers on collaboration when supporting learners with behaviour problems. The second phase of this study consisted of qualitative and included semi-structured interviews (cf. 3.3).

### **1.4 Primary question**

Taking into consideration the importance of collaboration while supporting learners with behaviour problems, the primary research question was:

What are secondary school teachers' perspectives on collaborative support to learners with behaviour problems?

### **1.5 Secondary research questions**

In order to fully explore the central research problem, the following secondary research questions were formulated:

- What is understood as behaviour problems?
- What influences learner behaviour?
- What does collaboration entail when supporting learners with behaviour problems?

## **1.6 Research Objectives**

In order to fully explore the central research problem, the following objectives were formulated:

- To investigate secondary school teachers' perspectives on collaborative support to learners with behaviour problems.
- To understand what is understood as behaviour problems.
- To explore what influences behaviour problems.
- To investigate what collaboration entails when supporting learners with behaviour problems.

## **1.7 Concept clarification**

This study is conceptualised in terms of and based on the following conceptual frameworks: behaviour, barriers to learning and collaboration.

### **1.7.1 Behaviour**

At this point in time behaviour is defined as every action by a person that can be seen or heard. The behaviour must be defined in a way that is both observable and measurable so that when teachers work with the child, there is a good understanding of what the behaviour looks and sounds like (Alberto & Troutman, 2017) (cf. 2.2).

### **1.7.2 Barriers to learning**

According to the Donald, Lazarus and Lolwana (2014) barriers to learning and development are defined as limitations that learners may experience which ultimately hinder their ability to learn. Barriers to learning can be as a result of internal or external factors (Nel, Nel, & Hugo, 2013) (cf. 2.4).

### **1.7.3 Collaboration**

Collaboration can be defined as a sharing community involving everyone who is connected to the school including, community members, policymakers, principals, parents, learners, teachers, administrative staff, district officials, funders and educational leaders (Nel, 2013) (cf. 2.6).

## **1.8 Research methodology**

The research methodology that directed this study will be outlined next. Further detail and in-depth deliberation will be provided in Chapters 3 and 4.

### **1.8.1 Research paradigm**

A pragmatic research paradigm was used to conduct this research. Creswell (2014) defines pragmatism as a worldview that arises out of actions, situations, and consequences rather than antecedent circumstances (cf. 3.2).

This paradigm was selected in order to collect and analyse both numerical data as well as text data with the purpose of understanding secondary school teachers' perspectives on collaborative support to learners with behaviour problems.

### **1.8.2 Research design**

The research design that was used in this study was a concurrent mixed methods design. The purpose of this study was to explore topics by utilising both quantitative, as well as qualitative data to assist in the clarification of the phenomenon (Creswell, 2014) (cf. 3.3). This research design was relevant for this study as it aimed to quantify and summarise secondary school teachers' perspectives on collaborative support to learners with behaviour problems whereby a Likert-scale questionnaire was used for the quantitative phase of this study, along with semi-structured individual interviews as a data collection instrument for the qualitative research phase. The findings from these phases were mixed and analysed and interpreted concurrently. Both the quantitative, as well as the qualitative phase were dependent on each other for the successful interpretation of the data. Thus, the quantitative and qualitative data collection methods equally served as the main source of data in supporting the findings (Creswell & Plano Clark, 2018; Plano Clark & Ivankova, 2016).

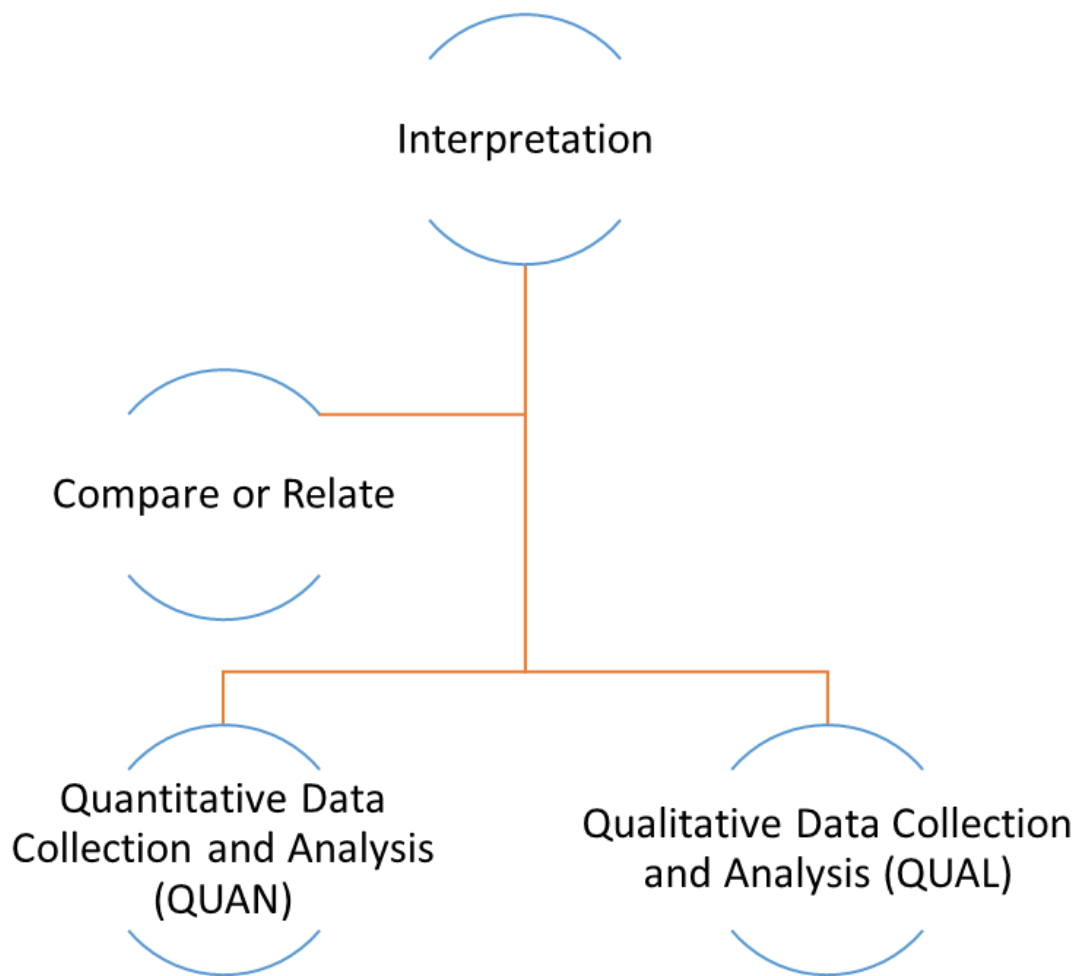


**Figure 2.1: Concurrent mixed method approach (Adapted from Creswell & Plano Clark, 2018).**

### **1.8.3 Strategy of inquiry**

The overall strategy of inquiry used in this study was a case study. This strategy of inquiry was utilised to examine data from a small geographical area and a limited number of individuals as subjects of the study (Harrison, Birks, Franklin, & Mills, 2017) (cf. 3.3.1), due to only three schools indicating their willingness to participate in the study. This is elaborated on in Chapter 3.

#### **1.8.3.1 Quantitative strategy of inquiry**

A survey study, which is usually used for its generality nature, was conducted for the quantitative phase of this concurrent mixed method design. A survey is defined according to DePoy and Gitlin (2016) as an instrument that measures characteristics or attributes in relation to a population. Through a survey, you can measure thoughts and opinions towards the phenomena (cf. 3.3.2).

It was relevant to this study because it allowed me to remain objective when collecting numerical data. This contributed to the purpose of the study, which is to quantify and summarise secondary school teachers' perspectives on collaborative support to learners with behaviour problems.

### **1.8.3.2 Qualitative strategy of inquiry**

A phenomenological strategy of inquiry was used as it describes the meaning that individuals attach to their lived experiences of a concept or a phenomenon (Creswell, 2009) (cf. 3.3.3).

This was relevant for this study as it allowed me to interact with the participants by means of individual interviews. The research involved exploring participants' perspectives of the phenomenon in the essence of their own experience (Creswell, 2009).

### **1.8.4 Participant selection/sampling**

#### **1.8.4.1 Quantitative sampling method**

The method of sampling that took place with regard to the quantitative aspects of this study was purposive strata sampling (Maree & Pietersen, 2010) (cf. 3.4.1). As the researcher, I selected secondary schools in the Eldorado Park area as the desired field of study, as educators are faced with the battle of dealing with behaviour problems in their classrooms which hinder successful teaching and learning. Eldorado Park is a mostly coloured community where there is a large number of youth unemployment, drug use, teenage pregnancy, but most importantly, a lack of parental involvement/guidance.

A stratum can be defined as a subgroup of the identified population based on specific characteristics (Creswell, 2014). The strata for this study included teachers teaching from three secondary schools in Eldorado Park who are both male and female, predominantly English speaking and with various levels of teaching experience. An equal amount of each of the above-mentioned factors was not achieved as my experience has shown that there are generally more female teachers than male teachers in high schools in the area. The teachers in this area were also predominantly coloured, and therefore an equal representation of various cultures was not possible.

Convenience sampling also took place in the selection of schools that participated in this study. This involved the selection of participants based on convenience as I reside and had previously worked in the area and because respondents represented the characteristics (teachers, teaching in public high schools in the Eldorado Park area) needed to successfully conduct the study (Creswell, 2014).

#### **1.8.4.2 Qualitative sampling method**

Participants formed part of the same sample as the quantitative phase. In order to select participants for this study, stratified purposive sampling was used as it was a means of selecting participants in accordance with pre-selected criteria (Nieuwenhuis, 2007) (cf. 3.4.2). In accordance with the pre-selected criteria the sample in this instance was teachers, teaching at one of the three secondary schools who were willing to participate in this study, who speak English and are currently teaching in the Eldorado Park area. During the informed consent process, participants were requested to confirm their availability for interviews in order to assist the researcher in further explaining the findings of the quantitative and qualitative phases concurrently.

Further details of the sampling methods followed in both phases are discussed in full detail in Chapters 3 and 4.

#### **1.8.5 Data collection methods**

##### **1.8.5.1 Literature review**

Primary and secondary sources were consulted to conduct a thorough literature review by using the following main keywords: behaviour, collaboration and barriers to learning. Search engines such as EBSCO-host and Google Scholar, newspaper articles, books, e-books, conference presentations, government gazettes, reports and journal articles were all consulted.

##### **1.8.5.2 Quantitative data collection methods**

In this study, survey research was used. Survey research can be defined as the assessment of current opinions, trends, characteristics, beliefs, and attitudes of a known population using questionnaires (Creswell, 2012).

For the purpose of this study a self-structured Likert-scale questionnaire was developed and utilised (cf. 3.5.1), which was mostly informed by the literature review. A Likert-scale questionnaire (Addendum E), provides an ordinal measure of a respondent's attitudes (Maree & Pietersen, 2010) which in this case investigated secondary school teachers' perspectives on collaborative support to learners with behaviour problems. In this study, the perspectives of participants towards the concepts of collaboration (cf. 2.7), behaviour (cf. 2.2) and barriers to learning (cf. 2.4) were measured, as well as their experiences of collaboration with different role players (teachers, parents, school based support team, district based support team and the school governing body (cf. 2.5.1). This scale was important for this study as it produced numerical data that reflected the opinions and attitudes of teachers. The following categories were used in

the Likert-scale, accompanied by frequency indicators: hardly ever (one to two times a month), occasionally (once a week), frequently (three to four times a week), almost always (on a daily basis), as well as categories, such as strongly disagree, disagree, agree, and strongly agree.

All secondary schools in Eldorado Park were invited to participate. However, the struggle to obtain a good response rate surfaced when continuous visits to the schools failed to yield participants, after numerous attempts (cf. 3.3.1). A co-master's student distributed the questionnaires in order to adhere to ethical requirements. Respondents were well informed as to the purpose of the research as well as to provide an optimal response rate and the accurate completion of the questionnaire. This took place by means of explaining the requirements, as well as the purpose of the study to the respondents.

### **1.8.5.3 Qualitative data collection methods**

The data collection method that was utilised with regard to the qualitative aspect of the study was semi-structured interviews (cf. 3.5.1). A semi-structured interview was deemed ideal for obtaining comprehensive and comparable data (comparable to the quantitative data). The interview questions were predominantly informed by the literature review. All participants were interviewed individually and were asked the same questions where after their responses were coded and tabulated (cf. 4.2.2).

Besides the pre-compiled interview questions, I also probed participants when certain answers were not clear to ensure that rich and in-depth data was gained.

### **1.8.6 Data collection process**

The following steps were followed in the data collection process:

- Permission was requested and approval was obtained for the research proposal from the NWU Optentia Research Focus Area.
- Permission was requested and approval was obtained for ethical approval from the NWU Basic and Social Sciences Research Ethics Committee (BaSSREC) on the Vanderbijlpark Campus.
- Permission was requested and approval was obtained from the Gauteng Department of Basic Education to conduct the research.
- A literature review was conducted.
- The Likert-scale questionnaire and interview schedule were guided by the research questions and based on my own experiences but predominantly by the literature review.
- A pilot study was undertaken to confirm the validity of the questionnaire items.
- A pilot study was conducted to ensure that the questions were clear and to the point.

- Permission was requested by means of consent forms and approval was obtained from the sampled SGBs, schools principals and teachers.
- The questionnaire findings were analysed by a statistical analysis program, SPSS v25 and Mplus 8.3.
- Interviews were recorded and transcribed verbatim. The themes and categories were deductively derived from the literature and the interview schedule. The subcategories were then inductively derived from the participant's verbatim responses.
- The findings from the questionnaires and interviews were interpreted concurrently.
- The findings and integrated discussion of the two phases were validated by my supervisor who is a pioneer in the field of inclusive education.

More detail is provided in Chapter 3.

### **1.8.7 Data analysis and interpretation**

Mayan (2001, p. 21) explains data analysis as:

the process of observing patterns in the data, asking questions of those patterns, constructing conjectures, deliberately collecting data from specifically selected individuals on targeted topics, confirming or refuting those conjectures, then continuing to analyse asking additional questions, seeking more data, furthering the analysis by sorting questioning, thinking, constructing and testing conjectures, and so forth.

In a mixed methods study, research takes place in both the quantitative, as well as the qualitative approaches. With regard to this study being a concurrent mixed method research design, the quantitative and qualitative data was analysed separately, however interpreted concurrently.

#### **1.8.7.1 Quantitative data analysis and interpretation**

Data analysis was done with the assistance of the statistician of the Optentia Research Focus Area at the North-West University, Vanderbijlpark Campus. This helped with drawing inferences with regard to the results that the data had produced. The results were depicted by means of descriptive statistics, frequencies, means, and percentages, this was done using a database known as SPSS v25. The results were reported with the assistance of tables, frequencies, percentages, and graphs. A confirmatory factor analysis (CFA) was also conducted and this assisted in highlighting absolute fit indices (cf. 3.7.1; 4.2.1).

### **1.8.7.2 Qualitative data analysis and interpretation**

Nieuwenhuis (2010) explains qualitative data analysis and the interpretation thereof as being based on the interpretative viewpoint that is aimed at establishing how participants make meaning of the phenomenon by analysing their perceptions, attitudes understanding and knowledge (cf. 3.7.2).

The themes and categories were then deductively derived from the literature and the interview schedule, while the subcategories were inductively derived from the participants' verbatim responses (cf. 4.2.2).

## **1.9 Quality criteria**

### **1.9.1 Quantitative quality criteria**

Creswell (2014) identifies three types of validity to ensure the trustworthiness of a questionnaire, namely: content validity, predictive validity, and construct validity. Content validity ensures that the questionnaire measures what it is supposed to measure, which in this case is the participants' opinions regarding collaborative support to learners with behaviour problems. My supervisor and I collaboratively developed the Likert-scale questionnaire and ensured that the constructs measured what they were supposed to measure (Pietersen & Maree, 2010). A statistician also confirmed the validity of the questionnaire.

Predictive validity refers to whether the results can be compared to the results of a similar study done in the past. I am, however, not aware of any other questionnaire that has been formulated for a similar purpose and therefore could not compare it to a related instrument. Construct validity is done to test whether the instrument is best suitable to be used in the study. I selected a questionnaire to further explore the perspectives of the participants regarding collaborative support. A pilot study was conducted, with respondents who were not part of the main sample, but who fell under the same criteria, to assess if the questionnaire was understandable. Reliability was determined by the statistical analysis of the data (Creswell, 2014) (cf. 3.8.1).

### **1.9.2 Qualitative quality criteria**

The quality criterion for qualitative research was determined by the credibility and trustworthiness of the study (Nieuwenhuis, 2007). One teacher from each of the three schools were requested to evaluate the interview schedule in order to ensure that the questions asked made sense and were relevant to the focus of the study. Those teachers did not form part of the actual study. During the actual study, I made use of verbatim quotes, allowing me to focus on participant's actual words. The field notes allowed me to make note of participant's body language. I also recorded all

interviews to make sure once they were transcribed nothing was left out. In order to verify the findings of the interviews, I discussed the findings with a colleague, as well as my supervisor to check if the findings and interpretations truly reflected the collected data (Nieuwenhuis, 2007) (cf. 3.8.2).

### **1.10 Role of the researcher**

The role of the researcher is to be objective and to not influence or interact with the participants or respondents in any way that could persuade their honesty during this study (Maree & Van der Westhuizen, 2007). My role within this study, as the researcher included the development, administration and analysis of the questionnaires and interviews, gaining access to the respondents/participants in an ethical manner, ensuring the organisation of time slots and venues for respondents/participants to complete the questionnaires, as well as ensuring and making arrangements around collecting the data, as well as the interpretation thereof.

As the researcher, I sought approval from the Department of Basic Education and the principals of the relevant schools to conduct the study. Once the approval was granted, I applied for ethical clearance from the NWU's ethics committee

My role as researcher also included compiling the data collection instruments, collecting, and interpreting the data, drawing conclusions, and making recommendations for further study.

Further discussion regarding my role as the researcher is discussed in more detail in Chapter 3 (cf. 3.10).

### **1.11 Ethical considerations**

I received approval from the Department of Basic Education and the principals of the schools who were willing to participate in this study. Once I received approval, I applied for ethical clearance from the appropriate NWU ethics committee. After obtaining ethical clearance, respondents and participants were recruited with the assistance of principals and advertisements that were designed by me (Addendum D). Participants in both phases were required to give written consent (Addendum A1 and Addendum A2) indicating their willingness and availability to participate in the study.

The informed consent outlined the research question, purpose of the research and the nature of participants' involvement (Creswell, 2009). The consent forms clearly explained that participation was voluntary and any information given would be used anonymously and the participants could withdraw at any time. The consent form highlighted that the findings could add valuable information to the education sector and that the findings from this study will be published in a

dissertation and will be at the disposal of the public. The ethical procedures that directed this study is discussed in more detail in Chapter 3.

### **1.12 Chapter division**

Chapter 1: Introduction, statement of the problem and rationale for the study

Chapter 2: Literature review

Chapter 3: Methodology

Chapter 4: Data analysis and interpretation

Chapter 5: Summary of findings, recommendations, and limitations of the study

In the next chapter the literature review will be presented.

## **CHAPTER 2 LITERATURE REVIEW**

### **2.1 Introduction**

This chapter presents a literature review focusing on the topic under investigation, namely: secondary school teacher's perspectives on collaborative support to learners with behaviour problems. The literature review also attempts to provide the reader with the necessary background on collaboration and its importance when it comes to the support of learners, as highlighted by a variety of South African education policy documents (DoE, 2001, 2005, 2008, 2009) and (Department of Basic Education (DBE), 2010, 2014). Furthermore, as the South African education system is built on the principle of inclusiveness, it is important to create a basic understanding of inclusive education and collaboration within inclusive education, in order to explain why collaborative support to learners with behaviour problems could be regarded as essential.

The literature review focuses on the following issues:

- Conceptualising behaviour and behaviour problems
- Theoretical framework: Bronfenbrenner's bio-ecological model
- Barriers to learning
- Supporting learners with behaviour problems
- Collaboration
- The importance of collaboration when supporting learners with behaviour problems
- Defining inclusive education
- Chapter summary

### **2.2 Conceptualising behaviour and behaviour problems**

Behaviour can be defined in various ways. The Merriam-Webster dictionary (Behavior, 2020) defines behaviour as the way in which an individual behaves, acts or conducts themselves, as well as how the individual acts towards people, society, or objects (UNESCO, 2000). Within societal norms, it can be described as the manner in which one treats others or things (such as your belongings). Behaviour problems in a school environment can cause or be a result of barriers to learning (cf. 2.4), and usually impedes optimal teaching and learning (Missouri Schoolwide Positive Behavior Support (MSPBS), 2012). Dobbs, Doctoroff, Fisher, and Arnold (2006) assert that psychologists and educators have long observed that there is a functioning relationship between learners' academic skills and their social, emotional, and behavioural functioning. Research also affirms the link between externalising behaviour and academic underachievement

(Borgen, Kirkebøen, Ogden, Raaum, & Sørli, 2019). Consequently, behaviour problems at schools may have detrimental effects on both learners' well-being and their academic achievement (Borgen et al., 2019). Furthermore, learners who display disruptive and aggressive behaviour are not only at risk of academic problems and marginalisation by educators, but the behaviour of these learners can have negative effects on the rest of the class (Borgen et al., 2019). A negative display of behaviour generally has an immense impact on successful learning in the classroom, ultimately leading to disruptive classroom behaviours, which could result in overt actions in the classroom that disturb the teacher and/or other learners (Bell, Cummings, Simhai, & Solodkin, 2019; Carrell & Hoekstra, 2010; Figlio, 2007; Kristoffersen, 2013). Some examples of these behaviour problems include refusal to cooperate or participate in classroom activities, disregard for others, interrupting others, inattention to learning requirements, making noise, and not staying at one's desk, which in turn could yield challenges within the classroom (Bell et al., 2019).

In the context of this study, behaviour problems in adolescents are often considered a complex phenomenon that involves multiple factors and manifests in a variety of forms (Ogundele, 2018). These factors include, but are not limited to, personal traits such as:

- impulsivity (acting on a whim or displaying behaviour characterised with little or no consideration, reflection, or deliberation of the consequences) (Salters-Pedneault, 2020);
- socio-emotional aspects that could refer to personal values (the things that are important to individuals, the characteristics and behaviours that motivate and guide decisions and how dearly we hold to these values (Moore, 2020); and
- cognitive variables such as maladaptive schemas (the relationship pattern with self and others, which is generally formed through early childhood and has to do with the broad pattern of memories, emotions, and cognitions that guide behaviour) (Karatzias, Jowett, Begley, & Deas, 2016).

This is confirmed by research that was conducted by Ghazi, Shahzada, Tariq, and Khan (2013) which has shown that one of the major concerns experienced by educators is the issue of behaviour problems in secondary schools. The researchers (Ghazi et al., 2013) further suggest that those classrooms where behaviour problems or disruptive behaviour occur, oftentimes experience less teacher-learner interaction with other learners in the classroom.

Behaviour is influenced (directly or indirectly) by both personal and environmental factors, be it positive or negative (Wang, Hu, & Wang, 2018). Bal, Thorius, and Kozleski (2012) maintain that children's behaviour, as well as their learning, inside or outside of school, are mediated by cultural contexts. Within these contexts, children engage, understand, and construct methods and

processes for communicating, as well as challenging, and making meaning of the world around them. Based on this perspective, behaviour can therefore be described as a function of a person in their environment. Personal factors involve the influence that emotions could have on adolescents (who is the focus of this study), as well as its impact on behaviour. For example, a learner who has lost their parent/guardian and is forced to attend school (without sufficient time to grief), may act out due to grief and be labelled as a child displaying behaviour problems. This is evident in an article written by Hasan and Husain (2016) where it was found that children who display high negative emotionality demonstrated higher behaviour problems. Furthermore, there is empirical evidence that suggest negative emotions are one of the significant factors related directly to behavioural problems during adolescence (Bradshaw, Schaeffer, Petras, & Ialongo, 2010; Mesurado, Vidal, & Mestre, 2018). In addition, environmental factors such as the insufficient functioning of the school and family environment can also contribute significantly to the development of children's mental health and their display of behaviour (Wang et al., 2018). For example, constant parental conflict at home could influence the manner in which a learner conducts themselves in school. A study conducted by Carrell and Hoekstra (2010), revealed that learners who were exposed to domestic violence displayed disruptive behaviour in the classroom and were also more likely to show academic problems. Thus, aggressive behaviour could manifest itself if that is what a learner is consistently exposed to.

With the focus of this study being on secondary school teachers' perspective on behaviour and the collaborative support provided to deal with behaviour problems, it is necessary to look at factors that influence behaviour. Bronfenbrenner (1994, p. 190) states "The characteristics of the person at a given time in his or her life are a joint function of the characteristics of the person and of the environment over the course of that person's life up to that time." Therefore, Bronfenbrenner's bio-ecological model will be looked at in the attempt to provide a comprehensive and clearer understanding of how personal and environmental factors could impact on learners' behaviour. This is regarded as critical by researchers, as all personal and environmental factors should be taken into account in the collaborative support of these learners (Dougherty, 2014).

### **2.3 Theoretical framework: Bronfenbrenner's bio- ecological model**

In the identification of influences on behaviour and consideration of its impact when addressing behaviour problems, Bronfenbrenner's bio-ecological systems theory has been deemed applicable. The ecological systems model of development proposed by Bronfenbrenner (1979, 1994, 2005) sees the child as part of a process of interaction influencing her/his development. According to Bronfenbrenner's bio-ecological systems theory the development of children is believed to take place in a nested system, in which the micro, meso, exo and macro systems

interact with the chronosystem while all systems influence one another (Bronfenbrenner, 2005; Donald et al., 2014).

The following diagram illustrates each of these systems and their connectedness (Swart & Pettipher, 2016).

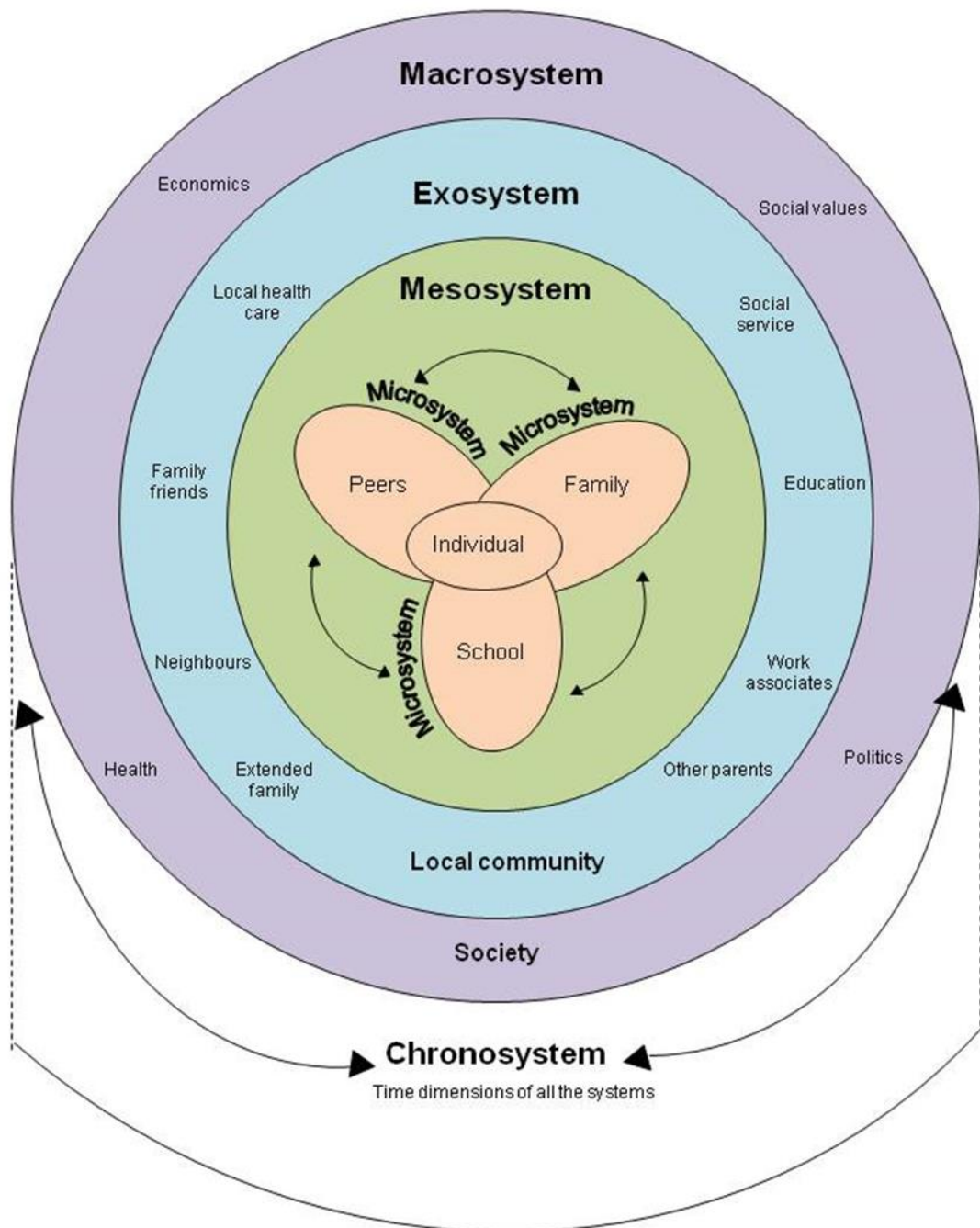


**Figure 2.1: The bio-ecological model (Swart & Pettipher, 2019)**

Within the microsystem, where the learner is in the centre of this system, personal factors such as gender, age, and health should be kept in mind when investigating the influences on learners who have behaviour problems. These factors may influence the way a learner behaves, for example, female learners are believed to be better behaved than male learners, or younger learners behave worse than the older ones (Seifert & Sutton, 2020).

Furthermore, the microsystem is comprised of those who are closest to the learner, such as the family, the school or peer groups as they form part of the immediate environment and the activities, roles, and relationships which are directly linked to the learner (Bronfenbrenner, 1994; Donald et al., 2014; Nel, 2013; Swart & Pettipher, 2019). In the case of this study the focus is on the learner where proximal interaction with the surrounding microsystem can influence their behaviour. Proximal interaction is defined as the face-to-face interaction which occurs during social interface (Payne-van Staden, 2015; Vygotsky, 1978). Behaviour modelled by those close to the child can influence the behaviour displayed, meaning that a child will imitate what he or she sees (Lind, Ghirlanda, & Enquist, 2019). Thus, should a child grow up constantly witnessing the parents using vulgarity or violence, the child may imitate that exact behaviour.

A second level or system is what Bronfenbrenner (1977; 1979; 1986) refers to as the meso-system. The meso-system refers to the interactions and relationships between microsystems (Donald et al., 2014). According to Swart and Pettipher (2019), these interactions can include the family, school, the church, peer group and health services as they can be seen as forming part of the foundation of this system. Therefore, what a child experiences in one microsystem, can influence activities and interactions in other systems within the socio-ecological system (Swart & Pettipher, 2019). An example of how behaviour problems may arise from this system is when parents are separating, the child may struggle to comprehend what is happening and could suddenly demonstrate bad behaviour in school as a method to deflect from the situation at hand (Nel, 2013).

The interaction and relationships in the exo-system can involve the education system, the media, a parent's place of work, neighbours, the local community and policies (Swart & Pettipher, 2019). An example of how this system could influence a learner would be if a parent were to lose their job. As a result, the diminishing of socio-economic status and consequent tension at home, could cause behaviour problems to arise which have a negative impact on relationships with parents, teachers, peers, as well as schoolwork (Swart & Pettipher, 2019).

The fourth system Bronfenbrenner (1977, 1977, 1986) mentions is the macrosystem. This system refers to the more dominant social and economic structures, as well as the attitudes, beliefs, values and ideologies innate in the systems, particularly society or culture that have an impact of

the nature of interactions of all the other previously mentioned systems (Donald et al., 2014; Nel, 2013; Swart & Pettipher, 2019). An example of behaviour problems that could arise from this system include the manner in which the state distributes resources. If a school has dilapidated buildings and a lack of textbooks, it would be difficult for learners to receive quality education. Learners would then attend school merely out of obligation or force, leading them to develop an attitude that displays a lack of interest to learn. A learner with a lack of interest to learn will inevitably sit in the classroom and be a distraction to the teacher, as well as other learners and this could lead to behaviour problems.

Encompassing these four systems is what Bronfenbrenner (1977, 1979, 1986) refers to as the chronosystem. This system refers to developmental timeframes and how they relate to the interactions between all the systems and its influence on learner development (Donald et al., 2014; Nel, 2013; Swart & Pettipher, 2019). For example, the continuous change to education systems, policies and curriculums which occurred after political transformation, caused and are still causing insecurities for teachers, which in turn impact the learner (Darling-Hammond et al., 2019). An example of this is coping with curriculum change and increasing behaviour problems (Tshired, 2013) (cf. 2.2).

One of the central aspects, in the context of this study, which has been reported as problematic, is ineffective support systems and structures (Makhalemele & Nel, 2016). Thus, if the education system cannot provide the necessary support to teachers in supporting and accommodating learners with behaviour problems, those learners are left to their own devices (Sullivan, 2020). An example of this is that after the South African Schools Act (Act 84 of 1996), under Section 10, banned the use of corporal punishment in schools, very little support was provided to teachers on how to deal with behaviour problems in an alternative manner (Maphosa, & Shumba, 2010). Naong (2007) maintains that the abolishment of corporal punishment in schools has left a gap on how to deal with disciplinary problems which resulted in all kinds of disciplinary problems in schools not being dealt with. The consequence of this is that many teachers in South Africa are still extremely concerned about disciplinary problems in schools. However, some sectors of society have reacted positively, claiming that the ban of corporal punishment affirms human dignity (Marais & Meier, 2010).

In response to a public outcry, the government launched a national project on discipline in South African schools in 2000. Many of the recommendations that arose from the findings of that project was published in a booklet entitled *Alternatives to corporal punishment: the learning experience*, which was distributed to all schools in South Africa in 2001 by the National Department of Education (Marais & Meier, 2010). The booklet contains guidelines on alternatives to corporal punishment and was disseminated in an effort to combat the escalating disciplinary problems in

schools (Marais & Meier, 2010). However, in study conducted by Moyo, Khewu, & Bayaga (2014) on the disciplinary practices in schools and principles of alternatives to corporal punishment strategies, it was concluded that there still was strong support for corporal punishment by teachers and there was little evidence that teachers believe in alternatives to corporal punishment.

Based on the above discussion it seems evident that not only personal, but also environmental and contextual factors in the different systems, should be taken into consideration when the barriers, that a child with behaviour problems could experience, are identified and supported (Mapepa & Magano, 2018; Nel, 2013; Swart & Pettipher, 2019). It is, consequently, also important to clarify the term barriers to learning in order to fully understand the support needs of learners who have behaviour problems.

## **2.4 Barriers to learning**

Barriers to learning can be defined as any hindrances experienced by learners that affect their ability to learn (Donald et al., 2014) and can be divided into two main categories, namely intrinsic and extrinsic (DoE, 2001; Donald et al., 2014; Nel, Nel, & Hugo, 2013; Nel, Tlale, Engelbrecht, & Nel, 2016). Intrinsic barriers are barriers that manifest from within the learner, such as a medical condition (illnesses or diseases) or a disability. Extrinsic barriers, on the other hand, refer to conditions outside the learner, such as factors emanating from the learners' environment (DoE, 1997). The EWP6 (DoE, 2001) has listed an array of factors that frequently occur and result in barriers to learning and development in South African society. These include the following.

- General socio-economic factors (such as poverty). Adolescents' awareness of parental economic hardship is in many instances associated with a reported sense of helplessness, as well as feelings of shame and inferiority which could lead to externalising behaviour problems (Dashiff, Dimicco, Myers, & Sheppard, 2009).
- Social factors that place learners at risk (such as violence). An example of this is the witnessing of and exposure to violence and victimisation prior to age ten which could result in delinquency and violent behaviours in the later years of childhood (Weaver, Borkowski, & Whitman, 2008);
- Discrimination towards people who are seen as different (includes stigmatising and rejecting teachers or learners who are HIV positive or who have learning difficulties, just to mention a few. Polakovic (2018) found that adolescents who tend to stress over public acts of discrimination show increased behavioural problems.
- Inflexibility in the curriculum and teacher training which prevent the system from adequately addressing diverse learning needs. Motitswe (2012) asserts that a rigid and inflexible curriculum that does not allow accommodation for individual differences which

can lead to learning breakdown and an environment where unsuccessful learning takes place, can be seen a breeding ground for behaviour problems.

- Language and communication issues in the curriculum, including the medium of instruction and teaching process. Beitchman and Brownlie (2010) state that children and adolescents with childhood language or communication impairments or problems seem to show increased behaviour problems.
- Inaccessible and unsafe school environments. Warsi (2020) asserts that children who feel unsafe at school do not perform well academically and can be at risk for drug abuse and delinquency.
- Inadequate provision of support services. Research indicates that teachers should not be left to manage behaviour problems on their own. In fact, it is more effective if staff are supported by the school and teachers work collaboratively to resolve learner behaviour issues (Sullivan, Johnson, Owens, & Conway, 2014). Learners in turn tend to take advantage of teachers who do not have a support structure to help them eradicate behaviour problems.
- Lack of recognition of the importance of parents/caregivers in the teaching and learning process. As mandated by The South African Schools Act (Act 84 of 1996) parents should play a pivotal role in the education of their children. Failure to do so can worsen behaviour problems at school if not addressed at home as well (Marais & Meier, 2010).
- Disabilities and learning difficulties requiring specific support. Learning difficulties can affect learner behaviour (Oldfield, Humphrey, & Hebron, 2017). For example, if a learner struggles to read, they can display avoidance behaviour in order to prevent embarrassment that they may feel by reading in front of their peers.

Based on the above-mentioned factors it is apparent that barriers to learning exhibit itself in different forms and consequently it is important to keep in mind that behaviour problems can result from different circumstances. However, barriers to learning (including behaviour problems) are often identified as problems that manifest within the learner, resulting in a predominantly medical model focus of diagnosis and treatment of the individual without always taking environmental factors into account as discussed in Bronfenbrenner's bio-ecological model (Nel, 2013) (cf. 2.3). In this approach learners are categorised based on their medical condition and then placed into a specialised environment, which can result in negative stereotyping and labelling (for example, 'the problem child') (Back, Keys, McMahon, & O'Neill, 2016; Nel, 2013). Moreover, this kind of method leaves little room for collaboration as there is often one expert who is seen as the authority on decision making and interventions and who is not always open to suggestions from others who are regarded as being less qualified (such as teachers or parents) (Nel, 2013). Although medical factors cannot be discarded when supporting learners who experience barriers to learning, and

in this instance learners who have behaviour problems, they should not be the primary focus when designing support plans as this could hinder a holistic understanding of the factors that play a role in learners' behaviour (Nel et al., 2013). As a result of its possible discriminatory nature, the medical model is no longer endorsed by policy (cf. 2.5), yet it is still practiced by many who work in educational support services (Nel, Nel, & Hugo, 2013). As a result of the global inclusive education movement, the socio-ecological model has become the more accepted practice to address barriers to learning thus favouring Bronfenbrenner's bio-ecological model (Nel, 2013; Smit et al., 2020).

In contrast to the medical model the socio-ecological approach represents the following characteristics: it identifies learner strengths; it takes the environment and community of the learner into consideration; it does not separate screening and identification from teaching and learning; it views the classroom as the best place to offer support; it acknowledges the teacher as a key role player in screening, identification, assessment and support; challenges the teacher to be reflective in their teaching styles, methodologies and strategies; and it confirms that systems need to be in place to support teachers (DoE, 2006).

#### **2.4.1 Behaviour problems as a result of intrinsic barriers to learning**

Donald et al. (2014, p. 20) define intrinsic barriers to learning as "factors that are essentially or inherently 'within' the person". Intrinsic barriers include medical conditions and medical disabilities, such as visual and hearing impairments, various physical impairments, Attention Deficit Hyperactivity Disorder (ADHD), autism, dyslexia, and neurological conditions (DoE, 2004; Nel et al., 2013).

Intrinsic barriers to learning can hinder access to learning and development (DoE, 2008) and has an impact on the social, behavioural and emotional well-being of learners (Prinsloo & Gasa, 2016). Learners are often labelled as 'naughty' or 'disruptive' when the necessary and appropriate support is not provided to learners with intrinsic barriers to learning (Priyadharshini, 2011). For example, a learner with a hearing problem may be considered as disruptive by the educator, which could solely be as a result of the learner seeking assistance from a peer as they could not hear the instructions given by the educator. In turn, the educator may label this child due to being unaware of what the underlying problem to the learner's display of behaviour is. Likewise, in a study conducted by Nel, Müller and Rheeders (2011) the most prominent barrier to learning that was mentioned by educators was ADHD. Nel (2014) states that ADHD appears to be commonly used as a reason for behaviour problems, although the learners have not been properly diagnosed. This commonly diagnosed disorder is a behavioural disorder impacting on learning in the school environment (Flewelling, 2016). According to Youssef, Hutchinson, and Youssef

(2015), learners with ADHD are often labelled as 'problem children', because of their inability to pay attention or sit still. This can ultimately lead to teachers believing that these learners are restless and disruptive, while not having a full comprehension of the cause/s.

#### **2.4.2 Behaviour problems as a result of extrinsic barriers to learning**

Donald et al. (2014, p. 20) define extrinsic barriers to learning as “factors that operate essentially from ‘outside’ the person.” Nel et al. (2013) and Pattenden (2018) identify these extrinsic barriers as outside of the learner’s control, but still influencing a learner’s ability to learn, and can affect or pose a challenge to learning. This form of barrier can be caused by socio-economic problems, such as poverty, crime, abuse, and violence. It also includes negative attitudes to differences, an inflexible curriculum, inappropriate language used in teaching, an unsafe environment (an environment where a learner’s safety could be compromised), inadequate support services, inappropriate learning support or materials, inadequate school and classroom facilities, inefficient support from teachers and non-involved parents or caregivers (DoE, 2001; Nel et al., 2013) (cf. 2.3). Learners displaying behaviour problems due to an extrinsic barrier can just as easily be labelled as ‘problem children’ by their teachers for the behaviours they display (Priyadharshini, 2011), while not considering these external factors as probable causes. Extrinsic barriers can cause behaviour problems as a result of malfunction in the meso, exo, macro and chrono systems as identified by Bronfenbrenner’s bio-ecological system (Swart & Pettipher, 2019) (cf. 2.3; cf. 2.9). Critically understanding barriers to learning may assist secondary school teachers to identify the cause of learner behaviour and then appropriately support these learners.

#### **2.5 Supporting learners with behaviour problems**

According to Sullivan, Johnson, Conway, Owens, and Taddeo (2012), most teachers experience disciplining learners as one of the toughest parts of their jobs, where 53% of teachers in their study indicated that they are stressed because of learners’ behaviour. Sullivan (2017) also asserts that teachers should not be left to manage discipline by themselves. It is more effective if staff are supported by the school and teachers collaborate to resolve learner behaviour issues. Therefore, it is important to look at a learner’s holistic needs, including cognitive, environmental, educational, and social or emotional factors (Darling-Hammond et al., 2019). Moreover, based on the principles outlined in Bronfenbrenner’s bio-ecological model of child development, it is essential to understand the direct and indirect influences on a learners’ life (Swart & Pettipher, 2019) (cf. 2.3). This can be done in the attempt to successfully identify the cause of the behaviour displayed by the adolescent and what collaborative support can be offered to that learner.

The EWP6 (DoE, 2001) defines learner support as any form of help, support, assistance and guidance given to learners who experience any barrier to learning that may cause behaviour

problems in order to enable them to overcome their barriers. This support can also be defined as all the activities which enhance the capacity of a school to cater for diversity and ensure effective learning and teaching for all learners (DoE, 2005).

Learner support includes all actions which uncover and reduce barriers to learning that may cause behaviour problems and which mobilise resources to assist these actions (Booth & Ainscow, 2011, DoE, 2014). When a learner is identified as exhibiting behaviour problems, it requires the gathering of all-inclusive information around the learner including home, community and school circumstances which must be taken into account (Conway, 2017). Therefore, support to learners involve teachers, learners and their families, yet again emphasising the practice of collaboration (Post, 2016). The complexity of learner support therefore highlights the need for support to learners that functions successfully (Makhalemele & Nel, 2016).

Another method for identifying barriers to learning, that can cause behaviour problems, is through the use of the Policy on Screening, Identification, Assessment and Support (SIAS) (DBE, 2014). The SIAS strategy is an attempt by the DBE to overhaul the process of identifying, assessing and providing programmes for all learners requiring additional support, to rather enhance participation and inclusion (DBE, 2014). If behaviour problems are caused by barriers to learning, then the SIAS could be used in the identification of behaviour problems among secondary school learners. Therefore, the SIAS provides a strategic policy framework for screening, identifying, assessing and supporting all learners who experience barriers to learning and development within the education system, including learners who have behaviour problems (DBE, 2014).

The SIAS also assists in the clarification of how learners should be supported and ensuring that assistance is provided to them in a collaborative manner, as all role players (teachers – including the institutional-level support team (ILST) – managers, parents, and DBSTs) would be involved at some point or another within the process (DBE, 2014). The SIAS process is made up of four stages (DBE, 2014), each of which involves collaboration from various role players to ensure accurate and effective completion.

#### Stage 1: The learner profile

The SIAS policy (DBE, 2014) states that this stage involves gathering initial information on learners entering the schooling system. The school, DBST (cf. 2.5.1.3), ILST (cf. 2.5.1.3) health professionals, as well as the parent/guardian of the learner, would complete this section of the document. The purpose of this stage is to gain basic insight into the health of the learner, their life experiences, strengths and weaknesses and home and family setup (DBE, 2014). Therefore, this stage requests information about the learner and the learner's micro system (cf. 2.3). This allows teachers and schools to identify pre-existing or possible barriers to learning (intrinsic or

extrinsic) that the learner may be experiencing and could assist teachers in identifying underlying causes of behaviour problems. Stage 1 requires collaboration (cf. 2.6) between the teacher, school and the parent/guardian of the learner. If pre-existing barriers such as a medical condition or even home circumstances are identified, health professionals and/or the DBST should be approached for assistance.

#### Stage 2: Identifying the barriers to learning and development

This section is completed by the SBST in consultation with teachers and guardians (DBE, 2014). It consists of two sections: firstly, section 2a which involves a review of the curriculum challenges experienced by a learner. Writers (2019) confirms that behaviour problems can lead to curriculum challenges which interferes with learning and consequently impacts the academic success of learners. Section 2a should include evidence collected by teachers from the learner's assessment tasks, workbooks, behaviour in class, social abilities, health, etc. during the course of a specific period of time (DBE, 2014). Secondly, section 2b focuses on contextual factors that affect the learner's potential for learning and development (DBE, 2014). This involves factors, such as violence at home, underqualified teachers, poor knowledge of the curriculum and curriculum differentiation by teachers, etc. (DBE, 2014). These factors tie into Bronfenbrenner's meso, macro and chronosystems (cf. 2.3). This enables guardians, teachers and the SBST to discuss the contextual barriers experienced by the learner when deciding on the nature of support required by the learner, while allowing role players to develop individual support plans (ISP), if needed, which should be planned, implemented and monitored to ensure its effectiveness. This phase once more emphasises the importance of collaborative support between the learner (where possible), guardians, teachers, SBST, counsellors or other support specialists (DBE, 2014).

#### Stage 3: Assessment of support requirements and determination of the level and nature of support needed

This stage should be completed by both the DBST and the SBST as well as the school and guardians in order to determine the type of support required by the learner (DBE, 2014). A critical assessment of stages 1 and 2 in identifying and managing the necessary support, as well as the type of support package required for the specific learner is conducted at this stage (DBE, 2014).

#### Stage 4: Action plan for provision and monitoring of additional support

This stage of the process in its entirety is to be completed by the DBST in consultation with the school. It outlines the required support to be provided, where the support may be accessed, who (i.e. different role players) will implement the support, as well as how it will be implemented and monitored (DBE, 2014). Furthermore, the roles and responsibilities of the identified role players

within the support plan are outlined and recorded (DBE, 2014). The DBST monitors the level of support that is required and may include a variety of combinations of support, be it physical, human or material based (DoE, 2014).

Due to this research's attempt to investigate secondary school teacher's perspectives on collaborative support to learners with behaviour problems, it is important to understand that teachers could integrate Bronfenbrenner's bio-ecological model (cf. 2.3) and the SIAS process to identify barriers to learning, as this could provide a comprehensive idea of what causes problem behaviour. With the understanding of what causes problem behaviour the necessary interventions can take place. However, as stated earlier in this paragraph different role players need to collaborate (cf. 2.6) to ensure effective support to learners with behaviour problems.

Moreover, the EWP6 (DoE, 2001) requires that all education practices should be inclusive and provide holistic and integrated support services through intersectoral collaboration to learners (DoE, 2005, 2010). These policy documents express that emphasis should be placed on a socio-ecological, community-based collaborative approach to learning support where contextual factors and influences are investigated and considered when dealing with learners who have barriers to learning, including those who display behaviour problems (DoE, 2001, 2005, 2010). The next section discusses the role players and structures that are regarded as essential for collaboration when identifying and supporting barriers to learning.

## **2.5.1 Role Players in the support of learners with behaviour problems**

### **2.5.1.1 Teachers**

Behaviour by learners, deemed as problematic and unacceptable, in South African schools has become a major concern for all stakeholders in the teaching profession, especially to teachers (De Witt & Lessing, 2013). Thus, it is important that teachers understand what their role and responsibility is in managing and supporting problem behaviour (De Witt & Lessing, 2013). Moreover, when it comes to the identification and support of learners who experience barriers to learning that may result in or cause behaviour problems, the collaborative role of teachers within a socio-ecological approach need to be clarified and emphasized (Liu & Chao, 2018). Teachers have an integral part to play in the development and implementation of support processes and structures. However, this requires adequate training (Zwane & Malale, 2018). Their role can include informing and consulting with the parents of the learner who need support, the phase and grade head, as well as the Head of Department (HOD) and the SBST. (Landsberg, 2019). Learners who struggle to cope with the curriculum can display behaviour problems (Sullivan et al., 2012). Thus, it is important to implement modifications and accommodations in teaching, learning and assessment methods, in order for these learners to experience academic success and

consequently lessen behaviour problems (Burden, 2020; Mather & Goldstein 2001). The aforementioned collaborative role could allow for different teachers' perspectives and knowledge on a specific barrier to be utilised and implemented effectively in order to address the barrier in the most effective way, ensuring minimal display of behaviour problems. This can include curriculum differentiation, such as adjustment of the curriculum, learning activities, content demands and modes of assessment, to address different learning needs (Nel et al., 2016).

#### **2.5.1.2 Parents**

Landsberg (2019), as well as Baker, Wise, Kelley, and Skiba (2016), assert that the parents of learners who experience barriers to learning are valuable in the identification and support of learners as they have first-hand knowledge and experience with regard to the learner's development, wellbeing and behaviour. Moreover, according to Prinsloo (2019) parents and teachers who collaborate are more effective when identifying and supporting a learner with behaviour problems (Baker et al., 2016). Parents' responses can impact learners' learning process and their behaviour at school and therefore need to be consulted during the process of identifying and supporting a learner who experience a barrier to learning (Prinsloo, 2019). In addition, to allow for optimal support collaboration between parents, teachers and the SBST should take place in order to gain more insight into the barrier that the learner has and how it influences behaviour (Landsberg, 2019).

#### **2.5.1.3 The School-Based Support Team (SBST)**

The SBST (also called the institutional-level support team) is responsible for determining the support needs of the school and learners. It consists of different role players who need to collaborate in order to identify and support any learner who experience barriers to learning, including those who have behaviour problems, and is responsible for co-ordinating support provision within the framework of the SIAS (DoE, 2005; Landsberg, 2019). The SBST members include:

- The referring teacher

The referring teacher is the subject or class teacher and spends most of their time with the learner (Landsberg, 2019; Masango, 2013). Thus, as these teachers interact with the learner on a daily basis, they can provide valuable information about the difficulties that a learner may have (intrinsic or extrinsic) and what support the learner may need. It is also the teacher who would be responsible for compiling and completing the Support Needs Assessment form (SNA) as required by the SIAS policy. Furthermore, it is the responsibility of the referring teacher to inform and

consult all relevant role players in the SBST, as well as the parents, about the learner's barrier and the relevant behavioural issues (Landsberg, 2019).

- Teachers with specific expertise

These are teachers who have been trained or have accomplished significant experience to deal with specific barriers to learning or behaviour problems that learner's experience. Hence, these teachers have been selected to form part of the SBST as their knowledge and expertise could prove invaluable when dealing with a learner that is facing a particular barrier (Masango, 2013). They have the responsibility to assist other teachers by providing specific advice and guidance regarding the care of learners who experience barriers to learning and how to support them (DBE, 2014). An example of this is teachers who are qualified councillors and who can support learners on an emotional level. This can help alleviate any stress that learners may have, that have been caused by external factors, such as abuse, poor living or financial conditions, etc. which also might impact on their academic performance and behaviour.

- The school management team (SMT)

According to Maja (2016) this team consists of the principal, deputy principle and any other members of the school who are capable of making decisions regarding the support of learners. Therefore, they are mostly in control of managing and organising support provision and communicating with the DBST.

- A member of the DBST team

According to the South African Education Portal, the DBST should consist of a trans-disciplinary team that has representation from several units within the district, which include but is not limited to Early Childhood Development (ECD), Curriculum, Institutional Development/Education Management and Governance, Adult Basic Education and Training (ABET), and Teacher Development and Inclusive Education. The DBST could also include people such as councillors, curriculum advisors and social workers who are not directly related to education but deal with external factors affecting education (Nel et al., 2016). There should be an SBST member who acts as a representative on behalf of the school and communicate to the rest of the DBST, about which learners who need support in the school.

- Specific members with specific expertise from the DBST and special schools as resource centres (SSRC)

Members form the DBST and SSRCs who have specific knowledge and expertise can include curriculum advisors, counsellors, social workers and health care professionals (DBE, 2014). They

can provide specialised support and also train teachers on specific barriers to learning, including behaviour problems.

- Non-educators and volunteers

Non-educators and volunteers are individuals who avail themselves to assist the school. These individuals could include administrative and care-taking staff or individuals from the community in which the school is situated (DBE, 2014; Mahlangu, 2014). Professionals, such as the South African Police Service, can also be contacted to assist in providing guided talks to learners on how their behaviour could shape their destiny.

The SBST must liaise and collaborate with the DBST, as well as other support providers, for example health professionals, community-based support organisations and other governmental departments to ensure that learners who have behaviour problems are effectively supported (Nel et al., 2016).

#### **2.5.1.4 District-based support team**

The DBST functions at the school district level and should have the following role players: support personnel (psychologists, learning support educators, experts on specific disabilities and other health and welfare professionals), curriculum and management specialists, administrative experts, other government departmental professionals and members from the community (DoE, 2005). The DBST can provide “learning support to learners where necessary and possible, where institutional-level support teams are unable to respond to particular learning needs” (DoE, 2005, p. 22).

The roles of these teams could include researchers and evaluators, as well as developers and providers of support material, assisting teachers, parents and learners and for the purpose of this study, this would be specifically focused on behaviour problems (DoE, 2005). However, keeping in mind a socio-ecological approach, the members can also involve curriculum advisors, counsellors, social workers, and health care professionals in order to ensure that all the factors influencing a learner with behaviour problems are addressed (Ssewanyana et al., 2018).

#### **2.5.1.5 Special schools as resource centres (SSRC)**

SSRCs can act as resource centres for mainstream and full-service schools and should function as an integrated and coordinated part of the DBST (Landsberg, 2019). The functions of these centres involve supporting schools in their area, as well as learners who experience barriers to learning, and to provide specialised professional support with regard to curriculum, assessment and instruction (Landsberg, 2019), which in this case will relate to behaviour problems.

Furthermore, SSRCs can coordinate support from the community, such as health and welfare, as well as non-governmental organisations (Landsberg, 2019).

Based on the above discussion on support structures, it is evident that the identification and support of learners who have behaviour problems is not an isolated process and involves the collaboration of various role players. In order to ensure that collaboration takes place between the relevant role players, the importance of collaboration and collaborative practices need to be understood.

## **2.6 Collaboration**

The term collaboration is a derivative of the Latin word *collaborare*, meaning co-labour (Pienaar & Raymond, 2013), which could be further deduced as working together. There are various interpretations of the concept collaboration, such as the World Health Organizations' (2010) interpretation which states that collaboration takes place when workers from different professional backgrounds work together with patients, families, carers and communities to deliver the highest quality of care. Collaboration is also referred to as working together as a team by the South African DoE (2005). Nevertheless, it is important to highlight and elaborate on the fact that the concept of collaboration has not recently surfaced.

The concept collaboration emerged shortly after the Second World War, when the US President Roosevelt stated that if civilisation were to survive the war, people of all kinds should live together and work together in the same world, at peace (Thousand, Villa, & Nevin, 2006). However, collaboration in education came into its own in the last decade of the 20th century, in countries such as Europe, the United States of America and Canada (Engelbrecht & Hay, 2018). Engelbrecht and Hay (2018) assert that as a result of the emphasis change to quality of education for all within inclusive schools and classrooms, and a consequent increase in the diversity of learning needs, collaboration between all role players has become crucial in supporting learners. With this in mind, collaboration can be described as an ongoing process where two or more individuals with complementary skills in interactive relationships, work together to create a shared understanding that none had previously processed or could have come to on their own (Engelbrecht & Hay, 2018; Swart & Pettipher, 2016). The EWP6 affirms that an inclusive education and training system needs to provide holistic and integrated support provision through inter-sectorial collaboration to learners who experience barriers to learning (DoE, 2001).

In relation to collaborative practices the literature identifies several forms of collaborative approaches, namely: multidisciplinary, transdisciplinary, and interdisciplinary (Collin, 2009).

### **2.6.1 Multidisciplinary collaboration**

In the context of this study, multidisciplinary collaboration consists of a team or group of individuals from multiple disciplines who aim to achieve a common goal (Engelbrecht, 2007; Meier, 2020) for the purpose of supporting learners. DeMara, Salehi, Hartshorne, Chen, and Saqr (2019) assert that within this approach effective communication is imperative to allow the ability to formulate solutions to complex problems, such as behaviour problems. Communication is important as it is used to exchange information and perspective about individuals' individual work, around their findings or suggestions (Engelbrecht & Hay, 2018).

Furthermore, the purpose of this approach is to integrate views which focuses on different disciplines, as well as diverse perspectives (UNESCO-IBE, 1995-2020). Thus, the focus is on addressing or investigating one specific issue (for the purpose of this study an example of an issue would be behaviour problems) which is looked into from the viewpoint of more than one discipline with the sole purpose of dealing with the identified problem or finding a solution to such a problem (UNESCO-IBE, 1995-2020).

In using the multidisciplinary approach to deal with behaviour problems, it is possible that the multidisciplinary team (members who form part of the team and work within the multidisciplinary approach) could assist with, but is not limited to rehabilitation, assessment by psychologists, interventions for intellectual disability and learning difficulties, individualised education plans and social adaptation (Bulekbayeva, Daribayev, Ospanova, & Vento, 2017).

However, Engelbrecht and Hay (2018) postulate that minimal collaboration actually takes place in a multidisciplinary collaboration setting. The reason for this is that although the multidisciplinary team support the client/learner by providing unique perspectives and information, they do so independently from one another and collective decision making does not always take place (Engelbrecht & Hay, 2018). Thus, this approach can be summarised as a "divide-and-conquer" approach, in which experts work on their own and then pass work off to the next expert when it is deemed that that specific expert's responsibilities have ended (Engelbrecht & Hay, 2018; UNESCO-IBE, 1995-2020).

In conclusion, as indicated in Figure 2.2 the key concept of multidisciplinary collaboration focuses on individuals from various disciplines, with specialised knowledge, addressing a specific challenge or finding a solution to a challenge (Meier, 2020) where they communicate with each other, but do not really collaborate.

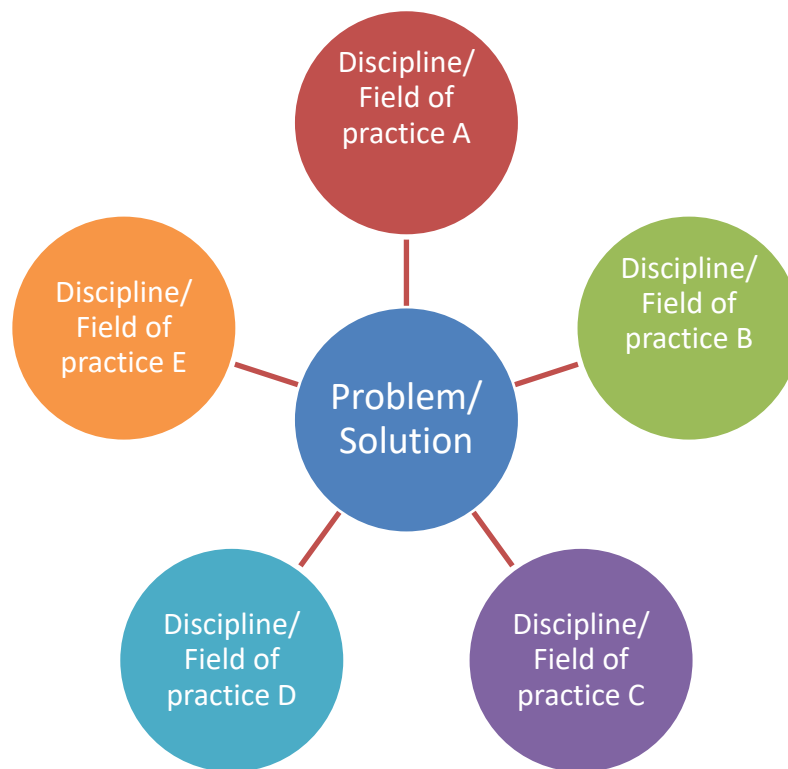


**Figure 2.2: A multidisciplinary collaborative approach (Adapted from McPhee, Bliemel, & van der Bijl-Brouwer, 2018)**

### **2.6.2 Interdisciplinary collaboration**

According to Bronstein (2003), interdisciplinary collaboration occurs when two or more people, from different fields or professions learn about, from and with each other to enable effective collaboration, in the attempt to deal with or solve a problem. This is similar to multidisciplinary collaboration in that professionals perform related, specialised functions independently, but there is more frequent communication (Engelbrecht & Hay, 2018).

Thus, interdisciplinary collaboration requires individuals to cross disciplinary boundaries to synthesise and integrate new knowledge and methods through an exchange of ideas and information, as well as utilising the fusion of various content, theories, methodologies and perspectives (UNESCO-IBE, 1995-2020). This approach can prevent gaps in the support provision service (Engelbrecht, 2007). As illustrated in Figure 2.3, within interdisciplinary collaboration, members are willing to share their plans and efforts in working toward a collective goal, in doing so they are more likely to develop interventions that complement one another (Engelbrecht & Hay, 2018). Consequently, professionals do not lean on their own understanding only, but attempt working together to achieve a common goal.

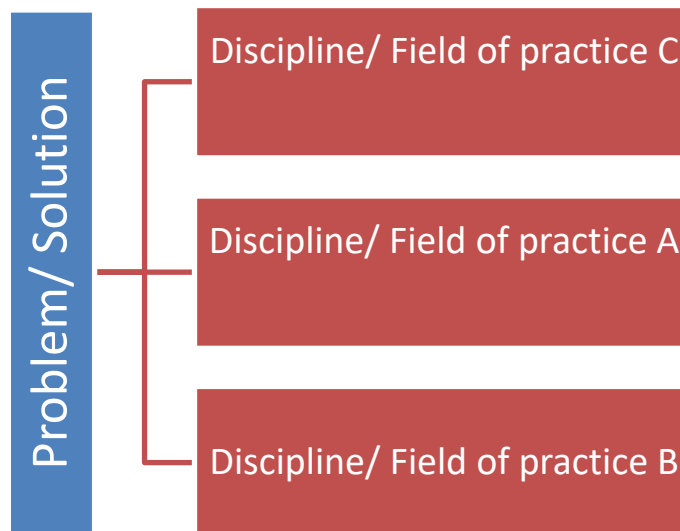


**Figure 2.3: Interdisciplinary collaborative approach (Adapted from McPhee et al., 2018)**

### **2.6.3 Transdisciplinary collaboration**

According to Niculescu (2010, p. 181), Jean Piaget defined transdisciplinary collaboration as "a holistic approach of the real world that is interactive". UNESCO-IBE (1995-2020) identifies the transdisciplinary approach as an approach that integrates and generates an understanding that cuts across disciplines. Therefore, transdisciplinary collaboration seems to be the most collaborative approach of the three approaches (Engelbrecht & Hay, 2018). This form of collaboration is concerned with connections between different disciplines and their relationship to the real world, and emphasises the process and meaning, rather than product and content, by combining contents, theories, methodologies and perspectives from two or more disciplines (UNESCO-IBE, 1995-2020).

In this approach, professionals perform interactively and cross disciplinary boundaries to share their expertise and develop new knowledge through an exchange of ideas and information (Engelbrecht & Hay, 2018; Silverman, Hong, & Trepanier-Street, 2010; UNESCO-IBE, 1995-2020).

As depicted in Figure 2.4, the transdisciplinary group carries out interventions with the necessary support from other team members, to develop an understanding that cuts across disciplines, in the attempt to address a problem or find a solution to such a problem (UNESCO-IBE, 1995-2020).

Consequently, this team is willing to commit to fully collaborate and develop solutions and learn from one another to achieve the best outcome.

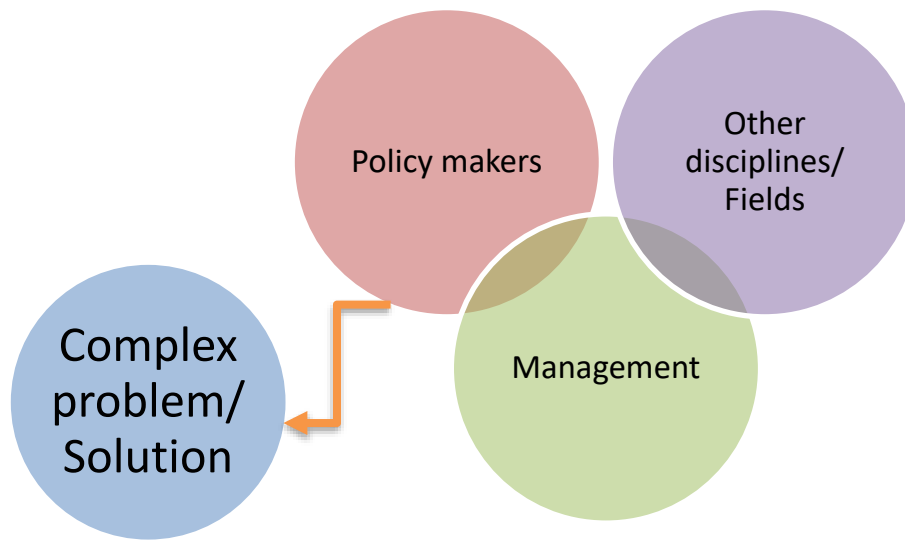


**Figure 2.4: Transdisciplinary collaborative approach (Adapted from McPhee et al., 2018)**

## **2.7 The importance of collaboration when supporting learners with behavioural problems**

Liu and Tsai (2017) assert that many positive outcomes can emerge from collaborative practices when supporting learners who experience barriers to learning, which in the case of this study refers to learners with behaviour problems. One of the main outcomes that is mentioned by Liu and Tsai (2017) is that it increases the school's and the teacher's ability to respond to and accommodate the diverse needs of learners. If collaboration has a positive influence on teachers' attitudes to accommodate for diverse learner needs, this could filter into their ability to deal with behaviour problems in the classroom better. Liu and Tsai (2017) furthermore assert that collaboration has the ability to change attitudes of teachers towards their work and themselves, thus resulting in more accommodating teaching practices.

Nel (2013) affirms that collaboration between teachers can ensure attaining knowledge and skills from each other in order to safeguard more effective and efficient education and support for each learner. When teachers work together, they can serve as a support structure to each other when dealing with behaviour problems and could make the task of identifying and implementing strategies to deal with such behaviour less daunting. However, for collaboration to be effective teachers need to listen to each other, share materials, negotiate conflict, ask questions, appreciate each other's knowledge, skills and experience and encourage participation and involvement amongst each other (Nel, 2013).

Nel, Nel, & Lebeloane (2013) also declares that collaboration between teachers could provide emotional and technical support for each other and promote responsibility and accountability when supporting learners who experience behaviour problems. Collaboration, therefore, does not leave any room for an individualistic and selfish goals. The aim is to work together in order to provide learners with the best possible education and support.

According to Nel et al. (2016), collaboration based on an equal partnership level will ensure that inclusive education is implemented effectively and could assist in ensuring that no learner is left behind, especially when it comes to a learner who displays behaviour problems in the classroom. This can be concurred as both the aims of inclusion and collaboration are to increase the participation of all role players – who are all regarded as of equal value – involved in education, including the learner, parents and teachers (Booth, 2011; Nel, 2013). Therefore, it can be said that inclusion and collaboration are closely related as successful inclusion would not be possible without collaboration.

Another reason that collaboration is important, is that it aids in the movement away from the traditional medical model approach to a more socio-ecological, collaborative support approach (Nel, 2013). Both Booth (2011), and Swart and Pettipher (2019), refer to the implementation of a collaborative culture in schools and communities in which all the relevant role-players are encouraged to participate and cooperate in the education and support of learners, which reflects a transdisciplinary collaboration approach. Several values and characteristics of collaboration are identified as contributing to the creation of a transdisciplinary culture of collaboration. These include a sense of community, open communication, collective decision making, and problem solving, shared responsibility for decisions taken, a supportive environment, co-operation towards a shared goal, accountability for outcomes, shared resources, parity, reinforcement of one's personal belief system and refinement of interaction skills (Booth, 2011; Nel, 2013; Nel et al., 2016; Swart & Phasha, 2019). Nel (2013) further affirms that relationships in collaborative cultures should be based on mutual trust, respect, effective communication, shared visions, and cultural sensitivity. These values and characteristics should be present in the support of learners who have behaviour problems, where there is no judgment and stereotyping.

Inclusive education is the foundation on which teaching, learning and support is built on in South Africa, emphasising that a diversity of learning needs must be accommodated in every classroom. This includes learners who display behaviour problems. Thus, it is important to conceptualise inclusive education.

## 2.8 Defining inclusive education

One of the fundamental policies that the South African education system is built on is the Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (cf. 1.1.). The definition given of inclusive education in this policy is used as the basic principles for education practice and other policies, thus, bearing significant impact on how learners with behaviour problems should be supported. This definition includes (DoE, 2001, p. 6):

- Acknowledging that all children and youth can learn and that all children and youth need support.
- Accepting and respecting that all learners are different in some way and have different learning needs which are equally valued and an ordinary part of our human experience.
- Enabling education structures, systems, and learning methodologies to meet the needs of all learners.
- Acknowledging and respecting differences in learners whether due to age, gender, ethnicity, language, class, disability or HIV status.
- Changing attitudes, behaviour, teaching methodologies, curricula, and the environment to meet the needs of all learners.
- Maximising the participation of all learners in the culture and the curricula of educational institutions and uncovering and minimising barriers to learning.
- Empowering learners by developing their individual strengths and enabling them to participate critically in the process of learning.
- Acknowledging that learning also occurs in the home and community, and within formal and informal modes and structures.

In essence this definition asserts that: inclusive education can be viewed as giving all children the opportunity to learn and reach their full potential regardless of abilities, barriers or behaviour problems displayed. Booth (2011) asserts that when the cause of a specific behaviour is understood, it is easier to determine how to respond and intervene. Therefore, inclusion means involving the valuing of everyone equally, increasing participation and decreasing exclusion from the culture, community, and curricula of schools, responding to diversity and reducing barriers that could lead to behaviour problems (Booth & Ainscow, 2011).

However, in order to enact inclusion, schools, classrooms and lessons need to be structured in such a way that all learners learn and participate together. An inclusive classroom is one that creates a supportive environment for all learners, including those with challenging behaviours, consequently, building a more responsive learning environment (Unlu, 2017).

## **2.9 Chapter summary**

This chapter was based on a literature review that looked at conceptualising behaviour and behaviour problems, as well as a theoretical framework that considered factors that influence behaviour based on Bronfenbrenner's socio-ecological theory. Furthermore, barriers to learning were discussed, which lead to further investigation in behaviour problems as a result of both intrinsic and extrinsic barriers to learning. This chapter also looked at supporting learners with behaviour problems. Collaboration along with the three approaches within collaboration were also addressed as well as inclusive education.

Chapter 3 will describe the research methodology that guided this study

## CHAPTER 3 RESEARCH METHODOLOGY

### 3.1 Introduction

This chapter aims to explain the research methodology that was used to collect the data for this study. The participant selection, data collection, analysis and interpretation, followed by the quality criteria and ethical considerations that steered the research will also be discussed.

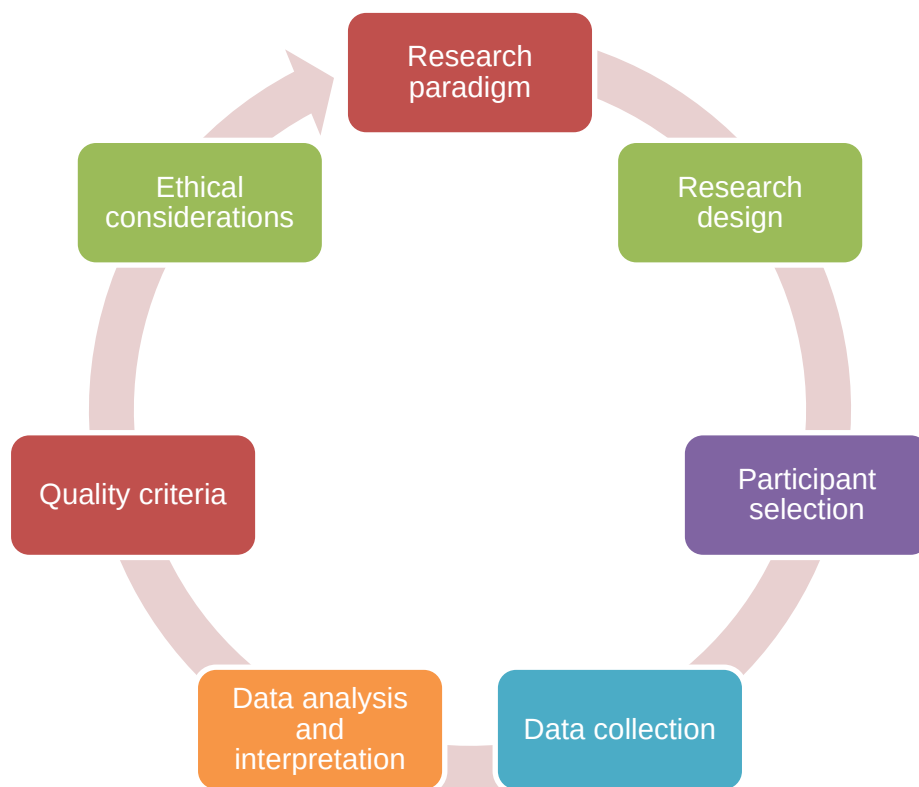


**Figure 3.1: Outline of chapter**

### 3.2 Research paradigm

This mixed method research study is directed by a pragmatist worldview. Pragmatism is not dedicated to any one system of philosophy, which allowed me as the researcher to draw from both quantitative and qualitative assumptions while I was engaged in this research. This can be viewed as highly appropriate for this study as it aimed to explore the perspectives of teachers regarding the phenomenon of learner behaviour problems without being restricted to a specific world view or method of collecting data (Creswell, 2014).

Being a pragmatist researcher, the awareness of the vast array of realities, as well as the possible interpretations thereof, lead me to make use of two different research approaches (i.e. quantitative

and qualitative) in order to investigate these realities and provide participants an opportunity to express their assumptions, views, and perspectives in different ways.

### **3.3 Research design**

Mixed method research allows the researcher to make use of both quantitative and qualitative research designs in order to study a phenomenon (Leech & Onwuegbuzie, 2009). In this study, a concurrent mixed method design was used, which consisted of a quantitative phase, comprising of a self-constructed Likert-scale questionnaire (cf. 3.5.1) along with the qualitative phase which included the use of individual interviews (cf. 3.5.2). The data for both phases were collected and analysed separately and were only mixed together during the interpretation phase. This was done to determine whether the findings confirm or disconfirm each other (Leech & Onwuegbuzie, 2009; Plano Clark & Ivankova, 2016).

Creswell (2014), as well as Leech and Onwuegbuzie (2009), concur that a concurrent mixed method deals with gathering both quantitative and qualitative data, breaking them down independently, then analysing the outcomes, where after 'mixing' takes place during interpretation. The quantitative phase was conducted by using a Likert-scale questionnaire and was analysed separately from the qualitative phase which consisted of semi-structured interviews, although they were interpreted together. Both the quantitative and qualitative data collection methods served as the main source of data in supporting the findings (Creswell & Plano Clark, 2018; Plano Clark & Ivankova, 2016).

In this concurrent mixed method design, both the quantitative as well as the qualitative phase are dependent on each other for the successful interpretation of the data. This means that it was deemed necessary to gain an in-depth perspective in the exploration of the phenomena, namely, secondary school teachers' perspectives on collaborative support to learners with behaviour problems, as well as to generalise with numeric data. With these differences I could compare findings and adequately interpret the data (Creswell & Plano Clark, 2018).

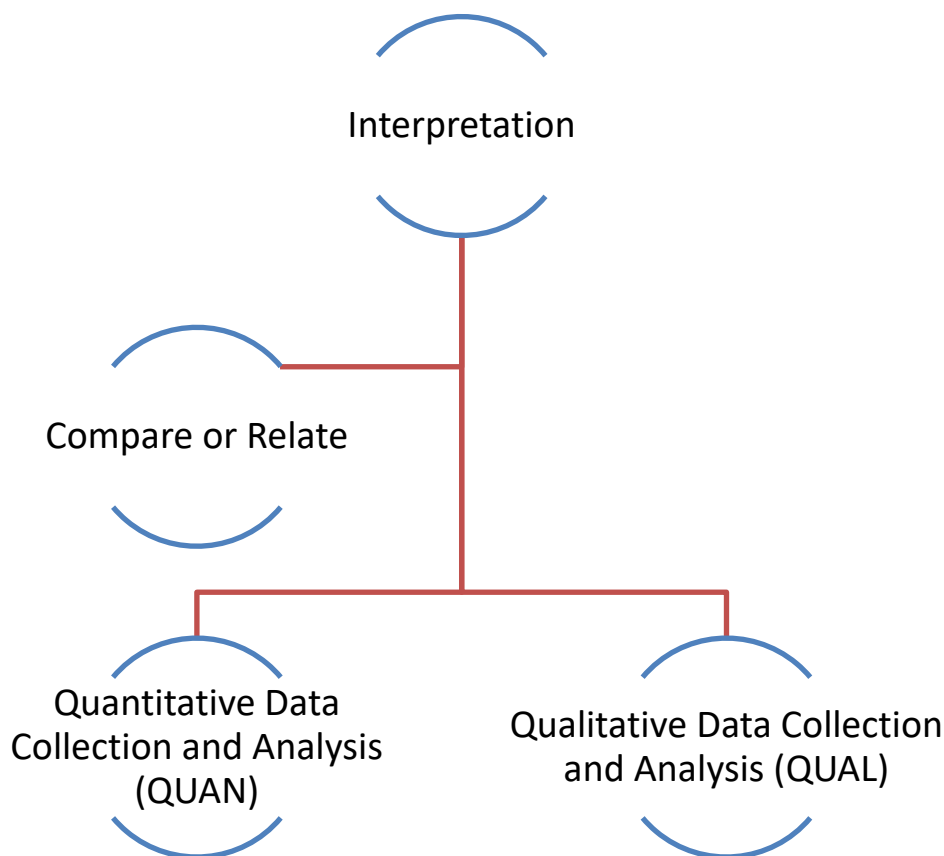


**Figure 3.2: Concurrent mixed method approach (Creswell & Plano Clark, 2018)**

### **3.3.1 Overall strategy of inquiry**

A case study was used as strategy of inquiry for this concurrent mixed method design. Harrison et al. (2017) have highlighted how case study research has grown to be more popular as an effective methodology to investigate and understand complex issues in real world settings, since it allows for an in-depth study of a specific situations (Harrison, Birks, Franklin, & Mills, 2017). The use of a case study enabled the researcher to closely examine the data within a specific context. For the purpose of this study, a case study method was used to select a small geographical area and a limited number of individuals as the subjects of the study (Harrison et al., 2017). This strategy of inquiry allowed me to focus on a detailed description and gain a better understanding of three individual entities in a specific community. This included three secondary schools in a community of Eldorado Park. The purpose of the case study was to determine the teachers' perspectives in these specific schools with regard to collaborative support to learners who have behavioural problems (McMillan & Schumacher, 2010). It was initially envisaged to use all secondary schools in the community with a sample of 200 teachers. However, after several attempts, only three schools responded. It was consequently decided that a case study of these schools could yield a more in-depth understanding of the phenomenon under investigation in this area.

### **3.3.2 Quantitative strategy of inquiry**

A survey study, which is usually used for its generality nature, was conducted for the quantitative phase of this concurrent mixed method design. This form of data collection allowed me to include a greater number of respondents in my research with the purpose of measuring their attitudes, beliefs, and opinions with regard to collaborative support to learners with behavioural problems (McMillan & Schumacher, 2010). However, though numerous attempts were made to retrieve questionnaires from respondents, a very low response rate was achieved, resulting in trends that cannot be generalised. Nevertheless, with the help of the statistician, valid trends for the purpose of a compounded case study could be determined. With surveys having the ability to identify trends, characteristics, beliefs, and attitudes, it assisted in this study by indicating and highlighting the frequency or absence of collaborative support by different role players when supporting learners with behavioural problems (Creswell, 2012). The quantitative phase of the study was analysed and compared to the qualitative phase, where interviews were conducted. The data from both these phases were interpreted concurrently.

### **3.3.3 Qualitative strategy of inquiry**

Creswell (2014) asserts that the objective of qualitative research is to gain a deeper understanding of the phenomenon under investigation. Therefore, a phenomenological strategy of inquiry was employed for the qualitative phase of the research, to explore secondary school teachers' perspectives on collaborative support to learners with behavioural problems. This allowed participants to cite their lived experiences (Creswell, 2014). The intent of this strategy of inquiry is to describe and interpret the experiences or reactions of participants from their individual perspectives (Mertler, 2019). This allows the researcher to collect data from persons who have either experienced the phenomenon of collaborative support to learners with behaviour problems, or not, and to develop a composite description of the essence of the experience from all participants (Maree & Pietersen, 2016).

## **3.4 Participant selection**

### **3.4.1 Quantitative sampling method**

Plowright (2012) mentions that a sample is generally a larger representation of the population. The population for this study was South African secondary school teachers, however, due to time and logistical constraints the sample size was reduced and restricted to secondary school teachers in Eldorado Park (cf. 3.4.3).

A purposive sampling method was used for the quantitative aspect of this study. Respondents were purposefully selected to fit the research problem. Purposive sampling can be described as the purposeful selection of participants with the main aim of addressing the research problem (Maree & Pietersen, 2016). Purposefully selecting participants allows the researcher to select a group of respondents to provide rich information that is representative of similar groups (Creswell, 2014). Since the research question for this study aimed to investigate secondary school teachers' perspective on collaborative support to learners with behaviour problems, the respondents were purposively selected to answer this question. Specific inclusion and exclusion criteria were used in identifying the sample (cf. 1.6)

The research question of this study aimed to provide an in-depth perspective of how secondary school teachers in a specific area perceive collaborative support for learners who display behaviour problems. Originally, seven secondary schools in Eldorado Park were included in the sample. Several attempts were made to meet with all seven principals from these schools to inform them about the research and invite their teachers to participate in my research. However, only three schools were willing to participate in my study and were consequently selected for the case study. For the purpose of discussion, the schools are referred to as School A, School B, and School C (cf. 3.4.3)

Before the actual study could commence, a pilot study was conducted to ensure the questionnaires were clear and comprehensible (cf. 3.4.1). This was important, in order to make sure that the questions addressed the primary question adequately. Out of the seven

schools in Eldorado Park, I approached three teachers from the three schools who were willing to assist with this study (one from each school) to determine the validity of the questions that formed part of the questionnaire. These teachers assisted by commenting on whether or not the questions were understandable, clear and focused on the research question. The teachers who participated in the pilot study did not form part of the final sample (Plowright, 2012) (cf. 1.7.1).

The pilot study revealed that there were no changes or adjustments needed and consequently I could continue with the study. From the three schools that were willing to participate in this research, a sample of 42 respondents completed the questionnaires. The inclusion criteria were not restrictive as it allowed any teacher, teaching any grade in any of the high schools in Eldorado Park to participate. Only teachers who did not teach in secondary schools in Eldorado Park were excluded. The three schools that formed part of my sample has an estimate of  $\pm 40$  teachers in each school. Of the estimated  $n=\pm 100$  respondents, I only managed to get 42 completed questionnaires, i.e. completed in full. However, after consultation with a statistician she affirmed that although the response rate was low, the statistical information provided enough information

to do a concurrent interpretation. After countless visits, pleas and extended time offered for the completion of the questionnaires, School A produced 12 completed questionnaires, School B, 22 completed questionnaires and School C, 11 completed questionnaires (Table 3.1).

**Table 3.1: Number of questionnaires received**

| School                             | School A | School B | School C |
|------------------------------------|----------|----------|----------|
| Number of questionnaires completed | 12       | 22       | 11       |

### **3.4.2 Qualitative sampling method**

As discussed above, purposive sampling was also utilised as the qualitative sampling method. Creswell (2014) describes a purposive sampling method as a method used to employ the selection of participants who fit the requirements of the study. This method of sampling allowed me to choose participants who could contribute to extract rich data for this study (Creswell, 2014). The research question for this study aimed to explore what secondary school teacher's perspectives are on collaborative support to learners with behaviour problems therefore, the participants were purposefully selected to answer this question. I met with the principals of the seven

secondary schools, inviting them to be part of the research. Unfortunately, only three schools were willing to participate in this study.

A pilot study was undertaken to ensure that the interview questions were clear, easily understandable and not repeated. It also ensured that the questions related to the primary research question had been addressed. One teacher from each of the respective schools formed part of the pilot study to test the validity of the questions that would form part of the interviews (these teachers formed part of the quantitative pilot study as well). These teachers did not form part of the sample (Plowright, 2012).

Upon completion of the pilot study, the teachers indicated that no changes to the questionnaire items were necessary.

From the three respective schools the samples obtained display diverse findings in terms of:

- the years of experience;
- the various grades taught;
- gender diversity; and
- age groups of the teachers.

This part of the study yielded 17 participants: five from School A, seven from School B and five from School C.

The teachers from the three participating schools, along with their school principal and SGB signed consent forms (cf. 3.9) (Addendums A1, A2, A3, A4, A5 and A6).

### **3.4.3 Description of the school context**

Eldorado Park is situated in the south of Johannesburg (Gauteng), with neighbouring areas such as Soweto, Freedom Park and Lenasia. The community of Eldorado Park is predominantly populated by coloured people. Eldorado Park is still considered to be developing in terms of infrastructure and social development. With seven secondary schools and 17 primary schools which accommodate learners from a large demographic, Eldorado Park can be viewed as a community that is developing in the sense of being racially diverse (the residents of this community were once only coloured people, and over the years it has become more racially diverse but still remains predominately coloured). The residents of the community can be considered to maintain an average socio-economic status, even though there are parts of the community who really struggle to achieve this status. The community of Eldorado Park area is challenged with various social problems, such as teenage pregnancy, alcohol and drug abuse, and youth unemployment. The schools in the community, through personal experience, struggle with behavioural problems of learners on a daily basis.

#### **3.4.3.1 School A**

School A is an ordinary mainstream public school, which is home to a diverse group of learners in terms of race, socio-economic status, and language. This school is considered to be one of the top academic achieving schools in the community. The teacher-learner ratio is 1:45-50, which is similar, if not the same, as the other schools in the community. English is the language of teaching and learning (LoTL) and Afrikaans is the First Additional Language (FAL). The school is considered to be one of the best schools in terms of infrastructure as it has a two-story building and classrooms that are fairly well-equipped with resources. This school has a tarred basketball court, along with well-maintained sports grounds.

#### **3.4.3.2 School B**

Much like School A, School B is an ordinary mainstream public school and also home to a group of learners who are diverse in terms of race and language. The school is “assumed” to be made up of learners who have a low socio-economic background. For many years, the school has been one of the poorest performing academic schools in the community. This school is the only bilingual

school that offers English and Afrikaans as a medium of instruction, which implies that learners have the option to do all their subjects in either English or Afrikaans. However, this is not the case at the other schools, as the LoTL is strictly English with Afrikaans only offered as a FAL. The school infrastructure consists of an office block, three double-story classroom blocks, a technical division, as well as container classrooms. The number of learners per classroom is slightly higher than School A, as it can range from 50-58 learners per class. Although this school has a laboratory and library, it does not necessarily have the appropriate resources to furnish these two units.

### **3.4.3.3 School C**

School C is also an ordinary mainstream public school with the same diversity of learners as Schools A and B (in terms of race, language and socio-economic status). The medium of instruction in this school is English with Afrikaans being offered as an FAL. School C was converted from a primary school to a high school just over five years ago. It is an academically achieving school. This school is well-known for being very competitive when it comes to school sporting events. This school has the same teacher-learner ratio as School A, 1:45-50.

## **3.5 Data collection methods**

The quantitative and qualitative data collection methods that were employed in this study are discussed next. The data generated from both these phases were analysed, compared, and interpreted by me as the researcher (cf. Chapter 4). The quantitative phase was conducted alongside the qualitative phase. The method used in the quantitative phase consisted of a self-constructed Likert-scale questionnaire and the qualitative phase consisted of semi-structured interviews. On this basis they are reported in that manner.

### **3.5.1 Quantitative data collection method**

A self-constructed Likert-scale questionnaire (Addendum E) was designed which was informed by the literature, as well as my own experiences, in order to determine secondary school teachers' perspectives on collaborative support to learners with behavioural problems. A questionnaire is a list of questions that measure the beliefs or views of respondents about a specific subject (Vogelsang, Eckhardt, Mendez, & Berger, 2020). The literature similarly defines a Likert scale as a psychometric scale with multiple categories where respondents choose from to indicate their opinions, attitudes, or feelings about a particular issue (Nemoto & Beglar, 2014). Nemoto and Beglar (2014) highlight that the advantages of Likert-scale questionnaires are that: (i) data can be gathered quite quickly from large numbers of respondents; (ii) they can provide highly-reliable person ability approximations; (iii) the validity of the interpretations made from the data they provide can be established through a variety of means; and (iv) the data they provide can be

lucratively compared, contrasted, and combined with qualitative data-gathering techniques, such as open-ended questions, participant observation, and interviews. The validity of the study was ensured by means of having a statistician review the questionnaire before administering it, as well as through conducting a pilot study with three teachers (one from each of the schools willing to participate in this study) who fit the inclusion criteria. The numerical data provided a clear view of respondents' perspectives on the following constructs as determined by the literature.

- The nature of behaviour problems.
- The nature of collaboration.
- Assessing ability to engage in collaborative practices.
- The involvement of role players in collaboration.
- The importance of role players supporting learners with behaviour problems.

The questionnaire consisted of closed-ended and open-ended questions and comprised six sections, namely A, B, C, D, E, and F. Section A dealt with the biographical information of the respondent, whereas the other five sections dealt with the above-mentioned constructs. Once the statistical information was analysed, it was interpreted concurrently with the data collected in the qualitative phase.

### **3.5.2 Qualitative data collection method**

Individual semi-structured interviews were conducted during the qualitative phase. Wilson (2014) indicates that the semi-structured interview method combines some structured questions with some unstructured exploration. This kind of interview allows the researcher to probe and get clarification of answers during the interview (Nieuwenhuis, 2007). They also enabled me to learn about the participants' perspectives on collaborative support to learners with behavioural problems (Nieuwenhuis, 2007).

Both the literature review and my own experiences served as the basis for the interview questions. Brayda & Boyce, (2014) have ascertained that interview schedules consist of questions that attempt to seek clarity, perspectives, and an understanding of what collaboration is, what it entails and whether or not participants receive collaborative support.

### **3.6 Data collection process**

The data collection phases of the quantitative and qualitative data collection processes are discussed in this section.

### 3.6.1 Quantitative data collection process

Table 3.2 summarises the quantitative data collection process.

**Table 3.2: Quantitative data collection**

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step 1 | <ul style="list-style-type: none"><li>• A literature review was conducted.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Step 2 | <ul style="list-style-type: none"><li>• The development of a Likert-scale questionnaire based on the literature that addressed the research question.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Step 3 | <ul style="list-style-type: none"><li>• The principals of the seven schools were approached.</li><li>• Only three principals and SGB chairpersons of the seven schools indicated their willingness to participate and signed the consent forms.</li></ul>                                                                                                                                                                                                                                                                                                                                                                         |
| Step 4 | <ul style="list-style-type: none"><li>• Three schools formed part of my pilot study.</li><li>• A pilot study was administered with one teacher (not part of the main study) from three of the initially-intended schools to ensure the validity of the questionnaire.</li><li>• The questionnaire was sent for proofreading and refurbishing to my supervisor and the statistician. Based on the outcome of the pilot study no changes were necessary.</li><li>• Ten recruitment adverts were placed in the staffrooms and foyers of the respective schools to inform teachers about the research project (Addendum D).</li></ul> |
| Step 5 | <ul style="list-style-type: none"><li>• My fellow masters' student met with teachers who indicated their willingness to participate and explained the consent form as well as provide teachers with an overview of the study. The consent forms were signed by teachers and questionnaires were administered.</li><li>• Questionnaires were collected from the schools, numerous trips had to be made in an attempt to retrieve the questionnaires.</li></ul>                                                                                                                                                                     |
| Step 6 | <ul style="list-style-type: none"><li>• The data collected from the questionnaires was analysed by means of a descriptive statistical analysis.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Step 7 | <ul style="list-style-type: none"><li>• The analysed data from step 6 was interpreted concurrently with the qualitative data.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Step 8 | <ul style="list-style-type: none"><li>• The research findings were reported.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

### 3.6.2 Qualitative data collection process

Table 3.3 summarises the qualitative data collection process

**Table 3.3: Qualitative data collection**

|        |                                                                                                                                                                                                                                                                                                                                                                                        |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step 1 | <ul style="list-style-type: none"><li>• A literature review was conducted.</li></ul>                                                                                                                                                                                                                                                                                                   |
| Step 2 | <ul style="list-style-type: none"><li>• I developed an interview schedule based on my research questions and literature review.</li></ul>                                                                                                                                                                                                                                              |
| Step 3 | <ul style="list-style-type: none"><li>• The principals of the seven secondary schools in Eldorado Park were approached.</li><li>• Only three principals and SGB chairpersons of the seven schools indicated their willingness to participate and signed the consent forms.</li></ul>                                                                                                   |
| Step 4 | <ul style="list-style-type: none"><li>• A pilot study was conducted with one teacher from three of the initially-intended schools to ensure that the questions were clear and understandable. Based on the outcome, no changes were made.</li><li>• Adverts were placed in the staffrooms and foyers of the respective schools to inform teachers about the research project</li></ul> |
| Step 5 | <ul style="list-style-type: none"><li>• Appointments were scheduled with teachers who indicated their willingness to participate in this phase of the study.</li><li>• My fellow master's student and colleague met with teachers and explained the consent form. The teachers signed the consent forms.</li></ul>                                                                     |
| Step 6 | <ul style="list-style-type: none"><li>• The audio data from the individual interviews were verbatim transcribed and analysed.</li></ul>                                                                                                                                                                                                                                                |
| Step 7 | <ul style="list-style-type: none"><li>• The analysed data from step 6 was interpreted concurrently with the quantitative data.</li></ul>                                                                                                                                                                                                                                               |
| Step 8 | <ul style="list-style-type: none"><li>• Research findings were reported.</li></ul>                                                                                                                                                                                                                                                                                                     |

### 3.7 Data analysis and interpretation

The quantitative data and the qualitative data were analysed separately but were merged in a parallel interpretation. The purpose of the merging of data is to confirm or disconfirm respondent and participant responses (Creswell, 2014).

### **3.7.1 Quantitative data analysis and interpretation**

With the assistance of a statistician at the North-West University, the preparation, analysis and interpretation of the data were deemed relevant. Once the raw data from the questionnaires were handed to the statistician, it was captured on a database known as Mplus 8.3. With this we were able to determine a confirmatory factor analysis (CFA), which is a measurement model that estimates continuous latent variables based on observed indicator variables (Muthén & Muthén, 1998-2017). The statistician also made use of a database known as SPSS v25, with the information generated from this database we were also able to use descriptive statistics by means of identifying patterns and trends with the aid of graphics and statistics (Kenton, 2019). The Cronbach alpha coefficient was also determined for various questions on the questionnaire using SPSS v25. The purpose of the Cronbach alpha coefficient is to establish the internal reliability of the data collection instrument based on the inter-item correlations (Maree & Pietersen, 2016). Sekaran (2000) points out that the internal consistency reliability becomes higher as the Cronbach alpha moves closer to 1.

The details and outputs of the above-mentioned statistical information are presented in Chapter 4.

### **3.7.2 Qualitative data analysis and interpretation**

I adhered to the following steps suggested by Creswell (2014), Payne-Van Staden (2015), and Booyesen (2018) during the data analysis process.

Step 1: Organise and prepare the data for analysis. The data gathered from the 17 individual interviews were verbatim transcribed by a transcription company. I listened to the audio recording of each interview and read through the verbatim transcriptions, together with the field notes.

Step 2: Read and looked at all the data. In order to familiarise myself with and understand my data sets completely, I read it numerous times. This process also allowed me to identify similarities and differences which made it easier to group my data together.

Step 3: Coding of the data. After I familiarised myself with the data it was easier to divide it into meaningful segments and assign it a descriptive word or phrase (Creswell, 2012). During this step, themes that had no relation to the research question were discarded and I only included those that related to the research question. The codes were all captured in an MS Word document.

Step 4: Describe themes or categories of data. The themes and categories were deductively derived from the literature and the interview schedule. The subcategories were then inductively

derived from the participant's verbatim responses. The subcategories were representative of secondary school teachers' perspectives on collaborative support to learner with behaviour problems.

Step 5: Interpretation of data. The literature review and findings of the interviews and questionnaires were interpreted concurrently.

### **3.8 Quality criteria**

In order to ensure validity and trustworthiness in this study, multiple modes of data collection were used such as a Likert-scale questionnaire and semi-structured interviews.

#### **3.8.1 Quantitative quality criteria**

It is important for the researcher to ensure reliability of the research method used. Creswell (2014) identifies three types of validity to ensure the trustworthiness of a questionnaire, namely: content validity, predictive validity, and construct validity. Reliability has to do with the instrument's ability to be reused in order to test what it is designed to test. This was achieved by the statistical analysis of the data (Creswell, 2014).

**Table 3.4: Validity of quantitative phase**

| Type of validity    | Description and explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content validity    | Content validity is commonly measured by relying on the knowledge and expertise of people who are familiar with the construct being measured (Clause, 2015). Therefore, to ensure content validity, I worked closely with my supervisor to choose items that were best suited in the questionnaire. My supervisor is an experienced researcher, hence suitable to ensure that the content of the questionnaire measured what it is supposed to measure. A statistician assisted in confirming the validity of the questionnaire. |
| Predictive validity | Predictive validity was assured by means of an extensive literature review on the content that was included in the questionnaire. The items in the questionnaire and the literature review correlated with each other, as well as the perspectives of the participants and the interviews conducted during the qualitative phase.                                                                                                                                                                                                |
| Construct validity  | In order to achieve construct validity, my supervisor, as well as the statistician, reviewed my questionnaire. The statistician ensured that the questionnaire measured all the items in their entirety, simply meaning the extent to which an instrument (in this instance, the questionnaire) is said to measure a theoretical construct considered during the study (Creswell, 2012).                                                                                                                                         |

### **3.8.2 Qualitative quality criteria**

The validity of qualitative data depends on the extent of the findings and its reliability to reality. Qualitative validity focuses on whether the research findings correspond with what participants feel or verbally express (McMillan & Schumacher, 2010).

**Table 3.5: Strategies to enhance validity in qualitative research (adapted from McMillan & Schumacher, 2010)**

| Strategy                                | Description and explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Participant language; verbatim accounts | This refers to the authentic spoken words and meaning participants attach to their responses. These quotes are not always considered to be the 'traditional way of speaking' but serve as valuable data when attempting to understand a person's views, opinions and experiences (McMillan & Schumacher, 2010). I made use of various direct quotes to show the accurate thoughts, experiences and feelings of the participants during this study.                                                                    |
| Low-inference descriptors               | Low inference refers to the use of descriptions phrased very closely to the participants' accounts and researcher's field notes (Pyrzack, 2016). In the case of this study, the low-inference descriptors refer to the field notes that were made during the interviews. It was important for me to depict the participants' non-verbal communication and compare it with verbal responses that the participants gave. This provided me with a comprehensible idea of how the participants felt about certain issues. |
| Mechanically-recorded data              | Mechanically-recorded data includes the use of audio recorders, photographs and video recordings for data collection (Tessier, 2012). For the purpose of this research I made use of audio recordings to record the interviews.                                                                                                                                                                                                                                                                                       |
| Member checking                         | Member checking, also known as participant or respondent validation, is a technique for exploring the credibility of results (Birt, Scott, Cavers, Campbell, & Walter, 2016). In this case it was used to gain clarity on a response and to make sure that I transcribed and interpreted their statements                                                                                                                                                                                                             |

| Strategy | Description and explanation                                                                               |
|----------|-----------------------------------------------------------------------------------------------------------|
|          | correctly. All of these were exercised by me as the researcher during and after the interviewing process. |

### 3.9 Ethical considerations

Ethical clearance for this study was obtained from the Basic Social Sciences Research Ethics Committee (BaSSREC) of the North-West University (Addendum C) as well as the Gauteng Department of Basic Education (Addendum B). After obtaining ethical clearance from the necessary stakeholders, participants were recruited with the assistance of principals and advertisements that I had designed (Addendum D).

Participants in both phases were required to give written consent indicating their willingness and availability to participate in the study. These consent forms were drawn up by me. The informed consent outlined the research question, purpose of the research and the nature of respondents' and or participants' involvement (Creswell, 2009). Furthermore, the document clearly explained to the respondents and participants that participation was voluntary and any information given would be used anonymously and for this reason participants were given pseudonyms, e.g. P1SA (**P**articipant **1** **S**chool **A**).

The consent forms, completed questionnaires and transcribed interviews will be locked away in a cupboard in my office situated on North-West University, Vanderbijlpark Campus for five years, there after it will be disposed of. The audio recordings have been password protected and stored on my office computer.

### 3.10 Role of the researcher

As the researcher, I had an immense role in collecting, analysing and interpreting data. This is due to the fact that the researcher can be regarded as the research instrument in the study and identify important factors as far as the role of the researcher is concerned (Nieuwenhuis, 2007)

My role as a researcher was to ensure the quality of the data collected as well as its richness and reliability. It was equally important for me to conduct my research without bias and not to be misguided by assumptions and expected results (Creswell, 2014). For this reason, I remained open-minded and allowed the respondents and participants to express their opinions and views instead of trying to manipulate or steer their responses into what I deemed was right or wrong or even beneficial to the study. This allowed for the results to be trustworthy.

There are numerous factors to keep in mind when working with others (Plano Clark & Invankova, 2016). The fact that I had the opportunity to interact with people from different races and cultural backgrounds could have impacted on the data collection, analysis, and interpretation of the research. Nonetheless, to prevent this, I attempted to be sensitive and attentive to the social backgrounds and situations of the respondents and participants, in order to establish a relationship of trust and mutual respect with the participants, allowing me to better understand my research.

### **3.11 Conclusion**

This chapter provided a broadened description of the research paradigm, designs and strategies. The data collection processes, methods and analysis were equally broadened through descriptions and discussions as well as the explanation of ethical considerations, validity and trustworthiness.

Chapter 4 outlines the findings of the methodological procedures as discussed above.

## CHAPTER 4 DATA ANALYSIS AND INTERPRETATION

### 4.1 Introduction

In this chapter, the data of the quantitative and qualitative findings are discussed. First, the findings of the quantitative phase (questionnaires) are presented and thereafter the findings of the qualitative phase (interviews). Finally, as this is a concurrent mixed method research design, the findings of both these phases will be interpreted and discussed concurrently. Responses in the quantitative phase are labelled as R1 (respondent and number), etc., and in the qualitative phase as P1SA (participant and number, School A, B, or C) etc.

### 4.2 Findings of the study

First the quantitative findings are discussed, followed by the qualitative findings.

#### 4.2.1 Quantitative findings

The formulation of the questions used for the questionnaire was based on the literature review and my own experience as an educator. Although the results are presented in table and graph format, some of the highest and lowest responses are highlighted to provide a deeper insight into the kind of responses received from respondents.

The quantitative data, which were generated by means of a self-structured Likert-scale questionnaire, is reported by use of descriptive statistics. This is done under two different headings, namely: percentage frequency distribution (cf. 4.2.1.3) and descriptive statistics (cf. 4.2.1.4). The descriptive statistics include means and standard deviations, where the percentage frequency distribution focuses on frequencies and percentages. A Cronbach's alpha coefficient was calculated as a reliability measure; this was done in addition to a confirmatory factor analysis. These statistics are reported in this section of the study.

The symbols and abbreviations used during the data analysis are indicated in Table 4.1.

**Table 4.1: Symbols and abbreviations used during the data analysis**

|                  |          |
|------------------|----------|
| Frequency        | <i>F</i> |
| Percentage       | %        |
| Valid responses  | N        |
| Cronbach's alpha | A        |
| Mean             | M        |

|                                         |              |
|-----------------------------------------|--------------|
| Standard deviation                      | SD           |
| Number of options                       | (1-4)/ (1-5) |
| Chi-square                              | $\chi^2$     |
| Degrees of freedom                      | <i>df</i>    |
| Root mean square error of approximation | RMSEA        |
| Comparative fit index                   | CFI          |
| Tucker-Lewis index                      | TLI          |
| Standardised root mean square residual  | SRMR         |

#### **4.2.1.1 Reliability of the questionnaire and results**

##### **4.2.1.1.1 Cronbach's alpha coefficient**

The reliability of a questionnaire is dependent on the degree of similarity between the items (Wentzel-Larsen, Norekvål, Ulvik, Nygård, & Pripp, 2011). Internal reliability was measured using Cronbach's alpha coefficient, which measures consistency among individual items in a scale (Cronbach, 1951). Sekaran (2000) points out that the internal consistency reliability becomes higher as the Cronbach alpha moves closer to 1.

The following guides were used:

- 0.90 and higher is considered as 'high reliability';
- 0.80 up to 0.89 is considered as 'moderate reliability';
- 0.70 up to 0.79 is considered as 'low reliability'; and
- below 0.70 is considered unacceptable.

The questionnaire consisted of six sections; A, B, C, D, E, and F. Section A consisted of the biographical information of the respondents. Section B addressed the nature of behaviour problems. Section C looked at the nature of collaboration, Section D assessed the ability to engage in collaborative practices. Section E inquired about the involvement of role players in collaboration, and Section F focused on the importance of role players in supporting learners with behaviour problems. Each section was designed with the purpose of measuring specific constructs (these constructs are addressed in Chapter 2) that relate to respondents' feelings about collaborative support, its importance in engaging in the effective implementation thereof with the purpose of ensuring that all learners with behaviour problems are supported accordingly.

The Cronbach's alpha coefficient for the complete questionnaire was 0.79, indicating the questionnaire seemed to be considered moderately reliable.

The Cronbach's alpha coefficients for the different sections are depicted in Table 4.2.

**Table 4.2: Cronbach's alpha results of different questions**

| Section   | Questions | $\alpha$ |
|-----------|-----------|----------|
| Section B | 2.1-2.4   | 0.20     |
| Section C | 1.1-1.6   | 0.78     |
| Section C | 2.1-2.8   | 0.92     |
| Section E | 1.1-1.11  | 0.86     |
| Section F | 1.1-1.11  | 0.91     |

The Cronbach's alpha coefficients depicted in Table 4.2 vary from section to section and range from unacceptable reliability to high reliability. Section B (questions 2.1–2.4) scored extremely low and did not represent reliability. Based on this the statistician suggested that it could be due to the fact that the questions do not necessarily fit or measure the same thing and for further research the questions could be rephrased or restructured in a manner that allows for a better fit. In contrary, the other sections are considered reliable as per the guide used in identifying reliability (cf. 4.2.1.1.1).

#### **4.2.1.1.2 Confirmatory factor analysis**

A confirmatory factor analysis (CFA) was conducted using the statistical package Mplus 8.3 (Muthén & Muthén, 1998-2017). A CFA is a measurement model that estimates continuous latent variables based on observed indicator variables (Muthén & Muthén, 1998-2017). The detected indicator variables may be either definite or continuous. A manner in understanding a CFA is to simply think of it as each instance has a 'true score' on the (continuous) latent variable, and that each of the observed values is a representation of that 'true score' (Little, Rhemtulla, Gibson, & Schoemann, 2013). This model attempts to estimate that 'true score' based on the relationships among the observed values (Little et al., 2013).

During the process of conducting a CFA for this study, several statistical tests were used to determine how well the model fits to the data. Suhr (2006) highlights the fact that a good fit between the model and the data does not mean that the model is 'correct'. A 'good model fit' only indicates that the model is acceptable (Schermelleh-Engel, Moosbrugger, & Müller, 2003). Though several varying opinions exist, Kline (2010) recommends reporting the following fit

indices: chi-squared test, the root mean square error of approximation (RMSEA), the comparative fit index (CFI), and the standardised root mean square residual (SRMR).

Cangur and Ercan (2015) suggests that fit indices determine how well a model fits or reproduces the data. Absolute fit indices include but are not limited to: the chi-squared test, RMSEA and SRMR (Cangur & Ercan, 2015). For the purpose of this study, the following fit indices will be focused on, the chi-square, RMSEA, CFI, TLI and SRMR (Kline, 2010).

Franke, Ho, and Christie (2011) explain that the statistical values of the chi-square ( $\chi^2$ ) test is used to examine independence across two variables or to assess how well a sample's data fits a model (cf. 4.2.1.1.1). This simply means that the chi-square ( $\chi^2$ ) test measures how expectations compare to actual observed data. A small chi-square test statistic means that the observed data fits the expected model well. However, there is no specific cut-off score suggested. According to Wang and Wang (2012) the RMSEA ( $<0.08$ ), CFI ( $>0.90$ ), TLI ( $>0.90$ ) and SRMR ( $<0.08$ ) are indicators of good model fit. RMSEA is an absolute fit index in that it assesses how far a hypothesised model is from a perfect model. On the contrary, CFI and TLI are incremental fit indices that compare the fit of a hypothesised model with that of a baseline model, whereas the root mean square error of approximation (RMSEA) avoids issues of sample size by analysing the discrepancy between the hypothesised models. The RMSEA ranges from 0 to 1, with smaller values indicating better model fit (Wang & Wang, 2012).

A CFA was done for the entire questionnaire by a statistician, however, there were factors that did not fit, possibly due to the fact that there were more parameters than the sample size. This basically means that there were more participants than the number of questions or items found on the questionnaire. It was suggested by the statistician to do separate CFAs for two sections of the questionnaire in order to get a clearer picture of the composition of the questionnaire (cf. 4.2.1.1.2.1.1; cf. 4.2.1.1.2.1.2)

#### **4.2.1.1.2.1 Model description**

With the assistance provided by the statistician, a CFA was conducted for two models. The description of these models is explained below.

##### *4.2.1.1.2.1.1 Behaviour problems*

Behaviour problems in this study are defined by two models, the frequency of behaviour problems (BEHPRa) and the frequency of support when dealing with behaviour problems (BEHPRb).

Model BEHPRa is defined by the questionnaire items tabulated in Table 4.3.

**Table 4.3: Description of statistical model BEHPRa**

| Items  | Questionnaire questions (Section B)                                                     |
|--------|-----------------------------------------------------------------------------------------|
| BPNRPR | The number of behaviour problems reported                                               |
| BP1_3  | 1.3 What percentage of your class would you identify as displaying behaviour problems.  |
| BP1_4  | 1.4 What percentage of your lesson per day is spent on dealing with behaviour problems. |

Behaviour problems as the model BEHPRb are defined by the following variables as indicated in Table 4.4

**Table 4.4: Description of statistical model BEHPRb**

| Items | Questionnaire questions (Section B)                                                                       |
|-------|-----------------------------------------------------------------------------------------------------------|
| BP2_2 | 2.2 How often do you engage with learners on improving behaviour problems?                                |
| BP2_3 | 2.3 How often you seek support from fellow staff members regarding behaviour problems in their classroom? |
| BP2_4 | 2.4 How often do your fellow staff members seek support from you?                                         |

#### 4.2.1.1.2.1.2 Collaborative involvement

Collaborative involvement as a model is defined by nature of collaboration (NATCOL) which looked at the frequency with which respondents experience collaboration regarding the aspects mentioned in Table 4.5.

**Table 4.5: Description of statistical model NATCOL**

| Items  | Questionnaire items (Section C)                                                                                                                                                          |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| COL1_2 | 1.2 Discussion with colleagues when you encounter a learner who is experiencing behaviour problems (sharing concerns about the learner).                                                 |
| COL1_4 | 1.4 Two or more individuals (colleagues and or experts) with the necessary skills working together to create a shared understanding to better support a learner with behaviour problems. |
| COL1_5 | 1.5 Shared decision making (with colleagues, therapists, medical consultants etc.).                                                                                                      |
| COL1_6 | 1.6 Sharing resources with colleagues and other experts (information, techniques to deal with behaviour, etc.)                                                                           |

NATCOL is also defined by the different stages in the Screening Identification, Assessment and Support process (SIAS) (cf. 2.5) as indicated in Table 4.6

**Table 4.6: Description of statistical model NATCOL**

| Items  | Questionnaire items (Section C)                                                                        |
|--------|--------------------------------------------------------------------------------------------------------|
| COL2_2 | 2.2 Identifying the curriculum challenges experienced by the learner.                                  |
| COL2_3 | 2.3 Identifying contextual factors influencing the learner.                                            |
| COL2_4 | 2.4 Assessment of support requirements.                                                                |
| COL2_5 | 2.5 Determination of the nature (the set of inherent characteristics or properties) of support needed. |
| COL2_6 | 2.6 Determination of the level (a scale of amount, quantity, extent or quality) of support needed.     |
| COL2_7 | 2.7 Compile an action plan to provide support.                                                         |
| COL2_8 | 2.8 Monitor the effectiveness of the action plan.                                                      |

#### **4.2.1.1.2.2 Model evaluation**

Table 4.7 represents the actual findings generated by the CFA, on the two models, namely behaviour problems and collaborative involvement. The findings of the fit statistics are explained below.

**Table 4.7: Fit statistics of confirmatory factor analyses**

| Model                                         | $\chi^2$                                                                                                        | df | RMSEA | CFI  | TLI  | SRMR |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----|-------|------|------|------|
| Complete questionnaire                        | Non-positive definite first-order derivative product matrix - possibly due to more parameters than sample size. |    |       |      |      |      |
| Behaviour problems (c.f 4.2.1.1.2.1.1)        | 10.03                                                                                                           | 8  | 0.08  | 0.97 | 0.94 | 0.07 |
| Collaborative involvement (c.f 4.2.1.1.2.1.2) | 82.17                                                                                                           | 44 | 0.15  | 0.77 | 0.72 | 0.10 |

The  $\chi^2 = 10.03$  for behaviour problems is quite small. The CFI and TLI values are comfortably above their recommended cut-offs (cf. 4.2.1.1.2), showing that the data for behavioural problems do fit the model well (cf. 4.2.1.1.2.1.1). The information provided by respondents from those items in the questionnaire did indeed provide good information on teachers' experience of behavioural problems in the classroom (cf. 4.2.1.1.2.1.1).

The fit statistics for collaborative involvement did not seem to display good fit, even with a small  $\chi^2$  value of 82.17. Both RMSEA and SRMR were too high, and neither CFI nor TLI made their cut-off values (cf. 4.2.1.1.2). Along with these findings the statistician suggested that this section needs to be re-evaluated in terms of these findings, and perhaps changes need to be made to the wording of items or new items should be added where others might be deleted, for further research purposes.

#### **4.2.1.2 Percentage frequency distribution**

A percentage frequency distribution is a display of data that specifies the percentage of observations that exist for each data point. This method is used to express the relative frequency of the questionnaire responses. For the purpose of this study, percentage frequency distributions are displayed as tables, bar graphs or pie charts (Lavrakas, 2008).

One hundred questionnaires were distributed to teachers in three different schools in Eldorado Park. Of the 100 questionnaires distributed, 42 (42%) were returned and on that basis the following sets of data are interpreted by means of figures, percentages and frequencies. The frequencies indicate how many of the 42 respondents responded to a specific question on the questionnaire and the percentage reflects the actual percentage of respondents' responses.

##### **4.2.1.2.1 Biographical information**

###### **4.2.1.2.1.1 Gender of teachers**

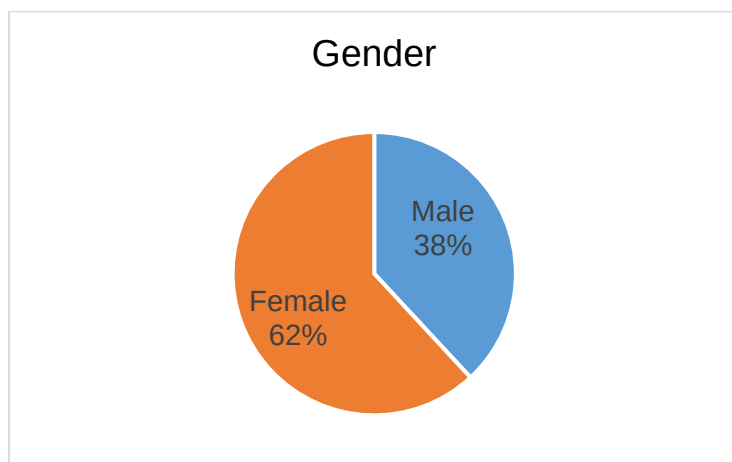


**Figure 4.1: Gender**

**Table 4.8: Gender**

| Gender | <i>f</i> | %  |
|--------|----------|----|
| Female | 26       | 62 |
| Male   | 16       | 38 |

Table 4.8 and Figure 4.1 present the biographical information of the teachers in relation to their gender. In Table 4.8 "*f*" indicates the number of respondents from the total of 100 distributed questionnaires.

Table 4.8 indicates that 62% of the respondents were female and 38% were male. Figure 4.1 also depicts that there were more female respondents (*n*=26) than male respondents (*n*=16).

#### **4.2.1.2.1.2 Ethnic group**

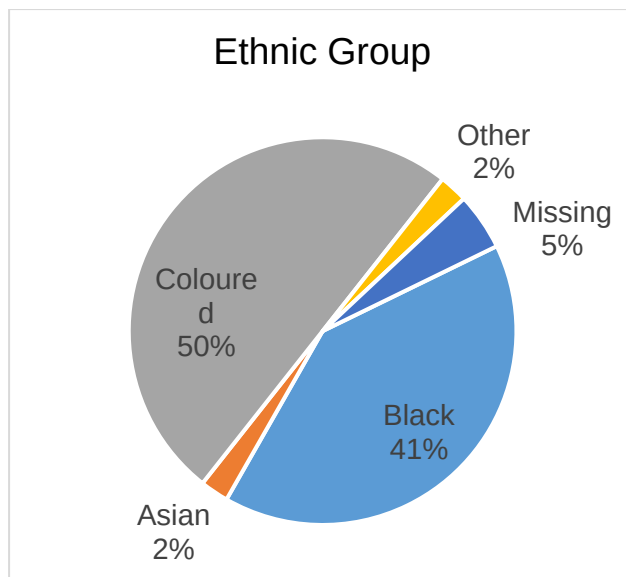


**Figure 4.2: Ethnic groups**

**Table 4.9: Ethnic groups**

| Ethnic group | <i>f</i> | %  |
|--------------|----------|----|
| African      | 17       | 41 |
| Asian        | 1        | 2  |
| Coloured     | 21       | 50 |
| Other        | 1        | 2  |
| Missing      | 2        | 5  |

Table 4.9 presents the biographic information of the teachers in relation to their ethnic groups. In the Table 4.9, “*f*” represents the number of respondents out of a total of 42 and also indicates that:

- 17 (41%) of the respondents were African;
- 1 (2%) respondent was Asian;
- 21 (50%) of the respondents were Coloured;
- 1 (2%) respondent identified themselves as other; and
- 2 (5%) of the respondents did not indicate their race.

The table thus indicates that there were more Coloured teachers (n=21) who participated in the research. The schools were mainly in an area where mostly Coloured people live.

#### **4.2.1.2.1.3 Years of experience**

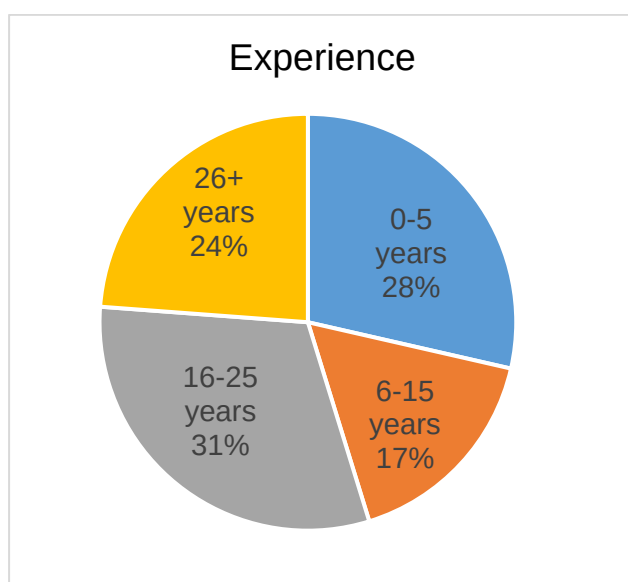


**Figure 4.3: Years of experience**

**Table 4.10: Years of experience**

| Experience  | <i>f</i> | %  |
|-------------|----------|----|
| 0–5 years   | 12       | 28 |
| 6–15 years  | 7        | 17 |
| 16–25 years | 13       | 31 |
| 26+ years   | 10       | 24 |

Table 4.10 and Figure 4.3 indicate that:

- 12 (28%) teachers had 0–5 years of teaching experience;
- 7 (17%) teachers had 6–15 years of teaching experience;
- 13 (31%) teachers had 16–25 years of teaching experience; and
- 10 (24%) teachers had 26 or more years of teaching experience.

Table 4.10 also indicates that there were more or less an equal number of teachers with teaching experience from 0–5 years (28%), 16–25 years (31%) and 26 or more years (24%).

#### 4.2.1.2.1.4 **Grade Level**

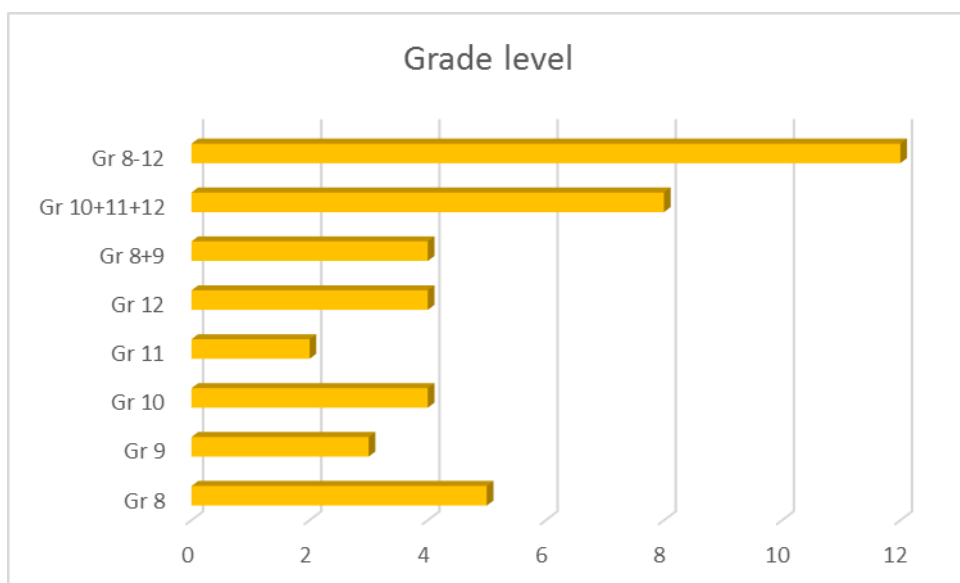


**Figure 4.4: Grade levels**

Of the 42 respondents, n=12 teach all the grades (8–12), n=8 teach three grades (10, 11, and 12), and n=4 teach two grades (8 and 9). The other respondents all teach one grade only, namely: n=5 teach Grade 8, n=3 teach Grade 9; n=4 teach Grade 10; n=2 teach Grade 11; and n=4 teach Grade 12.

#### 4.2.1.2.1.5 Learners in classroom

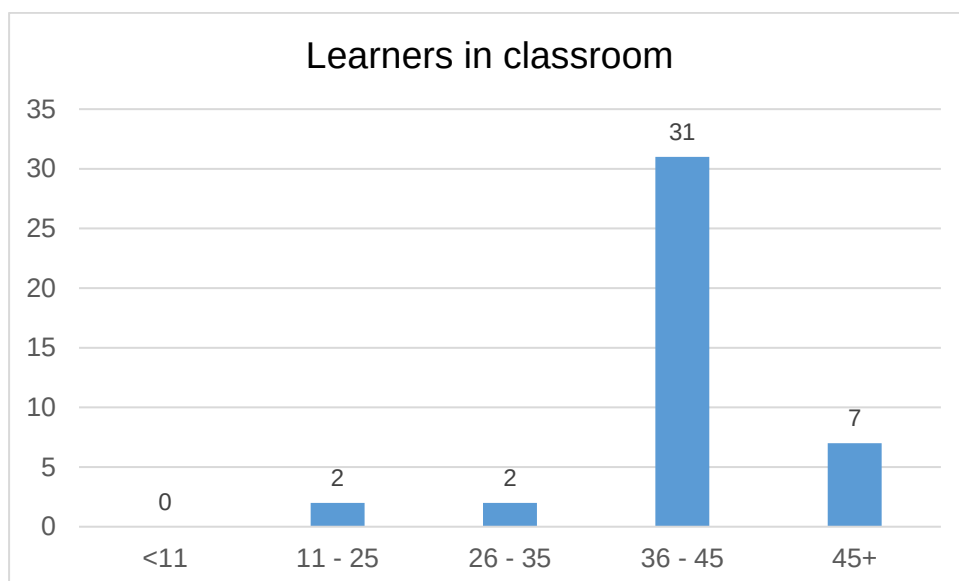


**Figure 4.5: Learners in classroom**

Figure 4.5 indicates the number of learners in the classroom as indicated by the 42 respondents. The majority of respondents (n=31) indicated that they have 36–45 learners in their classrooms, while n=2 respondents indicated that they have 11–25 learners and n=7 respondents indicated that they have more than 45 learners in their classrooms.

#### 4.2.1.3 The nature of behaviour problems

##### 4.2.1.3.1 Behaviour problems in classroom

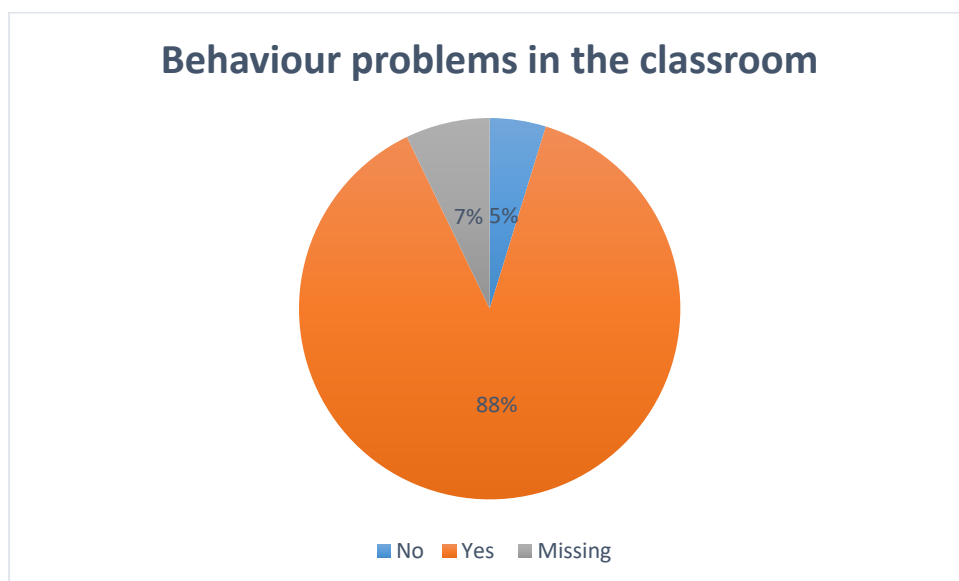


**Figure 4.6: Behaviour problems in the classroom**

**Table 4.11: Behaviour problems in the classroom**

| Behaviour problems | <i>f</i> | %  |
|--------------------|----------|----|
| Yes                | 37       | 88 |
| No                 | 2        | 5  |
| Missing            | 3        | 7  |

Figure 4.6 and Table 4.11 indicate that  $n=2$  (5%) of the respondents indicated that they do not experience any behaviour problems in their classrooms, while  $n=37$  (88%) respondents indicated that they did experience behaviour problems in their classrooms. Three ( $n=3$  or 7%) respondents did not indicate whether or not they experience behaviour problems in their classrooms.

#### 4.2.1.3.2 Identification of specific behaviour problems in the classroom

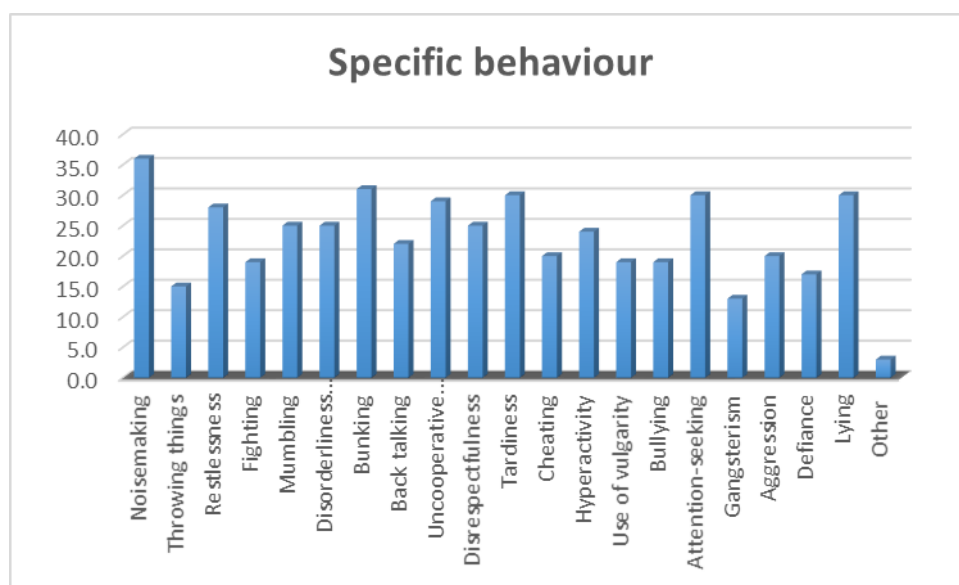


**Figure 4.7: Specific behaviour**

**Table 4.12: Specific behaviour**

| Specific behaviour         | <i>f</i> | %    |
|----------------------------|----------|------|
| Noisemaking                | 36       | 85,7 |
| Throwing things            | 15       | 35,7 |
| Restlessness               | 28       | 66,7 |
| Fighting                   | 19       | 45,2 |
| Mumbling                   | 25       | 59,5 |
| Disorderliness (rowdiness) | 25       | 59,5 |

| Specific behaviour      | <i>f</i> | %    |
|-------------------------|----------|------|
| Bunking                 | 31       | 73,8 |
| Back talking            | 22       | 52,4 |
| Uncooperative behaviour | 29       | 36,0 |
| Disrespectfulness       | 25       | 59,5 |
| Tardiness               | 30       | 71,4 |
| Cheating                | 20       | 47,6 |
| Hyperactivity           | 24       | 57,1 |
| Use of vulgarity        | 19       | 44,2 |
| Bullying                | 19       | 45,2 |
| Attention-seeking       | 30       | 71,4 |
| Gangsterism             | 13       | 31,0 |
| Aggression              | 20       | 47,6 |
| Defiance                | 17       | 40,5 |
| Lying                   | 30       | 71,4 |
| Other                   | 3        | 7,1  |

Figure 4.7 and Table 4.12 depict the different behaviours experienced by teachers, with 85,7% identifying that noise making is one of the most commonly experienced behaviour problems in their classrooms, with bunking being the second most experienced behaviour problem (73,8%). Behaviours such as tardiness, attention seeking and lying are prevalent with 71,4% indicating these behaviours. Respondents (31%) also indicated that they also experience gangsterism as behaviour problem in their classroom. During the process of identifying specific behaviour problems, n=3 respondents indicated other. In these instances, they were allowed to specify the other problems. Here, n=2 of the n=3 respondents made reference to drug abuse as a behaviour problem they face.

#### 4.2.1.3.3 Percentage of learners displaying behaviour problems

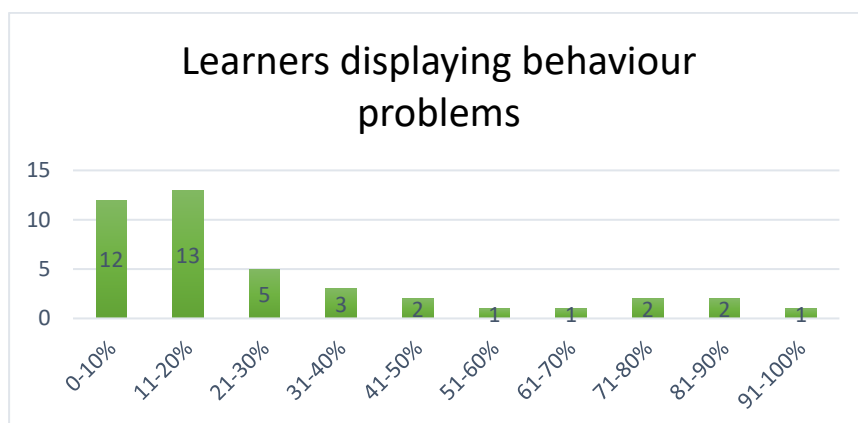


**Figure 4.8: Learners displaying behaviour problems**

**Table 4.13: Learners displaying behaviour problems**

| Learners displaying behaviour problems | <i>f</i> | %  |
|----------------------------------------|----------|----|
| 0–10%                                  | 12       | 29 |
| 11–20%                                 | 13       | 31 |
| 21–30%                                 | 5        | 12 |
| 31–0%                                  | 3        | 7  |
| 41–50%                                 | 2        | 5  |
| 51–60%                                 | 1        | 2  |
| 61–70%                                 | 1        | 2  |
| 71–80%                                 | 2        | 5  |
| 81–90%                                 | 2        | 5  |
| 91–100%                                | 1        | 2  |

Figure 4.8 and Table 4.13 are a representation of the teachers' indication of the percentage of their learners displaying behaviour problems. Of the 42, n=13 (31%) teachers identified 11–20% of their learners displaying behaviour problems in their classrooms, n=12 (28,6%) indicated 0–10%, and n=1 (2%) indicated that 90–100% of learners displayed behaviour problems.

#### 4.2.1.3.4 Average percentage of your lesson per day is spent on dealing with behaviour problems

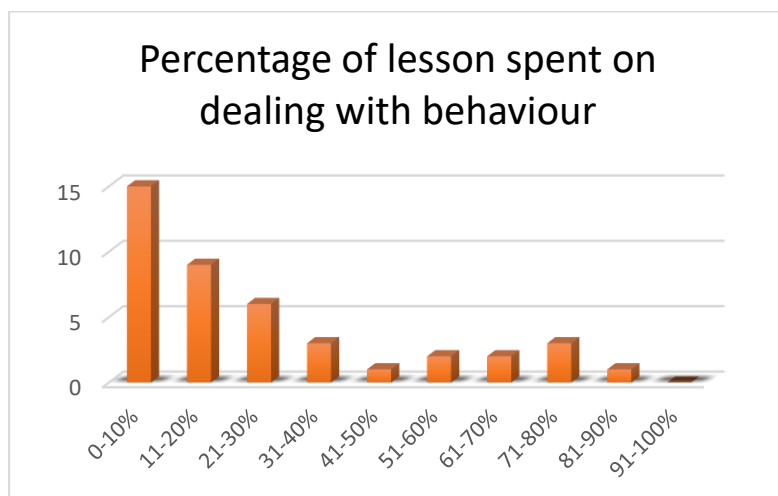


**Figure 4.9: Percentage of lesson spent on behaviour**

**Table 4.14: Percentage of lesson spent on behaviour**

| Percentage of lesson spent on dealing with behaviour | <i>f</i> | %  |
|------------------------------------------------------|----------|----|
| 0–10%                                                | 15       | 36 |
| 11–20%                                               | 9        | 22 |
| 21–30%                                               | 6        | 14 |
| 31–40%                                               | 3        | 7  |
| 41–50%                                               | 1        | 2  |
| 51–60%                                               | 2        | 5  |
| 61–70%                                               | 2        | 5  |
| 71–80%                                               | 3        | 7  |
| 81–90%                                               | 1        | 2  |
| 91–100%                                              | 0        | 0  |

Figure 4.9 and Table 4.14 serve as representation of the percentage of time per day, spent by teachers dealing with behaviour problems. Fifteen (36%) teachers indicated that they spend at least 10% of their day dealing with behaviour, and nine (22%) alluded that they spend 11–20% of their day dealing with behaviour, with these numbers being representative of over 50% of teachers. Other respondents (n=6; 14%) indicated that they spend significantly more time (21–30%) of their day dealing with behaviour problems.

#### 4.2.1.3.5 Frequency of which behaviour problems are experienced

| Indicate the frequency with which you experience behaviour problems regarding the mentioned aspects below. Indicate your choice on the four-point scale by marking with an X in the appropriate block | Never | Five times and more per day | Three to four times a day | One to two times per day |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------------------------|---------------------------|--------------------------|
|                                                                                                                                                                                                       | 1     |                             |                           |                          |

|                                                                       |         |           |           |           |
|-----------------------------------------------------------------------|---------|-----------|-----------|-----------|
| 2.1 How often do you experience behaviour problems in your classroom? | 2<br>5% | 14<br>33% | 14<br>33% | 12<br>29% |
|-----------------------------------------------------------------------|---------|-----------|-----------|-----------|

While n=2 (5%) teachers indicated that they never experience behaviour problems in their classrooms, n=14 (33%) indicated that they experience behaviour problems five times or more per day, whereas n=14 (33%) indicated that they experience behaviour problems three to four times a day and n=12 (29%) indicated that they experience behaviour problems one to two times a day.

|                                                                            |         |           |           |           |
|----------------------------------------------------------------------------|---------|-----------|-----------|-----------|
| 2.2 How often do you engage with learners on improving behaviour problems? | 2<br>5% | 17<br>40% | 10<br>24% | 12<br>29% |
|----------------------------------------------------------------------------|---------|-----------|-----------|-----------|

When Teachers were asked how often do they engage with learners on improving behaviour problems, n=2 (5%) indicated that they never do, n=17 (40%) indicated 5 times and more, n=10 (24%) indicated that they do three to four times a day, and n=12 (29%) do so at least one to two times a day.

|                                                                                                             |           |          |          |           |
|-------------------------------------------------------------------------------------------------------------|-----------|----------|----------|-----------|
| 2.3 How often do you seek support from fellow staff members regarding behaviour problems in your classroom? | 21<br>50% | 6<br>14% | 5<br>12% | 10<br>24% |
|-------------------------------------------------------------------------------------------------------------|-----------|----------|----------|-----------|

With regard to seeking advice from fellow staff members regarding learners' behaviour problems, n=21 (50%) indicated that they never do, while n=10 (24%) indicated that they do it once or twice per day. A total of n=11 (26%) indicated that they seek assistance three to four times or four or more time a day.

|                                                                                                             |           |           |          |          |
|-------------------------------------------------------------------------------------------------------------|-----------|-----------|----------|----------|
| 2.4. How often does your fellow staff seek support from you regarding behaviour problem in their classrooms | 16<br>38% | 13<br>31% | 5<br>12% | 8<br>19% |
|-------------------------------------------------------------------------------------------------------------|-----------|-----------|----------|----------|

Sixteen (38%) teachers have alluded that fellow staff members never seek support from them with regard to behaviour problems, while n=13 (38%) indicated that other staff do actually seek support from them at least four times or more per day. Five respondents (12%) pointed out that other staff seek support from them three to four times a day and n=8 (19%) indicated that support with regard to behaviour problems are only requested from them once to twice a day

#### 4.2.1.4 The nature of collaboration

##### 4.2.1.4.1 Frequency of collaboration experienced

| Indicate the frequency with which you experience collaboration regarding the mentioned aspects below. Indicate your choice on the four-point scale by marking with an X in the appropriate block | Never<br>1 | Three- four times a week | Once a week<br>3 | One- two times a month | Missing values |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------------------|------------------|------------------------|----------------|
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------------------|------------------|------------------------|----------------|

|                                                                                                                                                |           |          |          |           |  |
|------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|----------|-----------|--|
| 1.1 Teachers consult with experts (such as psychologists, counsellors, SBST and DBST members) when supporting learners with behaviour problems | 16<br>38% | 5<br>12% | 5<br>12% | 16<br>38% |  |
|------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|----------|-----------|--|

Respondents illustrated that consultation with experts took place once to twice a month (n=16; 38%) and others indicated that consultation took place once a week n=5 (12%). Five respondents (12%) indicated that they had more frequent consultation with experts, thus three to four times a week, whereas n=16 (38%) pointed out that they never consult with experts with regard to behaviour problems.

|                                                                                                                                         |         |           |           |           |  |
|-----------------------------------------------------------------------------------------------------------------------------------------|---------|-----------|-----------|-----------|--|
| 1.2 Discussion with colleagues when you encounter a learner who is experiencing behaviour problems (sharing concerns about the learner) | 0<br>0% | 16<br>38% | 14<br>33% | 12<br>29% |  |
|-----------------------------------------------------------------------------------------------------------------------------------------|---------|-----------|-----------|-----------|--|

With regard to discussions with colleagues (sharing concerns about a learner) there was no indication that teachers do not do so, with n=16 (38%) doing so three to four times a week and n=14 (33%) doing so at least once a week and n=12 (29%) once to twice a month.

|                                                                                                     |          |          |           |           |  |
|-----------------------------------------------------------------------------------------------------|----------|----------|-----------|-----------|--|
| 1.3 Teachers working together as a team to support a learner who is experiencing behaviour problems | 8<br>19% | 8<br>19% | 11<br>26% | 15<br>36% |  |
|-----------------------------------------------------------------------------------------------------|----------|----------|-----------|-----------|--|

Eight (n=8; 19%) respondents indicated that they as teachers never work together as a team to support learners who experience behaviour problems, while the other n=34 (81%) indicated that, whether it be once or twice a week or three to four times a week, they do work together as a team to support learners with behaviour problems.

|                                                                                                                                                                                         |           |          |           |           |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|-----------|-----------|--|
| 1.4 Two or more individuals (colleagues and or experts) with the necessary skills working together to create a shared understanding to better support a learner with behaviour problems | 11<br>26% | 6<br>14% | 12<br>29% | 13<br>31% |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|-----------|-----------|--|

Eleven (n=11; 26%) respondents indicated that they do not work together with others to create a shared understanding to better support a learner with behaviour problems, whereas n=6 (14%) identified working with others, three to four times a week, n=12 (29%) at least once a week, and n=13 (31%) once to twice a month, to create a shared understanding to better support a learner with behaviour problems.

|                                                                                   |           |          |          |          |  |
|-----------------------------------------------------------------------------------|-----------|----------|----------|----------|--|
| 1.5 Shared decision making (with colleague, therapists, medical consultants etc.) | 21<br>50% | 6<br>14% | 6<br>14% | 9<br>21% |  |
|-----------------------------------------------------------------------------------|-----------|----------|----------|----------|--|

With regard to shared decision-making, n=21 (50%) respondents indicated that they never participate in shared decision making, n=6 (14%) indicated that they do so three to four times a week, n=6 (14%) alleged they do so once a week. However, n=9 (21%) do so once to twice a month.

|                                                                                                               |           |           |          |           |  |
|---------------------------------------------------------------------------------------------------------------|-----------|-----------|----------|-----------|--|
| 1.6 Sharing resources with colleagues and other experts (information, techniques to deal with behaviour etc.) | 12<br>29% | 12<br>29% | 4<br>10% | 14<br>33% |  |
|---------------------------------------------------------------------------------------------------------------|-----------|-----------|----------|-----------|--|

Twelve (n=12; 29%) respondents indicated that they never share resources with colleagues and other experts with regard to information or techniques to deal with behaviour problems, while n=12 (29%) indicated that they do so three to four times a week. Four (n=4; 10%) stated that they do so once a month and n=14 (33%) alluded that they do so once to twice a month.

#### 4.2.1.4.2 Screening Identification, Assessment and Support process (SIAS)

2. The different stages in the Screening Identification, Assessment and Support process (SIAS):  
**Indicate the frequency with which you experience collaboration regarding the mentioned aspects below.**

|                                                                     |           |          |         |           |  |
|---------------------------------------------------------------------|-----------|----------|---------|-----------|--|
| 2.1 Compiling the learner profile (initial information on learners) | 16<br>38% | 5<br>12% | 3<br>7% | 12<br>29% |  |
|---------------------------------------------------------------------|-----------|----------|---------|-----------|--|

With regard to compiling learner profiles, n=16 (38%) respondents indicated that they have never experienced collaboration, with n=5 (12%) specifying that they engage in collaboration with regard to compiling learner profiles five and more times a day. Three (n=3; 7%) of respondents indicated that collaboration takes place three to four times a day and n=12 (29%) indicated that collaboration takes place at least once to twice a day.

|                                                                      |          |           |          |           |  |
|----------------------------------------------------------------------|----------|-----------|----------|-----------|--|
| 2.2 Identifying the curriculum challenges experienced by the learner | 8<br>19% | 11<br>26% | 7<br>17% | 10<br>24% |  |
|----------------------------------------------------------------------|----------|-----------|----------|-----------|--|

In identifying the curriculum challenges experienced by learners, n=8 (19%) indicated never, n=11 (26%) indicated five and more times a day, n=7 (17%) specified three to four times a day and n=10 (24%) indicated that collaboration takes place once to twice a day.

|                                                            |           |          |          |          |  |
|------------------------------------------------------------|-----------|----------|----------|----------|--|
| 2.3 Identifying contextual factors influencing the learner | 10<br>24% | 8<br>19% | 9<br>21% | 9<br>21% |  |
|------------------------------------------------------------|-----------|----------|----------|----------|--|

---

Collaboration when dealing with the identification of contextual factors have been indicated as follows:

n=10 (24%) as never

n=8 (19%) as five and more times a day

n=9 (21%) three to four times a day

n=9 (21%) one to two times a day

|                                        |           |          |           |          |  |
|----------------------------------------|-----------|----------|-----------|----------|--|
| 2.4 Assessment of support requirements | 13<br>31% | 6<br>14% | 11<br>26% | 6<br>14% |  |
|----------------------------------------|-----------|----------|-----------|----------|--|

Collaboration when dealing with the assessment of support requirements have been indicated as follows:

n=13 (31%) as never

n=4 (14%) as five and more times a day

n=11 (26%) three to four times a day

n=6 (14%) one to two times a day

|                                                                                                       |           |          |          |           |  |
|-------------------------------------------------------------------------------------------------------|-----------|----------|----------|-----------|--|
| 2.5 Determination of the nature (the set of inherent characteristics or properties) of support needed | 12<br>29% | 7<br>17% | 7<br>17% | 10<br>24% |  |
|-------------------------------------------------------------------------------------------------------|-----------|----------|----------|-----------|--|

Collaboration with regard to the determination of the nature of support needed have been specified as follows:

n=12 (29%) as never

n=7 (17%) as five and more times a day

n=7 (17%) three to four times a day

n=10 (24%) one to two times a day

|                                                                                                    |           |          |          |           |  |
|----------------------------------------------------------------------------------------------------|-----------|----------|----------|-----------|--|
| 2.6 Determination of the level (a scale of amount, quantity, extent, or quality) of support needed | 10<br>24% | 7<br>17% | 8<br>19% | 12<br>29% |  |
|----------------------------------------------------------------------------------------------------|-----------|----------|----------|-----------|--|

Collaboration with regard to the determination of the level of support needed have been specified as follows:

n=10 (24%) as never

n=7 (17%) as five and more times a day

n=8 (19%) three to four times a day

n=12 (29%) one to two times a day

|                                               |           |          |          |           |  |
|-----------------------------------------------|-----------|----------|----------|-----------|--|
| 2.7 Compile an action plan to provide support | 10<br>24% | 6<br>14% | 7<br>17% | 14<br>33% |  |
|-----------------------------------------------|-----------|----------|----------|-----------|--|

Collaboration with respect to compiling an action plan to provide support has been identified as follows:

n=10 (24%) as never

n=6 (14%) as five and more times a day

n=7 (17%) three to four times a day

n=14 (33%) one to two times a day

|                                                  |           |          |          |           |  |
|--------------------------------------------------|-----------|----------|----------|-----------|--|
| 2.8 Monitor the effectiveness of the action plan | 12<br>29% | 5<br>12% | 8<br>19% | 12<br>29% |  |
|--------------------------------------------------|-----------|----------|----------|-----------|--|

Collaboration with respect to monitoring the effectiveness of the action plan has been identified as follows:

n=12 (29%) as never

n=5 (12%) as five and more times a day

n=8 (19%) three to four times a day

n=12 (29%) one to two times a day

#### 4.2.1.5 Assessing ability to engage in collaborative practices

|                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicate on the scale below by circling the appropriate number from 1 – 5 (1 being not important and 5 being extremely important) how you view the statement below. |
| 1. It is important for me to engage in collaborative practices when supporting learners with behaviour problems                                                     |

|               |         |         |          |          |           |                     |
|---------------|---------|---------|----------|----------|-----------|---------------------|
| Not important | 1       | 2       | 3        | 4        | 5         | Extremely important |
|               | 1<br>2% | 0<br>0% | 6<br>14% | 9<br>21% | 26<br>62% |                     |

Respondents were requested to rate the importance to engage in collaborative practices when supporting learners with behaviour problems on a scale of 1 to 5 (1 being not important and 5 being extremely important), and n=1 (2%) alluded that it is not important and n=26 (32%) indicated that it is extremely important.

|                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicate on the scale below by circling the appropriate number from 1 – 5 (1 being low-skill level and 5 being a high-skill level) how you view the statement below. |
| 2. Own ability to work in collaboration with other role players when supporting learners with behaviour problems                                                     |

|                 |         |          |           |           |           |                  |
|-----------------|---------|----------|-----------|-----------|-----------|------------------|
| Low skill level | 1       | 2        | 3         | 4         | 5         | High skill level |
|                 | 1<br>2% | 4<br>10% | 11<br>26% | 16<br>38% | 10<br>24% |                  |

Respondents were requested to rate their own ability to work in collaboration with other role players when supporting learners with behaviour problems on a scale of 1 to 5 (1 being not important and 5 being extremely important). Only n=1 (2%) responded that it was not important, and the majority responded that it was important (n=16; 38%) or very important (n=10; 24%).

#### 4.2.1.6 The involvement of role players in collaboration

|                                                                                                                                                                                                                                                            |                             |                  |                          |                       |                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------------|--------------------------|-----------------------|----------------|
| Indicate the frequency to which the following role players are involved in collaborative support when dealing with learners who experience behaviour problems. Indicate your choice on the four-point scale by marking with an X in the appropriate block. | One- two times a month<br>1 | Once a week<br>2 | Three- four times a week | On a daily basis<br>4 | Missing values |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------------|--------------------------|-----------------------|----------------|

|              |           |          |          |          |           |
|--------------|-----------|----------|----------|----------|-----------|
| 1.1 Teachers | 10<br>24% | 9<br>21% | 5<br>12% | 7<br>17% | 11<br>26% |
|--------------|-----------|----------|----------|----------|-----------|

In this section, n=10 (24%) of the respondents indicated that teachers are involved in collaborative support once to twice a month. Nine (n=9; 21%) respondents indicated that teachers are involved in collaborative support once a week, n=5 (12%) indicated three to four times a week, and n=7 (17%) indicated on a daily basis. Unfortunately, n=11 (26%) failed to indicate the frequency.

|                |           |          |          |           |  |
|----------------|-----------|----------|----------|-----------|--|
| 1.2 Principals | 12<br>29% | 8<br>19% | 6<br>14% | 16<br>38% |  |
|----------------|-----------|----------|----------|-----------|--|

In response to the frequency in which principals are involved in collaborative support when dealing with learners who experience behaviour problems, n=12 (29%) respondents indicated once to twice a month, whereas n=8 (19%) indicated once a week. Six (n=6; 14%) indicated three to four times a week and n=16 (38%) indicated that collaboration takes place on a daily basis.

|                                                    |           |         |         |         |          |
|----------------------------------------------------|-----------|---------|---------|---------|----------|
| 1.3 Health experts (Therapists and/or counsellors) | 26<br>62% | 3<br>7% | 3<br>7% | 3<br>7% | 7<br>17% |
|----------------------------------------------------|-----------|---------|---------|---------|----------|

More than half of the respondents (n=26; 62%) indicated that health experts are only involved in collaborative support once to twice a month. An equal number of respondents indicated that health experts are involved once a week (n=3; 7%), three to four times a week (n=3; 7%) and on a daily basis (n=3; 7%), n=7 (17%) of the respondents did not specify the frequency because collaboration with health experts did not take place.

|                        |           |          |         |         |          |
|------------------------|-----------|----------|---------|---------|----------|
| 1.4 Parents/caregivers | 26<br>62% | 5<br>11% | 3<br>7% | 2<br>5% | 6<br>14% |
|------------------------|-----------|----------|---------|---------|----------|

The frequency of parents'/caregivers' involvement in collaborative support when dealing with learners who experience behaviour problems, is as follows: n=26 (62%) respondents specified once to twice a month; n=5 (11%) specified once a week; n=3 (7%) specified three to four times a week; and n=2 (5%) specified on a daily basis. Six (n=6; 14%) failed to specify their frequency of collaborative practices, this is due to collaboration not taking place at all.

|                        |    |   |   |   |   |
|------------------------|----|---|---|---|---|
| 1.5 District officials | 29 | 2 | 1 | 2 | 8 |
|------------------------|----|---|---|---|---|

|  |     |    |    |    |     |
|--|-----|----|----|----|-----|
|  | 69% | 5% | 2% | 5% | 19% |
|--|-----|----|----|----|-----|

The frequency of the district officials' involvement in collaborative support when dealing with learners who experience behaviour problems were indicated as follows: n=29 (69%) respondents specified once to twice a month; n=2 (5%) specified once a week; n=1 (2%) specified three to four times a week; and n=2 (5%) specified on a daily basis. Eight (n=8; 19%) failed to specify their frequency of collaborative practices, this is due to collaboration not taking place at all.

|                                       |           |         |         |         |           |
|---------------------------------------|-----------|---------|---------|---------|-----------|
| 1.6 Department of Education officials | 27<br>64% | 0<br>0% | 2<br>5% | 3<br>7% | 10<br>24% |
|---------------------------------------|-----------|---------|---------|---------|-----------|

When asked about the frequency in which officials of the DoE are involved in collaborative support when dealing with learners who experience behaviour problems, n=27 (64%) respondents stated once to twice a month. However, n=0 (0%) respondents stated once a week; n=2 (5%) stated 3-4 times a week; and n=3 (7%) stated on a daily basis. Ten (n=10; 24%) failed to state their frequency of collaborative practices, this is due to collaboration not taking place at all.

|                                    |           |           |         |           |          |
|------------------------------------|-----------|-----------|---------|-----------|----------|
| 1.7 Administration staff at school | 16<br>38% | 10<br>24% | 1<br>2% | 11<br>26% | 4<br>10% |
|------------------------------------|-----------|-----------|---------|-----------|----------|

The frequency in which administration staff at school are involved in collaborative support when dealing with learners who experience behaviour problems: n=16 (38%) respondents stated one to two times a month, however, n=10 (24%) stated once a week, n=1 (2%) stated three to four times a week, and n=11 (26%) stated on a daily basis that collaboration takes place. Four (n=4; 10%) failed to state their frequency of collaborative practices, this is due to collaboration not taking place at all.

|                       |           |           |         |          |          |
|-----------------------|-----------|-----------|---------|----------|----------|
| 1.8 Religious leaders | 20<br>48% | 11<br>26% | 3<br>7% | 4<br>10% | 4<br>10% |
|-----------------------|-----------|-----------|---------|----------|----------|

The frequency in which religious leaders at school are involved in collaborative support when dealing with learners who experience behaviour problems: n=20 (48%) respondents reckoned one to two times a month, however, n=11 (26%) reckoned once a week, n=3 (7%) quantified three to four times a week and, n=4 (10%) reckoned on a daily basis that collaboration takes place. Four (n=4; 10%) failed to state their frequency of collaborative practices, this is due to collaboration not taking place at all.

|                           |    |   |   |   |   |
|---------------------------|----|---|---|---|---|
| 1.9 School governing body | 21 | 7 | 5 | 5 | 4 |
|---------------------------|----|---|---|---|---|

|  |     |     |     |     |     |
|--|-----|-----|-----|-----|-----|
|  | 50% | 17% | 11% | 11% | 10% |
|--|-----|-----|-----|-----|-----|

The occurrence in which the SGB are involved in collaborative support when dealing with learners who experience behaviour problems: n=21 (50%) respondents indicated one to times a month, whereas n=7 (17%) alluded to once a week, n=5 (11%) quantified three to four times a week and n=5 (11%) indicated on a daily basis that collaboration takes place, and n=4 (10%) failed to state their frequency of collaborative practices, this is due to collaboration not taking place at all.

|                                                                                                                                       |           |         |         |         |           |
|---------------------------------------------------------------------------------------------------------------------------------------|-----------|---------|---------|---------|-----------|
| 1.10 Special schools as resource centres (school with the relevant resources and knowledge of supporting specific behaviour problems) | 23<br>54% | 2<br>5% | 1<br>2% | 2<br>5% | 14<br>33% |
|---------------------------------------------------------------------------------------------------------------------------------------|-----------|---------|---------|---------|-----------|

The frequency in which SSRCs are involved in collaborative support when dealing with learners who experience behaviour problems: n=23 (54%) respondents indicated one to two times a month, however, n=2 (5%) indicated once a week, n=1 (2%) indicated three to four times a week and n=14 (33%) indicated on a daily basis that collaboration takes place, and n=4 (10%) failed to indicate their frequency of collaborative practices, this is due to collaboration not taking place at all.

|                                                 |           |         |         |         |           |
|-------------------------------------------------|-----------|---------|---------|---------|-----------|
| 1.11 Any other role player not mentioned above: | 12<br>29% | 1<br>2% | 0<br>0% | 0<br>0% | 29<br>73% |
|-------------------------------------------------|-----------|---------|---------|---------|-----------|

The regularity to which other role players are involved in collaborative support when dealing with learners who experience behaviour problems: n=12 (29%) respondents indicated 1-2 times a month but one (n=1; 2%) quantified once a week. None (n=0; 0%) indicated 3-4 times a week and no respondents (n=0; 0%) indicated that collaboration takes place on a daily basis; n=29 (73%) failed to state their frequency of collaborative practices, this could be due to collaboration not taking place at all.

#### 4.2.1.7 Importance of role players in supporting learners

| Indicate the degree to which you believe the following role players are important in collaborative support when dealing with learners who experience behaviour problems. Indicate your choice on the four-point scale by marking with an X in the appropriate block. | Not important<br>1 | Relatively important<br>2 | Important<br>3 | Very important<br>4 | Missing values |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------|----------------|---------------------|----------------|
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------|----------------|---------------------|----------------|

|              |   |   |   |    |   |
|--------------|---|---|---|----|---|
| 1.1 Teachers | 0 | 1 | 5 | 34 | 2 |
|--------------|---|---|---|----|---|

|  |    |    |     |     |    |
|--|----|----|-----|-----|----|
|  | 0% | 2% | 12% | 81% | 5% |
|--|----|----|-----|-----|----|

When asked about the degree to which respondents believe teachers are important in collaborative support when dealing with learners who experience behaviour problems, n=0 (0%) respondents identified teacher importance as most important; n=1 (2%) identified teacher importance as relatively important; n=5 (12%) identified teacher importance as important; and n=34 (81%) identified teacher importance as very important. Two (n=2; 5%) respondents failed to identify the degree of teacher importance in collaborative support. This could be due to respondent indecisiveness on how to rate teacher importance.

|                |         |         |          |           |  |
|----------------|---------|---------|----------|-----------|--|
| 1.2 Principals | 0<br>0% | 0<br>0% | 7<br>17% | 35<br>83% |  |
|----------------|---------|---------|----------|-----------|--|

The degree to which respondents believe principals are important in collaborative support when dealing with learners who experience behaviour problems: n=0 (0%) respondents identified principal importance as not important but n=0 (0%) identified principal importance as relatively important, n=5 (12%) identified principal importance as important and n=34 (81%) identified principal importance as very important.

|                                                     |         |         |           |           |  |
|-----------------------------------------------------|---------|---------|-----------|-----------|--|
| 1.3 Medical experts (Therapists and/or counsellors) | 0<br>0% | 2<br>5% | 10<br>24% | 30<br>71% |  |
|-----------------------------------------------------|---------|---------|-----------|-----------|--|

When asked the degree in which respondents believe medical experts are important in collaborative support when dealing with learners who experience behaviour problems: n=0 (0%) respondents specified medical experts' importance as not important, whereas n=2 (5%) specified medical experts' importance as relatively important, n=10 (30%) specified medical experts' importance as important, and n=30 (71%) specified medical experts' importance as very important.

|                        |         |         |          |           |  |
|------------------------|---------|---------|----------|-----------|--|
| 1.4 Parents/caregivers | 0<br>0% | 0<br>0% | 7<br>17% | 35<br>83% |  |
|------------------------|---------|---------|----------|-----------|--|

The degree in which respondents believe parents/caregivers are important in collaborative support when dealing with learners who experience behaviour problems: n=0 (0%) respondents specified parent/caregivers' importance as not important, whereas n=0 (0%) specified parent/caregivers' importance as relatively important, n=7 (17%) specified principal importance as important, and n=35 (83%) specified parent/ caregivers' importance as very important.

|                        |         |          |          |           |         |
|------------------------|---------|----------|----------|-----------|---------|
| 1.5 District officials | 1<br>2% | 6<br>14% | 5<br>12% | 28<br>67% | 1<br>2% |
|------------------------|---------|----------|----------|-----------|---------|

The degree in which respondents believe district officials are important in collaborative support when dealing with learners who experience behaviour problems: no (n=0; 0%) respondents identified teacher importance as not important, but n=1 (2%) identified district officials; importance as relatively important. Five (n=5; 12%) respondents identified district officials' importance as important and n=34 (81%) identified district officials' importance as very important, n=2 (5%) failed to identify the degree of district officials' importance in collaborative support, this could be due to respondent indecisiveness on how to rate district officials' importance.

|                                       |         |          |          |           |         |
|---------------------------------------|---------|----------|----------|-----------|---------|
| 1.6 Department of Education officials | 2<br>5% | 5<br>12% | 6<br>14% | 28<br>67% | 1<br>2% |
|---------------------------------------|---------|----------|----------|-----------|---------|

When asked the degree in which respondents believe the DoE officials are important in collaborative support when dealing with learners who experience behaviour problems, the responses were as follows: n=2 (5%) respondents recognised DoE official's importance as not important but n=5 (12%) recognised DoE officials' importance as relatively important, n=6 (14%) recognised DoE official's importance as important and n=28 (67%) recognised DoE official's importance as very important. One respondent (n=1; 2%) failed to recognise the degree of DoE official's importance in collaborative support, this could be due to respondent indecisiveness on how to rate DoE official's importance.

|                                    |         |          |           |           |  |
|------------------------------------|---------|----------|-----------|-----------|--|
| 1.7 Administration staff at school | 2<br>5% | 7<br>17% | 11<br>26% | 22<br>52% |  |
|------------------------------------|---------|----------|-----------|-----------|--|

The degree in which respondents believe administration staff at school are important in collaborative support when dealing with learners who experience behaviour problems: n=2 (5%) respondents recognised administration staff at school's importance as not important, but n=7 (17%) recognised administration staff at school importance as relatively important. Eleven (n=11; 26%) recognised administration staff at school's importance as important, and n=22 (52%) recognised administration staff at school's importance as very important.

|                       |   |   |    |    |  |
|-----------------------|---|---|----|----|--|
| 1.8 Religious leaders | 1 | 3 | 12 | 26 |  |
|-----------------------|---|---|----|----|--|

|  |    |    |     |     |  |
|--|----|----|-----|-----|--|
|  | 2% | 7% | 29% | 51% |  |
|--|----|----|-----|-----|--|

The degree to which respondents believe religious leaders are important in collaborative support when dealing with learners who experience behaviour problems got the following responses. One (n=1; 2%) respondent acknowledged religious leader's importance as not important, but n=3 (7%) acknowledged religious leader's importance as relatively important. Twelve (n=12; 29%) acknowledged religious leader's importance as important and n=26 (51%) acknowledged religious leader's importance as very important.

|                           |         |         |           |           |         |
|---------------------------|---------|---------|-----------|-----------|---------|
| 1.9 School governing body | 0<br>0% | 2<br>5% | 12<br>29% | 25<br>60% | 3<br>7% |
|---------------------------|---------|---------|-----------|-----------|---------|

The degree to which respondents believe SGBs are important in collaborative support when dealing with learners who experience behaviour problems, the responses were as follows: n=0 (0%) respondents acknowledged SGB's importance as not important, but n=2 (5%) acknowledged SGB's importance as relatively important. Twelve (n=12; 29%) acknowledged SGB's importance as important and n=25 (60%) acknowledged SGB's importance as very important. Three (n=3; 7%) respondents failed to recognise the degree of SGBs importance in collaborative support, this could be due to respondent indecisiveness on how to rate SGB's importance.

|                                                                                                                                       |         |          |          |           |           |
|---------------------------------------------------------------------------------------------------------------------------------------|---------|----------|----------|-----------|-----------|
| 1.10 Special schools as resource centres (school with the relevant resources and knowledge of supporting specific behaviour problems) | 2<br>5% | 5<br>12% | 6<br>14% | 17<br>40% | 12<br>29% |
|---------------------------------------------------------------------------------------------------------------------------------------|---------|----------|----------|-----------|-----------|

The degree to which respondents believe SSRCs are important in collaborative support when dealing with learners who experience behaviour problems is indicated as follows. Two (n=2; 5%) respondents acknowledged SSRCs importance as not important but n=5 (12%) acknowledged SSRC's importance as relatively important. Six (n=6; 14%) acknowledged SSRC's importance as important and n=17 (40%) acknowledged SSRC's importance as very important. Twelve (n=12; 29%) failed to recognise the degree of SSRC's importance in collaborative support, this could be due to respondent indecisiveness on how to rate SSRC's importance.

|                                                                                                        |   |   |   |   |  |
|--------------------------------------------------------------------------------------------------------|---|---|---|---|--|
| 1.11 Any other role player not mentioned above:<br>No other role players were indicated by respondents | 1 | 2 | 3 | 4 |  |
|--------------------------------------------------------------------------------------------------------|---|---|---|---|--|

#### 4.2.1.8 Descriptive statistics and reliability

Descriptive statistics is a brief description that summarises a given data set, and which can either be a representation of the entire or a sample population. For the purpose of this study the descriptive statistics describes the data obtained during the quantitative data collection (cf. 4.2.1). Descriptive statistics are broken down into measures of central tendencies and measures of variability (Trochim, 2020). Kenton (2020) indicates that measures of central tendency include the mean, median, and mode, while measures of variability include the standard deviation, variance, the minimum and maximum variables, and the kurtosis and skewness. For the purpose of this study, focus will be place on the mean (M) and standard deviation (SD).

Wang and Wang (2012) indicate that the mean is used to derive the central tendency of the data in question, it is determined by adding all the data points in a population and then dividing the total by the number of points. The resulting number is known as the mean or the average. The mean and the standard deviation should be reported together (Muthén & Muthén, 2017)

Muthén and Muthén (2018) allude to standard deviation as a measurement of the amount of variation or dispersion of a set of values. The standard deviation is a number used to tell how measurements for a group are spread out from the average (mean) or expected value. A low standard deviation means that most of the numbers are close to the average. A high standard deviation means that the numbers are more spread out (Muthén & Muthén, 2018).

##### 4.2.1.8.1 The nature of behaviour problems

Respondents were required to indicate the frequency of experiencing behaviour problems regarding aspects mentioned in Table 4.15. They had to do so by indicating their choices on a four-point scale.

**Table 4.15: Nature of behaviour problems**

| Variable      |                                         | M    | SD   |
|---------------|-----------------------------------------|------|------|
| Frequency of: | behavioural problems in class (1–4)     | 1.95 | 0.91 |
|               | engagement on improving behaviour (1–4) | 0.88 | 0.85 |
|               | support-seeking from colleagues (1–4)   | 2.07 | 1.10 |

|  |                                     |      |      |
|--|-------------------------------------|------|------|
|  | support-seeking by colleagues (1–4) | 1.64 | 1.28 |
|--|-------------------------------------|------|------|

The mean of behavioural problems in the classroom indicates that respondents experienced behaviour problems 3–4 times per day in their classrooms and the standard deviation shows that most of the respondents had the same level of behaviour problems. The majority of respondents indicated that they provided support to other colleagues (M=2.07) rather than seek support from other colleagues (M=1.64). The standard deviation of these means is not that high and only a little more spread out throughout the question options.

#### **4.2.1.8.2    *The nature of collaboration***

Respondents were required to indicate the frequency with which they experience collaboration regarding the aspects mentioned in Table 4.16. They had to do so by indicating their choices on the four-point scale by marking an X in the appropriate block.

**Table 4.16: Nature of collaboration**

| Variable                    |                                                    | M    | SD   |
|-----------------------------|----------------------------------------------------|------|------|
| Frequency of collaboration: | compiling learner profile (1–4)                    | 0.90 | 1.02 |
|                             | identifying curriculum challenges of learner (1–4) | 1.67 | 1.08 |
|                             | identifying learner's contextual factors (1–4)     | 1.49 | 1.14 |
|                             | assessing support needs (1–4)                      | 1.33 | 1.13 |
|                             | determining type of support needed (1–4)           | 1.36 | 1.14 |
|                             | determining level of support needed (1–4)          | 1.39 | 1.08 |
|                             | compiling an action plan for support (1–4)         | 1.30 | 1.09 |
|                             | monitoring effectiveness of action plan (1–4)      | 1.20 | 1.07 |

Respondents have indicated that when it comes to the frequency of collaboration with regard to all aspects on the questionnaire, it ranges between once to twice a month, the SD of the means is not that high, meaning the selection of question options were not spread vastly across the questionnaire.

#### **4.2.1.8.3 Assessing ability to engage in collaborative practices**

Respondents were requested to indicate (on a scale from 1 to 5) how important it is for them to engage in collaborative practices when supporting learners with behaviour problems, as well as their own ability to work in collaboration with other role players when supporting learners with behaviour problems.

##### **4.2.1.8.3.1 Ability to engage in collaborative practices**

**Table 4.17: Engaging in collaborative practices**

| Variable       |                                                      | M    | SD   |
|----------------|------------------------------------------------------|------|------|
| Importance of: | personal engagement in collaborative practices (1–5) | 4.44 | 0.90 |

The majority (M=4.44) of respondents have indicated that they believe that engaging in collaborative practices is very important. An SD of 0.90 indicates that almost all of the respondents felt the same.

#### 4.2.1.8.3.2 Ability to work in collaboration

**Table 4.18: Ability to work in collaboration**

| Variable        |                                                 | M    | SD   |
|-----------------|-------------------------------------------------|------|------|
| Skill level of: | personal ability to work in collaboration (1–5) | 3.76 | 0.99 |

Respondents have indicated that most of them (M=3.76) believe that it is important for them to have the ability to work in collaboration with other role players, with the SD=0.99 indicating that almost all respondents felt the same.

Ironically, respondents have indicated engaging in collaborative practices (c.f. 4.2.1.8.3.) as very important but do not display the same confidence in their personal ability to work in collaboration.

#### 4.2.1.8.4 The involvement of role players in collaboration

Respondents were asked to indicate the frequency in which the following role players are involved in collaborative support when dealing with learners who experience behaviour problems on a four-point scale.

**Table 4.19: Involvement of role players in collaboration**

| Variable                                           |                                                  | M    | SD   |
|----------------------------------------------------|--------------------------------------------------|------|------|
| Frequency of involvement in collaborative support: | teachers (1–4)                                   | 2.71 | 1.25 |
|                                                    | principals (1–4)                                 | 2.80 | 1.23 |
|                                                    | health experts (1–4)                             | 1.50 | 0.97 |
|                                                    | parents/caregivers (1–4)                         | 1.53 | 0.95 |
|                                                    | district officials (1–4)                         | 1.33 | 0.89 |
|                                                    | Department of Education (DoE) officials (1–4)    | 1.39 | 0.93 |
|                                                    | school administration staff (1–4)                | 2.32 | 1.32 |
|                                                    | religious leaders (1–4)                          | 1.79 | 0.98 |
|                                                    | school governing body (SGB) (1–4)                | 1.89 | 1.16 |
|                                                    | special schools as resource centres (SSRC) (1–4) | 1.43 | 0.97 |
|                                                    | other (1–4)                                      | 1.23 | 0.65 |

Respondents have indicated that their interaction with other teachers (M=2.71), principals (M=2.80) and school administration staff (M=2.32) regarding behaviour problems takes place between once a week and 3–4 times a week. However, role players such as district officials

(M=1.33) and officials from the DoE (M=1.39) as well as the SGBs (M=1.89) only takes place between 1–2 times a month, the SD of these means is not large and therefore indicate that they are not spread out through the questionnaire.

#### **4.2.1.8.5 The importance of role players in supporting learners with behaviour problems**

Respondents had to indicate the degree (on a four-point scale) to which they believe the following role players are important in collaborative support when dealing with learners who experience behaviour problems.

**Table 4.20: Role players in supporting learners with behaviour problems**

| Variable                                           |                                                  | M    | SD   |
|----------------------------------------------------|--------------------------------------------------|------|------|
| Importance of role-players in supporting learners: | teachers (1–4)                                   | 3.79 | 0.47 |
|                                                    | principals (1–4)                                 | 3.83 | 0.38 |
|                                                    | health experts (1–4)                             | 3.67 | 0.57 |
|                                                    | parents/caregivers (1–4)                         | 3.86 | 0.35 |
|                                                    | district officials (1–4)                         | 3.50 | 0.83 |
|                                                    | Department of Education (DoE) officials (1–4)    | 3.48 | 0.89 |
|                                                    | school administration staff (1–4)                | 3.21 | 0.90 |
|                                                    | religious leaders (1–4)                          | 3.52 | 0.74 |
|                                                    | school governing body (SGB) (1–4)                | 3.69 | 0.56 |
|                                                    | special schools as resource centres (SSRC) (1–4) | 3.52 | 0.64 |
|                                                    | other (1–4)                                      | 3.21 | 1.00 |

Respondents have indicated that the importance of role players are all important as all means range between M=3.21 and M=3.86. All means have small standard deviations meaning that the range was not vast. Respondents clearly acknowledge the importance of role players but do not interact with them (cf. 4.2.1.8.5) on the same level as what they consider them important.

## **4.2.2 Qualitative findings**

The findings of the interviews are reported under the relevant themes, categories and sub-categories as reported by the participants who participated in this study. This follows on the descriptive statistical findings and serves as a representative of the views of the participants during the qualitative phase.

#### 4.2.2.1 Biographic information of participants

In this section the biographical information of the 17 teachers who were interviewed are provided. It comprises the gender, ages and years of experiences of each of the teachers. The biographical information of the teachers was particularly useful in drawing conclusions with regard to how gender, age and years of experience impact on teachers' perspectives.

Table 4.21 outlines the biographical information of the participants in the initial phase

**Table 4.21: Biographical information of participants**

| Participant | Gender | Age | Years of experience | Subject(s)                                           | Grade(s)     |
|-------------|--------|-----|---------------------|------------------------------------------------------|--------------|
| 1           | F      | 26  | 3                   | Afrikaans (FAL)                                      | 9, 10, 11    |
| 2           | M      | 52  | 28                  | Afrikaans                                            | 8, 9, 10, 11 |
| 3           | F      | 26  | 3                   | economic management sciences, life orientation       | 8, 9, 11     |
| 4           | M      | 52  | 32                  | Afrikaans (FAL)                                      | 8, 10        |
| 5           | F      | 25  | 3                   | mathematics, natural sciences                        | 9, 10, 11    |
| 6           | F      | 55  | More than 20 years  | Afrikaans (FAL)                                      | 9            |
| 7           | F      | 28  | Unknown             | life sciences                                        | 10,11        |
| 8           | F      | 50  | 10                  | geography                                            | 10,11        |
| 9           | F      | 26  | 4                   | English                                              | 9            |
| 10          | F      | 28  | 3                   | English                                              | 8            |
| 11          | M      | 57  | 30                  | Afrikaans                                            | 10,11,12     |
| 12          | M      | 49  | 28                  | mathematics, mathematical literacy, arts and culture | 8, 9, 10, 11 |
| 13          | M      | 30  | 4                   | Afrikaans, history, life orientation                 | 8, 9         |
| 14          | M      | 29  | 7                   | business studies and creative arts                   | 8, 9         |
| 15          | F      | 50  | 15                  | English                                              | 10, 12       |
| 16          | M      | 46  | 21                  | mathematical literacy                                | 10           |
| 17          | M      | 57  | 30                  | technology                                           | 8, 9         |

Table 4.21 indicates that teaching experience ranges between three to 32 years. There was an acceptable gender distribution, i.e. eight males and nine female participants. It can also be noted that different subject groups and grades are presented.

#### 4.2.2.2 Thematic analysis

In explaining themes, the collective numeral values representative of the 17 interviews conducted in my study are referred to as follows:

- 'Few' refers to between one and four participants.
- 'Some' refers to between five and eight participants.
- 'Many' refers to between nine and 12 participants.
- 'Most' refers to between 13 and 17 participants.

Inductive analysis was utilised to identify themes and sub-themes. A summary of the themes, sub-themes and categories that emerged from the qualitative phase of the study are summarised in Table 4.22.

**Table 4.22: Framework outline of themes, categories and subcategories**

| Theme              | Categories                               | Subcategories                                                                                                                                                                 |
|--------------------|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Behaviour problems | Defining behaviour problems as a concept | <ul style="list-style-type: none"> <li>• Conduct that learners display</li> <li>• Hindrance to teaching and learning</li> </ul>                                               |
|                    | Common behaviour problems                | <ul style="list-style-type: none"> <li>• Tardiness</li> <li>• Bunking</li> <li>• Lack of respect</li> <li>• Minimal interest in learning</li> <li>• Disruptiveness</li> </ul> |
|                    | Causes of behaviour problems             | <ul style="list-style-type: none"> <li>• Social issues</li> <li>• Problems at home</li> <li>• Progression</li> <li>• Lack of interest in schooling</li> </ul>                 |
|                    | Implications of behaviour problems       | <ul style="list-style-type: none"> <li>• Taking teaching and learning time</li> </ul>                                                                                         |

| Theme                   | Categories                                                         | Subcategories                                                                                                                                                                         |
|-------------------------|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Collaboration           | Defining collaborative support                                     | <ul style="list-style-type: none"> <li>• Parent involvement, the learner and the school</li> <li>• Support from outside</li> <li>• Different role players working together</li> </ul> |
|                         | Collaborative support strategies by schools                        | <ul style="list-style-type: none"> <li>• Grade head, deputy and principal</li> <li>• Companies and organisations</li> </ul>                                                           |
|                         | Collaborative support strategies to deal with behaviour by teacher | <ul style="list-style-type: none"> <li>• Colleagues</li> <li>• Parents</li> </ul>                                                                                                     |
| Role players            | Parental support                                                   |                                                                                                                                                                                       |
|                         | Other role players                                                 | <ul style="list-style-type: none"> <li>• SGB</li> <li>• SBST</li> <li>• DBST</li> <li>• Yellow Ribbon Foundation</li> <li>• SANCA</li> <li>• Educators role</li> </ul>                |
|                         | Educators role                                                     |                                                                                                                                                                                       |
| Disciplinary techniques | Corporal punishment                                                |                                                                                                                                                                                       |

#### 4.2.2.3 Theme 1: Behaviour problems

Theme 1 is discussed with regard to four different categories as reported by participants. The theme reports on information with regard to how participants would define behaviour problems, identify common behaviour problems, identify causes of behaviour problems as well as the implications of behaviour problems.

**Table 4.23: Behaviour problems**

| Theme              | Categories                               | Subcategories                                                                                                                    |
|--------------------|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Behaviour problems | Defining behaviour problems as a concept | <ul style="list-style-type: none"> <li>• Conduct that learners display</li> <li>• Hindrances to teaching and learning</li> </ul> |
|                    | Common behaviour problems                | <ul style="list-style-type: none"> <li>• Tardiness</li> <li>• Bunking</li> <li>• Lack of respect</li> </ul>                      |

| Theme | Categories                         | Subcategories                                                                                                                                         |
|-------|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                                    | <ul style="list-style-type: none"> <li>Minimal interest in learning</li> <li>Disruptiveness</li> </ul>                                                |
|       | Causes of behaviour problems       | <ul style="list-style-type: none"> <li>Social issues</li> <li>Problems at home</li> <li>Progression</li> <li>Lack of interest in schooling</li> </ul> |
|       | Implications of behaviour problems | <ul style="list-style-type: none"> <li>Taking teaching and learning time</li> </ul>                                                                   |

#### **4.2.2.3.1 Category 1: Defining behaviour problems as a concept**

##### **4.2.2.3.1.1 Subcategory 1: Conduct that learners display**

Participants based their definitions of behaviour problems on their personal experience and views of dealing with behaviour problems on a daily basis in their classrooms. Some participants identified behaviour problems as the manner in which a child conducts themselves in the classroom which is not necessarily deemed *normal* or *correct* with regard to their conduct to rules and others as voiced by one participant: *Learners who are acting in a wrong way, like, let's say maybe learners who are rude, disrespect teachers* (P3SB); and alluded to again by another participant: *Behavioural problems I would say is anything going against the rules. Anything going against the rules* (P3SC). The sentiments around behaviour problems stemming from disregard for rules and other are confirmed further by the statement of a third participant: *Behaviour problems can be related to conduct, the type of conduct that a learner displays with regard to order* (P5SA).

##### **4.2.2.3.1.2 Subcategory 2: Hindrance to teaching and learning**

Behaviour problems were also described by participants as a factor that hinders the teaching and learning process.

- *Behaviour problems are issues that teachers face in the classroom that causes hindrance to teaching and learning* (P1SA).
- *Anything that hinders teaching and learning taking place. Also, anything that is destructive towards the child or the teacher within classroom* (P4SC).

#### **4.2.2.4 Category 2: Common behaviour problems**

Throughout the interviews, participants identified numerous behaviour problems that they are faced with in the classroom. Most participants experience similar problems.

##### **4.2.2.4.1 Subcategory 1: Tardiness**

A few participants were of the opinion that tardiness was one of the common behaviour problems facing them in their classrooms.

- *Arriving late for teaching and disrupting the class (P5SA).*
- *Late coming (P1SC).*

##### **4.2.2.4.2 Subcategory 2: Bunking**

Some participants seem to have highlighted bunking as a behaviour problem that presents itself in the classrooms.

- *Bunking ... they bunk because they don't want to face me, to ask where their work is (P2SB).*
- *Well, they bunk because they don't want me to ask them where their work is (P2SC).*

##### **4.2.2.4.3 Subcategory 3: A lack of respect**

Most teachers point to a *lack of respect* as a behaviour problem that continuously arises in their classrooms

- *Learners who are rude or doesn't (sic) listen to instructions given. They don't listen to what you're saying. They're back chatting. Basically, the learners are rude, they don't have respect (P2SA).*
- *Mostly from learners, they lack respect (P7SB).*

##### **4.2.2.4.4 Subcategory 4: Minimal interest in learning**

Most teachers seem to have specified that *minimal interest in learning* is a behaviour problem as it leads to learners not doing homework or assignments/classwork, poor class attendance or that they merely just have no interest in being at school (P2SB, P5SA, and P4SB).

- *Common behaviour problems are learner's books that are not up to date ... learners who come to school unprepared by saying that homework not done (P1SA).*
- *... is walking out of class without permission ... they don't do homework (P1SB).*

- *Personally, mostly not doing the task that was given at the moment. Not doing the task. Not submitting assignments (P5SC).*
- *Not making any effort to want to be part of what's being taught to them (P4SA).*
- *Absenteeism ... lack of interest at school. I find that a of lot my learners actually just don't want to be here (P3SC).*

#### **4.2.2.4.5 Subcategory 5: Disruptiveness**

A few teachers mentioned that disruptiveness hinders their teaching.

- *Disruptiveness is a behaviour problem (P2SB).*
- *... learners being disruptive in the classroom (P1SA).*

#### **4.2.2.5 Category 3: Causes of behaviour problems**

Participants seem to consider causes of behaviour problems as social issues, progression and lack of interest in schooling.

##### **4.2.2.5.1 Subcategory 1: Social issues**

Many participants alluded to the fact that *social issues surrounding learners have influential impact on learner behaviour* (P3SC, P5SB, and P4SA).

*... It's the interaction between them, it's the interaction between one another, the society they live in, as well as their parents (P6SB).*

##### **4.2.2.5.2 Subcategory 2: Problems at home**

Some participants have indicated that the issues learners face at home could contribute to the behaviour problems they display in the classroom.

- *It could be maybe at home there's malfunctioning. Some learners are from homes where there's only a mother. Others, both parents are there, but both parents are always fighting at home. And there is no proper guidance to this child (P7SB).*
- *I think most causes could be problems at home. It could be something that happened to the learner that we are not aware of because not everything is told to us (P4SC).*

##### **4.2.2.5.3 Subcategory 3: Progression**

A few participants seem to think that the fact that *learners are progressed from one grade to the other* has an effect on their behaviour (P3SB).

- *Half the time is, mostly its learners that cannot deal with our day-to-day curriculum, it's too much for them. Because of this progression ... Joh, it's a biggest problem of disruption, delinquents, and learners not wanting to be in class. Because basically these are learners that have never even lifted a finger to pass (P4SA).*

#### **4.2.2.5.4 Subcategory 4: Lack of interest in schooling**

*Lack of interest* in schooling appears to be evident in a few participants' responses when asked what they think the causes of behavioural problems could be (P2SC, P2SB).

- *... it stems from learners who don't necessarily are interested in working (sic) ... So, they are forced to be, forced by their parents to be here. (P3SA)*

#### **4.2.2.6 Category 4: Impact of behaviour problems**

Participants' indication on what they believe the impact of behaviour problems is, is highlighted in the subcategory below.

##### **4.2.2.6.1 Subcategory 1: Taking teaching and learning time**

Many participants indicated an impact on teaching and learning time.

- *Disruptions in lessons (P3SC).*
- *Problems on your teaching and learning. Number one, it's taking the teaching and learning times. So sometimes I take ten minutes, or maybe let's say two minutes, trying to discipline them (P1SC).*
- *It slows down the teaching process a lot. Because having to take a few minutes out of your teaching time to reprimand a child, it's a lot, it throws the entire lesson off (P4SC).*

#### **4.2.2.7 Theme 2: Collaboration**

Theme 2 is discussed with regard to three different categories as reported by participants. The theme reports on information with regard to how participants would define collaborative support, collaborative support strategies provided by the school, as well as collaborative support strategies to deal with behaviour problems by the teacher.

**Table 4.24: Collaboration**

| Theme         | Categories                                                                  | Subcategories                                                                                                                                                                           |
|---------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Collaboration | Defining collaborative support                                              | <ul style="list-style-type: none"> <li>• Parental involvement, the learner and the school</li> <li>• Support from outside</li> <li>• Different role players working together</li> </ul> |
|               | Collaborative support strategies by school                                  | <ul style="list-style-type: none"> <li>• Grade head, deputy and principal</li> <li>• Companies and organisations</li> </ul>                                                             |
|               | Collaborative support strategies to deal with behaviour problems by teacher | <ul style="list-style-type: none"> <li>• Colleagues</li> <li>• Parents</li> </ul>                                                                                                       |

#### **4.2.2.7.1 Category 1: Defining collaborative support**

Participants' definitions of collaborative support differ. However, the involvement of parents, learners and teachers seem to be constant in their definitions. Participants also appear to be aware of the fact that collaborative support somehow involves others, be it from role players from outside or from inside the school.

##### **4.2.2.7.1.1 Subcategory 1: Parent involvement, the learner, and the school**

Some participants have indicated that their understanding of collaboration involves parents, teacher, learners, the school and management working together

- *For me it should be teacher to teacher, parent, child sort of ring. It should form a ring. Once there's a gap, that ring will never close to form one again (P4SA).*
- *My understanding of collaborative support is the parent involvement, the learner, and the school or educators as a whole (P2SA).*
- *Collaborative support. Teachers, learners working together. Teachers and management working together. All-in-all, to get one goal (P4SC).*

##### **4.2.2.7.1.2 Subcategory 2: Support from outside**

A few participants understood collaboration as some form of support even if it is support from outside structures.

- *Collaborative support I would think is if we use someone or something outside of our normal class structure to help us understand the lessons and the concepts that we are dealing with more (P5SC).*

#### **4.2.2.7.1.3 Subcategory 3: Different role players working together**

A few participants simply identified collaboration as different role players working together.

- *Collaborative support is where different role players come together and they work to make teaching and learning effective (P1SA).*

#### **4.2.2.7.2 Category 2: Collaborative support strategies by schools**

Some participants seem to allude that the *schools do promote collaborative support strategies to support teachers* with regard to behaviour problems. Some participants also believe that the strategies offered by the schools are sufficient (P3SA, P2SC). A few of the other participants seem to highlight support strategies offered by schools but not necessarily with regard to behaviour problems (P2SB).

##### **4.2.2.7.2.1 Subcategory 1: Grade head, deputy and principal**

Few participants highlighted that the collaborative support strategies offered by their schools included their grade heads, the deputy principal and the principal.

- *Definitely. There's a lot of strategies that are in place that assist with behavioural problems. So, we've got the grade head, then the deputy, then the principal. But before we do that, we speak to the grade head. The grade head will help assist how to make a decision (P4SC).*

##### **4.2.2.7.2.2 Subcategory 2: Companies and organisations**

A few participants have highlighted that support is provided by companies and organisations.

- *The school engages in, or partners with, a lot of companies or organisations that help with feeding learners, the feeding scheme that would help with the uniform learners would wear so financially would help learners, they would also help learners in terms of substance abuse at school but when it comes to behavioural problems, I am not aware any support that the school is providing (P4SB).*

#### **4.2.2.8 Category 3: Collaborative support strategies to deal with behaviour problems by teachers**

##### **4.2.2.8.1 Subcategory 1: Colleagues**

Some teachers have pointed out that they use colleagues to support them in their classrooms when needing assistance with behaviour problems. These colleagues range from fellow teachers to grade heads, deputy principals and principals (P5SB, P1SC).

- *Behaviour problems. So, I would ask my colleagues to monitor specific learners that I feel have problems. And then I would ask them, maybe the child is not comfortable talking to me about whatever is bothering them, and I would ask them to speak to the learner and then we will share information and we will share strategies on how to deal with specific learners. If that makes sense to you (P5SC).*
- *If there's an incident that takes place, I call ... I deal with the problem first, and if maybe it goes beyond, then I call my head grade to come in and intervene and help me to overcome the situation. So, I get support from my grade head and my fellow colleagues (P1SC).*

##### **4.2.2.8.2 Subcategory 2: Parents**

Participants mention that they turn to parents for support when it comes to learner behaviour as a form of a collaborative support strategy that they would employ (P1SA, P2SA, P1SB, P7SB)

- *You know, for me, I use ... What do you call it? What can I call it? I call it aggressive collaborative support whereby if the child misbehaves, I'll call the parents on that time, right in front of the class (P6SB).*
- *Most of my teaching years I was a grade head and I served on the disciplinary committee. And what we would normally do is I would call the parent immediately to make the parent aware of the child's misdemeanours or misbehaviour. And I would call parents on committing to change the behaviour of the learner. So that is the type of collaborative support I would instil. Yes. And I would also inform the head of the institution, which is the principal, to also be on board so that he knows, or she knows what are the challenges facing certain learners (P5SA).*

#### 4.2.2.9 Theme 3: Role players

**Table 4.25: Role players**

| Theme        | Categories         | Subcategories                                                                                                                                                                                        |
|--------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Role players | Parental support   |                                                                                                                                                                                                      |
|              | Other role players | <ul style="list-style-type: none"><li>• School Governing Body</li><li>• School-Based Support Team</li><li>• District-Based Support Team</li><li>• Yellow Ribbon Foundation</li><li>• SANCA</li></ul> |
|              | Educator's role    |                                                                                                                                                                                                      |

##### 4.2.2.9.1 Category 1: Parental support

Most participants alluded to the fact that parental support is not something that is practiced, as parents do not really fulfil their roles (P7SB).

- *Some of our parents, when they come in here some of them are helpless. They sort of have given up. Because it seems like our learners, most of them who have behavioural problems, it stems from the home front. Some of them, they actually lament the fact that at home the children are doing the same. So, some of them have actually abdicated their parental duties to somebody else. And like I was indicating as well, most of our, no, not most, but some of our parents would not take the responsibility head on when a child is misbehaving. Because it will also ... It's like an effort to say we don't know what to do, maybe you can help. So, we want to move away from that helplessness of parents abdicating the duties of, her duties or their duty onto the school (P5SA).*
- *I don't want to lie. Most of the parents, they're not assisting. So absolutely, even if we write letters, they don't respond well. Sometimes some of the parents they change numbers and they never come to the school to update things (P6SB).*
- *What support do parents provide with regards to managing the learner behaviour? Normally ... But at our school parents don't really ... But they do come if maybe the learner's been called for their behaviour in school. Parents do what, they go through their learner's book in most cases and they to come to school and they do attend the meetings. And also, they do what ... Whatever the strategy that we have as a teacher, they support us (P1SC).*

- *It depends on the parent. We have different kinds of parents. We've got parents that come in and help, or you can say if we call the parent in and they want help and they're are also okay with us doing a punishment or something, for example detention, they'll be fine with it. And then you get other parents that just don't care. So, you can send home a letter to a parent and you could get a response where the parent will come immediately the next day, and there's others that just will never ever come (P3SC).*

#### **4.2.2.10 Category 2: Support from other role players**

##### **4.2.2.10.1 Subcategory 1: SGB**

Some participants indicated that the SGB is a role player that is active and willing to assist with behaviour problems.

- *Yes, our school governing body is active, even when we have behaviour problems (P2SB).*
- *The school governing body does provide us with help when we have behaviour problems, the head of the SGB is normally on the school premises (P5SB).*

##### **4.2.2.10.2 Subcategory 2: SBST**

A few participants identified the SBST as role players in dealing with behaviour problems.

- *Yes, definitely. We do have grade heads. We have got a very, very solid system when it comes to dealing with behavioural problems or discipline problems. We do have strong teachers. We do have a school-based support team; they are very vigilant when it comes to helping learners ... we through our school-based support team we refer the learner (P5SA).*

##### **4.2.2.10.3 Subcategory 3: DBST**

Many participants mentioned the DBST as a role player that does not collaborate when dealing with behaviour problems.

- *We do have the district-based support team, although not always helpful, but they are there and we are being promised that they are there to support (P5SA).*
- *The district-based support team doesn't provide support for learners with behaviour problems (P2SB).*
- *District? They don't provide support (P4SA).*

#### **4.2.2.10.4 Subcategory 4: Yellow Ribbon Foundation**

Some participants referred to the fact that a community organisation by the name of the Yellow Ribbon Foundation plays an immense role in collaborating with schools especially when dealing with drug abuse specifically, as well as eradicating drug use in community schools.

- *Yes. YRF, the Yellow Ribbon Foundation, right on our doorstep. They help us with the testing of, and also galvanising homework completion and also behavioural problems which are drug related or substance related. (P5SA).*
- *As the Yellow Ribbon Foundation, they're basically based on, their basic function is substance abuse. But what they do is they assist us with learners with behavioural problems. They do the background check, they do the family check and come up with a strategy of getting the learners into working mode again (P2SA).*

#### **4.2.2.10.5 Subcategory 5: SANCA**

Some participants have also indicated that collaboration with SANCA (South African National Counsel for Alcoholism) when dealing with drug abuse in schools

- *So, we do have YRF which we're working closely together and they do the testing for us and then they put the learners on programme. Or else we have SANCA. SANCA, which is in Extension 7, we refer our learners there. But that is in the event of YRF not being able to assist. But they're always helpful, they do come on board (P5SA).*
- *Yes. For example, when we find out a learner is maybe using cannabis or something, we send them to SANCA and then SANCA would give us a report. And based on that report we will then allow a learner back into school or we will then take further steps if necessary (P5SC).*

#### **4.2.2.11 Category 3: Educator's role**

Most participants stated that their role is to follow the code of conduct.

- *Supporting. As far as supporting is concerned, first of all we are trying, me, I am trying to first get them to follow the code of conduct (P3SA).*
- *As a teacher I think our role is to keep the code of conduct updated all the time to help when it comes to behaviour in supporting. Because every year comes with its new challenges. Yes, we do have a fixed code of conduct, but there's a new thing that comes across every year (P1SA).*

- *So, I will always be there, I will do intervention and I will also not forgetting (sic) that our code of conduct is also the one that needs to be considered when we come to making sanctions with regards to misbehaviour (P5SA).*

#### **4.2.2.12 Theme 4: Disciplinary techniques**

**Table 4.26: Disciplinary techniques**

| Theme                   | Categories          |
|-------------------------|---------------------|
| Disciplinary techniques | Corporal punishment |

##### **4.2.2.12.1 Category 1: Corporal punishment**

Many participants referred to corporal punishment.

- *For me corporal punishment seems to be still working. Although it's outlawed or banned or whatever they say, it can't be used anymore, but I feel that's one of the ways that is still working. Ruling with fear, that is the only thing our learners understand. When you rule with fear, when they're scared of you, they seem to behave. But the minute there's no fear for a person, behaviour goes out the door (P2SA).*
- *You scream and you shout at the children sometimes you go over to punishing, to corporal punishment (P5SB).*
- *Because, you see what happens is you discipline a child at school, then that child takes it and turns it around and he says, no, but the teacher assaulted against me (P5SC).*
- *Learners with behaviour problems, in most cases when they are wrong at school, their parents will come to fight teachers before even looking at what was the cause of the conflict between the learner and the teacher. They always support learners. The district also, they said no corporal punishment. Even if you didn't instil corporal punishment to the learners, but they will still support the learners. So, teachers, you have no support or no guidance to say if you are facing this challenge, this is what you must apply. So, you don't even know what to do (P7SB).*

In the next section the data collected from the quantitative and qualitative phases were integrated and interpreted and discussed concurrently.

### **4.3 Interpretation and discussion of integrated findings**

The findings of this research were derived from two sets of data collected, namely a Likert-scale questionnaire and interviews. The findings of both these phases are integrated in the discussion

that follows. Based on the literature review, a Likert-scale questionnaire was developed which consisted of six sections: Section A, B, C, D, E and F, as well as an interview schedule. It is also important to note that when reference is made to the quantitative results it includes the participants of the qualitative results as they were part of the quantitative and qualitative phases. Thus, the term respondents are inclusive of participants, but when the term participants are used it will only refer to the participants who participated in the qualitative phase.

#### **4.3.1 Biographical background of both phases**

Based on the biographical information of the quantitative and qualitative phases it seems that the age of the respondents and participants range between the ages 20 to 65 years. Years of experience included 0 years to more than 30 years in both phases of this study. Based on this data it can be assumed that respondents and participants had enough lifetime and professional experience to make valuable and valid contributions to the study. A variety of subjects taught were also presented in this study which ensures that the perspectives on behaviour problems were sufficiently addressed.

#### **4.3.2 Behaviour problems**

In essence, the literature defines behaviour as the manner in which a person acts or conducts himself or herself, especially in relation to others (UNESCO, 2000; cf. 2.2). In the context of this study it was important to determine how teachers view problematic behaviour of learners in secondary schools. The literature, as well as the participants in this study, alluded to behaviour problems in the classroom as being generally defined as a factor that hinders teaching and learning (cf. 4.2.2.3.1; cf. 2.4). Furthermore, the findings of this research indicated that respondents (88%) and most participants specified that they experience behaviour problems in their classrooms. Both respondents and participants identified behaviour problems as behaviour that is generally considered unacceptable (Krucik, 2015; cf. 4.2.2.3.1). This is reflected in one participant's words: *Learners who are acting in a wrong way* (P3SB).

In an empirical study conducted by Tiwari (2014), the findings highlighted the following behaviour problems in the classroom: bullying, fighting, teasing, stealing, truancy, disobedience and insubordination, lying, cheating, lateness, rudeness, destructiveness and drug or alcohol addiction. These behaviours display some similarity to the behaviour problems identified in this study as indicated in Table 4.12 (cf. 4.2.1.4). However, the following types of behaviour problems are reported by the respondents and participants to occur in their classrooms. These behaviours included tardiness, bunking classes and school, lack of respect, minimal interest in learning, and disruptiveness (cf. 4.2.2.4; cf. 4.2.1.4.2). Respondents (cf. 4.2.1.4.2) and participants (cf. 4.2.2.10.4) seem to believe that drug abuse is a main contributing factor in the display of these

behaviour problems. Lander, Howsare, and Byrne (2013) suggest that substance abuse can significantly influence child development, and the likelihood that the child will struggle with emotional and behavioural problems as a consequence is a prominent consequence. Liberante's (2012) research confirms that learners involved in drug use often exhibit problematic behaviour in the classroom.

In addition, Krucik (2015) makes known that behaviour problems may occur from life events or family situations meaning a learner may display poor behavioural outbursts due to family conflict, struggle with poverty, anxiety, or something that is often overlooked, such as death in the family. This correlates with Bronfenbrenner's bio-ecological systems theory that states that the development of children are believed to take place in a nested system, in which the micro, meso, exo, and macrosystems interact with the chronosystem while all systems influence one another (Donald et al., 2014; cf. 2.3). How Bronfenbrenner's bio-ecological system influences behaviour can be seen in the findings of this study. Some of his systems and how they influence behaviour were apparent in the responses made by participants. Firstly, the microsystem is comprised of those who are closest to the learner, such as the family, the school or peer groups as they form part of the immediate environment and the activities, roles and relationships which are directly linked to the learner (Bronfenbrenner, 1994; Donald et al., 2014; Nel, 2013; Swart & Pettipher, 2019). In this instance, participants pointed out that behaviour problems are influenced by problems at home (cf. 4.2.2.5.2) as they have highlighted that parental tiffs as possibly influencing behaviour problems. The second level or system is what Bronfenbrenner (1977, 1979, 1986) refers to as the meso-system. The meso-system refers to the interactions and relationships between microsystems (Donald et al., 2014). In this instance participants referred to social issues (cf. 4.2.2.5.1). Many participants alluded to the fact that social issues surrounding learners have an influential impact on learner behaviour (cf. P3SC, P5SB, P4SA and P6SB; cf. 4.2.2.5.1). Participants have also indicated how the exo-system influences behaviour. The exo-system is defined by Bronfenbrenner (1979, p. 25) as consisting of one or more environments in which an individual, is not necessarily directly involved as an active participant, but may influence or be influenced by what happens in the settings. Therefore, this system may influence or be influenced by what happens in settings and relationships that directly influence the learner (Donald et al., 2014; Nel, 2013; Swart & Pettipher, 2019). Participants made reference to this system by highlighting the effect that progression and the inability to deal with the curriculum (cf. 4.2.2.5.3) has on behaviour, *Half the time is, mostly its learners that cannot deal with our day-to-day curriculum, it's too much for them. Because of this progression ...* (P4SA).

Respondents have also indicated that due to behaviour problems in their classroom they spend a significant amount of time dealing with behaviour issues (cf. 4.2.1.4), whereas participants have indicated that the implication of behaviour problems in their classrooms is that it takes away from

their class time, affecting teaching and learning (cf. 4.2.2.6.1). Literature also affirms that behaviour problems in the classroom affects optimal teaching and learning and has a negative effect on other learners' learning, (MSPBS, 2012; cf. 2.4). An assumption can therefore be made that behaviour problems is a barrier to learning. This is in accordance with Donald et al. (2014) who highlighted that barriers to learning can be defined as any hindrances experienced by learners that affect their ability to learn.

Collaboration was a central focus of the study and will therefore be addressed next.

### **4.3.3 Collaboration**

In the support process of learners who display behaviour problems, collaboration is a critical feature in this study. Collaboration as a concept is being referred to as working together, as a team (DoE, 2005). Collaborative support has been understood by most participants in the same manner (cf. 4.2.2.7.1). Participants referred to collaborative support as different role players working together (cf. 4.2.2.7.1.3). This definition is reflected in the following statement: *"Collaborative support. Teachers, learners working together. Teachers and management working together. All-in-all to get one goal"* (P4SC). Participants are also aware that collaborative support can be provided from external entities such as community-based organisations (cf. 4.2.2.7.1)

Nevertheless, the findings of the quantitative phase showed that when respondents were asked how often they experience collaboration with regard to behaviour problems, it appears as if they have never experienced collaboration (cf. 4.2.1.5.1). However, all respondents indicated that they have discussions with colleagues when they encounter a learner who is experiencing behaviour problems, such as sharing concerns about the learner (cf. 4.2.1.5.1). Yet, 16 (38%) respondents pointed out that they have never consult with experts with regard to behaviour problems; eight (19%) respondents indicated that they, as teachers, never work together as a team to support learners who experience behaviour problems; eleven (26%) respondents indicated that they do not work together with others to create a shared understanding to better support a learner with behaviour problems. With regard to shared decision-making, 21 (50%) respondents pointed out that they never participate in shared decision making and twelve (29%) respondents specified that they never share resources with colleagues and other experts with regard to information or techniques to deal with behaviour problems. These findings imply that the respondents have never participated in collaborative practices within their schools or maybe do not have a comprehensive idea of what collaboration entails (cf. 4.2.1.5.1). The contradiction with this is that participants believe that their schools provide sufficient collaborative support strategies (cf. 4.2.2.7.2). The findings of this is intriguing, as participants seem to understand what the word collaboration 'means' as reflected by Swart and Pettipher (2017), who describes collaboration as a process of shared creation: where two or more individuals with complementary skills interacting

to create a shared understanding that neither had previously processed or could have come to on their own (cf. 4.2.2.7.1). Yet some claim that they have never participated in collaborative practices and still somehow feel that their schools provide collaborative support (cf. 4.2.2.7.2).

During the study, respondents were asked how frequently they experienced collaboration with the focus being placed on the SIAS process, which is the policy being applied by the DBE to support learners (DBE, 2014; cf. 5.2). Besides the SIAS process being policy, literature (cf. 5.2) affirms that the SIAS process (DBE, 2014) is an import strategy to identify barriers to learning. However, none of the participants during their interviews specified that they have used the SIAS to identify behaviour problems in a collaborative manner. Contrary to the findings of the interviews, a few respondents have specified the use of collaboration during the completion of the different stages of the SIAS process (cf. 4.2.1.5.2), while some respondents indicated that they have never experienced collaboration regarding the completion of the different stages of the SIAS process (cf. 4.2.4.5.2). Furthermore, some participants have alluded that they depend on colleagues and parents in collaborative support strategies when dealing with behaviour problems (cf. 4.2.2.7.2). In the response to how frequently role players are involved in collaborative support when dealing with behaviour problems (cf. 4.2.1.7), some respondents specified once to twice a month with the different role players listed in the questionnaire (i.e., teachers, principals, health experts, parents/caregivers, district officials, DoE officials, administration staff at school, religious leaders, SGBs, SSRCS). This could pose the question that if participants collaborate with other role players, why would they seemingly not collaborate so frequently with each other when using the SIAS.

Nonetheless, the findings of this study show that when respondents were requested to rate the importance to engage in collaborative practices when supporting learners with behaviour problems on a scale of 1 to 5 (1 being not important and 5 being extremely important) only 1 (2%) seemed to believe that it is not important, while n=41 (99%) of respondents perceived it to be more or less important (cf. 4.2.1.6). This is an important finding of the study because in a collaborative support process, a community of care should be built, where everyone linked to the learner, including the learner, work together (Loop, 2017). Building a community of care in this study means that collaboration takes place when an educator works alongside other adults/colleagues, such as other educators, professionals, the school's administration and parents to make sure that the best support plan is compiled for a learner with behaviour problems, but also by an educator encouraging learners to work together (Loop, 2017). Conversely, when respondents were requested to rate their own ability to work in collaboration with other role players when supporting learners with behaviour problems on a scale of 1 to 5 (1 being not important and 5 being extremely important), 1 (2%) alluded to it not being important and n=41 (99%) of participants believe that it is more or less important. Schoeman (2012) raised the concern that teachers are ignorant to their role within collaborative partnerships with regard to the support of

learners. This is also evident in this research and thus it can be assumed that respondents and participants are aware of the importance of role-player involvement, but have not yet established their own relevance in this process or have little understanding what their role necessitates. Most participants stated that their role in collaboration, when supporting learners with behaviour problems, was aimed at successfully implementing and upholding the schools' code of conduct (cf. 4.2.2.11). No participant mentioned the fact that their role in collaboration involved working with others. Collaboration in education can benefit everyone who has a stake in the school setting (Loop, 2017) (cf. 2.5), and in the context of this study it can assist in the identification of behaviour problems and the successful role out of collaborative support to deal with such behaviours.

As different role players are an important feature of effective collaboration (cf. 2.6) this was identified as a critical theme in the context of this study.

#### **4.3.4 Role players**

Nel (2013) defines collaboration in the inclusive education context as a sharing community that involves all role players that are connected to the school, including: parents, district officials, administrative staff, learners, teachers, principals, policymakers, funders, and educational leaders. These role players should be involved in, but not limited to, collaborative practices that involve regular teacher discussions regarding teaching practice, sharing resources, team teaching, shared-decision making, teacher observation and teacher teaching (Swart & Pettipher, 2016). The purpose of role player engagement in collaborative practices are essential to the support of learners as indicated in accordance to the SIAS document (DBE, 2014) and for the purpose of this study, support to learners with behaviour problems. Most respondents have identified that all role players (namely, teachers, principals, medical experts, parents/caregivers, district officials, DoE officials, administration staff at school, religious leaders, SGBs, and SSRCS) are more or less important in the support of learners with behaviour problems, as illustrated in the quantitative findings (cf. 4.2.1.8). This was affirmed in the participants' responses about who they believe should be the key role players in supporting learners with behaviour problems (cf. 4.2.2.9) which participants specified as parents, the SGB, SBST and DBST. Some participants also mentioned community-based organisations such as the Yellow Ribbon Foundation and SANCA, who participants believe to be key role players in supporting learners with behaviour problems (cf. 4.2.2.9).

However, the findings of role player involvement seemed to point toward minimal collaborative support when dealing with learners who experience behaviour problems. This can be confirmed by the quantitative findings where respondents had to indicate the frequency of role player involvement (cf. 4.2.1.7).

Parental involvement is fundamental as stated in Section 24(1)(a) of the South African Schools Act 84 of 1996, which attempts to enforce cooperative governance in schools. Yet, the findings of this study seem to reflect a low frequency of parent/caregiver involvement in collaborative support when dealing with learners who experience behaviour problems, with twenty-six (62%) respondents specifying once to twice a month, 5 (11%) once a week, three (7%) three to four times a week and only 2 (5%) indicating that collaboration takes place on a daily basis. Six respondents (14%) did not specify their frequency of collaborative practices which could be due to collaboration not taking place at all (cf. 4.2.1.7). This is corroborated by the responses provided by participants: *I don't want to lie. Most of the parents, they're not assisting. So absolutely, even if we write letters, they don't respond well. Sometimes some of the parents they change numbers and they never come to the school to update things* (P6SB) (cf. 4.2.2.9.1).

With regard to the SGB as a role-player, most participants appear to believe that the SGB as a role player is active and willing to assist with behaviour problems: *Yes, our school governing body is active, even when we have behaviour problems* (P2SB). However, n=4 (10%) of respondents have failed to indicate the frequency in which the SGB is involved in collaboration when dealing with behaviour problems, while 90% of respondents indicate some level of collaborative involvement from the SGB when dealing with behaviour problems (cf. 4.2.1.7). According to the Basson, Mestry, & Mestry (2019), the relationship with the SGB plays a key role in the drive for school improvement. Bayat, Louw, and Rena (2014) affirm that an effective governing body acts as a critical partner and should also provide support where it is needed.

The SBST is an important structure within the schooling system with regard to provision of support and reasonable accommodations for children with support needs (DoE, 2001; DBE 2018; Masango, 2013). However, only a few participants seem to identify the SBST as role players in dealing with behaviour problems (cf. 4.2.2.10.2). On the other hand, respondents have identified the DBST as a role player, but according to participants they do not assist in collaboration when dealing with behaviour problems, *District? They don't provide support* (P4SA) (cf. 4.2.2.10.3). Yet, 28 (67%) respondents recognised the officials of the DBE's involvement as very important in collaboration when dealing with behaviour problems. Thus, it seems that respondents are aware of the importance of the DBST (cf. 4.2.1.8), yet 69% participants were explicit in their assertions that they receive no support from the DBST when dealing with behaviour problems (cf. 4.2.1.7). A similar finding was found in a mixed methods study conducted by Makhalemele and Nel (2016), where the findings highlighted that the participants experienced a variety of challenges in effectively executing their functions and one such challenge was the lack of adequate training of DBST members and an insufficient awareness of the role that the DBST play in school communities.

### 4.3.5 Disciplinary techniques

Within inclusive education (cf. 2.9), socio-ecological support is emphasised (cf. 2.3), where it is important to explore personal and contextual factors that could play a role in a learner's behaviour problems. Moreover, different role players in a collaborative support process are regarded as critical to deal with behaviour problems. This appears to be acknowledged by the respondents and participants (cf. 4.3.4.). However, participants still appear to struggle to deal or manage behaviour problems in their classrooms and therefore seem to prefer disciplinary techniques, and more specifically corporal punishment, as a method to assist in dealing with behaviour problems (cf. 4.2.2.12), even though it is against the law according to the South African Schools Act (No. 84 of 1996), under Section 10. This is evident in the following quote:

*For me corporal punishment seems to be still working. Although it's outlawed or banned or whatever they say, it can't be used anymore, but I feel that's one of the ways that is still working. Ruling with fear, that is the only thing our learners understand. When you rule with fear, when they're scared of you, they seem to behave. But the minute there's no fear for a person, behaviour goes out the door (P2SA) (cf. 4.2.2.12.1).*

The reason for this could be that the participants seem to feel that they are not supported when dealing with learners who have behaviour problems. Parents will fight with teachers about their children's behaviour and the district expects teachers to support learners with behaviour problems without guiding them on 'what to apply' (cf. 4.2.2.12.1). Thus, the participants *don't even know what to do* (P7SB) (cf. 4.2.2.12.1). However, corporal punishment is described as any physical action that hurts a child in the name of discipline (Gudyanga, Mbengo, & Wadesango, 2014). Therefore, the main goal of the banning of corporal punishment was to reduce and ultimately eliminate all physical punishment of children, as well as raise public awareness of violence against children and ultimately reduce societal tolerance of it (Gershoff & Durrant, 2020). Yet, participants' view on this was that the DoE took away corporal punishment but had no other replacement for dealing with behaviour, leaving teachers feeling unaided when dealing with behaviour problems (cf. 2.3; 4.2.2.12.1). Makoelle (2014) affirms that it is essential for teachers to be supported during the process of transformation and change, as they need to be motivated to ensure their commitment to the process of change.

## 4.4 Conclusion

This chapter presented the findings as well as an integrated discussion of the qualitative and quantitative data. The following chapter discusses the implications of these findings and how they answered the research questions outlined in Chapter 1. A summary is also provided of the limitations encountered during the study and recommendations are made for further research.



## **CHAPTER 5 SUMMARY OF THE FINDINGS, CONCLUSION, RECOMMENDATIONS AND LIMITATIONS OF THE STUDY**

### **5.1 Introduction**

The EWP6 (2011) outlines that an inclusive education and training system needs to provide holistic and integrated support provision through inter-sectorial collaboration to learners who experience barriers to learning (DoE, 2001). During this study, barriers to learning were defined as any hindrances experienced by learners that affect their ability to learn (Donald et al., 2014). Bell et al. (2019) express that a negative display of behaviour or behaviour problems, generally has an immense impact on successful learning in the classroom, ultimately leading to disruptive classroom behaviours, which could result in overt actions in the classroom that disturb the teacher and/or other learners. Hence, the purpose of my research was to explore the perspectives of secondary school teachers regarding collaborative support to learners with behaviour problems. To answer my research question, I completed a literature review and empirical study. The empirical study consisted of both a qualitative and quantitative phase, i.e. a concurrent mixed-methods research study (cf.1.6.2, 3.2).

In this chapter, the primary research question as well as the secondary research questions, outlined in Chapter 1 (cf. 1.2, 1.4), are answered according to the findings of the literature review and empirical study. This will be followed by recommendations, possible contributions and limitations I came across during my study. Recommendations for further research are also provided.

### **5.2 Overview of the study**

In Chapter 1, I provided the background and rationale to my research. This included the main research question, the primary research questions and the purpose of the study. An overview of the research design and methodology was also provided. The primary research question that guided this study was: What are secondary school teachers' perspectives on collaborative support to learners with behaviour problems?

Chapter 2 included a literature review where behaviour was contextualised. In this chapter, Bronfenbrenner's bio-ecological systems model was also studied with the purpose of understanding the impact of relationship between the various systems on behaviour. Furthermore, barriers to learning were also investigated and how they can result in behaviour problems.

Chapter 3 consisted of a detailed discussion of the research methodology which included the research design, the sample, data collection methods, procedures and analysis, as well as the ethical guidelines I utilised in conducting this research.

In Chapter 4, I provided the findings of the Likert-scale questionnaire in the quantitative and interviews I conducted in the qualitative phase. This was followed by an integrated discussion of both phases' findings.

### **5.3 Findings from the literature review**

The most important findings from the literature review that directly answer the secondary questions (cf. 1.4) are presented below. These findings ultimately provide answers in relation to the perspectives of secondary school teachers regarding collaborative support to learners with behaviour problems

#### **5.3.1 What is understood as behaviour?**

Behaviour is defined in various ways. UNESCO (2000) defines behaviour as the way in which an individual behaves, acts or conducts themselves. However, within societal norms, it can be described as the manner in which one treats others or things (such as their belongings). Consequently, behaviour is the way an individual act towards people, society or objects. According to Wang et al. (2018), behaviour is influenced (directly or indirectly) by both personal and environmental factors, be it positive or negative.

#### **5.3.2 What influences learner behaviour?**

In the attempt to understand what influences learner behaviour, it was necessary to look at factors that ultimately influence behaviour. Therefore, Bronfenbrenner's bio-ecological model was investigated, with the attempt to provide a comprehensive and clearer understanding of how personal and environmental factors could affect the behaviour of learners. The ecological systems model of development proposed by Bronfenbrenner (1979, 1994, 2005) see the child as part of a process of interactions influencing their development. The bio-ecological systems theory investigates the development of children, which is believed to take place in a nested system, in which the micro, meso, exo and macrosystems interact with the chronosystem while influencing one another (Bronfenbrenner, 2005; Donald et al., 2014). This simply means that any malfunctioning that takes place within this nested system could lead to behaviour problems.

Literature also signposts that behaviour problems can be prompted by intrinsic and or extrinsic barriers. Barriers to learning can be defined as any hindrances experienced by learners that affect their ability to learn (Donald et al., 2014). Donald et al, (2014, p. 20) define intrinsic barriers to

learning as factors that are essentially or inherently 'within' the person, this form of barrier manifest itself within a person, these include medical conditions and medical disabilities such as visual and hearing impairments, various physical impairments and neurological conditions (DoE, 2004; Nel et al., 2016). While Donald et al. (2014, p. 20) define extrinsic barriers to learning as "factors that operate essentially from 'outside' the person", these factors could refer to or be related the meso, exo and macrosystems and how they interact with the chronosystem and with each other. It is evident that learners who experience barriers to learning are often labelled as naughty or displaying behaviour problems (Vlok, 2016).

### **5.3.3 What does collaboration entail when supporting learners with behaviour problems?**

Collaboration is referred to as the challenge of working together, as a team (DoE, 2005). Swart and Pettipher (2016) describe collaboration as a process of shared creation: two or more individuals with complementary skills interacting to create a shared understanding that none had previously processed or could have come to on their own. Nel (2013) defines collaboration in the inclusive education context as a sharing community that involves all role players that are connected to the school including parents, district officials, administrative staff, learners, teachers, principals, policymakers, funders, and educational leaders. These role players should be involved in collaborative practices that involve regular teacher discussions regarding teaching practice, sharing resources, team teaching, shared decision making, teacher observation and teacher teaching (Swart & Pettipher, 2016). In relation to collaborative practices, literature identifies several forms of collaborative approaches, namely: multidisciplinary, transdisciplinary, and interdisciplinary (Collin, 2009). These three approaches highlight different facets of collaborating, but literature alludes to transdisciplinary collaboration to be the most recommend way of collaborating. Transdisciplinary collaboration is believed to be an approach that truly deals with collaboration where the team displays the willingness to commit to collaborate, develop solutions, and learn from one another (cf. 2.6.3).

Within the scope of collaboration with key stake holders, the DBE developed the SIAS process (cf. 2.5). This process was developed to assist schools, teachers and districts in the identification and support of learners who are experience barriers to learning. The SIAS process also assists in the clarification of how learners should be supported and what form of assistance is provided to them (DBE, 2014). This should be done in a collaborative manner, as all role players would be involved some time or another within the process (DBE, 2014). There are four stages in the SIAS process (DBE, 2014) which involve collaboration from various role players (cf. 2.5.1) to ensure accurate and effective completion.

## 5.4 Empirical findings of this study

The primary research question was addressed by means of answering the three secondary research questions based on the findings of the empirical study (cf. 1.4) These answers are presented below.

### 5.4.1 What is understood as behaviour?

Respondents and participants based their definitions of behaviour problems on their personal experience and views of dealing with behaviour problems in their classrooms (cf. 4.3.2). After conducting a CFA (cf. 4.2.1.1.2), behaviour problems in this study was defined by two models, the frequency of behaviour problems (BEHPRa) and the frequency of support when dealing with behaviour problems (BEHPRb) (cf. 4.2.1.1.2.1). Some participants identified behaviour problems as the manner in which a child conducts him or herself in the classroom which is not necessarily deemed “normal” or “correct” with regard to their conduct to rules. For example, some participants mentioned that *Learners who are acting in a wrong way, like, let's say maybe learners who are rude, disrespect teachers* (P3SB); *Behavioural problems I would say is anything going against the rules. Anything going against the rules* (P3SC). Participants have also identified behaviour as issues that hinder teaching and learning (cf. 4.2.2.3). Respondents and participants have also indicated various forms of behaviour problems that they deal with. The behaviours identified were tardiness, bunking school and classes, lack of respect, minimal interest in learning and disruptiveness in the classroom and on the school grounds (cf. 4.2.1.4.2, cf. 4.2.2.4.1).

### 5.4.2 What influences learner behaviour?

Based on the perspectives of the participants in the qualitative phase, social issues, problems at home, progression and lack of interest in schooling was identified as factors that influence learner behaviour (cf. 4.2.2.5). Participants indicated that social issues surrounding learners seem to have an influential impact on their behaviour (P3SC, P5SB and P4SA). Participants also identified problems at home as an aspect that influences learner behaviour, *it could be maybe at home there's malfunctioning. Some learners are from homes where there's only a mother. Others, both parents are there, but both parents are always fighting at home. And there is no proper guidance to this child* (P7SB). Progression was also indicated as an aspect influencing behaviour. A few participants felt that progression without learners fulfilling the promotion requirements from one grade to the next has a detrimental effect on learners. Consequently, many of these learners struggle to cope with the curriculum prerequisites, in turn causing a display of behaviour problems (cf. 4.2.2.5.3).

Lack of interest in schooling appeared to be evident in a few participants' responses, when asked what they think could be causes of behaviour problems. For example, participants indicated that learners simply have no interest in their schooling (cf. 4.2.2.5.4). Respondents (cf. 4.2.1.3.2) and participants (cf. 4.2.2.10.4) also indicated drug abuse as a key contributing factor in the display of behaviour problems.

#### **5.4.3 What does collaboration entail when supporting learners with behaviour problems?**

Collaboration was consistently defined by participants as the involvement of parents, learners and teachers (cf. 4.2.2.7.1). Participants also appear to be aware of the fact that collaborative support somehow involves others, be it from role players from outside or from inside the school (cf. 4.2.2.7.1). They also mentioned that the schools promote collaborative support strategies to support teachers with regard to learners who have behaviour problems. Participants indicated role players whom they identified as key stake holders (cf. 4.2.2.9). Respondents confirm this notion in that 38% indicated that they have never collaborated with experts, such as psychologists, counsellors, SBST and DBST members. However, 38% also specified that they do collaborate with experts once to twice a month, as well as with other role players, such as colleagues (i.e. teachers).

With regard to the different stages in the SIAS, many respondents indicated that they experienced collaboration regarding the completion of the SIAS (cf. 4.2.1.4.2). Thus, it seems that most respondents are aware of the collaboration required when using the SIAS document. However, when participants were asked about collaborative strategies none indicated that they use the SIAS document in the collaborative process (cf. 4.2.2.8)

### **5.5 Conclusion**

The primary research question of this study was: What are Secondary school teachers' perspectives on collaborative support to learners with behaviour problems'?

Based on the above findings of the literature review and the empirical study, it appears that it is important that teachers need to have a clear understanding of what behaviour means and what behaviour problems entail, in order to provide appropriate and relevant collaborative support.

In general, the findings of this study seem to strongly affirm that effective collaboration is essential in order to minimise behaviour problems. However, the respondents and participants indicated that collaborative support to learners with behaviour problems is something that is not necessarily offered, by the key role players (such as the parents/ guardians, or the SBST and DBST (cf. 4.2.1.7; 4.2.2.9). Although the principle of collaborative support and inclusivity is affirmed in

departmental documents such as the SIAS document (cf. 2.5) and EWP6 (cf. 2.8), the practice as reported, reflects a different scenario where little effective collaboration occurs. The participants seemed to understand the concept collaborative support (cf. 4.2.2.7.1) and respondents were able to indicate their own ability to work collaboratively with other role players (cf. 4.2.1.6). It can therefore be assumed that respondents and participants are aware of the concept collaboration and importance of role-player involvement in collaboration. Nevertheless, some of them do not practice or engage in collaborative interaction (cf. 4.2.2.9; 4.2.1.5).

When respondents were asked how often they experience collaboration, it seems that 20% and more indicated in each in sub-question, except one, that they have never experienced collaboration (cf. 4.2.1.5.). The reason for this looks as if issues such as minimal parental involvement (cf. 4.2.2.9.1) and inadequate departmental support (cf. 4.2.5.1; 4.2.2.10.3) impede their ability and willingness to apply it. As indicated in the findings, most respondents experienced behaviour problems in their classrooms (cf. 4.2.1.4.1). During the qualitative phase participants asserted that they feel incapable when dealing with behaviour problems in their classrooms, leaving them to resort to corporal punishment in many instances, although illegal (cf. 4.2.2.12.1). Unfortunately, it seems the result of this is that learners who have behaviour problems struggle with successful learning or reaching their optimal potential (cf. 2.2), because their support needs are not effectively addressed.

In conclusion, the findings of this study demonstrated that in general, teachers believe that collaboration is important to support learners with behaviour problems, but that the effective practice of it seems to be lacking.

## **5.6 Recommendations**

The following recommendations were formulated based on the findings of my study.

- Adequate and continuous pre-service and in-service training opportunities should be made available for teachers by Higher Education Institutions and the DBE in aid of equipping them with the knowledge and skills to successfully practice collaboration when dealing with behaviour problems.
- Decreasing the teacher-learner ratio to allow for more individualised attention and support could also assist in applying effective collaboration practices.
- Teachers should be trained in using the SIAS document appropriately to document behaviour problems as a barrier in order to plan and apply sufficient and efficient support to learners with behaviour problems.

- The DBE should encourage transdisciplinary collaboration between all role players to engage in dealing with behaviour problems and supporting learners who have behaviour problems.
- The DBE must improve their efforts in allocating adequate resources (e.g. training manuals, workshops, support structures, etc.) in all schools, especially resources that could help with behaviour problems in secondary schools.
- Teachers should be encouraged by managers to attain more formal education qualifications beyond just a degree, focusing on learning support. This way they can gain more professional knowledge and skills on collaboration and learner behaviour.
- Support services should be made available to teachers who experience behaviour problems in their classrooms and to learners who display behaviour problems. Collaborative interactions with such support services may minimise the display of behaviour problems in the classroom.
- In addition, the DBE can implement an initiative aimed at putting appropriate behaviour identification systems in place in primary schools. Such a system can allow learners with behaviour problems to be identified early enough and thus the cause of the behaviour displayed can be investigated and intervened with, in order to minimise or eliminate it.

## **5.7 Possible contributions**

My research could contribute towards the following.

- Awareness amongst key stakeholders (such as learners, teachers, parents, district officials) linked to the education system of the benefits that collaborative support to learners with behaviour problems could have for the learner and the education system.
- Making the DBE aware that more effort should be put into providing more efficient practical training and workshops in place aimed at equipping teachers with the appropriate knowledge and skills to deal with behaviour problems
- Awareness amongst teachers and important role players, that collaboration when dealing with learners who display behaviour problems is important.

## **5.8 Limitations**

The following limitations were experienced in this study.

- When I planned my study, I chose the Eldorado Park area because I was familiar with the area and planned to include all seven secondary schools in the area. However, upon approaching the principals of the seven schools several times, only three principals and a

limited number of teachers in these three schools indicated their willingness to participate in the study. Nevertheless, despite the small sample, rich data was obtained.

- The quantitative phase encountered major problems. Of the possible 100 questionnaires I could have received, I only managed to get 42 useful questionnaires back which were fully and successfully completed. The low response rate could be attributed to a lack of time, teacher workload or low morale of teachers and their attitudes toward the benefits of research.
- It is also necessary to note that in addition to having a very low response rate it took almost six months to successfully collect all the questionnaires. This was due to the fact that teachers continuously complained about their workload and lack of time to complete the questionnaires.

## **5.9 Recommendations for further research**

Based on my research, the following topics are recommended for further studies:

- Strategies on how to deal with behaviour problems without using corporal punishment.
- How to deal with behaviour problems in the classroom, but also how to support learners holistically with behaviour problems.
- The benefits of continuous practical in-service training for teachers to successfully deal with behaviour problems in their classrooms.
- The depth of training in pre-service courses regarding behaviour problems.
- Early identification of behaviour problems (primary school) and the impact it has on the later schooling years.

## **5.10 Conclusion**

The purpose of this study was to explore the perspectives of secondary school teachers regarding collaborative support to learners with behaviour problems. The research question and secondary research questions set out in Chapter 1 was answered based on the findings of multiple methods of data collection which included a self-constructed Likert-scale questionnaire and semi-structured individual interviews.

The findings indicated that teachers seem to understand what collaboration is but do not successfully practice it. Teachers undoubtedly still face many challenges related to behaviour problems and hindrances it causes when attempting to ensure effective teaching and learning in their classes. It was evident that a few teachers still referred to corporal punishment as a method of dealing with behaviour. Furthermore, it appears as if teachers are not adequately trained in practicing collaboration when dealing with learners who display behaviour problems.

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## ADDENDUM A1: INFORMED CONCENT FORM FOR RESPONDENTS



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**DATE:**

### **PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM FOR TEACHERS**

**TITLE OF THE RESEARCH PROJECT:** Secondary school teachers' perspectives on collaborative support to learners with behaviour problems

**REFERENCE NUMBERS:** NWU-HS-2017-0043

**PRINCIPAL INVESTIGATOR:** Mallery. R. Devereux

**ADDRESS:** North-West University, Vaal Triangle Campus, Hendrick van Eck Blvd

**CONTACT NUMBER:** 0766832146

You are being invited to take part in a research project that forms part of my Masters Research study that is based on determining secondary school teachers' perspectives on collaborative support to learners with behaviour problems. Please take some time to read the information presented here, which will explain the details of this study. Please ask the researcher any questions about any part of this study that you do not fully understand. It is very important that you are fully satisfied and that you clearly understand what this research is about and how you could be involved. Also, your participation is **entirely voluntary** and you are free to decline to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part.

**What is this research study all about?**

- *This study will be conducted in seven secondary schools within the Eldorado Park area and will involve a likert scale questionnaire. The researcher has been trained to use the methods mentioned in the previous sentence.*
- *Approximately 280 participants will be included in this study.*
- *The objectives of this research are:*
  1. *What are understood as behaviour problems?*
  2. *What influences learner behaviour?*
  3. *What does collaboration entail when supporting learners with behaviour problems?*

### **Why have you been invited to participate?**

- *You have been invited to participate because you are a secondary school teacher from one of the secondary schools in Eldorado Park*
- *You have also complied with the following inclusion criteria:*
  - ✓ *You can communicate in English*
- *You will be excluded if:*
  - ✓ *You do not teach in Eldorado Park*
  - ✓ *You are not a secondary school teacher*
  - ✓ *You cannot communicate in English*

### **What will your responsibilities be?**

- *You will be expected to respond truthfully on the questionnaire*
- *You will be expected to spend approximately 30mins answering the questionnaire*

### **Will you benefit from taking part in this research?**

- *There are no direct benefits for you as a participant.*
- *The indirect benefit will probably be a developed understanding of secondary school teachers' perspectives on collaborative support to learners with behaviour problems*
- *This research could also influence the way collaboration occurs when learners with behaviour problems are identified*

### **Are there risks involved in your taking part in this research and how will these be managed?**

- *The risks in this study, and how these will be managed, are summarised in the table below:*

| <b><i>Probable/possible risks/discomforts</i></b>                                                 | <b><i>Strategies to minimize risk/discomfort</i></b>                                                                                                                     |
|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Time could be a factor since you will spend more or less 30 minutes completing the questionnaire. | The researcher facilitating the completion of the questionnaire will arrange a time suitable for you to collect the questionnaire. However it will be appreciated if the |

|  |                                                                  |
|--|------------------------------------------------------------------|
|  | questionnaire can be completed within two weeks of receiving it. |
|--|------------------------------------------------------------------|

- *However, the benefits (as noted above) outweigh the risk. If you disagree, then please feel free not to participate in this study. We will respect your decision.*

**Who will have access to the data?**

- *Anonymity (that is, in no way will your results be linked to your identity) is guaranteed. Confidentiality (that is, I/we assure you that we will protect the information we have about you) will be ensured by not sharing any personal information about you or your responses you give with any persons other than my supervisor and the North-West University statistician. Reporting of findings will be anonymous by not including your name or the name of the school you are employed at.*
- *Only the researcher, supervisor and statistician will have access to the data. Data will be kept safe and secure by locking hard copies in locked cupboards in the researcher's office and for electronic data it will be password protected.*
- *Data will be stored for minimum of five (5) years at the North-West University.*

**What will happen to the data?**

The data from this study will be reported in the following ways:

- Masters dissertation for post graduate studies
- Future possible publication of articles
- Future possible conference presentations

In all of this reporting, you will not be personally identified. This means that the reporting will not include your name or details that will help others to know that you participated (e.g., your address or the name of your school).

This is a once-off study, so the data will not be re-used.

**Will you be paid/compensated to take part in this study and are there any costs involved?**

No, you will not be paid/compensated to take part in the study, but refreshments (water) will be made available during your time in which you complete the questionnaire. There will thus be no costs involved in participating in this study.

**How will you know about the findings?**

- The general findings of the research will be shared with you by email.

- If you would like feedback on your personal results, then please ensure you fill in your correct details.

### Is there anything else that you should know or do?

- Please take note of the following:
  - This study involves a quantitative phase (questionnaires) as well as a qualitative phase, involving semi-structured individual interviews. When you sign this consent form you will also consent to possibly be contacted by me for an interview. For the interviews a smaller sample will be selected and therefore not all the respondents completing the questionnaire will be requested to voluntarily take part in the interviews.
- You can contact Mallery Devereux at 076 683 2146 if you have any further queries or encounter any problems.
- You can contact the chair of the Basic Sciences Research Ethics Committee (Prof Jaco Hoffman) at 016 910 3456 or Jaco.Hoffman@nwu.ac.za if you have any concerns or complaints that have not been adequately addressed by the researcher. You will receive a copy of this information and consent form for your own records.
- You will receive a copy of this information and consent form for your own records.

### Declaration by participant

By signing below, I ..... agree to take part in a research study entitled Secondary school teachers' perspectives on collaboration within an inclusive education system when supporting learners with behaviour problems:

I declare that:

- I have read and understood this information and consent form and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions to both the person obtaining consent, as well as the researcher (if this is a different person), and all my questions have been adequately answered.
- I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- I understand that what I contribute (what I report/say or write) could be reproduced publically and/or quoted, but without reference to my personal identity.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the study before it has finished, if the researcher feels it is in my best interests, or if I do not follow the study plan, as agreed to.

Signed at (*place*) ..... on (*date*) ..... 20....

.....  
**Signature of participant**

.....  
**Signature of witness**

- You may contact me again ☐ Yes ☐ No

- I would like a summary of the findings of this research ☐ Yes ☐ No

The best way to reach me is:

Name & Surname: \_\_\_\_\_

Postal Address: \_\_\_\_\_

Email: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Cell Phone Number: \_\_\_\_\_

In case the above details change, please contact the following person who knows me well and who does not live with me and who will help you to contact me:

Name & Surname:

\_\_\_\_\_

Phone/ Cell Phone Number /Email:

---

### **Declaration by person obtaining consent**

I (*name*) ..... declare that:

- I explained the information in this document to .....
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use an interpreter.

Signed at (*place*) ..... on (*date*) ..... 20....

.....  
**Signature of person obtaining consent**

.....  
**Signature of witness**

**Declaration by researcher**

I (*name*) ..... declare that:

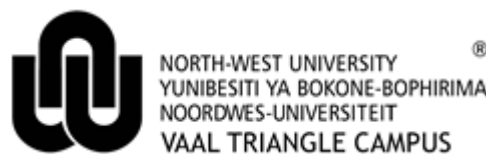
- I explained the information in this document to .....
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use a interpreter.

Signed at (*place*) ..... on (*date*) ..... 20....

.....  
**Signature of researcher**

.....  
**Signature of witness**

## **ADDENDUM A2: INFORMED CONCENT FORM FOR PARTICIPANTS**



PO Box 1174, Vanderbijlpark  
South Africa, 1900

Web: <http://www.nwu.ac.za>

**DATE:**

### **PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM FOR TEACHERS**

**TITLE OF THE RESEARCH PROJECT:** Secondary school teachers' perspectives on collaborative support to learners with behavioural problems

**REFERENCE NUMBERS:** NWU-HS-2017-0043

**PRINCIPAL INVESTIGATOR:** Mallery. R. Devereux

**ADDRESS:** North-West University, Vaal Triangle Campus, Hendrick van Eck Blvd

**CONTACT NUMBER:** 0766832146

You are being invited to take part in a research project that forms part of my Masters' research study that is based on determining secondary school teachers' perspectives on collaborative support to learners with behavioural problems. Please take some time to read the information presented here, which will explain the details of this study. Please ask the researcher any questions about any part of this study that you do not fully understand. It is very important that you are fully satisfied and that you clearly understand what this research is about and how you could be involved. Also, your participation is

**entirely voluntary** and you are free to decline to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part.

#### **What is this research study all about?**

- *This study will be conducted in seven secondary schools within the Eldorado Park area and will involve semi-structured individual interviews.*
- *The researcher has been trained to use the methods mentioned in the previous sentence.*
- *Approximately 20 participants will be included in this study.*
- *The objectives of this research are:*
  1. *What are understood as behaviour problems?*
  2. *What influences learner behaviour?*
  3. *What does collaboration entail when supporting learners with behaviour problems?*

#### **Why have you been invited to participate?**

- *You have been invited to participate because you are a secondary school teacher from one of the secondary schools in Eldorado Park*
- *You have also complied with the following inclusion criteria:*
  - ✓ *You are able to communicate in English*
- *You will be excluded if:*
  - ✓ *You do not teach in Eldorado Park*
  - ✓ *You are not a secondary school teacher*
  - ✓ *You cannot communicate in English*

#### **What will your responsibilities be?**

- *You will be expected to respond truthfully during the interview*
- *You will be expected to spend approximately 60mins answering the questions.*
- *You will have to communicate an appropriate time for the interview*

#### **Will you benefit from taking part in this research?**

- *There are no direct benefits for you as a participant.*
- *The indirect benefit will probably be a developed understanding of secondary school teachers' perspectives on collaborative support to learners with behaviour problems*
- *This research could also influence the way collaboration occurs when learners with behaviour problems are identified*

**Are there risks involved in your taking part in this research and how will these be managed?**

- *The risks in this study, and how these will be managed, are summarised in the table below:*

| <b><i>Probable/possible risks/discomforts</i></b>                                                           | <b><i>Strategies to minimize risk/discomfort</i></b>                                                                             |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Because you will spend about 60 minutes engaging in an interview, it is possible that you will become tired | The researcher facilitating your completion of the questionnaire, will give you a 10-minute break, with some refreshment (water) |

- *However, the benefits (as noted above) outweigh the risk. If you disagree, then please feel free not to participate in this study. We will respect your decision.*

**Who will have access to the data?**

- *Anonymity (that is, in no way will your results be linked to your identity) is guaranteed. Confidentiality (that is, I/we assure you that we will protect the information we have about you) will be ensured by not sharing any personal information about you or your responses you give with any persons other than my supervisor and my co-coder. Reporting of findings will be anonymous by not including your name or the name of the school you are employed at.*
- *Only the researcher, supervisor and co-coder will have access to the data. Data will be kept safe and secure by locking hard copies in locked cupboards in the researcher's office and for electronic data it will be password protected.*
- *Audio-recorded data will be sent to a transcriber who will sign a confidentiality clause (i.e., she will not be allowed to talk to anyone about any aspect of the data). As soon as data has been transcribed it will be deleted from the recorders. The transcripts will be stored on a password-protected computer. All co-coders will sign confidentiality clauses.*
- *Data will be stored for minimum of five (5) years at the North-West University.*

**What will happen to the data?**

The data from this study will be reported in the following ways:

- Masters dissertation for post graduate studies
- Future possible publication of articles
- Future possible conference presentations

In all of this reporting, you will not be personally identified. This means that the reporting will not include your name or details that will help others to know that you participated (e.g., your address or the name of your school).

This is a once-off study, so the data will not be re-used.

**Will you be paid/compensated to take part in this study and are there any costs involved?**

No, you will not be paid/compensated to take part in the study, but refreshments (water) will be made available during your time in which you engage in the interview. There will thus be no costs involved in participating in this study.

**How will you know about the findings?**

- The general findings of the research will be shared with you by email.
- If you would like feedback on your personal results, then please ensure you fill in your correct details.

**Is there anything else that you should know or do?**

- You can contact Mallery Devereux at 076 683 2146 if you have any further queries or encounter any problems.
- You can contact the chair of the Basic Sciences Research Ethics Committee (Prof Jaco Hoffman) at 016 910 3456 or [Jaco.Hoffman@nwu.ac.za](mailto:Jaco.Hoffman@nwu.ac.za) if you have any concerns or complaints that have not been adequately addressed by the researcher. You will receive a copy of this information and consent form for your own records.
- You will receive a copy of this information and consent form for your own records.

**Declaration by participant**

By signing below, I ..... agree to take part in a research study entitled Secondary school teachers' perspectives on collaboration within an inclusive education system when supporting learners with behaviour problems:

I declare that:

- I have read and understood this information and consent form and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions to both the person obtaining consent, as well as the researcher (if this is a different person), and all my questions have been adequately answered.

- I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- I understand that what I contribute (what I report/say or write) could be reproduced publically and/or quoted, but without reference to my personal identity.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the study before it has finished, if the researcher feels it is in my best interests, or if I do not follow the study plan, as agreed to.

Signed at (*place*) ..... on (*date*) ..... 20....

.....  
**Signature of participant**

.....  
**Signature of witness**

- You may contact me again

☐ Yes ☐

**No**

- I would like a summary of the findings of this research

☐ Yes ☐ No

The best way to reach me is:

Name & Surname: \_\_\_\_\_

Postal Address: \_\_\_\_\_

Email: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Cell Phone Number: \_\_\_\_\_

In case the above details change, please contact the following person who knows me well and who does not live with me and who will help you to contact me:

Name & Surname:

\_\_\_\_\_

Phone/ Cell Phone Number /Email:

\_\_\_\_\_

### **Declaration by person obtaining consent**

I (*name*) ..... declare that:

- I explained the information in this document to .....
- I encouraged him/her to ask questions and took adequate time to answer them.

- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use a interpreter.

Signed at (*place*) ..... on (*date*) ..... 20....

.....  
**Signature of person obtaining consent**

.....  
**Signature of witness**

---

### **Declaration by researcher**

I (*name*) ..... declare that:

- I explained the information in this document to .....
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use an interpreter.

Signed at (*place*) ..... on (*date*) ..... 20....

.....  
**Signature of researcher**

.....  
**Signature of witness**

## **ADDENDUM A3: INFORMED CONCENT FORM FOR PRINCIPAL (QUAN)**



PO Box 1174, Vanderbijlpark  
South Africa, 1900

Web: <http://www.nwu.ac.za>

**DATE:**

### **PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM FOR PRINCIPALS**

**TITLE OF THE RESEARCH PROJECT:** Secondary school teachers' perspectives on collaborative support to learners with behaviour problems

**REFERENCE NUMBERS:** NWU-HS-2017-0043

**PRINCIPAL INVESTIGATOR:** Mallery. R. Devereux

**ADDRESS:** North-West University, Vaal Triangle Campus, Hendrick van Eck Blvd

**CONTACT NUMBER:** 0766832146

Your staffs been invited to take part in a research project that forms part of my Masters research study that is based on determining Secondary school teachers' perspectives on collaborative support to learners with behaviour problems. Please take some time to read the information presented here, which will explain the details of this study. Please ask the researcher any questions about any part of this study that you do not fully understand. It is very important that you are fully satisfied and that you clearly understand what this research is about and how your staff could be involved. Also, your staff's participation is **entirely voluntary** and your staffs free to decline to participate. If your staff should say

no, this will not affect them negatively in any way whatsoever. Your staffs also free to withdraw from the study at any point, even they do agree to take part.

### **What is this research study all about?**

- *This study will be conducted in seven secondary schools within the Eldorado Park area and will involve a likert scale questionnaire. The researcher has been trained to use the methods mentioned in the previous sentence.*
- *Approximately 280 participants will be included in this study.*
- *The objectives of this research are:*
  1. *What are understood as behaviour problems?*
  2. *What influences learner behaviour?*
  3. *What does collaboration entail when supporting learners with behaviour problems?*

### **Why have your staff been invited to participate?**

- *Your staff have been invited to participate because your staff are a secondary school teacher from one of the secondary schools in Eldorado Park*
- *Your staff have also complied with the following inclusion criteria:*
  - ✓ *Your staff are secondary school teachers*
  - ✓ *Your staff teach in Eldorado Park*
  - ✓ *Your staff are predominantly English*
- *Your staff will be excluded if:*
  - ✓ *Your staff do not teach in Eldorado Park*
  - ✓ *Your staff are not a secondary school teacher*
  - ✓ *Your staff cannot read or write English*

### **What will your staffs responsibilities be?**

- *Your staff will be expected to respond truthfully on the questionnaire*
- *Your staff will be expected to spend approximately 30mins answering the questionnaire*

### **Will your staff benefit from taking part in this research?**

- *There are no direct benefits for your staff as participants.*

- *The indirect benefit will probably be a developed understanding of secondary school teachers' perspectives on collaborative support to learners with behaviour problems*

**Are there risks involved in your staff taking part in this research and how will these be managed?**

- *The risks in this study, and how these will be managed, are summarised in the table below:*

| <b><i>Probable/possible risks/discomforts</i></b>                                                        | <b><i>Strategies to minimize risk/discomfort</i></b>                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Time could be a factor since your staff will spend more or less 30 minutes completing the questionnaire. | The researcher facilitating the completion of the questionnaire will arrange a time suitable for your staff to collect the questionnaire. However, it will be appreciated if the questionnaire can be completed within two weeks of receiving it. |

- *However, the benefits (as noted above) outweigh the risk. If your staff disagrees, then please feel free not to participate in this study. We will respect their decision.*

**Who will have access to the data?**

- *Anonymity (that is, in no way will your staffs results be linked to their identity) is guaranteed. Confidentiality (that is, I/we assure your staff that we will protect the information we have about them) will be ensured by not sharing any personal information about your staff or their responses they give with any persons other than my supervisor and the North-West University statistician. Reporting of findings will be anonymous by not including names of staff members or the name of the school your staff are employed at.*
- *Only the researcher, supervisor and statistician will have access to the data. Data will be kept safe and secure by locking hard copies in locked cupboards in the researcher's office and for electronic data it will be password protected.*

- *Data will be stored for minimum of five (5) years at the North-West University.*

### **What will happen to the data?**

The data from this study will be reported in the following ways:

- Masters dissertation for post graduate studies
- Future possible publication of articles
- Future possible conference presentations

In all of this reporting, your staff will not be personally identified. This means that the reporting will not include your staffs names or details that will help others to know that your staff participated (e.g., your staffs address or the name of your staffs school).

This is a once-off study, so the data will not be re-used.

### **Will your staff be paid/compensated to take part in this study and are there any costs involved?**

No, your staff will not be paid/compensated to take part in the study, but refreshments (water) will be made available during your staffs' time in which they complete the questionnaire. There will thus be no costs involved in participating in this study.

### **How will your staff know about the findings?**

- The general findings of the research will be shared with educators through communication with the Principal of the school.
- The researcher will arrange with the principal for a feedback session (if educators would like to) and share the findings with them.

### **Is there anything else that your staff should know or do?**

- **Please take note of the following:**
  - **This study involves a quantitative phase (questionnaires) as well as a qualitative phase, involving semi-structured individual interviews. When you sign this consent form you will also consent to possibly be contacted by me for interviews with your staff. For the interviews a smaller sample will be selected and therefore not all the respondents**

**completing the questionnaire will be requested to voluntarily take part in the interviews.**

- You staff can contact Mallery Devereux at 076 683 2146 if you have any further queries or encounter any problems.
- You staff can contact the chair of the Basic Sciences Research Ethics Committee (Prof Jaco Hoffman) at 016 910 3456 or [Jaco.Hoffman@nwu.ac.za](mailto:Jaco.Hoffman@nwu.ac.za) if you have any concerns or complaints that have not been adequately addressed by the researcher. You will receive a copy of this information and consent form for your own records.
- Your staff will also receive a copy of this information and consent form for their own records.

**Declaration by participant**

By signing below, I ..... agree to take part in a research study entitled Secondary school teachers' perspectives on collaborative support to learners with behaviour problems:

I declare that:

- I have read and understood this information and consent form and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions to both the person obtaining consent, as well as the researcher (if this is a different person), and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and I have not been pressurised for my staff to take part.
- I understand that what my staff contribute (what I report/say or write) could be reproduced publically and/or quoted, but without reference to their personal identity.
- My staff may choose to leave the study at any time and will not be penalised or prejudiced in any way.

- My staff may be asked to leave the study before it has finished, if the researcher feels it is in my best interests, or if I do not follow the study plan, as agreed to.

Signed at (*place*) ..... on (*date*) ..... 20....

.....  
**Signature of Principal**

.....  
**Signature of witness**

- I would like a summary of the findings of this research ☐ **Yes** ☐ **No**

### **Declaration by person obtaining consent**

I (*name*) ..... declare that:

- I explained the information in this document to .....
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use an interpreter.

Signed at (*place*) ..... on (*date*) ..... 20....

.....  
**Signature of person obtaining consent**

.....  
**Signature of witness**

---

### **Declaration by researcher**

I (*name*) ..... declare that:

- I explained the information in this document to .....

- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use an interpreter.

Signed at (*place*) ..... on (*date*) ..... 20....

.....  
**Signature of researcher**

.....  
**Signature of witness**

## **ADDENDUM A4: INFORMED CONCENT FORM FOR PRINCIPAL (QUAL)**



PO Box 1174, Vanderbijlpark  
South Africa, 1900

Web: <http://www.nwu.ac.za>

### **PARTICIPANT INFORMATION                      DATE LEAFLET AND CONSENT FORM FOR PRINCIPALS**

**TITLE OF THE RESEARCH PROJECT:** Secondary school teachers' perspectives on collaborative support to learners with behaviour problems

**REFERENCE NUMBERS:** NWU-HS-2017-0043

**PRINCIPAL INVESTIGATOR:** Mallery. R. Devereux

**ADDRESS:** North-West University, Vaal Triangle Campus, Hendrick van Eck Blvd

**CONTACT NUMBER:** 0766832146

Your staffs been invited to take part in a research project that forms part of my Masters research study that is based on determining secondary school teachers' perspectives on collaborative support to learners with behaviour problems. Please take some time to read the information presented here, which will explain the details of this study. Please ask the researcher any questions about any part of this study that you and your staff do not fully understand. It is very important that you are fully satisfied and that you clearly understand what this research is about and how your staff could be involved. Also, your staff's participation is **entirely voluntary** and your staffs free to decline to participate. If your staff should say no, this will not affect them negatively in any way whatsoever. Your staffs also free to withdraw from the study at any point, even if they agree to take part.

**What is this research study all about?**

- *This study will be conducted in seven secondary schools within the Eldorado Park area and will involve semi-structured individual interviews.*
- *The researcher has been trained to use the methods mentioned in the previous sentence.*
- *Approximately 20 participants will be included in this study.*
- *The objectives of this research are:*
  1. *What are understood as behaviour problems?*
  2. *What influences learner behaviour?*
  3. *What does collaboration entail when supporting learners with behaviour problems?*

**Why has your staff been invited to participate?**

- *Your staff has been invited to participate because your staff are a secondary school teacher from one of the secondary schools in Eldorado Park*
- *Your staff has also complied with the following inclusion criteria:*
  - ✓ *Your staff are secondary school teachers*
  - ✓ *Your staff teach in Eldorado Park*
  - ✓ *Your staff are predominantly English*
- *Your staff will be excluded if:*
  - ✓ *Your staff do not teach in Eldorado Park*
  - ✓ *Your staff is not a secondary school teacher*
  - ✓ *Your staff cannot read or write English*

**What will your staffs responsibilities be?**

- *Your staff will be expected to respond truthfully during the interview*
- *Your staff will be expected to spend approximately 60mins answering the questions.*
- *Your staff will have to communicate an appropriate time for the interview*

**Will your staff benefit from taking part in this research?**

- *There are no direct benefits for your staff as participants.*

- *The indirect benefit will probably be a developed understanding of secondary school teachers' perspectives on collaborative support to learners with behaviour problems*

**Are there risks involved in your staffs taking part in this research and how will these be managed?**

- *The risks in this study, and how these will be managed, are summarised in the table below:*

| <b><i>Probable/possible risks/discomforts</i></b>                                                                         | <b><i>Strategies to minimize risk/discomfort</i></b>                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Because your staff will spend about 60 minutes engaging in an interview, it is possible that your staff will become tired | The researcher facilitating your staffs completion of the questionnaire, will give your staff a 10-minute break, with some refreshment (water) |

- *However, the benefits (as noted above) outweigh the risk. If your staff disagrees, then please feel free not to participate in this study. We will respect your staff's decision.*

**Who will have access to the data?**

- *Anonymity (that is, in no way will your staff's results be linked to their identity) is guaranteed. Confidentiality (that is, I/we assure your staff that we will protect the information we have about them) will be ensured by not sharing any personal information about you or your responses you give with any persons other than my supervisor and my co-coder. Reporting of findings will be anonymous by not including your name or the name of the school you are employed at.*
- *Only the researcher, supervisor and co-coder will have access to the data. Data will be kept safe and secure by locking hard copies in locked cupboards in the researcher's office and for electronic data it will be password protected.*
- *Audio-recorded data will be sent to a transcriber who will sign a confidentiality clause (i.e., she will not be allowed to talk to anyone about any aspect of the data). As soon as data has been transcribed it will be deleted from the recorders.*

*The transcripts will be stored on a password-protected computer. All co-coders will sign confidentiality clauses.*

- *Data will be stored for minimum of five (5) years at the North-West University.*

### **What will happen to the data?**

The data from this study will be reported in the following ways:

- Masters dissertation for post graduate studies
- Future possible publication of articles
- Future possible conference presentations

In all of this reporting, your staff will not be personally identified. This means that the reporting will not include your staffs' names or details that will help others to know that your staff participated (e.g., your staffs address or the name of your staffs' school).

This is a once-off study, so the data will not be re-used.

### **Will you be paid/compensated to take part in this study and are there any costs involved?**

No, you will not be paid/compensated to take part in the study, but refreshments (water) will be made available during your staffs' time in which they engage in the interview. There will thus be no costs involved in participating in this study.

### **How will you know about the findings?**

- The general findings of the research will be shared with educators through communication with the Principal of the school.
- The researcher will arrange with the principal for a feedback session (if educators would like to) and share the findings with them.

### **Is there anything else that you should know or do?**

- You can contact Mallery Devereux at 076 683 2146 if you have any further queries or encounter any problems.
- You can contact the chair of the Basic Sciences Research Ethics Committee (Prof Jaco Hoffman) at 016 910 3456 or [Jaco.Hoffman@nwu.ac.za](mailto:Jaco.Hoffman@nwu.ac.za) if you have any concerns or complaints that have not been adequately addressed by the

researcher. You will receive a copy of this information and consent form for your own records.

- Your staff will also receive a copy of this information and consent form for their own records.

### **Declaration by participant**

By signing below, I ..... agree for my staff to take part in a research study entitled Secondary school teachers' perspectives on collaborative support to learners with behaviour problems:

I declare that:

- I have read and understood this information and consent form and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions to both the person obtaining consent, as well as the researcher (if this is a different person), and all my questions have been adequately answered.
- I understand that taking part in this study is **voluntary** and I have not been pressurised for my staff to take part.
- I understand that what my staff contribute (what I report/say or write) could be reproduced publically and/or quoted, but without reference to their personal identity.
- My staff may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- My staff may be asked to leave the study before it has finished, if the researcher feels it is in my best interests, or if I do not follow the study plan, as agreed to.

Signed at (*place*) ..... on (*date*) ..... 20....

.....  
**Signature of principal**

.....  
**Signature of witness**

- I would like a summary of the findings of this research ☐ Yes ☐ No

### Declaration by person obtaining consent

I (*name*) ..... declare that:

- I explained the information in this document to .....
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use an interpreter.

Signed at (*place*) ..... on (*date*) ..... 20....

.....

**Signature of person obtaining consent**

.....

**Signature of witness**

---

### Declaration by researcher

I (*name*) ..... declare that:

- I explained the information in this document to .....
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use an interpreter.

Signed at (*place*) ..... on (*date*) ..... 20....

.....  
**Signature of researcher**

.....  
**Signature of witness**

## **ADDENDUM A5: INFORMED CONSENT FOR SGB CHAIRPERSON (QUAN)**



PO Box 1174, Vanderbijlpark  
South Africa, 1900

Web: <http://www.nwu.ac.za>

**DATE**

### **PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM FOR SGB (School Governing Body)**

**TITLE OF THE RESEARCH PROJECT:** Secondary school teachers' perspectives on collaborative support to learners with behaviour problems

**REFERENCE NUMBERS:** NWU-HS-2017-0043

**PRINCIPAL INVESTIGATOR:** Mallery. R. Devereux

**ADDRESS:** North-West University, Vaal Triangle Campus, Hendrick van Eck Blvd

**CONTACT NUMBER:** 0766832146

Your staffs been invited to take part in a research project that forms part of my Masters research study that is based on determining Secondary school teachers' perspectives on collaborative support to learners with behaviour problems. Please take some time to read the information presented here, which will explain the details of this study. Please ask the researcher any questions about any part of this study that you do not fully understand. It is very important that you are fully satisfied and that you clearly understand what this

research is about and how your staff could be involved. Also, your staff's participation is **entirely voluntary** and your staffs free to decline to participate. If your staff should say no, this will not affect them negatively in any way whatsoever. Your staffs also free to withdraw from the study at any point, even they do agree to take part.

#### **What is this research study all about?**

- *This study will be conducted in seven secondary schools within the Eldorado Park area and will involve a likert scale questionnaire. The researcher has been trained to use the methods mentioned in the previous sentence.*
- *Approximately 280 participants will be included in this study.*
- *The objectives of this research are:*
  1. *What are understood as behaviour problems?*
  2. *What influences learner behaviour?*
  3. *What does collaboration entail when supporting learners with behaviour problems?*

#### **Why has your staff been invited to participate?**

- *Your staff have been invited to participate because your staff are a secondary school teacher from one of the secondary schools in Eldorado Park*
- *Your staff have also complied with the following inclusion criteria:*
  - ✓ *Your staff are secondary school teachers*
  - ✓ *Your staff teach in Eldorado Park*
  - ✓ *Your staff are predominantly English*
- *Your staff will be excluded if:*
  - ✓ *Your staff do not teach in Eldorado Park*
  - ✓ *Your staff are not a secondary school teacher*
  - ✓ *Your staff cannot read or write English*

#### **What will your staffs responsibilities be?**

- *Your staff will be expected to respond truthfully on the questionnaire*
- *Your staff will be expected to spend approximately 30mins answering the questionnaire*

**Will your staff benefit from taking part in this research?**

- *There are no direct benefits for your staff as participants.*
- *The indirect benefit will probably be a developed understanding of secondary school teachers' perspectives on collaborative support to learners with behaviour problems*

**Are there risks involved in your staff taking part in this research and how will these be managed?**

- *The risks in this study, and how these will be managed, are summarised in the table below:*

| <b><i>Probable/possible risks/discomforts</i></b>                                                        | <b><i>Strategies to minimize risk/discomfort</i></b>                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Time could be a factor since your staff will spend more or less 30 minutes completing the questionnaire. | The researcher facilitating the completion of the questionnaire will arrange a time suitable for your staff to collect the questionnaire. However, it will be appreciated if the questionnaire can be completed within two weeks of receiving it. |

- *However, the benefits (as noted above) outweigh the risk. If your staff disagrees, then please feel free not to participate in this study. We will respect their decision.*

**Who will have access to the data?**

- *Anonymity (that is, in no way will your staffs results be linked to their identity) is guaranteed. Confidentiality (that is, I/we assure your staff that we will protect the information we have about them) will be ensured by not sharing any personal information about the staff or their responses they give with any persons other than my supervisor and the North-West University statistician. Reporting of findings will be anonymous by not including names of staff members or the name of the school your staff are employed at.*

- *Only the researcher, supervisor and statistician will have access to the data.*  
*Data will be kept safe and secure by locking hard copies in locked cupboards in the researcher's office and for electronic data it will be password protected.*
- *Data will be stored for minimum of five (5) years at the North-West University.*

### **What will happen to the data?**

The data from this study will be reported in the following ways:

- Masters dissertation for post graduate studies
- Future possible publication of articles
- Future possible conference presentations

In all of this reporting, your staff will not be personally identified. This means that the reporting will not include your staffs names or details that will help others to know that your staff participated (e.g., your staffs address or the name of your staffs school).

This is a once-off study, so the data will not be re-used.

### **Will your staff be paid/compensated to take part in this study and are there any costs involved?**

No, your staff will not be paid/compensated to take part in the study, but refreshments (water) will be made available during your staffs' time in which they complete the questionnaire. There will thus be no costs involved in participating in this study.

### **How will your staff know about the findings?**

- The general findings of the research will be shared with educators through communication with the Principal of the school.
- The researcher will arrange with the principal for a feedback session (if educators would like to) and share the findings with them.

### **Is there anything else that your staff should know or do?**

- **Please take note of the following:**
    - **This study involves a quantitative phase (questionnaires) as well as a qualitative phase, involving semi-structured individual interviews.**
- When you sign this consent form you will also consent to possibly be**

**contacted by me for interviews with your staff. For the interviews a smaller sample will be selected and therefore not all the respondents completing the questionnaire will be requested to voluntarily take part in the interviews.**

- You staff can contact Mallery Devereux at 076 683 2146 if you have any further queries or encounter any problems.
- You staff can contact the chair of the Basic Sciences Research Ethics Committee (Prof Jaco Hoffman) at 016 910 3456 or [Jaco.Hoffman@nwu.ac.za](mailto:Jaco.Hoffman@nwu.ac.za) if you have any concerns or complaints that have not been adequately addressed by the researcher. You will receive a copy of this information and consent form for your own records.
- Your staff will also receive a copy of this information and consent form for their own records.

### **Declaration by participant**

By signing below, I ..... agree to take part in a research study entitled Secondary school teachers' perspectives on collaborative support to learners with behaviour problems:

I declare that:

- I have read and understood this information and consent form and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions to both the person obtaining consent, as well as the researcher (if this is a different person), and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and I have not been pressurised for my staff to take part.
- I understand that what my staff contribute (what I report/say or write) could be reproduced publically and/or quoted, but without reference to their personal identity.

- My staff may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- My staff may be asked to leave the study before it has finished, if the researcher feels it is in my best interests, or if I do not follow the study plan, as agreed to.

Signed at (*place*) ..... on (*date*) ..... 20....

.....  
**Signature of SGB (School Governing Body)**      **Signature of witness**

- I would like a summary of the findings of this research      ☐ **Yes**   ☐ **No**

### **Declaration by person obtaining consent**

I (*name*) ..... declare that:

- I explained the information in this document to .....
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use a interpreter.

Signed at (*place*) ..... on (*date*) ..... 20....

.....  
**Signature of person obtaining consent**      **Signature of witness**

## Declaration by researcher

I (*name*) ..... declare that:

- I explained the information in this document to .....
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use a interpreter.

Signed at (*place*) ..... on (*date*) ..... 20....

.....  
**Signature of researcher**

.....  
**Signature of witness**

## **ADDENDUM A6: INFORMED CONSENT FOR SGB CHAIRPERSON (QUAL)**



PO Box 1174, Vanderbijlpark  
South Africa, 1900

Web: <http://www.nwu.ac.za>

### **PARTICIPANT INFORMATION**                      **DATE** **LEAFLET AND CONSENT FORM FOR SGB (School Governing Body)**

**TITLE OF THE RESEARCH PROJECT:** Secondary school teachers' perspectives on collaborative support to learners with behaviour problems

**REFERENCE NUMBERS:** NWU-HS-2017-0043

**PRINCIPAL INVESTIGATOR:** Mallery. R. Devereux

**ADDRESS:** North-West University, Vaal Triangle Campus, Hendrick van Eck Blvd

**CONTACT NUMBER:** 0766832146

Your staffs been invited to take part in a research project that forms part of my Masters research study that is based on determining secondary school teachers' perspectives on collaborative support to learners with behaviour problems. Please take some time to read the information presented here, which will explain the details of this study. Please ask the researcher any questions about any part of this study that you and your staff do not fully understand. It is very important that you are fully satisfied and that you clearly understand what this research is about and how your staff could be involved. Also, your staff's participation is **entirely voluntary** and your staffs free to decline to participate. If your

staff should say no, this will not affect them negatively in any way whatsoever. Your staffs also free to withdraw from the study at any point, even if they agree to take part.

### **What is this research study all about?**

- *This study will be conducted in seven secondary schools within the Eldorado Park area and will involve semi-structured individual interviews.*
- *The researcher has been trained to use the methods mentioned in the previous sentence.*
- *Approximately 20 participants will be included in this study.*
- *The objectives of this research are:*
  1. *What are understood as behaviour problems?*
  2. *What influences learner behaviour?*
  3. *What does collaboration entail when supporting learners with behaviour problems?*

### **Why has your staff been invited to participate?**

- *Your staff has been invited to participate because your staff are a secondary school teacher from one of the secondary schools in Eldorado Park*
- *Your staff has also complied with the following inclusion criteria:*
  - ✓ *Your staff are secondary school teachers*
  - ✓ *Your staff teach in Eldorado Park*
  - ✓ *Your staff are predominantly English*
- *Your staff will be excluded if:*
  - ✓ *Your staff do not teach in Eldorado Park*
  - ✓ *Your staff is not a secondary school teacher*
  - ✓ *Your staff cannot read or write English*

### **What will your staffs responsibilities be?**

- *Your staff will be expected to respond truthfully during the interview*
- *Your staff will be expected to spend approximately 60mins answering the questions.*
- *Your staff will have to communicate an appropriate time for the interview*

### **Will your staff benefit from taking part in this research?**

- *There are no direct benefits for your staff as participants.*

- *The indirect benefit will probably be a developed understanding of secondary school teachers' perspectives on collaborative support to learners with behaviour problems*

**Are there risks involved in your staffs taking part in this research and how will these be managed?**

- *The risks in this study, and how these will be managed, are summarised in the table below:*

| <b><i>Probable/possible risks/discomforts</i></b>                                                                         | <b><i>Strategies to minimize risk/discomfort</i></b>                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Because your staff will spend about 60 minutes engaging in an interview, it is possible that your staff will become tired | The researcher facilitating your staffs completion of the questionnaire, will give your staff a 10-minute break, with some refreshment (water) |

- *However, the benefits (as noted above) outweigh the risk. If your staff disagrees, then please feel free not to participate in this study. We will respect your staff's decision.*

**Who will have access to the data?**

- *Anonymity (that is, in no way will your staffs results be linked to their identity) is guaranteed. Confidentiality (that is, I/we assure your staff that we will protect the information we have about them) will be ensured by not sharing any personal information about you or your responses you give with any persons other than my supervisor and my co-coder. Reporting of findings will be anonymous by not including your name or the name of the school you are employed at.*
- *Only the researcher, supervisor and co-coder will have access to the data. Data will be kept safe and secure by locking hard copies in locked cupboards in the researcher's office and for electronic data it will be password protected.*
- *Audio-recorded data will be sent to a transcriber who will sign a confidentiality clause (i.e., she will not be allowed to talk to anyone about any aspect of the data). As soon as data has been transcribed it will be deleted from the recorders.*

*The transcripts will be stored on a password-protected computer. All co-coders will sign confidentiality clauses.*

- *Data will be stored for minimum of five (5) years at the North-West University.*

### **What will happen to the data?**

The data from this study will be reported in the following ways:

- Masters dissertation for post graduate studies
- Future possible publication of articles
- Future possible conference presentations

In all of this reporting, your staff will not be personally identified. This means that the reporting will not include your staffs names or details that will help others to know that your staff participated (e.g., your staffs address or the name of your staffs school).

This is a once-off study, so the data will not be re-used.

### **Will you be paid/compensated to take part in this study and are there any costs involved?**

No, you will not be paid/compensated to take part in the study, but refreshments (water) will be made available during your staffs' time in which they engage in the interview. There will thus be no costs involved in participating in this study.

### **How will you know about the findings?**

- The general findings of the research will be shared with educators through communication with the Principal of the school.
- The researcher will arrange with the principal for a feedback session (if educators would like to) and share the findings with them.

### **Is there anything else that you should know or do?**

- You can contact Mallery Devereux at 076 683 2146 if you have any further queries or encounter any problems.
- You can contact the chair of the Basic Sciences Research Ethics Committee (Prof Jaco Hoffman) at 016 910 3456 or [Jaco.Hoffman@nwu.ac.za](mailto:Jaco.Hoffman@nwu.ac.za) if you have any concerns or complaints that have not been adequately addressed by the

researcher. You will receive a copy of this information and consent form for your own records.

- Your staff will also receive a copy of this information and consent form for their own records.

### Declaration by participant

By signing below, I ..... agree for my staff to take part in a research study entitled Secondary school teachers' perspectives on collaborative support to learners with behaviour problems:

I declare that:

- I have read and understood this information and consent form and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions to both the person obtaining consent, as well as the researcher (if this is a different person), and all my questions have been adequately answered.
- I understand that taking part in this study is **voluntary** and I have not been pressurised for my staff to take part.
- I understand that what my staff contribute (what I report/say or write) could be reproduced publically and/or quoted, but without reference to their personal identity.
- My staff may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- My staff may be asked to leave the study before it has finished, if the researcher feels it is in my best interests, or if I do not follow the study plan, as agreed to.

Signed at (*place*) ..... on (*date*) ..... 20....

.....  
Signature of SGB (School Governing Body)

.....  
Signature of witness

- I would like a summary of the findings of this research

☐ Yes ☐ No

## Declaration by person obtaining consent

I (*name*) ..... declare that:

- I explained the information in this document to .....
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use an interpreter.

Signed at (*place*) ..... on (*date*) ..... 20....

.....  
**Signature of person obtaining consent**

.....  
**Signature of witness**

---

## Declaration by researcher

I (*name*) ..... declare that:

- I explained the information in this document to .....
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use an interpreter.

Signed at (*place*) ..... on (*date*) ..... 20....

.....  
**Signature of researcher**

.....  
**Signature of witness**

## ADDENDUM B: GAUTENG DEPARTMENT OF EDUCATION CONCENT



For administrative use only:  
Reference no: D2017 / 331  
enquiries: 011 843 6503

GAUTENG PROVINCE  
EDUCATION  
REPUBLIC OF SOUTH AFRICA

### GDE RESEARCH APPROVAL LETTER

|                                |                                                                                                      |
|--------------------------------|------------------------------------------------------------------------------------------------------|
| Date:                          | 9 November 2016                                                                                      |
| Validity of Research Approval: | 6 February 2017 to 29 September 2017                                                                 |
| Name of Researcher:            | Devereux M.R.                                                                                        |
| Address of Researcher:         | P.O. Box 1066; Eldorado Park; 1813                                                                   |
| Telephone / Fax Number/s:      | 016 910 3571; 076 683 2146                                                                           |
| Email address:                 | malleryd7@gmail.com                                                                                  |
| Research Topic:                | Secondary school teachers' perspectives on collaborative support to learners with behaviour problems |
| Number and type of schools:    | SEVEN Secondary Schools                                                                              |
| District/s/HO                  | Johannesburg South                                                                                   |

#### **Re: Approval in Respect of Request to Conduct Research**

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

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

#### **CONDITIONS FOR CONDUCTING RESEARCH IN GDE**

1. The District/Head Office Senior Manager/s concerned, the Principal/s and the chairperson/s of the School Governing Body (SGB) must be presented with a copy of this letter.
2. The Researcher will make every effort to obtain the goodwill and co-operation of the GDE District officials, principals, SGBs, teachers, parents and learners involved. Participation is voluntary and additional remuneration will not be paid.

*Reado*  
*2016/11/09*

1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management ER&KM

3. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal and/or Director must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
4. Research may only commence from the second week of February and must be concluded by the end of the THIRD quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
5. Items 3 and 4 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
6. It is the researcher's responsibility to obtain written consent from the SGB/s; principal/s, educator/s, parents and learners, as applicable, before commencing with research.
7. The researcher is responsible for supplying and utilizing his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institution/s, staff and/or the office/s visited for supplying such resources.
8. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research title, report or summary.
9. On completion of the study the researcher must supply the Director: Education Research and Knowledge Management, with electronic copies of the Research Report, Thesis, Dissertation as well as a Research Summary (on the GDE Summary template). Failure to submit your Research Report, Thesis, Dissertation and Research Summary on completion of your studies / project – a month after graduation or project completion - may result in permission being withheld from you and your Supervisor in future.
10. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned;
11. Should the researcher have been involved with research at a school and/or a district/head office level, the Director/s and school/s concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

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

Kind regards

*Mkhado*

Dr David Makhado

Director: Education Research and Knowledge Management

DATE: *2010/11/09*

## ADDENDUM C: ETHICS COMMITTEE APPROVAL LETTER



PO Box 1174, Vanderbijlpark  
South Africa, 1900

Basic and Social Sciences Research Ethics  
Committee

Tel: +27(16) 910-3483

Web: <http://www.nwu.ac.za>

Email: [Chamaine.Jekonyane@nwu.ac.za](mailto:Chamaine.Jekonyane@nwu.ac.za)

23 March 2017

Dear Ms Mallery Devereux and Prof Mirna Nel

ETHICS APPLICATION: **NWU-HS-2017-0043**

**Secondary school teachers' perspectives on collaborative support to learners with behaviour problems**

**Risk Level:** Low

**MEd**

Thank you for a revised application and additional material!

At the meeting of the Basic and Social Sciences Research Ethics Committee (BaSSREC) held on 16 March 2017, the committee ratified the approval of the above ethics application in view of the additional information submitted. There is an adequate risk/benefit ratio and the protocol is acceptable.

A certificate will be issued for the duration of the applicant's period of study, with a maximum period of 3 years and communication will be kept for progress tracking purposes.

Congratulations and best of wishes with the completion of your study.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Jaco Hoffman', is written over a horizontal dotted line.

Prof Jaco Hoffman  
BaSSREC – Chairperson

## ADDENDUM D: ADVERTISEMENT

# Volunteers needed

Are you:

|                                   |  |
|-----------------------------------|--|
| • Teaching in Eldorado Park       |  |
| • A secondary school teacher, and |  |
| • Able to speak and read English  |  |

Do you:

|                                                   |  |
|---------------------------------------------------|--|
| • Experience behaviour problems in your classroom |  |
|---------------------------------------------------|--|

If you have answered yes to the above mentioned points you are the perfect candidate to assist a researcher in obtaining a clearer understanding of Secondary school teachers' perspectives on collaborative support to learners with behaviour problems.

**How?** By answering a questionnaire with an array of questions and/ or participating in a 60min interview.

**Where?** At your school

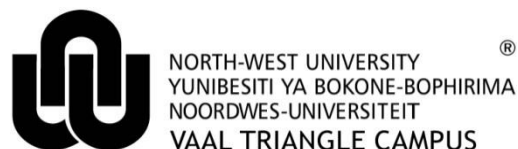
If you are interested and you feel this relates to you and would like to take part in this study, please contact me for more information

**Contact Mallery Devereux on  
0766832146**

**and/or**

**malleryd7@gmail.com**

## ADDENDUM E: LIKERT SCALE QUESTIONNAIRE



### QUESTIONNAIRE FOR TEACHERS

Dear Teachers

I am currently busy with a Masters Degree at the North-West University, Vaal Triangle Campus. My research focuses on Secondary school teachers' perspectives on collaborative support to learners with behaviour problems. I will appreciate it if you can complete the questionnaire below. You will complete the questionnaire anonymously and all information will be handled with the utmost confidentiality. Thank you, your time and cooperation is valued.

**(Note: Please ignore the numbering in the answer blocks. It is only relevant for data capturing)**

Ms. M. Devereux

#### SECTION A: BIOGRAPHIC INFORMATION

Complete the following information about yourself by marking with an X in the appropriate block:

|    |        |           |             |
|----|--------|-----------|-------------|
| 1. | Gender | Male<br>1 | Female<br>2 |
|----|--------|-----------|-------------|

|    |              |            |            |            |               |            |
|----|--------------|------------|------------|------------|---------------|------------|
| 2. | Ethnic Group | Black<br>1 | White<br>2 | Asian<br>3 | Coloured<br>4 | Other<br>5 |
|----|--------------|------------|------------|------------|---------------|------------|

|    |                               |          |           |            |           |
|----|-------------------------------|----------|-----------|------------|-----------|
| 3. | Years' teaching experience of | 0-5<br>1 | 6-15<br>2 | 16-25<br>3 | 26 +<br>4 |
|----|-------------------------------|----------|-----------|------------|-----------|

|    |                                                                                                     |              |              |               |               |               |
|----|-----------------------------------------------------------------------------------------------------|--------------|--------------|---------------|---------------|---------------|
| 4. | What grade level do you currently teach? (You may mark more than one if you teach different grades) | Grade 8<br>1 | Grade 9<br>2 | Grade 10<br>3 | Grade 11<br>4 | Grade 12<br>5 |
|----|-----------------------------------------------------------------------------------------------------|--------------|--------------|---------------|---------------|---------------|

|    |                                          |          |            |            |            |                 |
|----|------------------------------------------|----------|------------|------------|------------|-----------------|
| 5. | How many learners are in your classroom? | <11<br>1 | 11-25<br>2 | 21-35<br>3 | 31-45<br>4 | 45 or more<br>5 |
|----|------------------------------------------|----------|------------|------------|------------|-----------------|

## SECTION B: THE NATURE OF BEHAVIOUR PROBLEMS

Complete the following information about yourself by marking with an X in the appropriate block:

1.1. Do you encounter behaviour problems in your classroom?

|     |   |
|-----|---|
| Yes | 1 |
| No  | 2 |

1.2. Which of the behaviours mentioned below presents itself as behaviour problems in your classroom? You may mark more than one item in this particular question.

|                            | YES | NO |
|----------------------------|-----|----|
| Noise making               | 1   | 2  |
| Throwing things            | 3   | 4  |
| Restlessness               | 5   | 6  |
| Fighting                   | 7   | 8  |
| Mumbling                   | 9   | 10 |
| Disorderliness (Rowdiness) | 11  | 12 |
| Bunking                    | 13  | 14 |
| Back talking               | 15  | 16 |
| Uncooperative behaviour    | 17  | 18 |
| Disrespectful              | 19  | 20 |
| Tardiness (lateness)       | 21  | 22 |
| Cheating                   | 23  | 24 |
| Hyperactivity              | 25  | 26 |
| Use of vulgarity           | 27  | 28 |
| Bullying                   | 29  | 30 |
| Attention-seeking          | 31  | 32 |
| Gangsterism                | 33  | 34 |
| Aggression                 | 35  | 36 |
| Defiance                   | 37  | 38 |
| Lying                      | 39  | 40 |

|                                                      |    |    |
|------------------------------------------------------|----|----|
| Please mention any other behaviours not listed above | 41 | 42 |
|------------------------------------------------------|----|----|

1.3. What percentage of your class would you identify as displaying behaviour problems?

|         |    |
|---------|----|
| 0-10%   | 1  |
| 11-20%  | 2  |
| 21-30%  | 3  |
| 31-40%  | 4  |
| 41-50%  | 5  |
| 51-60%  | 6  |
| 61-70%  | 7  |
| 71-80%  | 8  |
| 81-90%  | 9  |
| 91-100% | 10 |

1.4. What average percentage of your lesson **per day** is spent on dealing with behaviour problems?

|         |    |
|---------|----|
| 0-10%   | 1  |
| 11-20%  | 2  |
| 21-30%  | 3  |
| 31-40%  | 4  |
| 41-50%  | 5  |
| 51-60%  | 6  |
| 61-70%  | 7  |
| 71-80%  | 8  |
| 81-90%  | 9  |
| 91-100% | 10 |

|                                                                                                                                                                                                                 |                   |                                    |                                       |                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------------------|---------------------------------------|--------------------------------------|
| <b>2. Indicate the frequency with which you experience behaviour problems regarding the mentioned aspects below. Indicate your choice on the four-point scale by marking with an X in the appropriate block</b> | <b>Never</b><br>1 | <b>Five times and more per day</b> | <b>Three to four times a day</b><br>3 | <b>One to two times per day</b><br>4 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------------------|---------------------------------------|--------------------------------------|

|                                                                                                             |   |   |   |   |
|-------------------------------------------------------------------------------------------------------------|---|---|---|---|
| 2.1. How often do you experience behaviour problems in your classroom                                       | 1 | 2 | 3 | 4 |
| 2.2. How often do you engage with learners on improving behaviour problems                                  | 1 | 2 | 3 | 4 |
| 2.3. How often do you seek support from fellow staff members regarding behaviour problems in your classroom | 1 | 2 | 3 | 4 |
| 2.4. How often does your fellow staff seek support from you regarding behaviour problem in their classrooms | 1 | 2 | 3 | 4 |

### SECTION C: THE NATURE OF COLLABORATION

| Indicate the frequency with which you experience collaboration regarding the mentioned aspects below. Indicate your choice on the four-point scale by marking with an X in the appropriate block | Never 1 | Three- four times a week | Once a week 3 | One- two times a month |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------|---------------|------------------------|
| 1.1 Teachers consult with experts (such as psychologists, counsellors, SBST and DBST members) when supporting learners with behaviour problems                                                   | 1       | 2                        | 3             | 4                      |
| 1.2 Discussion with colleagues when you encounter a learner who is experiencing behaviour problems (sharing concerns about the learner)                                                          | 1       | 2                        | 3             | 4                      |
| 1.3 Teachers working together as a team to support a learner who is experiencing behaviour problems                                                                                              | 1       | 2                        | 3             | 4                      |
| 1.4 Two or more individuals (colleagues and or experts) with the necessary skills working together to create a shared understanding to better support a learner with behaviour problems          | 1       | 2                        | 3             | 4                      |
| 1.5 Shared decision making (with colleague, therapists, medical consultants etc.)                                                                                                                | 1       | 2                        | 3             | 4                      |
| 1.6 Sharing resources with colleagues and other experts (information, techniques to deal with behaviour etc)                                                                                     | 1       | 2                        | 3             | 4                      |

|                                                                                                 |
|-------------------------------------------------------------------------------------------------|
| 3. The different stages in the Screening Identification, Assessment and Support process (SIAS): |
|-------------------------------------------------------------------------------------------------|

**Indicate the frequency with which you experience collaboration regarding the mentioned aspects below.**

|                                                                                                        |   |   |   |   |
|--------------------------------------------------------------------------------------------------------|---|---|---|---|
| 2.1 Compiling the learner profile (initial information on learners)                                    | 1 | 2 | 3 | 4 |
| 2.2 Identifying the curriculum challenges experienced by the learner                                   | 1 | 2 | 3 | 4 |
| 2.3 Identifying contextual factors influencing the learner                                             | 1 | 2 | 3 | 4 |
| 2.4 Assessment of support requirements                                                                 | 1 | 2 | 3 | 4 |
| 2.5 Determination of the nature (The set of inherent characteristics or properties ) of support needed | 1 | 2 | 3 | 4 |
| 2.6 Determination of the level (a scale of amount, quantity, extent, or quality) of support needed     | 1 | 2 | 3 | 4 |
| 2.7 Compile an action plan to provide support                                                          | 1 | 2 | 3 | 4 |
| 2.8 Monitor the effectiveness of the action plan                                                       | 1 | 2 | 3 | 4 |

#### **SECTION D: ASSESSING ABILITY TO ENGAGE IN COLLABORATIVE PRACTICES**

Indicate on the scale below by circling the appropriate number from 1 – 5 (1 being not important and 5 being extremely important) how you view the statement below

3. It is important for me to engage in collaborative practices when supporting learners with behaviour problems

Not  
important

|          |          |          |          |          |
|----------|----------|----------|----------|----------|
| <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|----------|----------|----------|----------|----------|

Extremely important

Indicate on the scale below by circling the appropriate number from 1 – 5 (1 being low skill level and 5 being a high skill level) how you view the statement below

4. Own ability to work in collaboration with other role players when supporting learners with behaviour problems

Low  
level

skill

|          |          |          |          |          |
|----------|----------|----------|----------|----------|
| <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|----------|----------|----------|----------|----------|

High skill level

#### **SECTION E: THE INVOLVEMENT OF ROLE PLAYERS IN COLLABORATION**

| Indicate the frequency to which the following role players are involved in collaborative support when dealing with learners who experience behaviour problems. Indicate your choice on the four-point scale by marking with an X in the appropriate block. | One- two times a month<br>1 | Once a week<br>2 | Three- four times a week<br>3 | On a daily basis<br>4 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------------|-------------------------------|-----------------------|
| 1.1 Teachers                                                                                                                                                                                                                                               | 1                           | 2                | 3                             | 4                     |
| 1.2 Principals                                                                                                                                                                                                                                             | 1                           | 2                | 3                             | 4                     |
| 1.3 Health experts (Therapists and/or counsellors)                                                                                                                                                                                                         | 1                           | 2                | 3                             | 4                     |
| 1.4 Parents/caregivers                                                                                                                                                                                                                                     | 1                           | 2                | 3                             | 4                     |
| 1.5 District officials                                                                                                                                                                                                                                     | 1                           | 2                | 3                             | 4                     |
| 1.6 Department of Education officials                                                                                                                                                                                                                      | 1                           | 2                | 3                             | 4                     |
| 1.7 Administration staff at school                                                                                                                                                                                                                         | 1                           | 2                | 3                             | 4                     |
| 1.8 Religious leaders                                                                                                                                                                                                                                      | 1                           | 2                | 3                             | 4                     |
| 1.9 School governing body                                                                                                                                                                                                                                  | 1                           | 2                | 3                             | 4                     |
| 1.10 Special Schools as Resource centres (school with the relevant resources and knowledge of supporting specific behaviour problems)                                                                                                                      | 1                           | 2                | 3                             | 4                     |
| 1.11. Any other role player not mentioned above:                                                                                                                                                                                                           |                             |                  |                               |                       |

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## SECTION F: THE IMPORTANCE OF ROLE PLAYERS IN SUPPORTING LEARNERS WITH BEHAVIOUR PROBLEMS

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| Indicate the degree to which you believe the following role players are important in collaborative support when dealing with learners who experience behaviour problems. Indicate your choice on the four-point scale by marking with an X in the appropriate block. | Not important<br>1 | Relatively important<br>2 | Important<br>3 | Very important<br>4 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------|----------------|---------------------|
| 1.1 Teachers                                                                                                                                                                                                                                                         | 1                  | 2                         | 3              | 4                   |
| 1.2 Principals                                                                                                                                                                                                                                                       | 1                  | 2                         | 3              | 4                   |
| 1.3 Medical experts (Therapists and/or counsellors)                                                                                                                                                                                                                  | 1                  | 2                         | 3              | 4                   |
| 1.4 Parents/caregivers                                                                                                                                                                                                                                               | 1                  | 2                         | 3              | 4                   |
| 1.5 District officials                                                                                                                                                                                                                                               | 1                  | 2                         | 3              | 4                   |
| 1.6 Department of Education officials                                                                                                                                                                                                                                | 1                  | 2                         | 3              | 4                   |
| 1.7 Administration staff at school                                                                                                                                                                                                                                   | 1                  | 2                         | 3              | 4                   |
| 1.8 Religious leaders                                                                                                                                                                                                                                                | 1                  | 2                         | 3              | 4                   |
| 1.9 School governing body                                                                                                                                                                                                                                            | 1                  | 2                         | 3              | 4                   |
| 1.10 Special Schools as Resource centres (school with the relevant resources and knowledge of supporting specific behaviour problems)                                                                                                                                | 1                  | 2                         | 3              | 4                   |
| 1.11 Any other role player not mentioned above:                                                                                                                                                                                                                      | 1                  | 2                         | 3              | 4                   |

## **ADDENDUM E: INTERVIEW SCHEDULE**



### **INTERVIEW SCHEDULE TO EXPLORE SECONDARY SCHOOL TEACHERS' PERSPECTIVES ON COLLABORATIVE SUPPORT TO LEARNERS WITH BEHAVIOURAL PROBLEMS**

The researcher will use the following questions in the semi-structured interviews. If clarification of further information is needed, the researcher will make use of probing

- 1.1. In a few sentences, please describe what you think is meant by the term “behaviour problems”.
- 1.2. What are the most common behaviour problems that you have to deal with in your classroom?
- 1.3. What do you think are the causes of the previously mentioned learner behaviour problems?
- 1.4. Based on your experience, what are the implications of these behaviour problems on the teaching and learning process?
- 1.5. Please explain your understanding of “collaborative support” in a few sentences.
- 1.6. Would you say your school promotes collaborative support as a strategy to support to learners with behaviour problems? Please motivate your answer.
- 1.7. What kind of collaborative supportive strategies do you employ in your classroom to deal with behaviour problems?
- 1.8. What support do parents provide with regards to managing learner behaviour?
- 1.9. Do you collaborate with other role-players such as colleagues, School Based Support Team (SBST), District Based Support Team (DBST), School Governing Body (SGB) and the community organizations when you struggle with behaviour problems in your classroom? Please motivate?
- 1.10. What do think your role entails with regard to collaboration in supporting learners who have behaviour problems?

## ADDENDUM F: EXAMPLE OF STATISTICAL ANALYSIS

### Example of confirmatory factor analysis

| Table                                                                                                                                                                                                 |                                                                                                                |        |       |        |        |        |        |        |        |        |        |        |        |        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Fit statistics of confirmatory factor analyses                                                                                                                                                        |                                                                                                                |        |       |        |        |        |        |        |        |        |        |        |        |        |
| Model                                                                                                                                                                                                 | $\chi^2$                                                                                                       | df     | RMSEA | CFI    | TLI    | SRMR   |        |        |        |        |        |        |        |        |
| Complete questionnaire                                                                                                                                                                                | Non-positive definite first-order derivative product matrix - possibly due to more parameters than sample size |        |       |        |        |        |        |        |        |        |        |        |        |        |
| Behavioural problems                                                                                                                                                                                  | 10.03                                                                                                          | 8      | 0.08  | 0.97   | 0.94   | 0.07   | 0.8537 |        |        |        |        |        |        |        |
| Collaborative involvement                                                                                                                                                                             | 43.31                                                                                                          | 20     | 0.18  | 0.81   | 0.92   | 0.05   | 1.1909 |        |        |        |        |        |        |        |
| $\chi^2$ = chi-square; df = degrees of freedom; RMSEA = Root Mean Square Error of Approximation; CFI = Comparative Fit Index; TLI = Tucker-Lewis Index; SRMR = Standardized Root Mean Square Residual |                                                                                                                |        |       |        |        |        |        |        |        |        |        |        |        |        |
|                                                                                                                                                                                                       |                                                                                                                |        |       |        |        |        |        |        |        |        |        |        |        |        |
| Behavioural problems                                                                                                                                                                                  |                                                                                                                | BEHPRa |       | BPNRPR | BP1_3  | BP1_4  |        |        |        |        |        |        |        |        |
|                                                                                                                                                                                                       |                                                                                                                | BEHPRb |       | BP2_2  | BP2_3  | BP2_4  |        |        |        |        |        |        |        |        |
| Collaborative involvement = Nature of collaboration                                                                                                                                                   |                                                                                                                |        |       |        |        |        |        |        |        |        |        |        |        |        |
|                                                                                                                                                                                                       |                                                                                                                | NATCOI |       | COL1_2 | COL1_4 | COL1_5 | COL1_6 | COL2_2 | COL2_3 | COL2_4 | COL2_5 | COL2_6 | COL2_7 | COL2_8 |

### Example of descriptive statistics

| Variable                    |                                                      | M    | SD   | $\alpha$ |
|-----------------------------|------------------------------------------------------|------|------|----------|
|                             | Number of learners in class (1-5)                    | 4.02 | 0.64 |          |
| Frequency of:               | behavioural problems in class (1-4)                  | 1.95 | 0.91 | 0.20     |
|                             | engagement on improving behaviour (1-4)              | 0.88 | 0.85 |          |
|                             | support-seeking from colleagues (1-4)                | 2.07 | 1.10 |          |
|                             | support-seeking by colleagues (1-4)                  | 1.64 | 1.28 |          |
| Frequency of:               | consulting with experts on support of learners (1-4) | 0.93 | 0.96 | 0.78     |
|                             | sharing concerns re learners with colleagues (1-4)   | 2.02 | 0.82 |          |
|                             | working with colleagues to support learners (1-4)    | 1.46 | 1.03 |          |
|                             | working with colleagues and/or experts (1-4)         | 1.33 | 1.02 |          |
|                             | shared decision-making (colleagues, experts) (1-4)   | 0.98 | 1.12 |          |
|                             | sharing resources (colleagues, experts) (1-4)        | 1.44 | 1.21 |          |
| Frequency of collaboration: | compiling learner profile (1-4)                      | 0.90 | 1.02 | 0.92     |
|                             | identifying curriculum challenges of learner (1-4)   | 1.67 | 1.08 |          |
|                             | identifying learner's contextual factors (1-4)       | 1.49 | 1.14 |          |
|                             | assessing support needs (1-4)                        | 1.33 | 1.13 |          |
|                             | determining type of support needed (1-4)             | 1.36 | 1.14 |          |
|                             | determining level of support needed (1-4)            | 1.39 | 1.08 |          |
|                             | compiling an action plan for support (1-4)           | 1.30 | 1.09 |          |
|                             | monitoring effectiveness of action plan (1-4)        | 1.20 | 1.07 |          |
| Importance of:              | personal engagement in collaborative practices (1-   | 4.44 | 0.90 |          |

## ADDENDUM G: EXAMPLE OF INTERVIEW ANALYSIS

| Theme                        | Category      | Sub category | Participants | Explanation                                                                                                                                                                                                            |
|------------------------------|---------------|--------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Causes of behaviour problems | Social issues |              | P6SB         | <p>.....it's the interaction between one another</p> <p>.....the society they live in</p> <p>.....as well as their parents.</p>                                                                                        |
|                              |               |              | P7SB         | <p>.....at home there's malfunctioning.</p> <p>.....homes where there's only a mother.</p> <p>.....parents are there, but both parents are always fighting at home. And there is no proper guidance to this child.</p> |

|  |  |  |      |                                                                                                                                                          |
|--|--|--|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  | P4SC | <p>.....could be problems at home.</p> <p>.....something that happened to the learner that we are not aware of because not everything is told to us.</p> |
|--|--|--|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|