How to cite this thesis

RESPONSIBILITY TOWARDS LEARNING: A CASE STUDY OF GRADE NINE SPECIAL NEEDS LEARNERS IN A SMALL INCLUSIVE CLASSROOM

by

MARIA MAGDELENA HENDRINA LOUBSER

DISSERTATION
submitted in fulfilment of the requirements for the degree

MAGISTER EDUCATIONIS
in
INCLUSIVE EDUCATION
in the
FACULTY OF EDUCATION
at the
UNIVERSITY OF JOHANNESBURG

SUPERVISOR: J.V. Fourie
CO-SUPERVISOR: T. Makoelle

OCTOBER 2015
Dedication

With all my love and gratitude to my parents,

who have always been there for me.
Acknowledgements

This dissertation was produced in difficult circumstances, and I owe a great debt of gratitude to many people who helped me to complete it. I deeply appreciate the assistance of family, friends, colleagues, university staff, acquaintances, and many others whose paths in life have crossed my own. My deepest appreciation goes to you all.

It is a privilege to be able to thank my parents in particular for their boundless love and unstinting support: My father for his keen interest in my work, for motivating me, and for generously providing financial help with my studies, and my mother for patiently helping me in so many ways and lovingly assisting me at so many levels. Under very taxing physical and emotional circumstances after my accident, you were both always there for me as firm anchors and a loving presence. You carried me through.

My very special thanks also go to my supervisor, Jean Fourie, for her expert guidance in assisting me with the writing of my dissertation.

I am deeply grateful to my work colleagues who were to some extent involved in my research project and whose constant interest helped to motivate me. I am particularly indebted to one teacher who set aside time during her maternity leave to help me out with language and electronic editing of the dissertation. You were all pillars of strength to me.

I profoundly appreciate the advice and support of my psychologist who understood my situation so well and gave me the idea of using a voice recorder when I felt that I could not entirely trust my memory. Thanks for helping me to see things in perspective and suggesting new approaches to coping with my master's after my accident.

Finally, many thanks to a friend for giving me the idea of saving the date in the file name for work done on a specific day. It helped me to remember where I had left off and also to pick up the thread of my thought. Your presence while I was working on my dissertation and your help with computer-related issues were invaluable to me.
Abstract

An investigation into a selected group of adolescent learners in a small-classroom inclusion programme at a private school following the GDE curriculum indicated that these learners, who had special needs because of learning disabilities, exploited their awareness of their disabilities to avoid responsibility and accountability. Their attitudes and perceptions in an inclusive teaching and learning environment were explored through a qualitative, interpretive case study, with observations, semi-structured interviews, and questionnaires being used for data collection. The educational management and educators of the school were also involved in data gathering and provided rich inputs into arriving at useful insights into the learners' behaviour and possible solutions that could be considered. Although the learners professed to be mindful of their own responsibility in learning, their behaviour in real-life classroom context gave strong indications of a lack of self-knowledge, self-regulation, intrinsic motivation, and an internal locus of control. These deficiencies placed greater burdens on their educators, who advocated a need for stronger discipline in school environments. Attention was also given to similar responsibility problems in the general education landscape, with the Department of Basic Education's launch of a Bill of Responsibilities serving as an indicator of the need for promoting a well-grounded sense of accountability among South African learners if they are to become responsible citizens. The fostering of self-regulation appeared to be a serious need among learners, whereas educators could benefit from gaining self-knowledge to enable them to adapt successfully and efficiently to a rapidly changing education environment. In the conclusion to the study, main principles were outlined that should be contemplated to counter a culture of avoidance of responsibility not only in school but also general social context. Although the study may have limited application because of its restricted parameters, it may have value through tentative exploration of a field about which little research is available in the literature.

Keywords

Adolescent learners; special needs; learning disabilities; inclusive education; responsibility; accountability; self-knowledge; self-regulation; classroom discipline.
Dedication ............................................................................................................................ ii

Acknowledgements ............................................................................................................. iii

Declaration of originality ...................................................................................................... iv

Editing certificate ................................................................................................................ v

Abstract ................................................................................................................................ vi

Abbreviations and acronyms ............................................................................................. xii

CHAPTER 1: ORIENTATION TO THE STUDY .................................................................. 1

1.1 INTRODUCTION: BASIC LEARNER RIGHTS AND RESPONSIBILITIES IN EDUCATION .................................................................................................................. 1

1.2 BACKGROUND: SELF-RESPONSIBILITY FOR LEARNING IN ADOLESCENCE ......................................................................................................................... 3

  1.2.1 Adolescents’ disinclination to accept responsibility ................................ 3

  1.2.2 Responsibility of learners in a special-needs environment ...................... 4

  1.2.3 The effect of the DBE’s curriculum phases approach on learner motivation .... 6

  1.2.4 Learner perceptions of responsibility in inclusive-supportive classrooms .... 6

  1.2.5 Self-responsibility and the role of metacognition ................................... 7

  1.2.6 Metacognition as a life-skills asset ......................................................... 8

  1.2.7 The value of contextualised learning ....................................................... 9

  1.2.8 Intrinsic and extrinsic motivation ............................................................. 9

  1.2.9 The need for guidance .............................................................................. 10

  1.2.10 Main purpose of the investigation ......................................................... 11

1.3 RESEARCH QUESTION ......................................................................................... 11

1.4 RESEARCH AIM ................................................................................................... 11

1.5 CONCEPT CLARIFICATION ................................................................................. 11

  1.5.1 Adolescence ............................................................................................... 11

  1.5.2 Small-Classroom Inclusion Programme (SCIP) ......................................... 12

  1.5.3 Responsible learning .................................................................................. 12

  1.5.4 Challenges experienced by learners .......................................................... 12

  1.5.5 Assets gained by learners: metacognition and scaffolding ...................... 12

  1.5.6 Inclusivity ................................................................................................... 13

1.6 RESEARCH METHODOLOGY ............................................................................. 14
CHAPTER 3: RESEARCH METHODOLOGY ................................................................. 43

3.1 INTRODUCTION .................................................................................................. 43
3.2 RESEARCH PARADIGM: INTERPRETIVISM ...................................................... 43
3.3 RESEARCH DESIGN: QUALITATIVE RESEARCH .............................................. 44
3.4 RESEARCH DESIGN: CASE STUDY ................................................................. 45
3.5 SAMPLING ........................................................................................................... 46
3.6 PARTICIPANT PROFILES .................................................................................... 48
3.7 DATA COLLECTION METHODS .......................................................................... 50
  3.7.1 Observations .................................................................................................. 51
  3.7.2 Questionnaires ............................................................................................... 52
  3.7.3 Semi-structured interviews ............................................................................. 56
3.8 DATA ANALYSIS .................................................................................................. 57
3.9 ENSURING TRUSTWORTHINESS ...................................................................... 60
  3.9.1 Credibility ....................................................................................................... 61
  3.9.2 Transferability ................................................................................................ 62
  3.9.3 Confirmability ................................................................................................ . 62
  3.9.4 Dependability ................................................................................................ . 62
3.10 ETHICAL CONSIDERATIONS .......................................................................... 63
  3.10.1 Rights of participants ..................................................................................... 63
  3.10.2 Informed consent and fairness ....................................................................... 63
  3.10.3 Professional standards and integrity .............................................................. 63
  3.10.4 Confidentiality ............................................................................................... 63
  3.10.5 Mutual understanding .................................................................................... 64
3.11 CHAPTER SUMMARY ......................................................................................... 64

CHAPTER 4: PRESENTATION OF RESEARCH DATA ................................................. 65

4.1 INTRODUCTION .................................................................................................. 65
4.2 THEME 1: SELF-KNOWLEDGE ......................................................................... 66
  4.2.1 The formulation of the theme ......................................................................... 66
  4.2.2 Using self-knowledge as an asset for learners and educators ......................... 67
  4.2.3 Challenges to learners and educators in inculcating self-knowledge ............... 69
4.2.4 Summary of Theme 1 .......................................................................................... 69

4.3 THEME 2: EDUCATORS’ DISCIPLINARY CONSISTENCY
IN THE CLASSROOM .............................................................................................. 70

4.3.1 The formulation of the theme ...................................................................... 70

4.3.2 Challenges to educators regarding consistency in applying rules ............ 73

4.3.3 Summary of Theme 2 .................................................................................. 74

4.4 THEME 3: INDIVIDUAL PUNISHMENT AND ITS EFFECT
ON CLASSROOM BEHAVIOUR .............................................................................. 75

4.4.1 Formulation of the theme ......................................................................... 75

4.4.2 Challenges regarding the imposition of punishment .................................. 77

4.4.3 Summary of Theme 3 ................................................................................ 79

4.5 THEME 4: TRANSFERRING CLASSROOM RESPONSIBILITY
TO EXTRINSIC FACTORS....................................................................................... 80

4.5.1 The formulation of the theme ................................................................... 80

4.5.2 Challenges in accepting responsibility ..................................................... 81

4.5.3 Summary of Theme 4 ............................................................................... 85

4.6 VIEWS ON RESPONSIBILITY AND CITIZENSHIP ........................................... 87

4.7 CHAPTER SUMMARY ...................................................................................... 88

CHAPTER 5: SUMMARY AND CONCLUSIONS.......................................................... 89

5.1 INTRODUCTION .................................................................................................. 89

5.2 APPROPRIATENESS OF THE METHODOLOGY FOR THIS STUDY .............. 91

5.3 DATA COLLECTION METHODS ....................................................................... 93

5.4 FINDINGS ............................................................................................................ 94

5.4.1 Theme 1: Self-knowledge ........................................................................ 94

5.4.2 Theme 2: Educators’ consistency in maintaining classroom discipline ...... 97

5.4.3 Theme 3: Individual punishment in classroom context ............................ 99

5.4.4 Theme 4: Transferring responsibility for own learning to extrinsic factors . 100

5.5 CONCLUDING NOTE ON THEMES: ASSETS AND CHALLENGES .............. 102

5.6 RECAPITULATION: CITIZENSHIP CONSIDERED IN TERMS OF FINDINGS... 103

5.6.1 Responsibility in a self-regulating learning context .................................... 104

5.6.2 Motivation in a self-regulating learning context ....................................... 105

5.6.3 Challenges regarding responsibility in learning context .......................... 105

5.6.4 Self-directedness and self-regulation ....................................................... 106

5.6.5 Inclusive education ..................................................................................... 107

5.7 STRENGTHS OF THE STUDY ......................................................................... 108

5.8 LIMITATIONS OF THE STUDY ...................................................................... 108
5.9 RECOMMENDATIONS FOR FURTHER RESEARCH ........................................ 109
5.10 RECOMMENDATIONS FOR EDUCATORS ....................................................... 109
5.11 CONCLUSION .................................................................................................... 111

LIST OF REFERENCES ................................................................................................... 113

APPENDICES ................................................................................................................... 126
APPENDIX 1: SELECTION OF PARTICIPANTS ........................................................... 126
APPENDIX 2: TEACHER QUESTIONNAIRE ............................................................... 127
APPENDIX 3: LEARNER QUESTIONNAIRE ............................................................... 128
APPENDIX 4: OBSERVATIONS ................................................................................... 131
APPENDIX 5: TEACHER QUESTIONNAIRE (DATA EXTRACT) .................................. 133
APPENDIX 6: LEARNER QUESTIONNAIRE (DATA EXTRACT) .................................. 135
APPENDIX 7: WEEK 1, GRADE 9.1, DATA EXTRACT ................................................. 140
APPENDIX 8: WEEK 2, GRADE 9.1, DATA EXTRACT ................................................. 150
APPENDIX 9: WEEK 1, GRADE 9.2, OBSERVATIONS, DATA EXTRACT ................. 160
APPENDIX 10: WEEK 2, GRADE 9.2, OBSERVATIONS, DATA EXTRACT .............. 173
APPENDIX 11: SEMI-STRUCTURED INTERVIEW QUESTIONS ................................ 183
APPENDIX 12: INTERVIEW WITH DEPUTY PRINCIPAL ............................................. 184
APPENDIX 13: INTERVIEW WITH THE PRINCIPAL .................................................... 199
APPENDIX 14: PARTICIPANT INFORMATION SHEETS ............................................. 214
APPENDIX 15: ETHICS CLEARANCE CERTIFICATE .............................................. 215

TABLES
3.1 Guidelines for educators in selecting participating learners .................................. 46
3.2 Overview of learner participant profiles ............................................................. 48
3.3 Educators’ observations in class regarding learner responsibility ....................... 51
3.4 Questions for educators on responsibility .......................................................... 52
3.5 Factual-type of questions to learners and educators ............................................. 53
3.6 Learner questionnaire ......................................................................................... 53
3.7 Educator questionnaire ....................................................................................... 54
3.8 Semi-structured interviews ................................................................................ 56
4.1 Learners’ attitudes to accepting or transferring responsibility ............................ 79
FIGURES

3.1 The process of qualitative content analysis ................................................................. 57
## Abbreviations and acronyms

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADD</td>
<td>Attention deficit disorder</td>
</tr>
<tr>
<td>ADHD</td>
<td>Attention deficit hyperactivity disorder</td>
</tr>
<tr>
<td>APA</td>
<td>American Psychological Association</td>
</tr>
<tr>
<td>CAPS</td>
<td>Curriculum and Assessment Policy Statements</td>
</tr>
<tr>
<td>DBE</td>
<td>Department of Basic Education</td>
</tr>
<tr>
<td>DoE</td>
<td>Department of Education</td>
</tr>
<tr>
<td>GDE</td>
<td>Gauteng Department of Education</td>
</tr>
<tr>
<td>LD</td>
<td>Learning disorder</td>
</tr>
<tr>
<td>NCESS</td>
<td>National Committee for Education Support Services</td>
</tr>
<tr>
<td>NCS</td>
<td>National Curriculum Statement</td>
</tr>
<tr>
<td>NCSNET</td>
<td>National Commission on Special Needs in Education and Training</td>
</tr>
<tr>
<td>NQF</td>
<td>National Qualifications Framework</td>
</tr>
<tr>
<td>OBE</td>
<td>Outcomes Based Education</td>
</tr>
<tr>
<td>SAHRC</td>
<td>South African Human Rights Commission</td>
</tr>
<tr>
<td>SCIP</td>
<td>Small-Classroom Inclusion Programme</td>
</tr>
<tr>
<td>SLD</td>
<td>Specific learning disorder</td>
</tr>
<tr>
<td>SRA</td>
<td>Social Research Association</td>
</tr>
</tbody>
</table>
Chapter 1: Orientation to the study

1.1 INTRODUCTION: BASIC LEARNER RIGHTS AND RESPONSIBILITIES IN EDUCATION

In a world that tends to focus on the primary role of the individual in society, it follows that individual differences and conflicting strivings and demands will exert an influence on the community as a whole. Individuals—children and young people included—have certain entitlements in the form of rights, but only up to the point that such rights do not encroach on the equivalent rights of others. In a publication on the nature of rights of citizens, entitled My Rights My Responsibilities, the South African Human Rights Commission (SAHRC, n.d.) points out that everyone has certain basic human rights that cannot be taken away, although they may under certain circumstances be limited. Nevertheless, the SAHRC continues, these rights also entail responsibilities:

Because everyone has human rights, we must make sure that we respect other people’s rights. If we want our rights to be respected, we must not do anything that violates another person’s rights. Also, these rights do not replace the laws we already have, and so we must respect these laws as well. (p. 4)

One of the most important basic human rights is the right to education, which is also enshrined in the South African Constitution as Chapter 2, the Bill of Rights, section 29, Education (Constitution of the Republic of South Africa [RSA], 1996). Yet, in this respect too, there is a societal expectation that individuals should themselves assume responsibility for proper learning and conduct when laying claim to this right. A good example of such an expectation may be found in the launch of the Bill of Responsibilities in March 2011, which was an initiative between the Department of Basic Education (DBE), Lead SA (a partnership between Primedia Broadcasting and the Independent Group of Newspapers) and the South African Interfaith Council. The Bill was aimed in particular at learners and schools to promote a sense of responsibility in citizenship (Lead SA, n.d.).

In the foreword to a teachers’ guide entitled Building a culture of responsibility and humanity in our schools (DBE, 2011), which was aimed at supporting the Bill of
Responsibilities, the Director-General of Basic Education, Mr P.B. Soobrayan, noted that South Africa’s young democratic society faced a continued challenge, especially among young people, regarding issues related to values in society. He emphasised that the development of the Bill (from March 2008) with a view to learners was an initiative [that] arose out of the concern amongst all stakeholders in education and in the broader society that learners should understand that each right guaranteed by the Constitution of South Africa must be practiced responsibly. The Bill of Responsibilities is premised on the view that it is only when citizens make responsible choices in terms of the wellbeing of others and themselves, that a democracy is strengthened. (DBE, 2011, p. iii)

It should be noted that the South African Bill of Rights (Constitution of the RSA, 1996) is a legal document, whereas the Bill of Responsibilities is only a framework of values to be strived after (Expresso, 2011). These values have been grouped under the rights to: equality; human dignity; life; family or parental care; work; freedom and security of the person; property owning; freedom of belief, religion and opinion; a safe environment; citizenship; and freedom of expression. Regarding the “responsibility in ensuring the right to education”, the entire section reads as follows:

The right to education places on me the responsibility to:
- attend school regularly, to learn, and to work hard,
- cooperate respectfully with teachers and fellow learners and
- adhere to the rules and the Code of Conduct of the school,

and concurrently places on my parents and caregivers the responsibility to:
- ensure that I attend school and receive their support,

and places on my teachers the responsibility to:
- promote and reflect the culture of learning and teaching in giving effect to this right. (DBE, 2011)

At the time, it was noted in the South African news media that the launch of the Bill came “in the wake of growing concern for deteriorating school conditions” (Expresso, 2011). This vague phrase covered a myriad of shortcomings of all kinds whether of a structural, institutional, economic, or social nature. However, five years previously the SAHRC (2006) had published the Report of the public hearing on school-based violence because of a “growing culture of school-based violence [that] has become a matter of national concern in recent years” (p. v), since such violence infringed on the rights of learners to learn and educators to teach in a safe environment. The
factors identified as the chief causes for such violence included *inter alia* “discipline models in school and unclear management roles; unattractive school environments; educators’ misconceptions regarding the human rights of learners; the impact of community poverty; the presence of gangsterism and drug and alcohol abuse in the community; conditions in the home environment; and the social de-sensitisation of youth to a culture of violence” (p. vi). One of the main recommendations of the SAHRC’s report (2006) was that a culture of peace should be advanced through a curriculum of non-violent values and “life skills training [that] should have an emphasis on child rights and responsibilities [emphasis added] that go with them and positive values” (p. 37).

It may be surmised that the SAHRC report had a strong influence on the initiative by the DBE to launch the Bill of Responsibilities. This is the background against which the current investigation was undertaken, but with special emphasis on learners’ responsibility to assume ownership of the educational opportunities that they are offered. The focus here will therefore be on less negative aspects (not on school violence, for example), but on motivation to become self-driven towards positive goals. Moreover, the opportunities in this study are presented in an inclusive education environment; in other words, in a special context suited to the requirements of learners with special needs as set out in the remainder of this chapter.

**1.2 BACKGROUND: SELF-RESPONSIBILITY FOR LEARNING IN ADOLESCENCE**

**1.2.1 Adolescents’ disinclination to accept responsibility**

A sense of responsibility as a character trait is highly prized in society since its acquirement is seen as important to maturity. Yet, there appears to be worldwide concern among researchers about evidence that many adolescents and developing adults are disinclined to accept responsibility or to develop a sense for it (Salusky et al., 2014). As regards South Africa, an empirical overview by Spaull (2013) of the quality of education since 1994 has revealed a crisis situation in which the vast majority of learners at all levels are performing significantly below the point at which they should be in the curriculum. In other words, South African adolescents fall even further below general standards of accountability if worldwide negative factors are
considered. Moreover, South African learners have failed to reach many of the normal numeracy and literacy milestones. Whereas Spaull does not mention the role that learners could fulfil themselves, Modisaotsile (2012), who also remarks on the crisis in South African education, observes that learners should be guided in taking learning seriously.

1.2.2 Responsibility of learners in a special-needs environment

A main stimulus for the current study was the unwillingness shown by learners to assume responsibility for their learning at the school where the researcher is employed as an educator. This attitude was evident enough to be a cause for concern among the school’s staff. The school, which for ethical reasons will be referred to pseudonymously as Purple College (and called ‘the College’ in brief), focuses primarily on private schooling for the individual and offers a Small-Classroom Inclusion Programme (SCIP) in which teaching is adjusted to the pace of learners and extra lessons are presented if required. The school accommodates diverse learners who experience various barriers to learning such as learning disorders and attention deficits, referred to as ‘specific learning disorder’ (SLD) or simply as ‘learning disorder’ (LD) in the literature.¹

The SCIP classes should not be considered as inimical to the principles of inclusive learning, since learners with special needs are not segregated from the ordinary learner population during the normal school day. However, they do receive daily after-school assistance in the form of extra lessons in small classes of not more than 15 members. Therapists and psychologists provide the educators with guidelines about assisting learners in surmounting specific barriers that the learners may experience. The classrooms used have fewer windows in order to prevent distractions to learners with attention deficit problems. To avoid the misconception

¹ In the fifth edition of the Diagnostic and statistical manual of mental disorders (DSM-5), the American Psychiatric Association (2013) has recently broadened the category of learning disorders so that “specific learning disorder” is not limited “to diagnoses particular to reading, mathematics and written expression”, but has been extended to “describe shortcomings in general academic skills” along with more “detailed specifiers for the areas of reading, mathematics, and written expression”. A clinical diagnosis should take account “of the individual’s developmental, medical, educational, and family history, reports of test scores and teacher observations, and response to academic interventions” against a background of “persistent difficulties in reading, writing, arithmetic, or mathematical reasoning skills during formal years of schooling”. (p. 1)
that these classes are separate special-needs classes outside inclusive context, the term “inclusive-supportive” may be more appropriate.

In other schools, this type of class would be the equivalent of the “helping” or “special-needs” classes, and these schools follow a curriculum suited to learners with special needs that may to some extent be similar to the SCIP. However, the Purple College’s programme is unique in the sense that when the learners reach Grade 10, they are permitted to take only Mathematical Literacy and not any other subject that requires Mathematics. The advantage of this approach is to enable the learners to cope and not feel overwhelmed, but it holds the disadvantage that the options available for higher education to these learners are limited. If SCIP learners should wish to take Mathematics in Grade 10, their educators in Grade 9 have to complete forms to certify that they deem these learners capable of coping in a mainstream class in which Mathematics can be taken in Grade 10.

Regarding the background of learners at Purple College, they originate from an upper-income living environment and have access to many resources. This positive aspect is, however, often negated by the fact that the parents of some of them are strongly career focused and thus fail to be actively involved in their children’s learning process. Moreover, the majority of learners’ parents are divorced and as a result some learners are exposed to a home environment with poor stability or inconsistent home discipline. The relevant information about the learners involved in this study was obtained from discussions with the learners themselves, reports by independent speech and language therapists, medical practitioners, and educational psychologists, as well as internal (College) behavioural and other reports (such as from previous schools that learners attended). These reports were of different types for different learners (see Appendix 14). This militated against the compilation of a more detailed comparative profile of participants (see Table 3.2), but individual profiles could be drawn up (see 3.6 and 5.8). Since these reports are confidential, they may be accessed on request by appropriate professionals and educationists.

Considering that the SCIP is aimed at learning support, the researcher has observed the paradox that the Grade 9 SCIP classes appeared to contribute to creating dependent and irresponsible learners. These learners know that they have learning difficulties ascribable to attention deficit disorder (ADD), attention deficit hyperactivity
disorder (ADHD), dyslexia, and other learning and emotional difficulties that impact on their ability to read, write, and understand. By putting forward these impediments as inabilities, they use them as an excuse for not taking responsibility for their own learning process. As a result, their educators feel impelled to take on learners’ responsibilities, as the learners are expected to achieve specific outcomes set by mostly the school owners and the DBE.

1.2.3 The effect of the DBE’s curriculum phases approach on learner motivation

The DBE mandates that a learner may fail a curriculum phase only once. The various curriculum phases encompass Grades 1 to 3, Grades 4 to 6, Grades 7 to 9, and Grades 10 to 12. If learners fail more than once in a phase, they are put through to the next phase as they are too old for the phase in which they have not been successful. Since learners are fully aware of this policy, it might have an effect on the less-motivated ones merely to move through the phases perfunctorily (Sullivan et al., 2009). Moreover, learners between the ages of 10 and 15 often lack responsibility for their learning for reasons such as inappropriate curricula and assessment; ineffective teaching and learning strategies; inconsistencies in the teaching environment and locales where learning takes place; learners’ family economic resources; and learners’ own sense of what they can achieve (Sullivan et al., 2009).

1.2.4 Learner perceptions of responsibility in inclusive-supportive classrooms

There is no shortage of general studies on the personal responsibility of learners in their learning, but there is a dearth of investigations into learner responsibility in an inclusive-cum-supportive classroom context. The general studies, moreover, tend to focus on the reasons for the importance of inclusivity in education at macro level, with little or no emphasis on successfully implementing inclusivity initiatives at micro level in a school context, and with barely any mention of learner responsibility in an inclusive-supportive classroom. Despite this lack of information at the grassroots level, it can be observed, as do Sullivan et al. (2009), that learners in general are able to learn effectively if their learning environment is sufficiently contextual, meaning that their learning is anchored in their “living” social environment. Providing education of this nature that is meaningful to learners may be problematic in the
South African education system, as learners appear to feel that some curriculum material is not relevant to their daily lives and planning for their future. This adds to their lack of motivation (Sullivan et al., 2009).

Similar perceptions could be identified among learners in the SCIP class, who felt that some of the learning areas had no relation to what they wished “to do one day”. Yet, there was an anomaly discernible in their thinking since they were not even certain about any vocation that they would like to follow, but still believed that some of their school subjects would not help them with what they wanted to do in the future. Even those learners who did have a clearer idea of a vocation, did not know what would be expected of them in such a vocation.

1.2.5 Self-responsibility and the role of metacognition

Returning to the thread of general studies on self-responsibility, it should be noted that Lomofsky and Lazarus (2001) found that challenges such as socio-economic status, discrimination, an inflexible curriculum, inadequate support, the lack of parental involvement, and the quality of primary school education may affect learners’ sense of responsibility and their commitment to effective learning. In the case of the Purple College, the lack of parental involvement was probably the foremost factor, and, as observed by Ryberg (2014), since children in early adolescence are normally less mature than adults, they are less responsible for their transgressions. To make the right choices, they need guidance and involvement from people who are more mature.

Research by Bullock and Muschamp (2006) supports this view, since they found that learners who took responsibility for their work not only performed beyond expectations, but also strived for independence. If educators are solely held responsible for the learning process, then learners tend to become and remain dependent. To remedy such a deficiency, there should be a process for regulating an effective learning partnership between learners and educators, according to which learners take full responsibility for a task with the support of their educators. The educators still retain authority in the classroom by way of controlling the learning
process. As Bullock and Muschamp (2006) note, a process of scaffolding,² handing over, and self-monitoring (explained in section 1.5.5), known as metacognition, can be employed. Metacognition can be defined as higher order thinking which involves active control over the cognitive processes engaged in learning. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature. Because metacognition plays a critical role in successful learning, it is important to study metacognitive activity and development to determine how students can be taught to better apply their cognitive resources through metacognitive control. (Livingston, 1997, n.p.)

This, therefore, involves taking responsibility for own learning and implementing the best thinking strategy, and its successful result is that learners become actively involved in the learning process, take responsibility for whatever happens during the learning process, and do not transfer responsibility to their educators (Bullock & Muschamp, 2006; Livingston, 1997).

1.2.6 Metacognition as a life-skills asset

Assuming self-responsibility for learning is also an asset to the life skills of learners beyond the classroom, since learners are better equipped for accepting responsibility in dealing with challenges in other circumstances. In this context, ‘assets’ can be defined as attributes that individuals, groups, or organisations possess which contribute to their strengths and assist in managing their challenges (Ebersohn & Eloff, 2003). For learners to develop assets that will enable them to take responsibility, they have to acquire skills that are the basis of metacognition, such as scaffolding (see section 1.5.5), shared understanding, and self-monitoring. Self-monitoring in particular is important, since it helps learners to differentiate between their own effort and educators’ effort: if learners are enabled to monitor their own effort, they will not transfer learning responsibility to others such as teachers (Bullock & Muschamp, 2006).

² Scaffolding: “[A] variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process” (scaffolding, 2015).
When learners reach the level of Grade 9, they are in a developmental stage in which they can attain metacognition through a process of reflection on their own thoughts and decision-making based on pre-knowledge. They can consequently transfer their thinking from general to specific aspects in diverse situations (Fox & Riconscente, 2008). Responsible learning takes place when learners understand their learning needs and are encouraged to overcome their learning barriers and make informed decisions (Harrison, 2000).

### 1.2.7 The value of contextualised learning

Campbell, Faulkner, and Pridham (2011) believe that responsible learners are managers of their own learning, are self-aware, intrinsically motivated, have good self-esteem, and strive for independence and growth. These authors observe that adolescents’ willingness to learn seems to decline as they grow older, but if the learning is contextual and meets the needs of the adolescents’ environment, their continued willingness to learn is evident. Campbell et al. therefore suggest that an effective school curriculum for these learners should be learner-centred, collaboratively organised, outcomes-based, flexibly built, morally attentive, sufficiently resourced, purposefully linked, and community oriented.

Individuals develop responsibility by effectively and continually carrying out responsibilities, an accomplishment that seems to be aided by structured environments such as to be found within organisational and relationship contexts (Salusky et al., 2014). Becoming a responsible adult involves gradually learning to take on higher-level and more challenging duties. Anthropologists have long observed that societies which are effective in fostering self-responsibility in education involve their learners in gradual exposure to increasingly difficult roles that prepare them for the complex roles of adulthood (Salusky et al., 2014).

### 1.2.8 Intrinsic and extrinsic motivation

On the other hand, motivation is an equally important part of responsible learning and forms part of the theoretical framework in this study. Hannula (2006) defines motivation as “a potential to direct behaviour that is built into the system that controls emotion. This potential may be manifested in cognition, emotion, and/or behaviour” (p.166). Since motivation can be a conscious or an unconscious drive to satisfy
needs and wants—in other words, the urge to do some things and avoid others—it is essential to consider learners’ motives to understand their behaviour. There are many approaches to learner motivation in which the focus may be placed on either intrinsic or extrinsic factors, or a mix of both, as noted by Hurd (2006).

Intrinsic motivation involves the incentive to become engaged in an activity for the sake of the activity itself, such as a real personal interest in a subject and not primarily for obtaining credit for it (VandenBos, 2013). It is, therefore, the drive to do something for the benefit of one’s own learning and is generated internally. Extrinsic motivation, on the other hand, derives from an external incentive to undertake an activity, not only to obtain a reward, but also to avoid a penalty, such as to study for an examination in order not to fail it (VandenBos, 2013). To determine whether motivation is intrinsic or extrinsic, it is necessary to consider the quality of and reason for the motivation and how they manifest themselves, for example by examining the quantity, level, or volume of motivation that learners show for a particular learning activity (Gouws, Kruger, & Burger, 2000; Vansteenkiste et al., 2010).

Intrinsic motivation, the focus of this study, considered from the perspective of responsibility, involves learners’ behaviours, emotions, and cognition—whether observable or non-observable—which make them responsible for their learning (Bacon, 1993). Scharle and Szabó (2000) agree that responsibility entails individuals’ taking control of their actions and understanding that they will have to accept the consequences issuing from those actions.

1.2.9 The need for guidance

Responsibility is a highly prized attainment in society, but adolescents, who are still developing towards maturity, are often lacking in a sense of responsibility and need to be motivated towards it. One of the facets of motivation involves “a person’s willingness to exert physical or mental effort in pursuit of a goal or outcome”, whereas another facet entails “the act or process of encouraging others to exert themselves in pursuit of a group or organizational goal” (VandenBos, 2013, p. 368). For learners to attain self-responsibility, they also need to be guided towards it in a
learning and teaching environment which is “contextual” in that the learners can relate to it.

1.2.10 Main purpose of the investigation

In this study, learner responsibility in an inclusive school context will be investigated. Various challenges and assets contribute to learners’ assuming responsibility for own learning, and these issues need to be considered in the context of developing towards self-responsibility in a school and personal environment.

1.3 RESEARCH QUESTION

What are the challenges and assets for adolescent learners experiencing learning barriers in a small-classroom inclusion programme?

1.4 RESEARCH AIM

The aim of this study is to explore and describe the challenges and assets of adolescent special-needs learners in taking responsibility for their learning in all learning areas in a small inclusion classroom.

1.5 CONCEPT CLARIFICATION

The most significant concepts used in this study are detailed below.

1.5.1 Adolescence

The Latin root of this word means “to grow up” and refers to the life cycle between childhood and adulthood, which is characterised by marked physical and psychological changes (Gouws et al., 2000). Particularly important is that physical changes result in significant effects on body image, self-concept, and self-esteem. Major cognitive and social developments take place as well: Most young people acquire enhanced abilities to think abstractly, evaluate reality hypothetically, reconsider prior experiences from altered points of view, assess data from multiple dimensions, reflect inwardly, create complex models of understanding, and project complicated future scenarios. Adolescents also increase their peer focus and involvement in peer-related activities, place greater emphasis on social acceptance, and seek more independence and autonomy from parents. (VandenBos, 2013, p. 14)
1.5.2 Small-Classroom Inclusion Programme (SCIP)

The Purple College presents small classes to a maximum of 15 learners under the aegis of this programme. Teaching and learning are undertaken according to the pace of the learners, and extra lessons are given to support all learners who may require them. Educators furthermore work closely with parents or caregivers and other stakeholders regarding learners’ needs. (See section 3.6 for further details.)

1.5.3 Responsible learning

Responsible learning takes place when learners understand their learning needs and are encouraged to overcome their barriers to learning so that they can make informed decisions (Harrison, 2000). Campbell et al. (2011) consider responsible learners to be managers of their own learning who are self-aware, intrinsically motivated, possess good self-esteem, and strive for independence and growth. These authors observe that although adolescents’ willingness to learn seems to decline as they grow older, such willingness can be maintained if learning is contextual and meaningful.

1.5.4 Challenges experienced by learners

As noted previously, learners between the ages of 10 and 15 often lack responsibility because of ‘external’ factors such as inappropriate curricula and assessment, ineffective teaching and learning strategies, inconsistencies in the teaching environment, poor economic resources, as well as ‘internal’ factors such as inadequate personal insight into own achievement potential or a lack of perspective on the future relevance of learning areas and material (Sullivan et al., 2009). A personal sense of responsibility and commitment to effective learning may further be impeded by challenges such as low socio-economic status, discrimination, an inflexible curriculum, inadequate support, lack of parental involvement, and poor-quality primary school education (Lomofsky & Lazarus, 2001).

1.5.5 Assets gained by learners: metacognition and scaffolding

Effective learning entails a constructive partnership between learners and educators in which the learners assume full responsibility for a task with the support of the educators, who retain authority over the learning process. On learners’ part, the process should ideally involve metacognition, which entails an awareness of own
thinking processes and an effort to control them (VandenBos, 2013). On the educators’ part, the metacognitive process should entail scaffolding, handing over, and self-monitoring (Bullock & Muschamp, 2006). Scaffolding refers to educators’ providing successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance. Like physical scaffolding, the supportive strategies are incrementally removed when they are no longer needed, and the teacher gradually shifts more responsibility over the learning process to the student. (Scaffolding, 2015)

Scaffolding, therefore, consists in buttressing learners’ efforts towards unassisted learning, and gradually removing such assistance as the learners become increasingly competent (Molenaar, Van Boxtel & Sleegers, 2010).

Metacognition thus concerns equipping learners with an asset when they assume responsibility for own learning and refrain from transferring this responsibility to educators. Such an asset is a valuable advantage for individuals, groups, or organisations in that it contributes to their strengths and assists them in managing their challenges (Ebersöhn & Eloff, 2003). Self-monitoring as an outcome of the scaffolding process helps learners to differentiate between their own efforts and educators’ efforts. If learners are able to monitor their own efforts, they will be less inclined to transfer responsibility (Bullock & Muschamp, 2006) and, through responsible learning, overcome their learning barriers and make informed decisions (Harrison, 2000).

1.5.6 Inclusivity

This concept in South African education (discussed in greater detail in section 2.6) had its roots in national and societal concerns about the kind of educational experience that would be provided to learners with moderate to severe disabilities in post-apartheid mainstream education (Department of Education [DoE], 2001). The initiatives to promote participation in regular classes for children with special needs were informed by the United Nations Educational Scientific and Cultural Organisation’s Salamanca Statement of 1994 (UNESCO, 1994), which advocated the principle of inclusive schools for all children despite individual differences, but with appropriate support to those learners with special learning needs (Dale-Jones,
2014). One of the conclusions at a Teachers Upfront seminar, held at the University of Witwatersrand's School of Education in 2014, was that the movement towards inclusive education in South Africa was beset by many difficulties (which fall beyond the scope of this dissertation), but that success in learning for all would require *inter alia* a systemic resolution approach rather than merely devolving responsibility on educators alone (Dale-Jones, 2014).

### 1.6 RESEARCH METHODOLOGY

The nature of the research undertaken determined the nature of the research approach followed. Because the objective was to observe specific issues in detail through an own research viewpoint, a phenomenological rather than a positivistic framework was indicated (Hara, 1995). This entailed the use of interpretivism in a case study design. Interpretivism facilitated the investigation of the perceptions of educators and learners regarding learner responsibility, which constituted a social reality that had to be described, interpreted, and documented (Henning, Van Rensburg, & Smit, 2010; Johnson, 2006; Williams, 2000) with a view to clarifying “how interpretations and understandings are formulated, implemented and given meaning in lived situations” (Radnor, 2001, p. 4). In turn, the case study format for research design, as Singh (2013) notes, is a strategy particularly suited for finding answers to ‘how’ or ‘why’ questions when the researcher has little control over events in situations where the focus is on a current phenomenon in some real-life context. Moreover, since a case study is an in-depth, focused, and limited analysis within a bounded system (Yin, 2009), it was highly appropriate for exploring the particular case or issue of learner responsibility as evidenced among Grade 9 learners in a small-classroom inclusion programme. An added advantage that Andrade (2009) mentions within a real-life context investigation is that it helps the researcher to gain a deeper, holistic understanding of the challenges that participants face.

Data collection entailed the use of observations, questionnaires, and semi-structured interviews as outlined in section 3.7. Thematic content analysis served as the qualitative instrument for enabling subjective interpretation through a step-by-step process, as suggested by Zhang and Wildemuth (2009), of identifying the main realities and meanings of the participants. Trustworthiness was ensured through
adherence to the criteria for rigour in qualitative research, namely credibility, dependability, confirmability, and transferability (Hansen, 2006). Due attention was also paid to the ethical principles governing research of this nature, namely the rights of participants, informed consent and fairness, professional standards and integrity, confidentiality, and mutual understanding (Gravetter & Forzano, 2006; Social Research Association [SRA], 2003; Van der Westhuizen & Dunbar-Krige, 2010) as detailed in section 3.10.

1.7 CHAPTER SUMMARY

This introductory chapter considered the rationale of this study, namely the reasons for undertaking an investigation into the extent that learners in an inclusive and supportive classroom context are willing to accept responsibility for their learning. The specific context of the study was that of a small-classroom inclusion programme offered at a private school, since the available literature in the field provided little information on such learning environments. More pertinently, the investigation focused on responsibility and self-motivation evinced by learners in their learning, with a view to assess the challenges faced by such learners and the assets that they might use in overcoming obstacles. Chapter 2 will be devoted to a discussion of the literature investigated for this study, and will include a more detailed investigation of the major concepts mentioned in the current chapter. Exploration of the research methodology will receive attention in Chapter 3, the analysis of the research data will be presented in Chapter 4, and the conclusions will be outlined in Chapter 5.
2.1 INTRODUCTION

The literature review for this research was guided by a structure arranged according to themes that arose during the research process. The investigation of the relevant literature also provided preliminary guidelines for the appropriate data analysis methods to be employed according to the nature of the research, for example whether inclining more towards the quantitative or the qualitative approaches (see Chapter 3). The following main fields could be identified in the literature review for this research:

1. Responsibility in education.
3. Challenges regarding responsibility.
4. Assets regarding responsibility.
5. Inclusive education.

2.2 RESPONSIBILITY IN EDUCATION

2.2.1 The relation between responsibility and choice

Responsibility in an educational setting has multiple meanings. According to Anderson and Prawat (1983), learners demonstrate responsibility when they accept accountability for their actions and are able to apply self-control, which can be extended to control over external and internal factors, especially if learning is self-regulated. As De Ruyter (2002) points out, the equation of responsibility with answerability and accountability also entails a moral component in that actions may lead to blame or reward and an ensuing sense of guilt or pride (a motivational component). For this reason, a classroom learning environment needs to be
positively empowering by fostering an atmosphere of respect, validation of ownership, and choice in the learning process. Choice is a key concept in motivational empowerment, and acceptance of responsibility for choices leads to endorsement of the curriculum by learners and, consequently, favourable academic outcomes (Lemieux, 2001).

Harrison (2000), too, observes that responsible learning takes place when learners understand their own learning needs and are encouraged to make informed decisions about such needs. Increased flexibility in matters such as curriculum design in recent decades has increased learners’ choice about what, how, and where they learn. Campbell et al. (2011) believe that responsible learners are managers of their own learning, are self-aware, intrinsically motivated, possess good self-esteem, and strive for independence and growth. Such responsibility, buttressed by contextualised learning, assumes greater significance as the learning process advances, especially in view of these authors’ observation that adolescents’ willingness to learn appears to taper off as they grow older (compare section 1.5.3).

### 2.2.2 Self-sufficiency in attitudes

Self-sufficiency in learning attitudes is another essential component in the view of Duke and Jones (2001), who regard learner responsibility as the ability to behave appropriately without management or supervision, or the need to correct negative individual or group behaviours. This degree of responsibility, however, Lauermann and Karabenick (2011) have found to be strongly dependent on the specific situation. Thus, if the situation does not require them to be responsible, learners with learning barriers will consider responsibility to be the duty of other stakeholders such as educators in order to avoid accountability for negative outcomes (such as failing a subject).

### 2.2.3 The mentoring role of educators in metacognitive skills

Regarding learners who are consistently responsible, on the other hand, their sense of responsibility appears to be determined mainly by personal and situational choices, moral standards, personal obligation, and self-judgement, based on an awareness and maturity to understand that actions have consequences (Lauermann & Karabenick, 2011). In this respect, it is significant that learners who internalise the
effects of both negative and positive outcomes create an opportunity for growth, since such experience allows them to acquire skills, knowledge, and commitment that enable them to behave responsibly and appropriately (Lauermann & Karabenick, 2011). On their part, schools and educators need to assist learners in the development and understanding of taking responsibility in accordance with their capabilities (Lauermann & Karabenick, 2011). This may involve the entire education system, considering that educators, as Duke and Jones (2001) note, cannot assist learners if the learning environment is not conducive to supporting the concept of being responsible.

In the role of mentors, educators are obliged to guide learners in their understanding that, because of their varying needs, they require the development of metacognitive skills and a new perspective on learning discipline and responsibility (Tomlinson, 2004). Ross and Frey (2009) agree that learners need to be given the opportunity to realise gradually the importance of taking responsibility for their learning and self-discipline (relating to the concept of scaffolding: see section 1.5.5). The progressive shift of responsibility from educators to learners will be enhanced as learners become increasingly confident in their own ability to work independently (Ross & Frey, 2009).

However, a sense of responsibility cannot be internalised if learners’ behaviours are subject to external control only, without the fostering of internal metacognitive skills. In this respect, two important dimensions of the concept of responsibility have to be distinguished, namely being responsible and being held responsible: being responsible entails control by internal factors, whereas being held responsible involves control by external factors (Bacon, 1991; Bacon, 1993; Cooper & Jayatilaka, 2006). These differences relate to the intrinsic ability and willingness of learners to initiate their own learning in different situations, in which case they are being responsible. However, if other stakeholders such as educators or even parents extrinsically initiate and control learning situations, the learners are only being held responsible (Bacon, 1991; Bacon, 1993; Cooper & Jayatilaka, 2006).
2.2.4 Internal and external loci of control

Responsible learning involves working by learners without constant supervision from educators, being internally and externally aware of their learning environments, as well as being focused on the learning process and gaining knowledge, and with the added advantages of delivering work beyond expectations, resolving challenges, and not being demotivated by such challenges (Bacon, 1991; Bacon, 1993; Cooper & Jayatilaka, 2006). This can be summed up as responsible learner-functioning with an internal locus of control, whereas learners who are only *held* responsible, function with an external locus of control since they act on external judgement (Lauermann & Karabenick, 2011). A further distinction is noticeable between the two types: the former group of responsible learners are accountable for their actions as outlined in the code of conduct of the school and classroom rules, as well as the moral and ethical standards of the community and parents. However, Lauermann and Karabenick (2011) continue, the latter group of ‘being-held-responsible’ learners find it difficult to learn without adequate structure and support from educators and parents.

2.2.5 Dual individual and social responsibility in learning

In overview, it can be argued that learners have a dual responsibility in the classroom: individual responsibility for their own learning, and social responsibility for making the best use of the learning opportunities provided to them. Edmuns and Bauserman (2006) assert that learning is influenced by the social and learning atmosphere within the classroom and the motivation provided for it. If, for instance, schools pursue a learner-centred approach to learning, learners are encouraged to assume greater responsibility for their learning and to rely less on traditional teaching methods. Edmuns and Bauserman remark furthermore that the development of a learner-centred approach—emphasising generic skills such as critical thinking, problem-solving, and independent learning—means that the educational outcomes tend to be considered superior to those of the ‘surface delivery’ commonly associated with a traditional educator-centred approach. McCabe and O’Connorb (2013) have identified four features in a learner-centred approach:

1. active responsibility for learning;
2. proactive management of learning experience;
3. independent knowledge construction; and
4. educators as facilitators (mentors).

To the extent that learners become more proficient in metacognitive skills, educators can gradually move from the traditional ‘dogmatic’ teaching role to that of supportive mentors (McCabe & O’Connorb, 2013).

2.3 MOTIVATION IN EDUCATION

2.3.1 Motivation as a drive for behaviours

Learners’ motivation exerts a decisive influence on their sense of responsibility. Since motivation forms an essential component of responsible learning, the concept is key to the theoretical framework of this study. Motivation has already been touched upon in section 1.2.8, in particular its intrinsic and extrinsic forms. To recapitulate, motivation can be defined as

the impetus that gives purpose or direction to human or animal behavior and operates at a conscious or unconscious level ... Motives are frequently divided into (a) physiological, primary, or organic motives, such as hunger, thirst, and need for sleep, and (b) personal, social, or secondary motives, such as affiliation, competition, and individual interests and goals. An important distinction must also be drawn between internal motivating forces and external factors, such as rewards or punishments, that can encourage or discourage certain behaviors. (VandenBos, pp. 367–68)

It is specifically the personal, social, or secondary motives that come into play in the context of this study, as well as the highly significant internal and external factors in terms of rewards and punishments that may fulfil such a crucial role as “incentives” in education, whether with good or ill effect. Hannula (2006) defines motivation in an educational context as learners’ potential to initiate self-controlling behaviour, which is manifested in their actions, cognition, or emotions. Motivation can be a conscious or an unconscious drive to satisfy needs and wants; involves internal processes that trigger, direct, and maintain behaviour; and influences the way that individuals learn and perform (Grobler, 2009). Situations in an environment may also exert an influence on motivation (Hurd, 2006), which is especially significant in the context of
motivation for learning as a process that partly occurs in two domains, namely (a) within the learner and (b) in the interaction between the individual, the learning, and the environment concerned (Smit, De Brabander, & Martens, 2013).

2.3.2 The self-determination theory of motivation

Against this background, the decision was taken to concentrate on the self-determination theory as motivational theory on which to base this study, since it is grounded in the principle of freedom of choice in regulating behaviour and learning (compare section 2.2.1). It also embraces the highly significant concepts of intrinsic and extrinsic motivation (Demir, 2011; compare also section 1.2.8). As an inclusive theory of motivation, the self-determination theory focuses not only specifically on the role of particular social, cognitive, or emotional factors, but also generally on the kinds of behaviours that learners reveal when they interact with social environments. It has further value in being an ‘umbrella’ approach consisting of a number of mini-theories (Evans, 2015).

According to self-determination theory, the motivation to fulfil basic psychological needs is based on intrinsic and extrinsic motivation. Internal forces, influenced by external factors, which motivate behaviours, as defined by VandenBos (2013) (section 2.3.1), are thus driven by respectively personal-interest and environment incentives. Intrinsic behaviours also tend to issue from personal enjoyment and interest, and are self-determined and instinctive in nature (Staunton, Gellert, Knittle, & Sniehotta, 2015). On the other hand, behaviours aimed preponderantly at pleasing others are considered to be extrinsically motivated. Research considered by Staunton et al. (2015) indicates that self-directed and intrinsically motivated behaviours are more likely to be embarked upon than those that are extrinsically motivated. In brief, then, intrinsic motivation is the drive to do something for the benefit of one’s own learning, whereas extrinsic motivation is the drive to do something in order to benefit from it externally (Hannula, 2006). It should be borne in mind, however, that an individual can be impelled by a combination of both depending on various variables (Hurd, 2006).
2.3.3 Self-determination and responsibility as influenced by intrinsic and extrinsic motivation

Gouws et al. (2000) observe that intrinsically motivated learners wish to enrich themselves mentally in that their goals are meaningful learning of tasks. They are persistent, enjoy independent studies, possess strong wills, set themselves high standards, and are not prevented by failure from developing their skills further. Moreover, they set enthusiastic, realistic objectives and display positive attitudes. In contrast, Gouws et al. continue, extrinsically motivated learners are negative, doubt their abilities, do only what is expected of them, and rely heavily on assistance, approval, praise, recognition, and encouragement. The success of their learning is based on and measured by external approval.

Extrinsic goals such as fame, power, and rewards (although conventionally viewed as ‘positive’) are in fact related to negative well-being of learners, Gouws et al. (2000) observe. Intrinsic goals, on the other hand, which entail the proactive pursuit by learners of learning, growth, and self-determination are related to positive well-being. It is significant that if the goals of extrinsic rewards and learning experiences are internalised, they have a positive effect, but if not, they may lead to low self-determination (Gouws et al., 2000). In addition, Vansteenkiste et al. (2010) and Gouws et al. (2000) have found that if desirable behaviours are externally regulated, learners rarely internalise them. It is thus necessary to consider the factors that are important for intrinsic motivation, namely competency and independence encouraged and supported by an environment that engenders autonomous self-regulation, and in which meaningful positive feedback will foster opportunities for internalisation (Gouws et al., 2000; Vansteenkiste et al., 2010).

In sum: from an intrinsic motivation perspective, responsibility can be defined as a learner’s behaviours, emotions, and cognition both observable and non-observable (Bacon, 1993). Scharle and Szabó (2000) consider responsibility to be characterised by control over actions and an understanding that consequences issuing from actions must be accepted.

2.3.4 Achievement goal theory

Another important motivation theory that should be taken into account is the achievement goal theory, which focuses on performance and mastery goals. These
are learners’ goals to gain new skills and to improve previously acquired skills, as Vansteenkiste et al. (2010) note. Learners who possess mastery goals based on intrinsic motivation display behaviours that are self-regulated and are thus able to achieve deep learning. The tenets of this theory are aimed at improving not only learners’ task efficiency, but also their competency skills. Evidence shows that performance goal learners outperform others and achieve success on account of their goals being ego oriented, performance based, and grounded in critical self-evaluation of competency (Vansteenkiste et al., 2010). Vansteenkiste et al. observe furthermore that performance goals can be divided either into performance approach goals and performance avoidance goals. The former create opportunities for learners to achieve and develop a sound self-concept and self-efficacy. The latter, however, have negative effects as learners focus on avoiding failure, which consequently undermines the pleasure of learning and is associated with higher levels of test anxiety, lower grades, and low psychological well-being (Vansteenkiste et al., 2010). Individual and group goals can be used as a method to forecast learners’ capacities in metacognitive self-regulation, as well as in group collaboration (Tempelaar et al., 2013).

2.3.5 The attribution theory

The investigations considered thus far have focused mainly on achievement goal orientation. Lewis (1992), who pays special attention to the attribution theory, notes that motivation influences learning on various levels: for learners to be motivated, learning needs to be relevant to the environment, be self-directed and intrinsic, and have a direct or indirect influence on behaviour. The learning process, which should be a non-threatening one, must include a self-evaluation component. When learners reach adolescence, they tend to know their limits and abilities and how these influence their classroom performance (Lewis, 1992). Such awareness can be investigated by means of the attribution theory, which is “the study of the processes by which people ascribe motives to their own and others’ behavior. The motives ascribed may be either internal and personal (dispositional attribution) or external and circumstantial (situational attribution)” (VandenBos, 2013, p. 53). If learners have low confidence in their abilities, Lewis observes, they will have very little motivation towards learning. In an endeavour to determine whether learners attribute their learning outcomes to their effort or ability, Lewis identifies three components:
1. **Locus of control:** This can be either internal as determined by ability and effort, or external as determined by luck. Learners with an internal locus of control are academically more successful.

2. **Constancy:** This determines the outcome of learning due to fixed or changeable variables.

3. **Responsibility:** This is demonstrated when a learner’s actions are intentional (Lewis, 1992).

Lewis (1992) remarks that a learner’s response to success or failure can be predicted. Whereas a child with an internal orientation would take pride in success, a child with an external orientation would experience a sense of being lucky regarding the same outcome. In the same way, if learners regard causes as stable, they will expect the same outcomes in the future notwithstanding the effort put into it. Learners who think that causes are changeable will tend to put more effort into a different outcome (Lewis, 1992). Learners’ feelings of confidence are also influenced by responsibility. If learners fail in tasks where they think themselves in control, more feelings of shame and anxiety are aroused in them than by tasks in which they do not consider themselves responsible for the outcome (Lewis, 1992).

The implications of the above observations are that motivated learners will gain new skills and seek out challenges fearlessly, as Lewis (1992) observes. They will overcome obstacles and gain mastery over learning goals, since efforts are valuable and lead to accomplishments. Learners are unlikely to attain success if they are unmotivated and avoid challenges, and are furthermore anxious and hesitant to undertake tasks that might result in failure because of low ability in completing the task. How learners view their intelligence, Lewis continues, will determine whether they are performance goal or only content-learning oriented. Those who believe in their intelligence and abilities will seek acknowledgement and strive for development to improve their skills (Lewis, 1992).

### 2.3.6 The value of activity learning as opposed to content learning

Furthermore, various psychological and educational theories with a learner-centred focus emphasise student self-responsibility and activity learning rather than content
learning. These theories consider learning to be a constructivist, situated, social activity (Smit et al., 2013). It is ‘constructivist’ in that learners construct their personal knowledge and link new information to prior knowledge and the context in which they find themselves. It is ‘situated’ in that knowledge is situated in learners’ real-life contexts. As a social activity, learning takes place through dialogue with all stakeholders involved in the learning process, as well as the self, when learning challenges and problems are faced and different solutions need to be considered, as Smit et al. (2013) observe. Since school learning activities are by nature rarely oriented toward mere amusement or idle curiosity, the core problem in education is how to motivate learners to value and self-regulate learning activities and to perform them without external constraint being required. Smit et al. also note that if an activity is not intrinsically motivating, such constraint may be necessary as an externally controlled attempt at regulating learning and transferring motives for learning to learners. The extent to which external factors can be internalised is determined by the quality of motivation, exertion, desire, perseverance, and accomplishment (Smit et al., 2013).

The foregoing does not deny that learners are sometimes faced with occasions, circumstances, and daily stressors that may put their abilities severely under strain. To face these trials, Fishman (2014) points out, adequately equipped and prepared individuals are able to employ internal strategies, actions, or processes to counter such challenges. Among the most effective strategies is the attribution process as discussed above, which helps individuals to make sense of the world after encountering distressing events that threaten their awareness of control (Fishman, 2014).

2.4 CHALLENGES REGARDING RESPONSIBILITY

Equipping learners with a sense of responsibility is a road strewn with many obstacles. The most important challenges will be reviewed in this section.

2.4.1 The influence of environmental challenges on learning independence

As noted previously, learners between the ages of 10 and 15 often avoid responsibility for their learning because of inappropriate curricula and assessments, ineffective teaching and learning strategies, and differences between the teaching
environment and locales where learning takes place (Sullivan et al., 2009; see section 1.2.3). Lomofsky and Lazarus (2001) have found that challenges such as socio-economic status, discriminatory attitudes, an inflexible curriculum, inadequate support services, the lack of parental involvement, and the quality of primary school education may affect learners’ sense of responsibility and create barriers to effective learning. Bullock and Muschamp (2006) have furthermore observed that if educators are held responsible for the learning process, learners tend to remain dependent. However, if learners take responsibility, they produce work beyond expectations and reach independence.

A phenomenon related to the dependence exhibited by some learners, is the challenge of learned helplessness. This results from the perception among learners that no matter the degree of effort they make, they are unable to achieve what is required of them (Gotshall & Stefanou, 2011). This results in a hesitation to attempt new activities, which may be exacerbated by feelings of inadequacy and helplessness that are transferred to other life circumstances, too, as Gotshall and Stefanou (2011) have observed. Viewed from a slightly different angle, learned helplessness occurs when learners experience a lack of control over the learning situation, become helpless, and terminate exploration of the situation. Once again, this behaviour is later generalised to other situations (Teodorescu & Erev, 2014).

Important factors that determine the degree of learner motivation are, in Brophy’s (2008) opinion, the social environment in which learning takes place; the achievement expectations of the learners, their parents, and the school; and the value added by learning to learners’ daily lives by the endeavour to acquire knowledge. If learners do not view an activity as valuable to them, Brophy states, they will frequently be reluctant to engage in it or to develop an understanding of the value of learning. For learning to be valuable, the lesson content and requirements should be presented within the realm of the learners’ ability (Brophy, 2008).

2.4.2 The significance of personal investment and self-perception

Nelson and DeBacker (2008) give special consideration to the significance of personal investment, which determines whether an activity is meaningful in accordance with the amount of energy that learners invest in the learning process. If
the learning context is focused on achievement, the following factors need to be taken into consideration: the personal goals of each learner, self-perceptions, perception of activities in the classroom, access to and availability of information, the characteristics of the teaching and learning environment, the personal experience of learning, and the influence of society. Regarding the key role of perception, Brophy (2008) observes that educators need to educate learners to view their abilities as changeable, developing, and internally controllable. When learners view learning as controllable, the outcomes of learning will improve.

2.4.3 The concept of low ability

Miller, Heafner, and Massey (2009) have found that if educators teach learning activities at an inappropriate ability level, resistance will develop among learners. The educators tend to misinterpret such resistance as a low ability to achieve, but in fact it is a result of the frustration that learners experience when educators have low expectations of their abilities. This development has a hampering effect on learners’ motivation to become self-regulated and responsible.

2.4.4 The role of social goals

Educators’ views of learners’ abilities are extraneous elements that have an influence on learners’ achievements. Other such elements with significant influence are those explained by the theory of social goals, namely the social reasons for learners’ working in class or not. Social responsibility goals, as noted by Nelson and DeBacker (2008), relate to the aspiration to behave responsibly in social contexts. Social intimacy encompasses developing and sustaining a relationship with peers, as well as choosing to work with others because of a desire to create and build relationships. It should be pointed out that social approval goals can be positive because the objective is to be accepted by peers, but may be negative in that it could involve the lowering of standards (Nelson & DeBacker, 2008).

The more goals are of a social nature, the more they tend to be shaped by circumstantial factors. This is one of the major reasons for more recent research paying particular attention to understanding learner motivation, behaviour, and achievement in school in terms of social goals, whereas earlier research concentrated more on examining the role of the classroom situation in the validation
of academic goals (Kiefer, Matthews, Montesino, Arango, & Preece, 2013). Given that school is a societal institution, it is not surprising that learners pursue a wide range of aims beyond academic accomplishment goals, including the attainment of social goals among peers. Current research has gained deeper insight into the significance of learners’ social goals to their interactional arrangements and academic achievements in school. It has been found that circumstantial and personal factors have consequences for learners’ social goals, as well as their striving for sociable and compliant behaviour in the classroom (Kiefer et al., 2013).

2.4.5 The interaction between circumstantial and personal factors

The interaction between circumstantial and personal factors can be illustrated by the reluctance of adolescents who are striving for acceptance (in the widest sense of the word, including academic approval) to ask for help (personally), since the seeking of assistance may in their own view make them appear weak or needy (socially). This results in learners not working according to their full potential (Nelson & DeBacker, 2008). The learning climate in the classroom (which may be seen as a broader social context) and the learners’ view about learning (the more personal context) can result in either a negative or a positive response from learners, influencing their sense of belonging and self-worth. When learners feel accepted, they are more likely to pursue mastery goals, but when they consider themselves rejected, they are more likely to pursue performance goals. Being accepted is related to one’s academic self-efficacy. If the attitude and response to learning are negative, this might discourage learners to perform acceptably and could create discipline problems (Nelson & DeBacker, 2008).

2.5 ASSETS REGARDING RESPONSIBILITY

2.5.1 Self-monitoring and metacognitive awareness

Assets should, in the context of this investigation, be seen as the attributes that an individual, a group, or an organisation possesses that contribute to their strengths and assist in managing the challenges that they face (Ebersöhn & Eloff, 2003). For example, in learners who have assumed responsibility for their learning, it is an important asset that they have acquired skills which constitute the basis for metacognition, such as scaffolding, shared understanding, and self-monitoring (see
section 1.5.5). Self-monitoring helps learners to differentiate between their own efforts and those of educators (Bullock & Muschamp, 2006).

Metacognition, as a process of cognitive awareness aimed at controlling the thinking processes involved in learning (Livingston, 1997; VandenBos, 2013), is inseparable from self-regulation (Fox & Riconscente, 2008). There are many different theories about this close relationship, but Williams (2000) points out that metacognition fulfils a key role in the development of the self since learners who have developed metacognitive awareness are able to discover and develop their own thinking processes. They discover themselves as a knower ("I") and the self as a known ("me"), and are consequently thinking about thinking. Self-regulation, Williams observes furthermore, is an acquired skill of controlling own thoughts, behaviour, and attention, which involves effort and will. However, if the process becomes an ingrained habit, it manifests itself more easily without much determination being necessary. This observation by Williams is corroborated by Danner, Aarts, and De Vries (2008): past behaviours influence present behaviours, and the interaction between habit and intention tends to determine future behaviour. The more often the same behaviour is repeated, the stronger the habit is reinforced and the less intention is needed to initiate it. Thus, Danner et al. note, the stronger the habit, the weaker the intention–behaviour relationship.

2.5.2 The development of metacognition in adolescence

Self-regulation is essential if learners are to become aware of their knowledge and thoughts, and they have to develop conscious attention to communicate and coordinate their thinking (Fox & Riconscente, 2008). This is a developmental stage that can change the way that learners think and process information through control over their desires and emotions, as Fox and Riconscente (2008) affirm. These researchers also point out that the acquisition of metacognition only becomes attainable in adolescence (as the crucial developmental stage towards adulthood), during which social interaction as an internalisation mechanism assumes a decisive role in helping young people to achieve self-regulation in control over their own thoughts and actions (Fox & Riconscente, 2008). By means of self-regulation, according to Cheng (2011), learners become able to assess, change, or adjust their learning processes in a multidimensional holistic environment in which educators
assist them to achieve self-monitoring skills. Thus equipped, self-regulated learners can become actively involved in their learning, set their own learning goals, and monitor and assess the learning process to improve their learning (Cheng, 2011).

### 2.5.3 Self-regulation in learning

Self-regulated learning, furthermore, refers to learners' control over the learning process since the process entails self-generated thoughts, feelings, and actions that are planned and regularly adapted to attain personal goals. In this respect, Ben-Eliyahu and Linnenbrink-Garcia (2015) identify four norms of self-regulated learning:

1. Learners are active in the learning process by constructing meaning from information gained from the environment in collaboration with additional information.

2. Learners can control their thinking, motivation, and behaviour, as well as the setting of the learning, in some cases.

3. Learners compare growth towards an objective against given criteria, and this comparison informs them of the point of progress at which they find themselves towards their goal.

4. Self-regulatory instruments serve a facilitating function between the learner, the context, and achievement.

Learners who are self-regulated, set goals and then choose strategies that they believe will help them accomplish their goals. They assess their progress toward reaching the goals and evaluate the effectiveness of their approaches. Since the conditions for learning change continually, self-regulated learners can adapt to new conditions and adjust their goals (Ben-Eliyahu & Linnenbrink-Garcia, 2015).

The principle of self-regulation is educationally of immense value, as it enables learners to monitor a current state of affairs in order to make adjustments towards optimum levels by means of the regulation of emotions, cognitions, and behaviours (Ben-Eliyahu & Linnenbrink-Garcia, 2015). Since the last-mentioned three elements are interwoven, they all exert an influence on learning processes. For instance, learners who are not optimally emotionally stimulated, tend to lack planning
capabilities or struggle with attention. They are likely to be unsuccessful in applying self-regulated learning strategies such as elaboration of learning material, which will be a barrier to their academic success. In contrast, learners who are able to control basic emotions, behaviours, and cognitions will be more adept at applying learning-specific strategies, which will lead to higher levels of achievement (Ben-Eliyahu & Linnenbrink-Garcia, 2015).

The objective of academic tasks is thus to provide learners the opportunity to gain self-regulation skills over multiple activities and levels. As Miller et al. (2009) observe, this does not happen in classrooms where learners are passive while educators teach, and where assignments are pitched at a lower level because educators expect learners to do poorly. In a school environment in which educators adopt this approach, learners become more resistant to taking responsibility for their learning. Miller et al. also state that self-directed learners exhibit the following characteristics: they take responsibility for their own learning, including coping with obstacles and striving for rewards; they are disciplined, curious, and possess the desire and persistence to learn; and they are capable of managing their goals and time. Hoban, Lawson, Mazmanian, Best, and Seibel (2005) agree that self-directed learners take full responsibility for their learning, while Silén and Uhlin (2008) believe that these learners understand and adapt their learning needs by using feedback. Investigations of the relationships between the learning contexts and learners’ behaviours, cognitions, and motivations, have indicated a strong correlation between learners’ success in development and their abilities as self-regulated learners (Stefanou, Stolk, Prince, Chen, & Lord, 2013).

2.5.4 Assessing self-regulation in learners

In order to determine whether learners are self-regulated, educators need to observe learning approaches, motives, and strategies when acquiring assessment information (Wilson & Fowler, 2005). A sign that educators should look out for in particular is the ability to articulate knowledge and to develop new skills. All approaches to learning display a dual composition of firstly, motives, and secondly, strategies. The motives are the impelling reasons or aims that learners have regarding their learning, whereas the strategies are the learning methods that
learners utilise to acquire new information (Wilson & Fowler, 2005). One could consider this as a tandem approach of “plan” and “action”.

However, employment of the motives–strategies approach does not necessarily guarantee success, since a significant distinction can be made between “surface” (or superficial) and “deep” (thoroughgoing) approaches. Wilson and Fowler (2005) remark that if learners possess surface motivation, they also tend to use surface strategies to learn something new. The outcome is minimal understanding without gaining knowledge. In contrast, learners who have deep motivation, satisfy their intrinsic interest, aim to have an active understanding, and gain personal mastery. The strategies that learners use are based on personal and situational factors. In education environments in which learners have to follow authority, it is difficult to gain deep learning as they follow their educators’ guidelines when working on an activity. Deep learning works better in a learning environment in which a sense of independence is fostered, and learners using deep learning skills are more able to articulate their understanding and develop their skills (Wilson & Fowler, 2005).

Whether learners use the same approach across all learning experiences depends on their personal characteristics, the learning environment, and the learning outcomes. Wilson and Fowler (2005) state that learners may, for instance, possess the ability or potential to achieve deep learning, but that the learning environment may cause them to attain surface learning only. Self-regulation is an important factor in enabling learners to move from surface to deep learning. If they are made aware of their surface learning and are guided to use deep learning, they are more likely to use deep-learning strategies (Wilson & Fowler, 2005). Thus, through decision-making, they are enabled to achieve specific (deep) rather than general (surface) goals and achievements.

2.5.5 Attaining metacognition

In conclusion, adolescents are in a developmental stage in which metacognition is attainable through a process of reflection on their own thoughts and decision-making, based on pre-knowledge. They can learn to transfer their thinking from general to the specific aspects in diverse situations (Fox & Riconscente, 2008), which can be equated with being equipped with essential assets in learning. The
metacognitive advantage that they gain in this manner is that they assume responsibility for own learning and are able to manage challenges by themselves, as Ebersöhn and Eloff (2003) point out, and do not transfer this responsibility to educators.

2.6 INCLUSIVE EDUCATION

2.6.1 Inclusivity and socio-political transformation

This important aspect of the empowerment of all learners in an inclusive manner has already been touched upon in the introductory chapter (see section 1.5.6). The emphasis that the new South African government placed on human rights in post-apartheid South Africa after 1994, involved in particular the transformation of the education system in order to build an equitable and fair society. The African National Congress government realised that the negative influences of segregation were still evident in various forms of inequality that characterised the education system, among other things separate education for each population group (Lomofsky & Lazarus, 2001). One of the most important outcomes of initiatives to remedy education and training discrimination of the past was the establishment of a National Qualifications Framework (NQF) aimed at shaping South Africa’s education for the future so as to include all learners, pertinently those with special needs. In overview, as Lomofsky and Lazarus (2001) remark, inclusive education is based on a value system that celebrates and recognises diversity such as gender, nationality, race, language, social background, level of education achievement, or disability. This implies that all learners have the right to attend the community school.

2.6.2 Inclusivity and special needs

Inclusion in educational context, or, as it is sometimes referred to, “full inclusion”, is “the practice of providing children with disabilities with services in their home school and of educating them in a regular classroom on a permanent, full-time basis” (VandenBos, 2013, p. 245). In principle, therefore, all educators are responsible for the education of all learners, and the curriculum must be adaptable to cope with diverse learner needs (Lomofsky & Lazarus, 2001). Inclusion in a national education system indicates the acceptance of the moral responsibilities entailed by human rights and values as embodied in the Salamanca Statement (UNESCO, 1994), which
views inclusion in schools as a part of the creation of an inclusive society (Lomofsky & Lazarus, 2001) that creates accommodation also for people with special needs. VandenBos (2013) defines “special needs” as “the requirements of individuals with physical, mental, or emotional disabilities or financial, community-related, or resource disadvantages. Special needs may include special education, training, or therapy” (p. 552). Viewed through the lens of inclusive education, special needs are regarded as stemming from barriers encountered by learners in interacting with their learning environment. It is the essential role of the educational system to accommodate the needs of the individual (Lomofsky & Lazarus, 2001).

The principles of social justice, equity, and diversity are also keystones in initiatives aimed at enhancing quality education for all learners, as Mukhopadhyay (2013) notes. In order to ensure that these principles are adhered to, inclusive education must be considered in six ways, namely serving as

1. a concern with learners with disabilities or special education needs,
2. an answer to disciplinary exclusion,
3. relating to all groups vulnerable to exclusion,
4. developing the school for all,
5. education for all, and
6. a comprehensive principled approach to education and society (Mukhopadhyay, 2013).

In particular with regard to the last-mentioned principle, the South African educational system was severely lacking in the apartheid era. After the advent of democracy in 1994, the new Constitution (Constitution of the RSA, 1996) acknowledged in section 29 that everyone had the right to quality education. However, in the late 1990s there were very few special-needs schools across South Africa, and these could only accommodate some of the learners who experienced difficulties in attending school because of contextual and systemic barriers (DoE, 2001). According to Engelbrecht and Green (2007), there has been a change over the last two decades in the way that the world views societal thinking and values. In
view of the profound socio-political transformation in South Africa since the late 1990s, diversity has also been a key point of discussion, and great pressure has been put on the education system to effect change in society to the benefit of learners (Engelbrecht & Green, 2007).

2.6.3 Identification of key barriers to inclusivity

Understandably, the *South African Education White Paper 6* on Special Needs Education (DoE, 2001) of July 2001 recommended that education and training should contribute to a caring and accommodating society in the following ways: to do away with segregated schools, to create support for learners facing barriers to learning, to allocate resources for learning, to give educators the means to teach within the inclusion process, to introduce strategies and interventions to accommodate learners in classrooms, and to equip educators with the necessary skills to identify and support learners with barriers. These recommendations, which were to be implemented over a period of time (DoE, 2001), had been informed in particular by the Report on *Quality education for all* that the National Commission on Special Needs in Education and Training (NCSNET), and the National Committee for Education Support Services (NCESS) had issued in 1997 at the behest of the Minister of Education. This initiative was aimed at investigating and making recommendations “on all aspects of ‘special needs’ and support services in education and training in South Africa” (DoE, 1997, p. 2).

The Commission recognised that a diverse range of special needs existed in education, and that the system had to be transformed in order to accommodate diversity (Lomofsky & Lazarus, 2001). First, though, it was necessary to identify and remove barriers to learning and development before transformation of the system could be initiated so as to become more responsive to the diverse needs of the learners. It was recognised, as Lomofsky and Lazarus (2001) have observed, that barriers could be located within the learner, the learning or school, the educational system, and/or the broader social, economic, and political context. Key barriers included the following:

1. Socio-economic disadvantages had a negative effect on education and all aspects of social development. Because educational, health, or welfare
provision was sparse or non-existent, many learners, especially those marginalised in society, were denied access to basic services.

2. Discriminatory negative attitudes, which resulted in prejudice based on race, class, gender, culture, language, religion, and disability.

3. An inflexible curriculum, as well as inflexible styles of teaching, leading to the breakdown of learning through the lack of subject relevance, exacerbated by shortages in appropriate materials, resources, and assistive devices.

4. Language and communication blocks that constituted barriers to learning when the medium of instruction was not the first language of learners.

5. Inaccessible and unsafe built environments that constituted barriers in particular to learners with disabilities.

6. Inappropriate and inadequate provision of support services, such as transport to the school and other places.

7. Lack of parental involvement in support of education for learners.

8. Lack of human resource development, including education and training of role players.

9. Disabilities, involving all kinds of impairments that prevent effective learning from taking place.

10. Lack of effective legislation and policy to support the development of inclusive education (Lomofsky & Lazarus, 2001).

2.6.4 Curriculum mandates and learner responsibility

The implementation of inclusion has had many implications for the South African school environment, and the following three key components were identified, as listed by Landsberg, Krüger, and Nel (2005):

1. Educational leadership and management must have a shared vision and goal based on inclusivity.
2. The school needs to embrace diverse cultures and learning needs that will support both the school and the community. Professional and personal practices must be aimed at assisting with whole-school development.

3. Change needs to be effected in support and collaboration on various levels. This includes the development of a supportive school and community environment, and collaboration must exist between all role players for better solutions to be developed.

Subsequently, an outcomes-based education (OBE) policy was introduced and implemented in South Africa with the support of all relevant stakeholders to focus on critical problem-solving and developing responsible South African citizens (Engelbrecht & Green, 2007). The first initiatives, in the form of Curriculum 2005 (C2005), generally referred to as “OBE”, were launched in March 1997 (Mouton, Louw, & Strydom, 2012). However, aside from the problems associated with C2005 as analysed by Mouton et al. (2012), the one most pertinent to the present study was the lack of learner responsibility that became evident when inclusivity was implemented through OBE (Botha, 2002). In the main, OBE was aimed at achieving certain learner results and assessment standards, as well as foster a learner-centred approach that would accommodate learners’ existing knowledge and create and develop responsible learning. However, as Botha (2002) remarks, many educators would later complain that the OBE curriculum did not equip learners with the necessary learning abilities, which resulted in an extensive lack in learners of problem-solving skills, motivation, and a sense of responsibility.

In 2009, concerns about the OBE curriculum would lead to the appointment of an educational ministerial committee, the Curriculum Implementation Review Committee, to review the National Curriculum Statement (NCS) (Education Library Newsblog @ University of Pretoria [Edulibpretoria], 2010). In the following year, the Minister of Basic Education, Angie Motshekga, announced a comprehensive turn-around plan for the schooling sector, namely Action Plan 2014: Towards the Realisation of Schooling 2025, having inter alia the medium-term objectives of making the NCS more accessible to teachers and introducing Curriculum and Assessment Policy Statements (CAPS) for every subject, detailing what teachers ought to teach and assess on a grade-by-grade and subject-by-subject basis.
(Edulibpretoria, 2010). Problems with the implementation of the NCS led to its replacement by CAPS in 2011, with an adjustment towards what is being taught (curriculum) rather than how it is done (teaching methods) (Du Plessis & Mbunyuza, 2014).

Du Plessis and Mbunyuza (2014) observe that CAPS should not be viewed as a new curriculum, but as an amendment to the NCS, which means that “[i]t therefore still follows the requirements of the same process and procedure as the National Curriculum Statement Grades R–12” (p. 212). These researchers also note:

The NCS and CAPS documents have a similar rationale in terms of situating the curriculum within the aims of the South African Constitution. In addition, the NCS includes a rationale and description of OBE and a large amount of information on the background and history of the NCS. In both NCS and CAPS mention is made of the curriculum conveying the knowledge, skills and values that should be communicated in a post-apartheid South Africa. Both contain a similar list of values, which includes social justice, human rights, environmental awareness and respect for people from diverse cultural, religious and ethnic backgrounds. (p. 213)

It can be assumed that the promotion of inclusion will continue as a matter of principle and even with greater clarity. Du Plessis and Mbunyuza (2014) remark that whereas inclusivity was mentioned in passing in the NCS, in the CAPS it was “[f]oregrounded and described in detail as one of the general aims” (p. 214). It was also significant that in the NCS the learner’s role was “to participate as group member (focus on group work)”, whereas in CAPS it was shifted to a focus on the learner “taking individual responsibility for learning” (Du Plessis and Mbunyuza, 2014, p. 215).

2.7 CITIZENSHIP AND RESPONSIBILITY IN EDUCATION

2.7.1 National citizenship in global context

The concept of citizenship is intimately related to the values fostered by society through education. In a reciprocal way, how learners view their place in society influences how they view their education (Myers, 2010). The chief role of education is to prepare learners to be responsible citizens within the school, community, and country. Responsible citizenship according to Myers (2010) is being true to one’s country with its multicultural environments, but within the context of complex
relations influenced by technology, globalisation, and social media in the interplay between political and economic forces and events locally and internationally. In recent times, people have come to develop a global understanding of the location of their country, as well as the way they view their country in relation to the world. Adolescents in particular, Myers observes furthermore, view local citizenship and global citizenship in a perspective of multiple affiliations with citizenship. Since they live in a multicultural environment informed by knowledge, communication, and technology, adolescents feel a moral responsibility to address global problems through political contributions in social movements (Myers, 2010).

2.7.2 National aims in promoting responsible citizenship

In South Africa since 1994, the focus and attention of the DoE and its subsequent transformational forms have been on promoting human rights and constitutional values in the education system. The role of education was later reaffirmed by president Zuma when he mentioned that South Africa was “confronted by the triple challenges of poverty, inequality and unemployment”. Education is the key to creating transformation in these areas. Our Bill of Rights stipulates that every citizen has the right to basic education, including adult basic education and further education” (Du Plessis & Mbunyuza, 2014, p. 209). In this respect, the DBE has had to face challenges in providing quality education for all (Du Plessis & Mbunyuza, 2014). Its chief aim has been to ensure that all schools, educators, and learners would engage with what it means to be a responsible citizen in order to build and strengthen democracy (DBE, 2011). The DBE’s main vision is to build an education system that delivers quality education. The DBE has also stated that all role players should take their responsibilities seriously and strive for excellence, and that such responsibilities are a key factor for a true culture of rights to be visible in schools (DBE, 2011).

2.7.3 The Bill of Responsibilities

In March 2008, the DBE, in collaboration with the South African Interfaith Council and Lead SA (a partnership between Primedia Broadcasting and the Independent Group of Newspapers), began to develop a Bill of Responsibilities for learners, which was launched in 2011 (DBE, 2011; see also section 1.1 above). Although intended to reach South Africans over a broad front, Lead SA mentioned that schools in
particular were targeted to instil a “a strong moral foundation in our children” (DBE, 2011, second page). Responsibility would be encouraged to foster active citizenship and leadership, along with a moral obligation underscored by the Interfaith Council that was to be spread to learners’ families and communities. From the DBE’s perspective, as the Director-General of Basic Education explained, a culture based on rights and responsibilities could be built into school and classroom management in the striving to promote values for individuals as citizens in a democracy (DBE, 2011).

The guide for teachers that was published, *Building a culture of responsibility and humanity in our schools* (DBE, 2011), pointed out that human rights also required commitment and responsibility of learners to learn and to adhere to the school code of conduct. It was furthermore necessary to partner with parents to encourage the discipline among learners to attend school and accept responsibility for the learning process and objectives. The focus of the school discipline policy should be on learners’ taking responsibility for their own school behaviour and its consequences, the DBE (2011) observed. Likewise, educators also had to assume responsibility for their own discipline in their professional responsibilities such as curriculum preparedness and punctuality. Educators should base the respect they receive on the respect that they give (DBE, 2011).

### 2.7.4 Citizenship responsibilities in the community and society

Broadly defined, citizenship engagement refers to the attitudes, behaviours, knowledge, and skills that are aimed at improving a particular society (or global community) and contributing to the common good (Lenzi, Vieno, Santinello, Nation, & Voight, 2013). It presupposes an understanding of how society functions, as well as the acquisition of beliefs, capabilities, and behaviours that will allow citizens to work together to promote the well-being of the community. Furthermore, as Lenzi et al. (2013) comment, citizenship responsibility involves not only individuals’ personal sense of responsibility toward the community in which they live (e.g., individual active involvement in the community), but also the awareness that every community member has a central role in contributing to the well-being of that community and wider society (e.g., awareness of broader societal issues).
Grasping concepts such as citizenship responsibility and citizenship engagement can be problematic for learners in early and middle adolescence, since developmentally they are still forming their own system of beliefs, lack opportunities for learning how to become active citizens, and may experience difficulty in fully understanding the ideas involved (Lenzi et al., 2013). Some of the cognitive abilities fundamental for citizenship participation are not fully developed until late adolescence, when young people acquire adult-like competencies, that is, the ability to reason consequentially and abstractly (Lenzi et al., 2013). It is essential in particular to be able to deduce the specific from the general, since it affects personal choices decided upon after having considered general principles. These capacities are fundamental for participating in the citizenship domain (Lenzi et al., 2013).

2.8 CHAPTER SUMMARY

The investigation into the literature about responsibility exhibited by learners in the learning process concentrated on five main aspects. Responsibility in education is crucially dependent on self-sufficiency and self-regulation in learning attitudes, which are best driven by an internal locus of control. In motivation of learners, the self-determination theory of motivation was considered a particularly useful approach because of its emphasis on freedom of choice, as well as the concepts of intrinsic and extrinsic motivation. The challenges faced by learners arose mainly from internal personal and external environmental factors, determining their negative or positive responses to learning. It appeared that metacognition fulfilled a decisive role in assets that learners could rely on in dealing with challenges, the most significant of these assets being self-regulation and self-monitoring in control over own thinking and acting. The concept of inclusivity in education, internationally and locally, held special meaning for this study, since special needs featured strongly in the research question and investigation. Finally, the perception of citizenship among adolescent learners had to be taken into account because of its significance for educational approaches and their effects on developing an understanding of civic self-responsibility. Chapter 3 will be devoted to the research methodology that was most relevant for and appropriate to this study.
Chapter 3: 
Research methodology

3.1 INTRODUCTION

Any scientific investigation necessitates that the right type of research methodology should be selected according to its appropriateness for the research environment concerned. In the current study, the choice between quantitative and qualitative models fell on the latter, since the quantitative approach is aimed at discovering generalised trends confirmed by statistical analysis (positivistic), whereas the qualitative approach wishes to observe specific issues in detail through an own research viewpoint (phenomenological) (Hara, 1995). Typical of qualitative research is interpretivism, which requires the researcher to work with people in assessing their thoughts and ideas so as to interpret the data obtained from them (Henning et al., 2010; Johnson, 2006; Williams, 2000). The research design is that of a case study, which involves a particular case and purposeful sampling (Yin, 2009).

3.2 RESEARCH PARADIGM: INTERPRETIVISM

The research paradigm used for this study was the interpretive framework, which describes, interprets, and documents the social realities being investigated (Henning et al., 2010; Johnson, 2006; Williams, 2000). In this case, it involved the perceptions of educators and learners regarding learner responsibility. Interpretive research is grounded in the principle that the researcher is engaged in the act of interpretation from the beginning of the research process to the end ... The interpretive approach rests on the premise that in social life there is only interpretation. Everyday life revolves around persons interpreting and making decisions about how to act based on their own experiences and their interpretation of the experience and behaviour of others. The purpose of interpretive research is to clarify how interpretations and understandings are formulated, implemented and given meaning in lived situations. (Radnor, 2001, pp. vii, 4)

An interpretive approach was therefore clearly indicated for this study, considering the characteristic use of detailed interactions (Henning et al., 2010; Zainal, 2007) between learners, educators, the school structures, and the researcher. Andrade (2009) states that the researcher gains a deeper understanding when involved as a
participant in the process of the data collection, which was indeed the case in this study. Such involvement aided a clearer perception of the research question throughout the investigation, with the added advantage of enriching insight by correlation of observations and information gathered from the literature study.

Clarke (2003) notes that comments are elicited from participants with multiple perspectives on the topic, from which the researcher in turn derives contextual meaning. The current study was aimed at considering how different stakeholders such as educators, the school management (not the owners of the school), and Grade 9 SCIP learners viewed responsibility in learning, and how this influenced their thinking and behaviour as well as that of other learners and the school community.

3.3 RESEARCH DESIGN: QUALITATIVE RESEARCH

The qualitative research approach is determined by the following factors: Firstly, the believers of the public domain (what the participants and researcher believe about a situation); secondly, the nature of knowledge and how it is gained; thirdly, the research purpose and goals, and finally, the participants and their characteristics (Corbin & Strauss, 2014). According to Henning et al. (2010), a qualitative researcher enquires about the social reality and deeply explores the understanding of the participants’ world. Flick (2009) observes that the researcher aims to understand the personal meaning of participants within their situational context, and for this study the unique interactions between researcher and participants served as a data collection method. The purpose was not to predict an outcome, but to interpret a particular context; in other words, to arrive at insight into a “why” and not a “what” (Flick, 2009). As Schostak (2002) puts it so aptly,

[a] qualitative research project explores the ways through which a “self” and its “world” are constituted and coordinated through an imaginative grasp in relation to experiences of “Reality”. What “ties” them together are the intricate web of purposes, motives, interests, needs, demands, feelings and so on structured by the language we use to express ourselves to others and by which we orient our behaviour with theirs and they with us in a world of material structures. (p. 18)

Qualitative research answers questions such as “How many and what are the causes?” or “What are the strengths regarding a relationship between variables?” It
provides an answer as to how specific processes are created through wider social processes (Barbour, 2013). The intent of this study was to achieve a better understanding of the way that educators and learners viewed responsibility in learning within a school context as South African citizens, and whether their views were reflected in their behaviour.

Andrade (2009) defines qualitative research as follows:

In general it refers to a study process that investigates a social human problem where the researcher conducts the study in a natural setting and builds a whole and complex representation by a rich description and explanation as well as a careful examination of informants’ words and views. (p. 43)

Andrade (2009) also states that an interpretive approach can yield a deeper understanding of the social realities of research participants if a mutual understanding is created by the interaction between the participants and the researcher. Singh (2013) remarks furthermore that a better understanding of reality can only be arrived at by considering multiple subjective views. These considerations informed the choices made in selecting the participants in a school at which the researcher was employed as educator. A multi-viewed approach in a positive interaction setting was thus facilitated. On the other hand, the researcher’s role at the College could have introduced an inadvertent element of bias in interaction, since fellow educators and learners may have been influenced in the way that they answered questionnaires.

3.4 RESEARCH DESIGN: CASE STUDY

The case study format was selected as research design. According to Yin (2009), a case study is an in-depth, focused, and limited analysis within a bounded system. Singh (2013) observes that case study research is a particularly useful strategy for arriving at answers to “how” or “why” questions when the researcher has little control over events in situations where the focus is on a current phenomenon in some real-life context. Three elements help in selecting the case study as a method: firstly, the type of research question asked; secondly, the amount of control the researcher has over actual behavioural events; and thirdly, the degree of focus on present-day as compared with historical events (Singh, 2013). For this study, the method was highly
appropriate for exploring the particular case or issue of learner responsibility as evidenced among Grade 9 learners in a small-classroom inclusion programme. The researcher as educator did not have control over behavioural events but did have the opportunity to observe them at first hand. The study delved into a current real-life issue affecting learners and was conducted in a familiar setting in which participants were able to behave naturally. However, the last-mentioned component of ‘real-life issue’ occurred in a bounded context of an SCIP with no observation being undertaken in the College’s mainstream schooling unit. The Purple College is a private school but follows the GDE curriculum. The school has two sections: an SCIP unit and a mainstream unit. They do the same work, but SCIP classes are smaller so that individual attention can be given to learners who struggle, and work is also done at a slower pace. These learners do not cope in an ordinary school with large classes and faster pace, but the same work is done with more assistance. A study undertaken in an independent curriculum context would have been too challenging as it would have moved at a fast pace with work more difficult than that in a government curriculum.

An advantage that Andrade (2009) mentions within a real-life context investigation (case study) is that it helps the researcher to gain a deeper, holistic understanding of the challenges that participants face. Andrade’s observation could be confirmed since the researcher’s role as an educator with two years’ experience at the College facilitated the identification of problems and issues. Such familiarity carried with it the hazard of habituation with the circumstances and possible bias, which had to be countered by constant consideration of multiple viewpoints. As mentioned in the previous section, the researcher’s role as educator may also have influenced the way in which learner and educator participants responded in questionnaires.

3.5 SAMPLING

Whereas random sampling is frequently used for obtaining statistically representative samples to facilitate accurate generalisation to larger populations, the objective of purposeful sampling is the deliberate selection of information-rich sources to gain in-depth particularised knowledge about specific cases (DeMarrais & Lapan, 2004). In this study, purposeful sampling served the objective of constituting a select group of participants that would yield rich data and relevant information as explained by
Henning et al. (2010). Learner participants in the study were selected from the two SCIP Grade 9 classes according to the degree of their learning ability and responsibility as perceived by educators who teach these classes. (See Table 3.1 for the guidelines to educators in selecting participant learners.) These educators were requested to select three male and three female learners, and it seemed significant that the same learners were assessed differently by the participating educators in respect of being responsible or irresponsible. It therefore appeared from the outset that the individual learners’ perceived sense of responsibility varied in accordance with the judgement of the educators involved and the subjects concerned.

Table 3.1: Guidelines for educators in selecting participating learners

<table>
<thead>
<tr>
<th>Responsibility for learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible learning takes place when learners understand their learning needs and are encouraged to overcome the barriers and make informed decisions (Harrison, 2000). Campbell, Faulkner, and Pridham (2011) contend that adolescents’ willingness to learn seems to decline as they grow older; however, it will increase if learning is contextual.</td>
</tr>
</tbody>
</table>

Motivation forms an important part of responsible learning and is the theoretical framework in this study. Hannula (2006) defines motivation as a person’s potential to initiate self-controlling behaviour, which is manifested in one’s action, cognition, or emotions. It can be a conscious or an unconscious drive to satisfy needs and wants. Furthermore, intrinsic motivation is the drive to do something for the benefit of one’s own learning, generated internally. However, extrinsic motivation is the drive to do something where the aim is to benefit from it externally (Vansteenkiste, Lens, & Deci, 2006; Gouws, Kruger, & Burger, 2000). From an intrinsic motivation perspective, responsibility is defined as learners’ behaviours, emotions, and cognition that are observable and non-observable (Bacon, 1993). Scharle and Szabó (2000) agree by saying that responsibility is when persons are in control of their actions and understand that they will have to accept consequences.

According to these definitions, name boys and girls in the two SCIP Grade 9 classes who you think are:

**BOYS:**
1. Responsible: 
2. Sometimes responsible: 
3. Irresponsible: 

**GIRLS:**
1. Responsible: 
2. Sometimes responsible: 
3. Irresponsible: 

47
Since the participants were already members of the College’s SCIP when this investigation was initiated, the learning barriers that they experienced had already been identified in various health, psychological and school assessment reports in their personal files (see Appendix 14). Their learning disabilities involved ADD, ADHD, and dyslexia, as well as reading, spelling, emotional, behavioural, and mood disorder difficulties. These barriers required special attention and support in the SCIP environment at the Purple College to assist learners in coping with them.

3.6 PARTICIPANT PROFILES

The selection of the participants was complicated by the fact that some of them lacked information or documentation from their previous schools. The researcher endeavoured to remedy this shortcoming by requesting the College’s deputy principal in charge of SCIP to provide any additional information available to him, which was amplified by details that the learners themselves could supply on request (see Table 3.2). In all cases below, pseudonyms have been used in order to adhere to confidentiality and ethical research requirements.

**Participant 1, “Sipho”:** A 16-year-old black male Sotho speaker but with English as his language of education. He had two older sisters, and some instability was evident in the household since he had only intermittent contact with both his parents because of their periodic separations and reconciliations. Sipho experienced receptive, expressive, and written language difficulties, as well as emotional problems. As a young child, he had failed Grade 1 and went for speech, language, and occupational therapy (Appendix 14).

**Participant 2, “Lee-Ann”:** A 16-year-old white female whose home and education language was English. An only child, she lived with both her parents. Her learning barriers involved difficulties with spatial processing, visual motor integration skills, verbal expression, planning of tasks, and gross- and fine-motor skills. She required speech, occupational, and language therapy (Appendix 14).

**Participant 3, “Leandra”:** A 17-year-old Indian female who had ADHD and bipolar mood disorder. She had no siblings. Her father left the household when she was 10
and from mid-2014 she lived with her mother and her mother's male companion. Her home and instructional language was English. She had attended various primary schools and failed to complete Grade 6. She was subsequently home schooled until the age of 14, when she returned to school to repeat the uncompleted grade. Her listening and speaking skills were age appropriate (Appendix 14).

**Participant 4, “Thabi”**: A 16-year-old black female Sotho speaker who also spoke Zulu and English, with the latter as her language of learning. She attended a primary school that had a bridging course in Grade 0 and Grade 1. She lived with her father and stepmother, but saw her own mother every few weeks. On account of cerebral palsy (spastic diplegia, possibly related to complications at birth) she had undergone surgery and was often absent from school. No learning difficulties had been reported in her family. As a child, she struggled to understand English and could not converse adequately (Appendix 14).

**Participant 5, “Sean”**: A 16-year-old white male whose home language and language of learning was English. He was using non-stimulant medication for ADHD after first having been prescribed a stimulant type. He had visual, motor, cognitive, and sensory difficulties, and was diagnosed with an iron deficiency. He lagged in development during his toddler and child stages and was kept back in Grade 1. An only child, he was separated from his parents from the age of 18 months and experienced an unstable home situation that varied from being moved into care to eventually living with his mother. At the time of the investigation, he still went to care in the afternoons and holidays, and saw his father every second weekend and on religious holidays (Appendix 14).

**Participant 6, “Paul”**: A white 15-year old English-speaking white male, he experienced reading, spelling, and comprehension difficulties, and had to repeat Grade 3. He had an older sister who daily transported him to school, a duty occasionally assumed by one of his parents (Appendix 14).

**Table 3.2: Overview of learner participant profiles**

<table>
<thead>
<tr>
<th>Participant</th>
<th>Home language</th>
<th>Learning barriers</th>
<th>Psychological or medical problems</th>
<th>Parental involvement</th>
<th>Special need</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sotho</td>
<td>Receptive, expressive, Emotional problems,</td>
<td>Inadequate. Periodic</td>
<td>Speech, language, and</td>
<td></td>
</tr>
<tr>
<td>Participant</td>
<td>Home language</td>
<td>Learning barriers</td>
<td>Psychological or medical problems</td>
<td>Parental involvement</td>
<td>Special need</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Sipho (16), black male</td>
<td>and written language</td>
<td>but not specified.</td>
<td>separation of parents.</td>
<td>occupational therapy.</td>
<td></td>
</tr>
<tr>
<td>3. Leandra (17), Indian female</td>
<td>English</td>
<td>ADHD. Attended various primary schools. Failed to complete Grade 6. Home-schooled until age of 14, but listening and speaking skills were age appropriate.</td>
<td>Bipolar mood disorder</td>
<td>Inadequate. Father left when she was 10. Living with mother, who has a partner.</td>
<td></td>
</tr>
<tr>
<td>5. Sean (16), white male</td>
<td>English</td>
<td>ADHD. Visual, motor, cognitive, and sensory difficulties. Held back in Grade 1. Indications of dyslexia.</td>
<td>Developmental lag in early childhood. Dysfunctional sensory integration.</td>
<td>Inadequate. Separated from parents from the age of 18 months and experienced an unstable home situation that varied from being moved into care to eventually living with mother.</td>
<td>Speech, occupational and physiotherapy.</td>
</tr>
<tr>
<td>6. Paul (15), white male</td>
<td>English</td>
<td>Reading, spelling, and comprehension. Had to repeat Grade 3.</td>
<td>Difficulties with perceptual and abstract reasoning. Problems with expressing himself clearly and logically.</td>
<td>Family intact; caring involvement.</td>
<td>Occupational therapy. Requires support in areas in which he is struggling.</td>
</tr>
</tbody>
</table>

### 3.7 DATA COLLECTION METHODS

Three main methods of data collection were used for this study because of their methodological appropriateness to the research situation, research question, and qualitative approach:

1. observations,
2. questionnaires, and
3. semi-structured interviews.

3.7.1 Observations

Observations are the systematic recording of complex actions, reactions, and interactions taking place within a particular setting (Marshall, 2006). The observations undertaken for this study were based on the patterns of behaviour during interactions particularly with Grade 9 SCIP classes. The main aims were to note whether the same learner behaviour manifested itself in different classes and with different educators, whether the educators were consistent in holding learners responsible, and whether learners accepted responsibility for the consequences of their actions.

Participant observation was used during this study as recommended by Marshall (2006). Kawulich (2005) states that participant observation allows the researcher to participate in and observe the participants’ daily activities within their context, and with the aim to learn about and understand their actions. A researcher involved in participant observation must retain an open mind when observing the activities of participants in order to accommodate unanticipated events or effects (Marshall, 2006). In this study, the researcher participated in a two-week observation period to note down own daily observations and to compile a questionnaire. This personal experience of the world of the participants enabled the researcher to explore own thoughts and personal reflections on the social settings and activities.

Awareness that every observable action or behaviour points to a deeper underlying explanation enabled the researcher to compile a list of observable behaviours that educators had to heed during lessons (see Table 3.3). These guidelines helped to ensure that the educators would be primed to observe relevant phenomena and would not be side-tracked by personal bias and one-sidedness. Educators’ observations required them to write down basic information such as the week, day, Grade 9 SCIP class, period, and lesson subject, as all of these affect learners’ behaviour. Furthermore, educators were requested to note nine matters relating to learners’ basic responsibilities during the lesson (Table 3.3). The educators’ responses to these questions would help to indicate whether problems or assets were observable within the whole class or related only to specific learners. The
responses would also indicate whether learners behaved differently towards different educators and teaching styles.

Table 3.3: Educators’ observations in class regarding learner responsibility

<table>
<thead>
<tr>
<th>Observations in class</th>
<th>Everyone (100%)</th>
<th>Most of the learners (80%)</th>
<th>Half of the learners (50%)</th>
<th>Some of the learners (30%)</th>
<th>Nobody (0%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did everyone do their homework?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Did everyone bring their stationery?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Did everyone bring their books?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. How many learners were absent today?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Did everyone come to class on time?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Did everyone leave their phones in their bags during the lesson? (Unless you gave them permission to use their phones)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Did everyone work together or did they hinder each other during the lesson?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. How many learners were actively involved during the lesson?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. How many learners accepted the consequences of their actions?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The educators were also requested to explain why they thought the learners behaved the way they did and to note what had been done to hold learners responsible (see Table 3.4). The purpose was to determine whether the educators behaved consistently in the classroom and whether the subject of the lesson influenced learners’ sense of responsibility.

3.7.2 Questionnaires

In their study on principles and practice in survey research, Aldridge and Levine (2001) define a questionnaire simply as “a research instrument consisting of a set of questions on a form which respondents fill in themselves” (p. 180). As sets of questions, questionnaires are aimed at gaining written information on the views and
beliefs that participants have regarding a certain topic (Franz, Worrell, & Vögele, 2013). In this study, participants were expected to respond to written questions in written form in order to reflect their personal views regarding responsibility in their learning environment. The questionnaires were self-administered by participants, but as Ong’anya and Ododa (2009) recommend, the researcher was available to provide clarification about the questions, but avoided detailed interpretations in order to preclude introducing an element of bias in the participants’ responses. In other words, especially regarding the questionnaire for learners (Table 3.6) the participants’ learning barriers were taken into account and they were granted sufficient time in which to complete the questionnaires. The researcher also returned questionnaires for reconsideration if participants had misunderstood some questions entirely. It should be noted that avoidance of detailed over-interpretation of questions did not impinge on the concept of fairness as explained in section 3.10.2.

Information was gained from six Grade 9 learners and eight Grade 9 SCIP educators regarding responsible learning. Table 3.4 reflects the questions posed to educators on their views regarding responsibility.

Table 3.4: Questions for educators on responsibility

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When the learners did something wrong, did they blame someone else or take responsibility?</td>
<td></td>
</tr>
<tr>
<td>2. When their homework was not done, what were their excuses?</td>
<td></td>
</tr>
<tr>
<td>3. When the absent learner came back did he/she make it his/her responsibility to come to you to make sure he/she got the missing work?</td>
<td></td>
</tr>
<tr>
<td>4. What did the learners do that made them actively involved during the lesson?</td>
<td></td>
</tr>
<tr>
<td>5. What was done during the lesson to hold learners responsible for their actions?</td>
<td></td>
</tr>
<tr>
<td>6. What choices did the learners have during the lesson?</td>
<td></td>
</tr>
<tr>
<td>7. What was the topic of the lesson? Did the learners find it relevant to their daily lives?</td>
<td></td>
</tr>
</tbody>
</table>
The questions asked were open-ended, which are best suited to qualitative research (Ong’anya & Ododa, 2009). These authors also observe that a questionnaire as an instrument can allow access to three types of data about participants: factual (e.g., personal particulars), behavioural (e.g., past and present deeds), and attitudinal (e.g., beliefs, opinions, and values). In this study, factual questions played a role in asking about learners' basic biographic data, and about educators' teaching and experience in special-needs context (see Table 3.5).

Table 3.5: Factual-type of questions to learners and educators

<table>
<thead>
<tr>
<th>Learners</th>
<th>Educators</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Name</td>
<td>• Name</td>
</tr>
<tr>
<td>• Gender</td>
<td>• Grades you teach</td>
</tr>
<tr>
<td>• Age</td>
<td>• Experience in teaching</td>
</tr>
<tr>
<td></td>
<td>• Experience in teaching special needs</td>
</tr>
<tr>
<td></td>
<td>• Age</td>
</tr>
<tr>
<td></td>
<td>• Gender</td>
</tr>
</tbody>
</table>

Regarding behavioural and attitudinal questions as mentioned by Ong’anya & Ododa (2009), it can be seen in Table 3.6 that they were interspersed. Attitudinal questions to learners enquired about their perceptions about responsibility, and behavioural ones about their past, present, and future behaviours regarding responsibility in the classroom and at home. As mentioned above, these questions were clarified to learners, but not over-interpreted for them.

Table 3.6: Learner questionnaire

<table>
<thead>
<tr>
<th>Type of responsibility</th>
<th>Specific questions (behavioural and attitudinal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being responsible</td>
<td>1. What does it mean to be responsible?</td>
</tr>
<tr>
<td></td>
<td>2. What does it mean to be responsible for your own learning?</td>
</tr>
<tr>
<td></td>
<td>3. With regard to your learning, when are you responsible and when are you not responsible?</td>
</tr>
<tr>
<td>Being held responsible</td>
<td>1. What does it mean to be held responsible for your learning?</td>
</tr>
<tr>
<td></td>
<td>2. What type of things do your teachers do to hold you responsible?</td>
</tr>
<tr>
<td></td>
<td>3. What type of things do your parents/caregivers do to hold you responsible?</td>
</tr>
<tr>
<td>Type of responsibility</td>
<td>Specific questions (behavioural and attitudinal)</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>4. When are you most responsible?</td>
</tr>
<tr>
<td>School responsibility</td>
<td>Which things do you do at school that make you and don’t make you responsible?</td>
</tr>
<tr>
<td>Peer responsibility</td>
<td>What do you think the reasons are that your friends are responsible or not responsible for their own learning?</td>
</tr>
<tr>
<td>Transferring or accepting responsibility</td>
<td>Whose fault is it when you fail in a test or assessment? Why?</td>
</tr>
</tbody>
</table>

Some further factual questions to educators asked about the assets and the problems within the education system, whereas attitudinal questions explored their views about learning, teaching, responsibility, and what they saw as the main problem or advantage at the College (Table 3.7).

**Table 3.7: Educator questionnaire**

<table>
<thead>
<tr>
<th>Factual, behavioural, and attitudinal questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What does it mean when learners are responsible for their own learning?</td>
</tr>
<tr>
<td>2. What do the Grade 9 learners do that show you that they are responsible for their learning?</td>
</tr>
<tr>
<td>3. What do you think the reasons are for the Grade 9 learners’ not taking responsibility for their learning?</td>
</tr>
<tr>
<td>4. What do you do in your classroom to try and create learner responsibility?</td>
</tr>
<tr>
<td>5. What do you think needs to be done to improve learner responsibility in the school?</td>
</tr>
<tr>
<td>6. Do you think the OBE system can be a challenge or an asset to responsible learning?</td>
</tr>
<tr>
<td>7. What do you understand about the concept of inclusive education?</td>
</tr>
<tr>
<td>8. Do you think inclusive education is a challenge or an asset with regard to learner responsibility?</td>
</tr>
<tr>
<td>9. What other problems are you experiencing with the learners in relation to learning?</td>
</tr>
<tr>
<td>10. What is expected of a learner as a responsible citizen of South Africa?</td>
</tr>
<tr>
<td>11. What part of the schooling system helps and doesn’t help prepare learners to be responsible citizens of South Africa?</td>
</tr>
</tbody>
</table>

Questionnaires were used mainly for the reason that the number of participants involved (eight educators and six learners) militated against employing individual interviews, which would have been too time-consuming in the period available for this study. Furthermore, focus group interviews would also have been inappropriate since the danger existed (as noted by Franz et al., 2013) that participants could
influence each other’s answers, whereas the aim of this study was to obtain individual views.

Dashiff (2001) cautions against certain hazards that researchers need to consider when working with adolescents during a data collection process. Due consideration was given to such pitfalls, such as that adolescents should not all summarily be lumped together in the same age cohort. Older adolescents, for example, are able to think independently by using abstract reasoning and logical deductions. Younger adolescents use concrete reasoning and rarely think of future consequences (Dashiff, 2001). Although the age groupings of participants in this study all fell into to middle adolescence cohort of 15 to 17 years, it is a stage still characterised by continuing growth in cognitive and emotional knowledge. The developmental differences between the participants may not have been critical, but when completing questionnaires, for example, the younger participants needed additional time. As all of the learners had special needs, they were allowed a few days to complete the questionnaire when they felt comfortable and were in a good state of mind. A significant gender difference was observable in the completion of the questionnaire, though. Girls devoted more time to completing the questionnaire but were still first to return them. They were also more positive when completing the questionnaire and two out of the three of them completed the questionnaire in one sitting of about two hours. In contrast, the boys found the questionnaire too long and took several days to complete it.

3.7.3 Semi-structured interviews

Interviews can be defined as purposeful conversations in which a researcher explores a topic with a participant or interviewee, trying to understand the latter’s responses within a social framework (Alby, 2012). Radnor (2001) lists four important types of interview in qualitative research: structured (pre-organised), unstructured (open and flexible), non-directive (freedom of interviewee to express feelings), and focused (more control by interviewer). A semi-structured interview is often a mixture of these types, and Radnor typifies this mixture as the “reality for each researcher” (p. 60). Steinar (1996) notes that knowledge is shared between interviewer and interviewee during interviews, and Radnor (2001) observes that the style of the semi-structured qualitative interview requires the main skill of active listening, encouraging
the interviewee to talk freely. The main aim of semi-structured interviews is to gain knowledge from the participant about specific topics, but in an atmosphere of openness in which questions are based on the responses of the interviewee (Steinar, 1996).

The purposeful semi-structured interview method in this study was reserved for the principal and deputy principal of SCIP regarding learner responsibility (see Table 3.8). The desired information would not have been gained so successfully from a formally structured interview, and all interview questions were sent to the two participants beforehand so that they could prepare but still express their views freely. The researcher’s counselling background made it easier to listen and respond appropriately to what was being said. After transcription of the interviews, clarity was obtained from the participants on information that was not clear.

**Table 3.8: Semi-structured interviews**

<table>
<thead>
<tr>
<th>Factual, behavioural, and attitudinal questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What does it mean when a learner is being responsible?</td>
</tr>
<tr>
<td>2. What does it mean to hold a learner responsible?</td>
</tr>
<tr>
<td>3. Why do you think the Grade 9 SCIP learners are responsible in this school?</td>
</tr>
<tr>
<td>4. Why do you think the Grade 9 SCIP learners are not responsible in this school?</td>
</tr>
<tr>
<td>5. What is inclusive education?</td>
</tr>
<tr>
<td>6. What are the challenges and assets regarding the OBE system?</td>
</tr>
<tr>
<td>7. How does the schooling system prepare learners to become responsible?</td>
</tr>
</tbody>
</table>

### 3.8 DATA ANALYSIS

Thematic content analysis was used to analyse the collected data. Zhang and Wildemuth (2009) state that qualitative analysis of content is aimed at exploring the meanings that underlie physical messages, and entails a subjective interpretation through a step-by-step process of identifying the main realities and meanings of the participants. Content analysis allows the researcher to test the theory based on the data. Elo and Kyngäs (2008) are of the opinion that data analysis purposefully compiled creates broad perspectives on and deep insight into the context of the study. Williams (2000) defines content analysis as the systematic use of words and text based on coding rules, according to which the researcher objectively views the
communication and characteristics of individuals. (See Figure 3.1 for a graphic representation of the process of qualitative content analysis.)
OVERALL PROCESS OF QUALITATIVE CONTENT ANALYSIS (QCA)
Aimed at condensing raw data or themes based on valid interpretation

1. **Prepare data** by transforming them into written text, usually a transcripitive form. QCA is used for analysing interview transcripts (or questionnaires) to reveal or model people’s information-related behaviours and thoughts.

2. **Define the unit of analysis**, which means the basic unit of text to be classified during content analysis. “Messages” need to be unitised before coding, meaning that the coding unit has to be defined first, a fundamental decision. QCA tends to concentrate on using individual themes, which may find expression in any word, phrase, sentence, paragraph or document. A theme used as coding unit means that one is searching chiefly for expressions of an idea.

3. **Develop categories and coding scheme** from raw data, using inductive content analysis in studies aimed at developing theory (themes and categories emerging from careful examination and comparison).

4. **Test coding scheme on sample text** by coding a sample of data and checking for coding consistency. Revise coding rules if consistency level is low.

5. **Code all the text** when sure about sufficient consistency.

6. **Assess coding consistency** by checking that new codes have not been added and that understanding of the categories and coding rules has not changed.

7. **Draw conclusions from the coded data** to make sense of the themes or categories identified. This involves making inferences and presenting reconstructions of the meanings that have been derived from the data. It is necessary to identify relationships between categories, uncover patterns, and test categories against the full range of data. It is a critical step in the analysis process, strongly dependent on reasoning.

8. **Report methods and findings**, which in QCA requires that special attention be paid to decisions and practices about coding and trustworthiness methods. QCA is not about producing counts and statistical significance, but about uncovering patterns, themes, and categories that are meaningful to a social reality. A balance should be maintained between description and interpretation. Since qualitative research is interpretive, interpretation represents the researcher’s personal and theoretical understanding of the phenomenon that was investigated. A report should foster similar understanding in a reader.

---

Figure 3.1: The process of qualitative content analysis (based on guidelines by Zhang and Wildemuth, 2009)
In this study, what the learners said in response to both general and specific questions was scrutinised and the raw data were then systematically coded, categorised, and themed for the most prominent ideas to simplify the research process as recommended by Henning et al. (2010), and according to the guidelines of Zhang and Wildemuth (2009). The coding of observations that were undertaken served the purpose of reducing the data to categorical statements that could reveal attitudes, for example (Radnor, 2001). As indicated by Stemler (2001), categories were constituted from groups of words or ideas that formed connections through similarities in meaning. Codes and categories were created from the raw data, which could be compared with the findings of existing theories regarding responsibility and motivation. Content analysis allowed the researcher to test and re-test the theory based on the data collected (Elo & Kyngäs, 2008).

The categories that were identified for this study after data analysis were: the acceptance of the responsibility to learn, learning, the gender and age of the learners, their assets, their assets consistency, individual punishment, their challenges, their self-knowledge, educators’ consistency, the choices, citizenship, control, the gender of the learners, gap between university and school, experiences in special needs education, grades that educators taught, how educators held learners responsible, how taking responsibility could be improved, inclusivity, OBE (appropriate at that stage to the learners’ educational background), the place of learning, primary school education, problems related to learning, and educators’ experience, age and ability to transfer learning responsibility to learners.

The four themes that were formulated on the basis of these categories were individual punishment, self-knowledge, educators’ consistency, and transferring responsibility.

3.9 ENSURING TRUSTWORTHINESS

The terms ‘validity’ and ‘reliability’ as used in quantitative research relate to the rigour in results of sampling and statistical methods. In contrast to this, as Hansen (2006) observes, the researchers Guba and Lincoln, because of the socially constructed reality in qualitative research, outlined alternative criteria for rigour, namely credibility, dependability, confirmability, and transferability. In this study, the
following approaches were used to adhere to these standards for qualitative research trustworthiness.

3.9.1 Credibility

Credibility (or truth value) refers to the adequate representation of the phenomena being studied, so that examination of findings will indicate some type of believable truth (Grinnell & Unrau, 2005; Hansen, 2006; Zhang & Wildemuth, 2009). As recommended in the literature (Zhang & Wildemuth, 2009), credibility for this study was established by prolonged engagement in the research field to gain the information required. As an educator at the Purple College for two years, the researcher was able to identify relevant problems. Moreover, persistent observation in collaboration with fellow educators during the investigation continued to increase insight into the behaviour of learners.

Essential to the establishment of credibility are the following factors (Grinnell & Unrau, 2005):

(a) **Triangulation of data sources** (collection of data from various sources): This was used by means of interviews, observations, and educator and learner questionnaires to ensure coverage of the research question from as many angles as possible.

(b) **Consulting with colleagues** (also called peer debriefing): Discussions with co-workers and fellow students, and consultation with the study supervisor allowed additional evaluation of the research.

(c) **Negative case analysis**: This was employed to ensure that information from all data sources was included, even if contradictory. Any contradicting material was taken into consideration to reassess and refine the data involved.

(d) **Referential adequacy** (keeping careful record and protecting all research materials): Not only was this requirement adhered to, but any research information that did not assist the study was eliminated.
(e) **Member checking** (obtaining feedback from participants): The data and research findings were discussed with colleagues and learners to obtain their concurrence.

### 3.9.2 Transferability

This is similar to external validity or generalisability, and may be achieved through a rich description of the setting of the study and of its research participants (Grinnell & Unrau, 2005). Because qualitative research projects concentrate on small purposeful samples and involve interpretation and description, their results cannot usually be considered generalisable. This does not mean that findings cannot be applicable to similar situations or populations, though (Hansen 2006). In this study, an attempt was made to present descriptions in such a manner as to have potential value for other researchers investigating similar topics.

### 3.9.3 Confirmability

Similar to objectivity, confirmability also involves a striving towards neutrality in research by not distorting the reality being described. Confirmability can be enhanced by a reflexive analysis, a description of the analytic process, and including large amounts of data in a report for assessment by others (Grinnell & Unrau, 2005; Hansen 2006). Confirmability was gained through external audits when the research was examined by others. An audit trail was kept of all the data and evidence from the start to the finish of the research.

### 3.9.4 Dependability

Dependability, which relates to reliability, concerns efforts to maintain consistency and providing a clear account of the research process so that others can determine whether suitability and transparency of methods, as well as analysis, render the research dependable (Grinnell & Unrau, 2005; Hansen 2006). This guideline was followed throughout the research process.

The researcher also practised reflection in all the research processes and kept a research diary for this purpose, which also assisted with compiling the results and recording observations and experiences during data collection.
3.10 ETHICAL CONSIDERATIONS

Ethical considerations were adhered to in this study as explained below.

3.10.1 Rights of participants

As recommended by experienced researchers (Gravetter & Forzano, 2006; Social Research Association [SRA], 2003; Van der Westhuizen & Dunbar-Krige, 2010), participants should not be seen as ‘research objects’ and were treated with due consideration and respect. No pressures were exerted on any learners and educators, who were informed of the voluntariness of their participation and of their right to withdraw from the project at any time. Nor was any harm involved in their participation, and their human rights, dignity, values, and norms were respected at all times (SRA, 2003; Van der Westhuizen & Dunbar-Krige, 2010). During data collection and analysis of the research, the participants’ personal contexts were taken into consideration.

3.10.2 Informed consent and fairness

Informed consent was ensured by explaining the objectives of the study to all participants, who completed ethical forms. Those for learners were signed by their parents or guardians. Participants were thoroughly familiarised with the intentions, motives, objectives, and goals of the research programme, and fairness was promoted by informing learners that they were to be observed in the classroom (SRA, 2003; Van der Westhuizen & Dunbar-Krige, 2010).

3.10.3 Professional standards and integrity

A researcher must be qualified and trained to undertake the research process. At all stages, professional standards were taken into account and acted on responsibly (SRA, 2003; Van der Westhuizen & Dunbar-Krige, 2010). Integrity was an essential part of the research process, with the researcher committing to honesty in communicating and guarding against potential bias. Professional standards were adhered to at all times (SRA, 2003; Van der Westhuizen & Dunbar-Krige, 2010).

3.10.4 Confidentiality

Confidentiality was a given in the study, and the attitudes, opinions, thoughts, prejudices, performance in class, personal information, and demographic character-
istics of the participants were respected throughout (SRA, 2003; Van der Westhuizen & Dunbar-Krige, 2010).

3.10.5 Mutual understanding

Mutual understanding about respective research roles was promoted between the researcher and the participants, who were informed about what was expected of them during the process. If participants felt unsure about anything, they were at liberty to ask for clarification (SRA, 2003; Van der Westhuizen & Dunbar-Krige, 2010).

3.11 CHAPTER SUMMARY

The relevance of the qualitative research approach and methodology to this investigation was clarified in this chapter. Interpretivism as the preferred research design was explained, as well as the value of the case study approach for investigations of the kind undertaken here. Purposeful case selection was considered and background was provided in profiles of the participating learners. The data collection methods, which mainly entailed observations, questionnaires, and semi-structured interviews, were elucidated in terms of their particular value for gathering information in the chosen research environment. Similarly, the value of thematic content analysis in the assessment of data was discussed. The main aspects of trustworthiness in the context of qualitative research were brought into relation with this study, namely the attempts made to ensure credibility, transferability, confirmability, and dependability. Finally, attention was paid to the important aspect of an ethical approach to research of this kind and how this was adhered to in the study. The research findings that emerged from these processes are discussed in Chapter 4.
CHAPTER 4: 
Presentation of research data

4.1 INTRODUCTION

In quantitative research in education, as Hara (1995) affirms, results of data analysis are presented in a numerical manner to realise the research goal of achieving a universal value. It is indeed possible to use quantitative research methods in general content analysis by using the frequency with which words, themes, or issues emerge (Wilkinson & Birmingham, 2003), but such an approach could be highly misleading if it is taken in qualitative interpretive research. As will be explained in the presentation of themes below, a word or phrase mentioned only once or infrequently may hold great thematic significance if mentioned by a ‘significant’ participant in a ‘significant’ context. It should be understood that any participant or any context might assume significance in the wider field of reasoned observation (as referred to by Zhang and Wildemuth (2009)) and consideration of data.

Significant categories that were identified in the data analysis of this study were formulated into themes that answered the research question best. The first prominent theme was that of self-knowledge that educators had to possess in order to deal efficiently with the barriers that they encountered in the teaching situation and for which they had to devise strategies that work best in classrooms. In their turn, learners must have self-knowledge of their learning needs and how to overcome obstacles, or make outcomes satisfactory. The second theme was educators’ consistency in classroom discipline since no common standard existed among the various educators, which confused learners about what was expected of them. The third theme was that of individual punishment following on misconduct, which involved educators’ disciplinary consistency in every classroom as a method to help learners understand what is expected of them. The fourth theme concerned transferring responsibility by learners when faced with difficulties that would bring them into a challenging situation. They often shifted responsibility not only to external but also internal factors (such as personal understanding of something), with the idea that educators had to accept the excuse.
4.2 THEME 1: SELF-KNOWLEDGE

4.2.1 The formulation of the theme

It was specifically in the interview with the principal (Appendix 13, “Interview with the principal of the school”) that the theme of self-knowledge emerged with great clarity because of the principal’s specialised insight into the context of responsibility-assuming behaviours. This interview served in particular to confirm the value of thematic content analysis, since the theme arose mainly from an interview with only a single participant, but a highly informed one.

The discussion departed from the participant’s definition of responsibility as a sense of accountability and an acceptance of consequences by learners (Appendix 13 lines 5–59), followed eventually by the phenomenon of learners’ being able to distinguish between right and wrong behaviour, but manipulating contexts to their own advantage (Appendix 13, lines 96–106). As remarked upon by the participant, the irony is that such manipulation was developed as a social skill in the following way: learners who have had very negative primary school experiences developed negative skills in manipulating others in order to survive; their performance at school is poor, with undiagnosed learning disabilities in the background; only in Grades 6 or 7 is the diagnosis made, while the learners have been treated as “idiotic”, “strange”, “outcast”, or “naughty”; in order to cope and maintain their self-esteem, the learners have developed manipulation techniques (Appendix 13, lines 112–135). Manipulative behaviour usually involved refusal to be accountable for own behaviour and using excuses to justify irresponsible actions (Appendix 13, lines 102–114). This was affirmed by one of the educators who noted “manipulation of a system and teaching practices to get away with work not done” (Appendix 5, lines 46–47), whereas another educator stated, “They also have the perception that because they are in SCIP, they don’t have to work hard” (Appendix 5, lines 1–2).

After having noted the background difficulties giving rise to learned manipulative behaviour (Appendix 13, lines 123–127), the principal responded as follows to a question on the ideal environment for stopping manipulative behaviour by learners:

Interviewee: Well self-knowledge ... Process of target setting with the kids, because to me that is a very important part of the process: [that] is, I [the learner] must know what I am
capable of, not what my mom wants me to do or what my gran who is paying school fees wants me to do. I must know what I am capable of doing. (Pause) Right so and the target setting I think creates... starts creating that atmosphere... (Appendix 13, lines 138, 173–80)

In terms of both frequency (mentioned 12 times by the participant) and weight in significance, the importance of the concept of self-knowledge became increasingly evident during analysis. Good interaction between the researcher and the participant also contributed to the enrichment of the interview data (see for example lines 483–546 in which a comfortable exchange of ideas led to new thoughts). Interpretation indicated that self-knowledge featured decisively in teaching and learning by fostering a sense of responsibility in the education environment. If both educators and learners have self-knowledge gained through assisted guidance, they can apply it in overcoming teaching and learning difficulties, thus strengthening own assets.

4.2.2 Using self-knowledge as an asset for learners and educators

Even if assuming that an ideal educational environment is created for learners with special needs, the researcher asked about what would happen to them in a real-life context after schooling, in a “world that doesn’t give you chances, the world that doesn’t support you, the world that’s negative and rejects you?” (Appendix 13, lines 369–72). The interviewee responded emphatically, “No, but if you’ve got the self-knowledge. If you’ve got the self-knowledge ... You’ve got knowledge of what can I [as person] do ... and if you’ve got self-knowledge [and] ... if you are aware of yourself, you must be aware of your environment” (Appendix 13, lines 373–78). Consequently, the participant continued, the learner is equipped with the awareness of “I think, therefore I am” (line 380) and is not entirely dependent on the environment “telling me who I am”. On the researcher’s suggesting an internal locus of control, the participant affirmed:

I [a learner or other person with awareness] know who I am, exactly, and then I can identify a dichotomy between the two and then I can do something about bridging the gap. If I’ve got the self-knowledge. I’ve got enough self-awareness to be able to bridge that [gap] or find some way of getting to achievement and normal social level. If we can say that. (Appendix 13, lines 383–86)

That this scenario is realisable, could be illustrated by a case of a particular learner who, despite severe social behavioural problems (Appendix 13, lines 211–42), was
able to take self-control “because self-knowledge tells me what I am capable of” (Appendix 13, line 185), after having gone

[Interviewee speaking] ... into a SANCA rehabilitation program. Came out of it after six weeks and it was during his December and November exams. Went into SANCA for ... and we took his exam papers to SANCA; he wrote his exams there. He came out of SANCA a completely changed child. So much so that the public prosecutor said we are not going to prosecute this child for armed robbery ... They put him into [a] diversion program; he ... continued ... rehabilitation sessions ... He got his matric with two distinctions in the end.

Interviewer: Wow!

Interviewee: Right

Interviewer: So he overcame...

Interviewee: He overcame those issues but SANCA took him through the whole exploration.

Interviewer: Which helped him a lot?

Interviewee: Of who am I and what am I...

Educators can benefit by the results achieved in guiding learners to self-knowledge as an asset. In one case, for example, an educator succeeded in helping a learner to realise that her problematic antisocial behaviour was due to her misunderstanding of a new context in which she found herself as a new learner. That this achievement was an asset to educators as well as the learner was evident in the gratitude expressed by one of the learner’s parents for social and academic improvement in the learner’s attitudes (Appendix 13, lines 250–87):

Interviewee: [She w]as placed in a context, [a new] greater one; she was able to start relating and she now has friends in the school as well, and because she has friends and she was positive about herself, not as the outcast, and there [initially] she was, socially she was an outcast. She was able to not only achieve academically but she is now part of the group and she is functioning as part of the group (Appendix 13, lines 284–87).

Although the discussion mainly revolved around learners, educators could also benefit from concentrating more on achieving an internal locus of control. Irrespective of the complex historical systemic problems in South African education (Appendix 13, lines 395–513), there are educators still in the system who do not wish to change from old methods that they were taught (Appendix 13, lines 515–519).
remedy shortcomings of a systemic and personal professional nature, it is necessary that educators, too, should be aware of the value of self-knowledge as an asset (Appendix 13, lines 527–34). For learners, self-knowledge has the advantage of learning how to be accountable as a member of society, and for educators how to guide such learners through *inter alia* scaffolding in gaining such self-knowledge.

### 4.2.3 Challenges to learners and educators in inculcating self-knowledge

It is ironic that in terms of assuming responsibility, many learners do possess self-knowledge, but it is a negative kind that they use for manipulating their learning situation. They are aware that they are in SCIP and tend to develop the perception that they do not have to exert themselves. From what may be called ‘pseudo’ self-knowledge, additional problems invariably arise, as learners rely increasingly on external factors to determine their learning attitudes. As one educator noted, learners are aware that they have to achieve only 30% to qualify for passing, “[which] makes people believe that they don’t need to achieve. Minimum is King” (Appendix 5, line 39). The principal observed that a challenge had to be met by educators in this respect, since the learners were dependent on them to create a new self-image of being at least “a partially successful child or more successful then I was in the past”. Self-knowledge was important in fostering awareness of own capabilities, and for this reason the College started to introduce a process of target setting with learners to create the right atmosphere (Appendix 13, lines 173–180), which, it may be assumed, transforms the negative self-knowledge into positive.

The deputy principal in charge of SCIP pointed out a challenge of a more serious nature. In respect of inclusivity and special needs, it was not only possible for schools, but also their duty, to assist learners with spelling difficulties, for example, in an inclusive context. There was, however, a limit to what could be done for learners with [serious] physical disabilities, in which case assistance had to be sought in outsourcing (Appendix 12, lines 396–406).

### 4.2.4 Summary of Theme 1

With many of the learners with special needs coming from difficult environments and then being placed in a new environment in which they can grow intellectually and emotionally, they actually “are so insecure in themselves that they depend on
outside factors to build their picture of themselves” (Appendix 13, lines 164–69), as the principal remarked. Consequently, to attain a sound sense of responsibility, learners first need to develop self-knowledge about their abilities. Their view should be intrinsically and not extrinsically based, but that does not exclude outside assistance to aid them in this growth process (for example, through the metacognitive scaffolding process discussed in section 1.5.5). As an asset, self-knowledge will enable learners in their acquisition and development of skills required for overcoming learning barriers. They must have an internal locus of control regarding their learning needs and how to meet them.

4.3 THEME 2: EDUCATORS’ DISCIPLINARY CONSISTENCY IN THE CLASSROOM

4.3.1 The formulation of the theme

The principal noted the decisive role of educators in guiding learners about “what you are doing is counter to what you should be doing” if learners failed to realise that their behaviour was unacceptable (Appendix 13, lines 16–20). In addition to the manipulative behaviour of learners mentioned above, other subtle ways of learner exploitation of the system also required intervention. The role of the educators came more strongly to the fore in the interview with the deputy principal in charge of SCIP, who highlighted the variations on manipulation (as did some educators). Because the College prides itself on its inclusiveness and attention to individuals, leeway was often granted according to an understanding of individuals and extrinsic factors affecting their circumstances. Such accommodation of special needs often led to learners’ using it as an excuse not to complete tasks (Appendix 12, lines 31–34). In spite of this, the deputy principal stated, “But it is our job to find out [if excuses are involved] and to assist a learner through, and if we find it happens on numerous occasions then we need to stop it” (Appendix 12, lines 35–36).

However, the concept of “granting leeway” fulfilled an important function in attempts to accommodate the special circumstances of individual learners. The College took into account individual needs and imposed discipline accordingly (Appendix 12, lines 46–56). This approach was explained as follows:

Interviewee [deputy principal]: Where they are not staying with the mother, the mother and father are fighting, going through a divorce, it impacts on the child being at home. So, for a kid
that is in a stable environment who did not do his work, for that child the full punishment should count. For the child that was subjected to a family feud for the day where the mother and father are going through this divorce, and the child is torn in-between, I don’t see how we can really impose on the child doing the homework ... So yes, the child will be given not punishment but back-up support, or given support in the sense that “why don’t you stay in during a break or after school and complete your work”. ... Not seen as a punishment, but seen as “we are here to support you”. ... “If you can’t do your work at home, we will help you here at school”, whereas a kid that did not do their homework [without extenuating reasons] we can tell a kid that you are now on a Friday detention, and if the kid says, “How is it that so?” and so got away with it, we explain, “This [on the one hand] is your situation, and this [on the other hand] is that person’s situation.” (Appendix 12, lines 68–82)

In other cases, apparently inconsistent arrangements followed from the practice of some educators to grant minor leeway to learners whose work had been completed, perhaps granted by educators in the previous grade. Learners might then develop the attitude (another example of manipulation) of as long as work has been done, other unacceptable behaviour (leaving early, walking in and out of class) will be overlooked (Appendix 12, lines 135–145). It was to be expected that questions about consistency in rules would arise among learners, at which they would be given the picture [of the other cases], but we don’t tell them all the details [of other cases], but we give them a brief scenario: “This is what you are going through, and that is what this person is going through. Now do you think it is fair that this person gets the same punishment?” ... And if that child feels, yes, the child should get the same punishment, and then we look into it further, and we always open it up [reopen the case] in the next event: [If] you do something [similar again], you can’t give us this [same] excuse. (Deputy Principal, Appendix 12, lines 84–91).

Despite informing learners about differences in rules, learners’ perceptions might be influenced by the conduct of some educators who allowed leeway about some matters in a specific class, whereas other educators in other classes did not grant allowance for the same matters. For example, an educator in a language class might reward learners for good behaviour by allowing them to listen to music (on earphones) while reading books, whereas this would be inappropriate in a mathematics class that required full concentration (Appendix 12, 203–207). Leeway allowed by one educator might cause learners to feel resentful towards an educator in another class who—fully within the prescribed rules—did not allow such leeway,
but was therefore considered “nasty”. The learners might even thus develop resistance to a particular subject (Appendix 12, 186–207).

The above examples serve to illustrate the importance of consistency in applying guidelines and rules for behaviour. As the deputy principal noted:

Interviewee: So if that new educator doesn’t set the rules and put things into place immediately in the start of that year you are fighting a losing battle … And if you are not consistent with these kids… you lost them already. (Appendix 12, 147–152)

This stance was reiterated later:

Interviewee: Because you broke the rule for your convenience… But not realising [the] impact you had on the other teachers, so, and then when it becomes a problem the day, you say, “No, it’s not allowed because you have to do this,” the kids start acting out … And then it’s “I don’t know what to do anymore” [said by educators], but if you follow the rules that were set in place and you’re consistent with the rules… [leaners would not be acting out] (Appendix 12, 211–218).

Consistency was in fact also advocated by the educators themselves, as is evident from the following extracts:

Gabriel: The school has not set discipline structure; all teachers try using their own way of disciplining in a classroom. This leads to inconsistency and learners not knowing what are expected of them in general. The school needs a set structure that all teachers follow. The school also allows learners to pass even though they have not worked to achieve a pass. The school attracts learners with low work ethic as this is the school were they pass you without you having to put in any effort. The learners are also given too many second chances which cause them not to work hard the first time around as they expect a second chance. When the second chance comes around, the learners don’t try bettering their efforts either. The learners are also allowed to give any excuse for work not being done and we have to accept it. (Appendix 5, lines 17–26)

Sarah: Certain time limits/extended opportunities should not be breached. If a task, test or completion of work is due, it should be completed within the given/planned time, no matter who, what or where. This is where I feel our parents fail their own kids, as this is not reinforced in certain families. (Appendix 5, lines 11–13)

Gert: They should not get extensions for tests and other work. No second chances. (Appendix 5, line 16)
Although the questions for learners were phrased openly enough to allow for comment on consistency in teaching or application of rules, it appeared that this was not an issue from their perspective.

### 4.3.2 Challenges to educators regarding consistency in applying rules

Although some elements in the views of the principal, deputy principal, and educators may relate more strongly to discipline, the underlying meaning relates equally strongly to consistency in applying rules. It was significant that the consistency should relate not only to strictly educational matters such as tests, tasks, and assignments, but also to general conduct of learners in classrooms. The main challenge that the interviewees focused on was that of consistent action taken immediately when unacceptable behaviour was identified.

An important indication that emerged was that communication could be considered a challenge between the management (principal and deputy principal) and the educators. It appeared that the principal and deputy principal expected the educators to be more consistent or dynamic in their classroom management, for example:

**Interviewee [deputy principal]:** So if that new educator doesn’t set the rules and put things into place immediately in the start of that year you are fighting a losing battle ... There are set rules that we need to follow. There are set rules at the school, there is an ethos out, as well there are rules that you [as educator at this College] know … So the teachers are at fault here. (Appendix 12, lines 147–48; 183–84; 209)

**Interviewee [principal]:** ... That, that is the teachers job to then point out, that what you are doing is counter to what you should be doing ... Alright the problem lies in the teachers and the teacher training ... So we need to bring in a new group of teachers and we need to train people who are adaptable ... So teachers need to know that, this is my limits and this is my... what I have and I need to build on my limits and build on that for them to be able to adapt. (Appendix 13, lines 16–17; 497; 520; 553–54)

Some of the educators, on the other hand, implicitly or explicitly, appeared to expect stronger support from the management (“the school”):

**Gabriel:** The school needs a set structure that all teachers follow. The school also allows learners to pass even though they have not worked to achieve a pass. (Appendix 5, lines 19–20)
Ronell: Greater influence by management re infringing of rules implementation of consequences. (Appendix 5, line 31)

Donna: Have clearer consequences for their lack of responsibility. This would call for some co-operation between parents, tutors, and teachers. (Appendix 5, lines 27–28)

Gert: They should not get extensions for tests and other work. No second chances. (Appendix 5, line 16)

Sarah: Certain time limits/extended opportunities should not be breached. If a task test or completion of work is due, it should be completed within the given/planned time, no matter who, what or where. [This educator also referred to family responsibility.] (Appendix 5, lines 11–12)

Although the deputy principal did mention opportunities created to enable teachers to exchange views about classroom management techniques (Appendix 12, lines 326–39; see the following section for detail), the above comments were indicative of a perceived need among educators for more support from management about consistent application of rules and standards.

4.3.3 Summary of Theme 2

Some educators were inclined to ignore some forms of unacceptable behaviour by learners as long as their work had been done. It appeared necessary, however, that educators should respond immediately in class when an unacceptable action took place, adhere to the rules, and not bend them when they wanted to reward the learners for behaving well in a specific lesson. Educators needed to take it in consideration that granting leeway might work in their own class, but not in other educators’ classes. The main problem seemed to be that at the beginning of the year, educators accepted the rules but later broke them for their own convenience without realising the ripple effect this might have not only in their own classes, but also those of other educators. Lack of consistency in immediate action encouraged learners to take advantage and manipulate the situation.

Although some educators mentioned a lack of set rules, which gave rise to different discipline structures in their classes, the deputy principal noted (Appendix 12, lines 326–53) that a formal meeting was held at the beginning of each year to spell out what was expected of learners. Informal meetings were also encouraged among educators to exchange positive views on class management techniques. In practice,
however, educators failed to adhere to the rules strictly since they sometimes wished to suit their class situation. As the deputy principal observed, “You broke the rule for your convenience” (Appendix 12, line 211), with the consequence that consistency goes by the board (Appendix 12, lines 135–79).

4.4 THEME 3: INDIVIDUAL PUNISHMENT AND ITS EFFECT ON CLASSROOM BEHAVIOUR

4.4.1 Formulation of the theme

An essential point that the principal brought to the fore, was that many of the learners with special needs were dependent on other people for their self-esteem (Appendix 13, lines 156–58) because of having been treated as “outcasts” at many levels on account of poor behaviour. The result was that they developed an external locus of control (Appendix 13, lines 164–77). The question therefore arose whether holding such learners accountable might not remove this form of control as well: “Because they are dependent on our, us ‘to create an image of myself and as a partially successful child or more successful then I was in the past’. Which is why I say self-knowledge is important” (Appendix 13, lines 174–76). It was for this reason that the approach to punishment at the College assumed a highly individualised manner, with the attending problems of perceptions of consistency and fairness among learners as mentioned in section 4.3.1.

The deputy principal’s views provided further elucidation about the effects of punishment in classroom context. As mentioned earlier, a certain measure of leeway was granted in circumstances that warranted it, for example if learners experienced certain problems:

Interviewee [deputy principal]: At times because of the situation we have [special needs education], they are allowed certain leeway; we are a school for the individual: we cater for learners’ problems that they have, whatever the issue may be. So, before handing out a punishment or holding them accountable for something, we need to understand; what are some of the extrinsic factors that caused them to be [late], not to do their homework for example. (Appendix 12, lines 23–27)

Although some learners might manipulate special circumstances and exploit them as an excuse, such behaviour and excuses were checked and put to a stop if they became evident (Appendix 12, lines 31–36; 94). The learners were not exempt from
punishment, which mostly took the form of detention for classroom misbehaviour or failing to do homework (Appendix 12, lines 79–82; 110–118; 264). However, individual needs and circumstances were always taken into account before deciding on punishment. Considering for example that about 70% of the learners came from broken homes, it was not deemed justifiable to treat all learners alike. Learners with no acceptable excuse should indeed be held accountable for not completing homework, but extenuation should be allowed for learners exposed to parents’ fighting in the home (Appendix 12, lines 68–72).

It was, moreover, important to approach punishment not in a negative but in a positive light (Appendix 12, lines 57–61). This was done in the following way:

Interviewee [deputy principal]: So yes, the child will be given not punishment but back-up support, or given support in the sense of “why don’t you stay in during a break or after school and complete your work”. (Appendix 12, lines 74–75)

The deputy principal did remark that this approach worked best for transgressions of a less serious nature, and not for serious incidents such as fighting, for example (Appendix 12, lines 63–66). However, “for a kid that is in a stable environment who did not do his [or her] work, for that child the full punishment should count” (Appendix 12, lines 69–70). In such less serious classroom cases, immediate reprimands could be used (Appendix 12, line 270), or detention. If for example, learners failed to turn up for a first detention, they must sit detention for the following two weeks. If they failed to attend that, we [deputy principal speaking] will call the parents in and we will suspend a kid within house suspension for a day. Work given go home [to] get sorted out, but it is always with a letter of warning that goes in their file.

Interviewer: They will always have a letter of warning or a letter of this is what happened. So a written warning?

Interviewee: So the kid doesn’t see it as a spur-of-the-moment "you just gave it, it has no substance to it". There is a letter: everything is put down in black and white and they have to follow that rules. (Appendix 12, lines 116–22)

Against this background of leniency and leeway in certain circumstances, the educators tended towards advocating the application of stronger discipline and punishment:
Rina: Learners need to be held responsible for their poor behaviour and poor results. There should be consequences for their actions.

Gert: They should not get extensions for tests and other work. No second chances.

Gabriel: The school has not set discipline structure; all teachers try using their own way of disciplining in a classroom ... The learners are also allowed to give any excuse for work not being done and we have to accept it.

Donna: Have clearer consequences for their lack of responsibility. This would call for some co-operation between parents, tutors, and teachers.

Marvin: Punishment can be physical labour like garden work/cleaning.

Sean: Greater rewards, stronger punishment.

Ronell: Greater influence by management re infringing of rules [and] implementation of consequences. (Appendix 5, lines 14–31)

It may be due to the way in which the questions to learners had been formulated, but no clear comments on the subject of punishment could be identified in their responses. This may be considered a case in which a theme came to the fore in the data gathered from one group, while it would have been significant to obtain the views on the subject also from another group.

4.4.2 Challenges regarding the imposition of punishment

It appears that a difference might be detected in attitudes towards punishment between the educational management and the educators. Whereas the principal and deputy principal tended towards granting leeway in certain cases, the educators felt for a stronger disciplinary approach. This could be considered a communication challenge that needed to be resolved.

The question was asked whether learners could object to fairness in the differentiated form of punishment that the deputy principal described:

   Interviewer: Okay, so do you think that some learner might think that is unfair? That this one gets this type of punishment and I don't? (Appendix 12, lines 44–45)

The deputy principal responded:

   They are all not the same; they all don't have the same issues … So they understand that they are dealt with on an individual basis. If we find that there are no other factors that
contribute to their misbehaviour or irresponsibility, then we treat everyone alike ... [In cases of other learners complaining about fairness] ... then we bring them in the picture [of other special cases], but we don’t tell them all the details, but we give them a brief scenario: “This is what you are going through and that is what this person is going through. Now do you think it is fair that this person gets the same punishment?” ... And if that child feels, yes, the [other] child should get the same punishment, and then we look into it further, and we always open it up [reopen the case] in the next event: [If] you do something [similar again], you can’t give us this [same] excuse. (Appendix 12, lines 46–50; 84–86; 89–91)

This approach illustrates that the College management was fully aware of the particular challenge and dealt with it in an appropriate manner. Yet, the type of complaint had further ramifications that might involve parents:

Interviewer: Right, something you said previously was that you have individual punishment for individual learners, and they use it as an excuse. [Do] you go and check up with the parent; is it truly happening? Now my question: do you think that the parents sometimes use the excuse they have to make it worse than it actually is? That their child cannot [do the work]? Get out of the situation, not get punished?

Interviewee: Some parents, yes, will make excuses for their kids, but then we get to know the parent over a period of time. So you know who to listen to, who not to listen to and to judge it from there. With basically you will have to know the parent and the child before you make a call.

Interviewer: So if you [think] the parents are chancers, what do you do then if they come with their excuse: My boy had whatever.

Interviewee: Then it goes with the punishment we have here...

Interviewer: So the child is given the punishment? So you need to know.

Interviewee: For example, (uhm) if you take a kid that is absent on a regular basis [and] the mother makes endless excuses, which we know that the excuse have no substance to it. So that kid has the punishment per that code of conduct. If he does follow through with that [behaviour], he knows he has letters built up for detention and future suspension. (Appendix 12, lines 98–113).

It is evident that the College had procedures in place to deal with such complications and to impose punishment when considered appropriate. However, some educators appeared convinced that too much leniency was allowed and too much leeway was being granted, as expressed by all of them:
They [learners] are not held responsible for their actions ... I don't think there are clear consequences for their lack of responsibility ... Certain time limits/extended opportunities should not be breached ... There should be consequences for their actions ... The learners are also given too many second chances ... Have clearer consequences for their lack of responsibility ... Punishment can be physical labour ... Greater rewards, stronger punishment ... Greater influence by management re infringing of rules [and] implementation of consequences. (Appendix 5, lines 4, 7–8, 11, 14–15, 21–22, 27, 29, 30, 31)

These responses, as mentioned before, give clear indications of a need for increased communication between the managerial educators and the teaching educators about the role of punishment and how it should be imposed.

4.4.3 Summary of Theme 3

The College followed a highly enlightened approach in considering the reasons for and imposing punishment on SCIP learners by considering the individual and the nature of the circumstances. Conscious effort was made to put punishment in an encouraging, positive light as a supportive action for learners (Appendix 12, lines 54, 58, 74–75). Consequently, the learners understood that they were dealt with individually and with proper regard for their personal circumstances. That such an approach might lead to differences in punishment for the same type of transgression was something that was explained carefully to learners. This approach might be considered to bear fruit in view of the success that the College achieved in inclusiveness as explained by the principal:

If I compare what we do and the success we have with [that of] the two previous schools I was at, then we are number one ... We are really. I mean, [the] majority of our kids as I just said earlier are at the school [the College] because of issues at other schools ... Rejection, ja ... because they couldn’t fit in. Socially they couldn’t fit in, emotionally they couldn’t fit in, academically, whatever. Even our top achievers came from schools where they were rejected (Appendix 13, lines 345–55)

However, not all educators and learners saw it in the same way. It has been noted above that different punishment approaches were explained to learners, and efforts were also made to aid educators in dealing with complicated cases. Formal meetings were indeed held with educators at the beginning of the school year to discuss rules and approaches to them, and informal meetings in a positive spirit were also encouraged (Appendix 12, lines 186; 326–53) to discuss learners and how to deal
with problems that the educators experienced in class. This method was particularly useful when information and experience were conveyed from one year’s grade educators to the grade educators of the following year (Appendix 12, lines 326–39). Despite these efforts, the responses of the educators noted towards the end of section 4.4.2 indicate a consensus among them that disciplinary and punishment measures in classroom context were insufficient and needed to be applied more strictly.

4.5 THEME 4: TRANSFERRING CLASSROOM RESPONSIBILITY TO EXTRINSIC FACTORS

4.5.1 The formulation of the theme

The insights of the principal and deputy principal into the psychological mechanisms used by learners for manipulation of their learning environment as a responsibility-avoidance strategy were outlined in section 4.2.1 and further. The importance of bringing learners to self-knowledge was emphasised in that particular section. The principal, for example, was fully familiar with SCIP learners’ tendency to shirk responsibility and accountability, in spite of being aware of the difference between right and wrong, and to manipulate people and situations to avoid accountability (Appendix 13, lines 102–114). An understanding approach was nevertheless assumed towards such learners because of educators’ insight into the fact that learned manipulation techniques were a coping mechanism to protect their self-esteem (Appendix 13, lines 127, 131). Such behaviour could even be viewed as a “social skill” (Appendix 13, line 118). This was one of the reasons that the disciplinary system at the College was pertinently geared to taking extrinsic factors into account, for example when learners failed to do homework or complete a task (Appendix 12, lines 23–30).

Thus, in the view of the College’s educational management, learners were not unaware of the difference between acceptable and unacceptable conduct at school or in class (“So he [or she] clearly can distinguish between right and wrong behaviour. Between good and bad behaviour” (Appendix 13, lines 102–103)). This was not only a subjective view taken by the educators, since it could also be confirmed from learners’ questionnaire responses. The learners appeared to understand quite well that they needed to accept responsibility for their actions, but
when they found themselves in challenging situations, they sometimes transferred their responsibility to external factors.

4.5.2 Challenges in accepting responsibility

Table 4.1 is a tabulation of the data (see Appendix 6) relating to learners’ attitudes to accepting responsibility in terms of classroom work, goals, conduct at school, completing homework, handing in assignments, punctuality, studying, and adhering to rules.

Table 4.1: Learners’ attitudes to accepting or transferring responsibility

<table>
<thead>
<tr>
<th>Learner</th>
<th>Ascription of responsibility</th>
<th>Responsible parties other than self</th>
<th>Reason (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sipho</td>
<td>My fault.</td>
<td>None.</td>
<td>Have not studied. Just forgot. Memory is bad. But have never failed an assignment.</td>
</tr>
<tr>
<td>Lee-ann</td>
<td>My fault.</td>
<td>None.</td>
<td>Did not study. Or did, but not hard enough.</td>
</tr>
<tr>
<td>Leandra</td>
<td>Mine.</td>
<td>None.</td>
<td>Did not study hard enough. Or even when I did, had negative attitude. Keep thinking I’m going to screw up.</td>
</tr>
<tr>
<td>Thabi</td>
<td>Mine.</td>
<td>None.</td>
<td>My fault for failing.</td>
</tr>
<tr>
<td>Sean</td>
<td>Our own.</td>
<td>None.</td>
<td>None make decisions that affect others as they do themselves. This means that we all make our own choices or decisions regardless of what others say or do.</td>
</tr>
<tr>
<td>Paul</td>
<td>Would say our own.</td>
<td>None.</td>
<td>You did not study and get ready for the test, so it’s your own issue.</td>
</tr>
</tbody>
</table>

13. Whose responsibility is it when you fail in a test or assessment? Why?

14. Whose fault is it when you do not reach your goals? Why?

15. Whose fault is it when you get into trouble at school? Why?
<table>
<thead>
<tr>
<th>Learner</th>
<th>Ascription of responsibility</th>
<th>Responsible parties other than self</th>
<th>Reason (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thabi</td>
<td>My friends.</td>
<td>Friends.</td>
<td>feel like a horrible person.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>They influence me and I wouldn’t do anything naughty by myself.</td>
</tr>
<tr>
<td>Sean</td>
<td>Ours and others.</td>
<td>Fifty-fifty.</td>
<td>Sometimes others try to blame me or someone else. Other times it’s ours for whatever reason. Sometimes we do something indirectly but it is still our fault.</td>
</tr>
<tr>
<td>Paul</td>
<td>Own fault.</td>
<td>None.</td>
<td>You had to choose to do what you did.</td>
</tr>
</tbody>
</table>

**16. Whose responsibility is it to make sure you do your homework and why?**

<table>
<thead>
<tr>
<th>Learner</th>
<th>Ascription of responsibility</th>
<th>Responsible parties other than self</th>
<th>Reason (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sipho</td>
<td>Mine.</td>
<td>None.</td>
<td>I got the homework and it’s nobody’s [else’s] responsibility to tell me when to do it because it is my homework and choice.</td>
</tr>
<tr>
<td>Lee-ann</td>
<td>Mine.</td>
<td>None.</td>
<td>I’m the one in school, no one else. It’s my responsibility.</td>
</tr>
<tr>
<td>Leandra</td>
<td>Mine.</td>
<td>None.</td>
<td>I know that in order to make it in life, you have to work hard to achieve the greatest things in life.</td>
</tr>
<tr>
<td>Thabi</td>
<td>Mine and parents.</td>
<td>Parents.</td>
<td>I need to [be] independent and my parents are there for that.</td>
</tr>
<tr>
<td>Sean</td>
<td>Parents, others and our own.</td>
<td>Parents, guardians, any family you live with.</td>
<td>Also own fault because you may have lied to them by saying we do not have any homework, although they should have made sure regardless of what we say.</td>
</tr>
<tr>
<td>Paul</td>
<td>Own fault, mother and father.</td>
<td>Mother and father.</td>
<td>They [parents] have to help you out, but then again it’s your own fault because you’re the one who goes to school.</td>
</tr>
</tbody>
</table>

**17. Whose responsibility is it to make sure you hand in your assignments on time and why?**

<table>
<thead>
<tr>
<th>Learner</th>
<th>Ascription of responsibility</th>
<th>Responsible parties other than self</th>
<th>Reason (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sipho</td>
<td>Mine.</td>
<td>None.</td>
<td>I got the assignments and it’s my choice to do it or not. I have to get good marks and do well.</td>
</tr>
<tr>
<td>Lee-ann</td>
<td>Mine.</td>
<td>None.</td>
<td>It is my work and for me it has to be on time. I don’t want to get into trouble.</td>
</tr>
<tr>
<td>Leandra</td>
<td>Mine.</td>
<td>None.</td>
<td>If I want to pass school and achieve the marks I want to achieve I must make sure I hand in on time.</td>
</tr>
<tr>
<td>Thabi</td>
<td>Mine.</td>
<td>None.</td>
<td>It was handed to me.</td>
</tr>
<tr>
<td>Sean</td>
<td>Ours.</td>
<td>Parents, family member, or guardian.</td>
<td>If we need the internet and do not have access, it is still our responsibility to make a plan in order to hand our assignments in on time. Our parents, family member, or guardian should also make sure we are doing our work.</td>
</tr>
<tr>
<td>Paul</td>
<td>Your own.</td>
<td>None.</td>
<td>You are the one that goes to school.</td>
</tr>
</tbody>
</table>

**18. Whose responsibility is it to make sure that you are on time for class and why?**

<table>
<thead>
<tr>
<th>Learner</th>
<th>Ascription of responsibility</th>
<th>Responsible parties other than self</th>
<th>Reason (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sipho</td>
<td>Mine.</td>
<td>None.</td>
<td>I know that I have to go to class and do the work the educators tell me to do.</td>
</tr>
<tr>
<td>Lee-ann</td>
<td>Mine.</td>
<td>None.</td>
<td>I don’t want to be late for class and I want to learn.</td>
</tr>
<tr>
<td>Leandra</td>
<td>Mine and parents.</td>
<td>Parents.</td>
<td>It’s my responsibility to get ready for school and my parents’ responsibility to make sure I leave the house at the right time.</td>
</tr>
<tr>
<td>Thabi</td>
<td>Mine and parents.</td>
<td>Parents.</td>
<td>My parents need to dope me at correct time and I need to make sure I am on time for lesson.</td>
</tr>
<tr>
<td>Learner</td>
<td>Ascription of responsibility</td>
<td>Responsible parties other than self</td>
<td>Reason (if applicable)</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Sean</td>
<td>Own or teachers.</td>
<td>Teachers.</td>
<td>Not just student’s or teacher’s responsibility. There could be traffic or friend needing help. Can be own fault or that of teachers depending on situation.</td>
</tr>
<tr>
<td>Paul</td>
<td>Own and parents.</td>
<td>Parents.</td>
<td>Own because you might miss out on work, or parents because they have to bring you to school on time.</td>
</tr>
</tbody>
</table>

19. Whose responsibility is it to make sure you study for a test and why?

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sipho</td>
<td>Mine.</td>
<td>None.</td>
<td>I know what to study and persevere to do well.</td>
</tr>
<tr>
<td>Lee-ann</td>
<td>Mine.</td>
<td>None.</td>
<td>I want to do well in the test and want to pass.</td>
</tr>
<tr>
<td>Leandra</td>
<td>Mine.</td>
<td>None.</td>
<td>I want to pass and finish school and get a distinction in matric.</td>
</tr>
<tr>
<td>Thabi</td>
<td>Myself.</td>
<td>None.</td>
<td>I need to discipline myself and to make sure that I study.</td>
</tr>
<tr>
<td>Sean</td>
<td>Yours, parents, or teacher.</td>
<td>Parents, teachers.</td>
<td>It’s teacher’s responsibility if you ask help, and if it is not given, it’s his fault. Could also be parents’ fault or that of whomever you’re staying with because it’s their responsibility to take care of you and attend to your education.</td>
</tr>
<tr>
<td>Paul</td>
<td>Your own, mother.</td>
<td>Mother.</td>
<td>If you fail, “you dead” but your mother “and them” must be there to help out if you don’t understand something.</td>
</tr>
</tbody>
</table>

20. Whose responsibility is it to make sure you understand the work done in class?

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sipho</td>
<td>Mine and teachers.</td>
<td>Teachers.</td>
<td>Responsibility of the teacher if the teacher sometimes doesn’t teach or explain properly. Also me who has to put effort and understanding in.</td>
</tr>
<tr>
<td>Lee-ann</td>
<td>Me and teachers.</td>
<td>Teachers.</td>
<td>You have to listen to the teachers to know what is going on.</td>
</tr>
<tr>
<td>Leandra</td>
<td>Teachers.</td>
<td>Teachers.</td>
<td>Teachers must make sure they educate me correctly and when I leave the classroom I know what is going on.</td>
</tr>
<tr>
<td>Thabi</td>
<td>Teachers.</td>
<td>Teachers.</td>
<td>Teachers because they are there to teach and should make sure that I work.</td>
</tr>
<tr>
<td>Sean</td>
<td>Teachers and parents.</td>
<td>Teachers, parents.</td>
<td>The teachers is supposed to make sure that you understand the work to pass the year. Your parents are meant to take care of you and also to look out for your education.</td>
</tr>
<tr>
<td>Paul</td>
<td>Own and teachers.</td>
<td>Teachers.</td>
<td>If you don’t understand you must ask and the teacher must help you understand.</td>
</tr>
</tbody>
</table>

21. Who is to blame when you do or don’t follow the rules of the school and why?

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sipho</td>
<td>Me.</td>
<td>None.</td>
<td>It is my choice to follow the rules or not.</td>
</tr>
<tr>
<td>Lee-ann</td>
<td>Me.</td>
<td>None.</td>
<td>But not really because I don’t disobey the rules. I follow them.</td>
</tr>
<tr>
<td>Leandra</td>
<td>Principal and teachers.</td>
<td>Principal, teachers.</td>
<td>It is their job to make sure that we know rules are rules and if we don’t follow them there will be consequences.</td>
</tr>
<tr>
<td>Thabi</td>
<td>Myself.</td>
<td>None.</td>
<td>I should always follow the rules and regulations.</td>
</tr>
<tr>
<td>Sean</td>
<td>Students and parents.</td>
<td>Parents in part.</td>
<td>It is the parents’ fault because of the way they raise their child, and as the child grows it learns habits, manners, and characteristics of the parents. It is also the student’s fault because he may have become rebellious and/or have been influenced by friends.</td>
</tr>
<tr>
<td>Paul</td>
<td>Yourself.</td>
<td>None.</td>
<td>You are the one who chooses not to follow them [friends], and think you are cool by doing things to show friends that you are cool, but</td>
</tr>
</tbody>
</table>
An overview of Table 4.1 reveals a surprising preponderance of acceptance of personal responsibility by learners in most classroom situations, or at least a clear awareness of the functions of responsibility, confirming the principal’s observation that that the learners had a sound conception of the difference between right and wrong behaviour (Appendix 13, lines 102–103). Out of 54 responses, only five did not involve an acknowledgement of self-involvement in responsibility (Question 15, Lee-ann, unsure; Question 20, Leandra, Thabi, and Sean regarding teachers and/or parents responsible; Question 21, Leandra holding principal and teachers responsible).

Such affirmation of self-responsibility or participating in responsibility did not necessarily involve an internal locus of control; in other words, regarding oneself being responsible rather than being held responsible. In providing reasons for their behaviour, the learners also generally admitted own responsibility, but out of 54 responses, 22 contained references to the involvement of others such as educators, parents, or friends. This discrepancy between responses admitting own responsibility, but also involving others in it, may serve as an indication of learners not really feeling “being responsible”, which then finds expression in their behaviour. The challenge that emerged in this respect was that learners appeared to adhere to a “surface” understanding of responsibility, but in reality displayed little in-depth sense of truly being accountable for their behaviour. This may be derived from the data provided by the educators who acted as classroom observers (see section 4.5.3).

Observations on behaviour in the classroom situation are reflected in Appendices 7 to 10. It appeared that negative behaviour, excuses and refusal to accept responsibility could average up to about 30% in some classes, especially in Mathematics and Afrikaans. In general, learners accepted responsibility for doing something wrong, while a substantial number of them blamed others. Regarding punctuality in class attendance, great variation was observable ranging from 100% to
30%. The same ranges appeared to hold for accepting the consequences of unacceptable behaviour.

4.5.3 Summary of Theme 4

As noted above, there are strong indications that the majority of learners had a sound idea of the difference between right and wrong, acceptable and unacceptable behaviour, but appeared not to have moved entirely to an internal locus of control. They displayed awareness of the requirement of “being responsible” in the terms such as “mine, myself, yourself” and “ours”, but when they had to provide reasons for views on responsible conduct, they strongly tended to involve others such as parents, friends, and teachers, as well as external factors. This tendency was especially evident in a crucial aspect of their education, when half of them held teachers and parents solely responsible for their understanding in class (Table 4.1, Question 20). A “surface” adherence to the concept of responsibility was evident among some learners, who were well able to “say the right thing”. Cracks could be detected in the surface of the explanations that they provided, however, since the learners tended to reveal their reliance on external loci of control, especially parents and teachers. Gaps between professed responsibility and actual behaviour in class were even more evident, where refusal to cooperate was reflected in numerous instances observed by educators (Appendices 7–10). Random examples of good and bad conduct are the following:

- Mathematics – One learner had to go to the bathroom.
- Arts and culture – Came from SCIP, toilet always an excuse
- Mathematics – Phones on tables, one learner did go on his phone during the lesson without permission
- Arts and culture – Too used to having them out without permission
- Ems- They wanted to play games
- Afrikaans- They listened to music and played on it during the lesson
- Mathematics – Learners talked about their weekend during the lesson and kept saying I don’t understand
- Arts and culture- One boy was put into a group but they will not include him the learner gets bullied
- Ems- The talkative learners were distracting the other learners so I had to make them quiet.
• Mathematics – Did not take responsibility The learner that misbehaved did not want to go outside during the lesson. He said no one else ever gets sent out.
• Life orientation- Learners took responsibility
• Social Science- They did not misbehave
• Ems- They sometimes blamed other learners but took responsibility most of the time
• Mathematics – I did not have time, why do we get homework over the weekend? I forgot
• Mathematics – Threatened to send learner outside
• Life orientation- They had to make notes- if the work was not done they would have been given a warning and break- detention
• Arts and culture – The constant question why are you not doing anything?
• Social Science- Learners were well behaved actively working no problems
• Ems- Asked them to keep quiet and eventually had to shout.
• EMS – The learners took responsibility for themselves.
• Afrikaans - Choice was given on the work done yesterday if they do not do it I will give them more homework.
• If the homework is not done I will contact their parents and place them on detention.
• Mathematics- You were not doing anything. I am tired
• Technology- Took responsibility
• Afrikaans- They just could not care, two learners fell asleep during the lesson because they “did not feel well”. Later they were fine again
• Natural science- Took responsibility
• Technology- Blamed someone, took phone away. Blamed the person he was speaking to.
• EMS- Took responsibility
• NS- Forgot the project
• Afrikaans- Didn't know it was homework, screw it I hate Afrikaans and phone my parents I don’t care.
• Mathematics- Y did not fill in any answers on the test he said I don't know what going on with this work. He did not ask any questions during class when he had the opportunity too.
• Afrikaans – Me favouritism, I hate Afrikaans you didn’t tell me.

In spite of the examples of acceptable behaviour, there is significant evidence of frequent attempts to shirk responsibility and accountability.
4.6 VIEWS ON RESPONSIBILITY AND CITIZENSHIP

What ties all the above themes together in this study is the overarching concept of guidance of learners towards maturation in responsible adulthood and well-grounded citizenship. According to the principal, the schooling system in general fails in preparing learners for the world outside as responsible citizens because of lags in curriculum design based on needs of the past and of shortcomings in teacher training (Appendix 13, lines 440–540). In spite of this, he remarked,

If we can be true to what we aim to be at this school specifically, and try and teach them [learners] self-knowledge, self-esteem, then we are being successful in creating adults ... Socially [an] adult is somebody who can adapt to his social environment, who fits into his social environment and, according to my principle, who serves his social environment ... Intellectually, what is adulthood? That’s, that’s the whole point now ... that’s the problem with the curriculum. The curriculum is establishing a target in terms of at the end of Grade 12 they need to have the following knowledge which the curriculum then sets as a benchmark for adulthood, but ... is it really relevant? If they [learners] go into the job market, those skills: are they relevant in the job market today? And I don’t think they are. (Appendix 13, lines 469–70; 476–487)

The deputy principal expressed similar views by observing that he did not think that the educational system was preparing learners to become well-rounded citizens, generally in part because of failures in OBE, lack of quality in education, and lack of adequate life skills. He pertinently observed, “The child cannot stand on his own two feet when they are out there because they have been babied all the way through” (Appendix 12, lines 517–18).

Among the educators, however, one took a positive stance in thinking that all aspects of schooling helped towards contributing to the creation of a well-rounded individual (Appendix 5, lines 37–38). Another also saw value in schooling’s role in teaching social norms and cues to what is acceptable and what is not, and also in providing the knowledge to choose (Appendix 5, lines 50–51). Two others thought that the schooling system was failing learners in preparing them for citizenship and actually fostering the idea and attitude that learners could get by through performing at minimum “30%” level (Appendix 5, lines 32, 39). Yet another two educators saw the learners as manipulative and exploitative of the educational system and teaching practices to “get away with work not done”, and also without “applying a work ethic or
effort”. As one of the latter two educators stated, “The learners of today know that they have rights but they abuse it; they also think that the country owes them” (Appendix 5, lines 40–47). Finally, an educator made the comment that a good disciplinary procedure was necessary, since “if learners do not feel they have a future in this country, nothing will help them be responsible” (Appendix 5, lines 48–49).

In overview, then, it appeared that there was a strong theoretical belief among the educators in the value and necessity of education to guide learners towards responsibility as eventual citizens, but they were predominantly pessimistic about the educational system in practice and the negative attitudes of learners.

4.7 CHAPTER SUMMARY

This chapter was devoted to the main themes that could be formulated from the data. The themes can be considered to have emerged from different sources, but it proved that a meaningful relationship could be established between them. For example, the highly important first theme of self-knowledge could be identified almost solely from the interview with the principal of the College, but much of what he pointed out could be corroborated by the second theme of consistency in discipline among educators, particularly as explained by the deputy principal in his interview. The third theme of individual punishment and the fourth one of transferring of responsibility by learners to extrinsic factors could be illuminated from data in the interviews as well as questionnaires to educators and learners. No single theme thus stood isolated as if derived from only a single source of data, and an attempt was made to achieve enrichment of data and insights through cross-referencing. The themes were finally considered in terms of the core concept of responsible citizenship, a major goal towards which successful maturation should be directed. The next chapter, Chapter 5, will include a consideration of the findings and the conclusion of the study.
Chapter 5: Summary and conclusions

5.1 INTRODUCTION

The study had its origins in the lack of responsibility displayed by a considerable number of learners at an inclusive school (‘the College’) where the researcher was employed. The College’s chief aim is “private schooling for the individual” and it provides a Small-Classroom Inclusion Programme (SCIP) in which learners with special needs are taught in small classes, as the programme name suggests. Teaching takes place according to the pace of learners, extra lessons are given, and special attention is provided when needed. The College has a diverse population of learners who experience many types of barriers to learning. In spite of the extra attention that these learners received, it was observed that they displayed a noticeable lack of responsibility that did not appear to change over time. This phenomenon gave rise to the question whether special small classes did not contribute to perpetuating a lack of responsibility, or whether they even created dependent and irresponsible learners. The focus group for these observations was Grade 9 learners, who were in the later adolescent phase of physical and mental development.

Further investigation yielded the important indication that the learners in SCIP were fully aware that they experienced barriers to learning, which might have created the assumption that they would redouble their efforts to make use of the opportunities that SCIP provided to them to surmount such barriers. It appeared that, to the contrary, these learners used learning barriers as an excuse for not taking responsibility for their own learning process and transferring such responsibility to other persons or to circumstances. This ascription of responsibility could involve educators, parents, family members, guardians, or even friends, but it seemed that educators in particular were held responsible by learners for their failure to succeed. It appeared furthermore that educators then indeed tended to take on learners’ responsibilities, as the learners were expected to achieve specific outcomes set by the College’s educational management in meeting the requirements set by the DBE. These requirements were strongly influenced by the demands of inclusivity in
education, which had assumed decisive importance in South Africa after the advent of majority rule in 1994. Coincidentally, UNESCO’s equally decisive Salamanca Statement (UNESCO, 1994), which advocated the principle of inclusive schools for all children despite individual differences, but with appropriate support to those learners with special learning needs (Dale-Jones, 2014), was issued in the same year. Inclusivity in the South African education was consequently deeply influenced by this statement in addition to efforts to remedy the shortcomings of exclusion under the apartheid system (DoE, 2001).

In view of the relative recentness of inclusivity, there is no lack of research on responsibility in learning, but little is available regarding learner responsibility in an inclusive classroom. Since 1994, moreover, the entire South African education system has had to deal with the problems of transformation and introducing new approaches such as OBE and CAPS, which entailed its own difficulties (Du Plessis & Mbunyuza, 2014; Modisaotsile, 2012; Spaull 2013). The research for this study therefore had to be guided by what material was available, and personal observation by the researcher assumed prime importance.

The researcher’s role as educator at the College serving as the site for the study enabled her to note in particular the behaviour of Grade 9 learners in the SCIP. These learners are in a developmental stage where metacognition is attainable through a process of reflection on their own thoughts and through decision-making based on pre-knowledge. Responsible learning takes place when learners understand their learning needs and are encouraged to overcome their learning barriers by making informed decisions (Harrison, 2000). However, at the College it appeared that some learners with special needs were inclined not to strive for a better outcome of their learning options but rather to use their learning barriers as an excuse not to take responsibility. Positive outcome motivation forms an essential part of responsible learning, and Hannula (2006) defines motivation as a person’s potential to initiate self-controlling behaviour that is manifested in action, cognition, and emotions. Scharle and Szabó (2000) affirm responsibility as being in control of one’s actions, but add an understanding that consequences must be accepted. Some of the learners in this study found it difficult to accept the consequences of their actions. They were indeed willing to accept responsibility in a learning context
when the consequences were positive, but when the consequences were negative, they tended to transfer responsibility to another person or to circumstances.

Against this background, it was possible to frame the following research question: “What are the challenges and assets for adolescent learners experiencing learning barriers in a small-classroom inclusion programme?” The research aim that stemmed from this question was “to explore and describe the challenges and assets of adolescent special-needs learners in taking responsibility for their learning in all learning areas in a small inclusion classroom”.

It now needs to be considered whether the research methodology employed was suited to the nature of the research undertaken to provide answers to the research question.

5.2 APPROPRIATENESS OF THE METHODOLOGY FOR THIS STUDY

The research paradigm for this study was an interpretive framework that described, interpreted, and documented certain social realities (Henning, Van Rensburg, & Smit, 2010; Johnson, 2006; Williams, 2000), in this case the role of educators and learners in the responsibility that learners with special needs assume towards their learning. The chief aim was to investigate the ways in which different stakeholders (educators, school management, and Grade 9 SCIP learners) in the school viewed responsibility for learning and how their views influenced their thinking and behaviour at the College. The interpretive framework (see section 3.2) was well suited for the aim of the study because, as Clarke (2003) recommends, it was possible to extract data from comments by participants with multiple views on the realities of the topic. Meaning could therefore be derived from different contexts regarding the same subject. This was, for example, evident in one main theme (self-knowledge) that could be identified in the interview with the principal, and which could be richly elucidated by material gained from the interview with the deputy principal and questionnaires to educators and learners. Evidence of this can be found in Chapter 4.

The qualitative research approach (see section 3.3) served as research design, since it allowed the researcher, as observed by Henning et al. (2010), to enquire about the participants’ social reality and gain an understanding of it. Flick (2009)
observes that the researcher aims to understand the personal meaning of participants within their context, which was particularly effective in this study since the researcher was employed in the same educational environment. Fruitless avenues of exploration could be avoided because the researcher had a sound understanding of and familiarity with the areas of enquiry that needed deeper probing. The researcher remained sensitive to Andrade’s (2009) view of qualitative research as

a study process that investigates a social human problem where the researcher conducts the study in a natural setting and builds a whole and complex representation by a rich description and explanation as well as a careful examination of informant’s words and views. (p. 43)

Thus, the participants were appropriately studied in their school setting, but, as recommended by Singh (2013), the researcher bore in mind that the participants could have been influenced in their responses in interviews and questionnaires to her role as an educator in the same environment. Since this position could have inclined participants to respond in ways that they imagined that would suit the researcher, the researcher took particular care to frame questions so as to guide rather than direct an avenue of exploration.

The case study approach was used as research design, which, as Yin (2009) points out, is an in-depth, focused, and limited analysis within a bounded system. This definition was appropriately reflected in this study’s aim of closely investigating the perceptions about learning responsibility of Grade 9 learners in a small-classroom inclusion programme. Furthermore, as required for cases studies (Andrade, 2009; Singh, 2013), the case study delved into learners real-life issues and was conducted in a familiar setting in which the learners and educators were able to behave naturally.

The interpretive approach, characteristic of qualitative research, was used since it facilitated detailed interactions with the participants (Henning et al., 2010; Zainal, 2007), namely the learners, educators, and the school principal and deputy principal. Andrade (2009) states that the researcher gains a deeper understanding when involved as a participant in the process of the data collection. This was indeed the case since the researcher was also a participant whose familiarity with the other
participants and research environment enabled her to guide data collection in a more effective manner.

5.3 DATA COLLECTION METHODS

The data collection methods for this study were selected in accordance with their appropriateness to a qualitative interpretive approach.

The first important type of method was observation, which had to be undertaken in respect of the whole environment as recommended by Alby (2012), who also defines observations as the systematic recording of complex actions, reactions, and interactions taking place within a natural setting. The researcher observed the interactions regarding the research topic of responsibility within the whole school, but with special attention to the Grade 9 SCIP class. Through the lens of theories expounded in the literature, the researcher was furthermore able to sharpen the focus of her perspective because of the patterns of behaviour she had been able to observe during her two years of employment as educator at the school. The purpose of the observations was, as indicated by Marshall (2006), to note whether the same behaviour manifested in all educators’ classrooms with the same two classes selected for participation. A further aim was to note whether the educators were consistent with holding learners responsible and whether learners accepted the consequences of their actions.

Marshall (2006) and Kawulich (2005) remark that a researcher's involvement in observation in the social world in which a study takes place allows the researcher to participate and observe the participants’ daily activities within their real-life context. The chief purpose of this is to learn about and understand the participants’ actions. Since such involvement requires an open mind to accommodate the unexpected, the researcher took part in a two-week period of daily-recorded observations. She experienced the world of the participants, as Marshall (2006) suggests, but with critical sensitivity to own thoughts and personal reflections on the social settings and activities.

Questionnaires were the second important component of data collection (see section 3.7.2). Based on the requirements described by Franz et al. (2013) that questionnaires be aimed at gaining written information on the views and beliefs of
participants about the topic being investigated, information was gained from six Grade 9 learners and eight Grade 9 SCIP educators (including the researcher) regarding responsible learning and the education system. The questionnaires were self-administered and posted like an interview. The researcher did not explain questions as this could cause biased interpretation (Ong’anya & Ododa, 2009), but did provide clarification in a few cases in which the participants were not sure. Some questionnaires were also returned to participants for improved phrasing.

Ong’anya and Ododa (2009) list the main types of questions as factual, behavioural, and attitudinal. In this study, learners’ questions were chiefly behavioural and attitudinal in nature as they were asked about their past, present, and future behaviours regarding responsibility in the classroom and at home. Questions to educators were mainly factual about assets and problems regarding the education system and responsibility to learning. An attitudinal component was also involved, however, since they were requested to express their opinions about learning, teaching, responsibility, and what they saw as the main problem or asset at the school.

Semi-structured interviews constituted the third type of data collection method. As a mixture of types of interview as listed by Radnor (2001), the semi-structured interview proved highly useful for this study since it allowed inter alia knowledge sharing between interviewer and interviewees (Steinar, 1996), leading to the emergence of rich data. As Radnor (2001) recommends, the researcher practised active listening interspersed with encouragement to the interviewees to talk freely. The knowledge and insights thus gained proved to be crucially important to the formulation of the main themes for this study.

5.4 FINDINGS

5.4.1 Theme 1: Self-knowledge

At first glance, the responses of learners about their sense of responsibility towards learning could be highly misleading (see Table 4.1). It could appear from the data that the learners in SCIP were fully aware of assuming an active part in personal responsibility for their learning. With a few exceptions (five out of 54 responses, with one unsure), the majority of them admitted own responsibility in classroom situations
such as failing in a test, not reaching goals, getting into trouble, completing homework, handing in assignments, being on time for class, studying for tests, understanding the work, and following the school rules. Of these learners, 22 referred to others such as educators, parents, or friends whom they considered co-responsible. As noted in section 4.5.2, this discrepancy was indicative of learners not really feeling “being responsible”, which then found expression in their behaviour. It appeared that they adhered to a “surface” understanding of responsibility, but in reality displayed little in-depth sense of truly being accountable for their behaviour. This may be derived from the data provided by the educators who acted as classroom observers, who noted that negative behaviour, excuses, and refusal to accept responsibility could average up to about 30% in some classes (Appendices 7 to 10).

Thus, although the principal could observe that the learners had a sound conception of the difference between right and wrong behaviour, as also reflected in the affirmative learner responses in Table 4.1, in the real-life classroom environment the situation was different. It was for this reason that the principal emphasised the importance of self-knowledge, which leads to self-regulation (Appendix 13, lines 138, 173–80).

The close relationship between metacognition as a process of controlling the thinking processes involved in learning (Livingston, 1997; VandenBos, 2013) and self-regulation (Fox & Riconscente, 2008) was explained in section 2.5.1. From the data collecting process, especially the interview with the principal of the College, the theme of self-knowledge could be formulated. It was found that this slotted in well with the literature on self-regulation and metacognition. Self-knowledge is an essential asset for learners in gaining an in-depth understanding of their unique learning needs. Since the learners are active and diverse individuals, educators must use this reality as a starting point in inclusive education to accommodate learners’ varied experience and psychosocial history (Simola, Rinne, & Kivirauma, 2002). In a world aspiring to freedom, it is important that learners be given judicious independence and that a school system be created that is more flexible in order to equip learners who will be exposed to a myriad of choices. Active parents will also need to guide their children in making the right choices (Simola et al., 2002). These
issues mentioned so far mainly involve extraneous, extrinsic factors; for learners to achieve substantial self-knowledge in an internalised, intrinsic way, they need to have a conception of metacognition.

The principal’s emphasis on self-knowledge, which is intimately connected with the concept of self-regulation, can be corroborated in the literature. Recent research has indicated that children begin to develop knowledge about their mental activities or thinking about thinking from about the ages of seven or eight, after which this metacognition follows a part of development that becomes increasingly complex (Bembenutty, 2009). Accustoming children to self-regulation as a step to self-knowledge should start at an early age. Simola et al. (2002) recommend that small children should be exposed to various tasks and be given assistance only until they are able to work independently. Children who receive constant assistance do not learn to work independently and fail to develop knowledge of their capabilities. (This approach is similar to that of scaffolding discussed in section 1.5.5.) Learners with special educational needs in particular should be supported in achieving self-regulation by involving them in the decision-making processes of their education (Armstrong, 2005). Self-knowledge can be fostered through significant learning and relating learning to an understanding of both positive and negative characteristics, so that the positive can be enhanced and the negative be avoided (Wang, Peng, Cheng, Zhou, & Liu, 2011).

With specific reference to the College, the information gathered from the learners themselves indicated that they had a “surface” cognitive grasp of “right and wrong”, “responsible or irresponsible” behaviour, but, as the observations of the educators confirmed, that a significant number of them displayed little conception of being responsible. Their conduct in the classroom pointed relatively strongly (approximately 30%) to be extrinsically and externally motivated in terms of being held responsible (Appendices 7 to 10). The insights of the principal and deputy principal into learners’ ability to exploit their special needs as an excuse to avoid taking responsibility were underscored by the educators in the classroom situation (Appendices 6, 12 and 13). There was a clear need for shifting learners’ external locus of control to an internal one if they were to be truly motivated in overcoming their learning barriers.
5.4.2 Theme 2: Educators’ consistency in maintaining classroom discipline

The data obtained from the interview with the College’s deputy principal (Appendix 12) were as rich as those obtained from the principal’s interview (Appendix 13). Both these educational managers provided angles of insight into the behaviour and attitudes of learners, although it may be said that the principal’s views were predominantly from a generic perspective (general psychological motivation of the learners), whereas the deputy principal was able to provide elucidation on more practical issues of the expression of learners’ behaviour in the teaching and learning environment. These insights could be cross-linked to the views of the educators (Appendix 6) and their classroom observations (Appendices 7–10), as compared with learners’ own views (Appendix 5).

It proved in practice that some educators tended to overlook certain misdemeanours of specific learners in class when these learners had done their work. Other educators again would tend to grant leeway to learners as an incentive or reward for good behaviour. As a consequence, learners learned to exploit such discrepancies from one class to another, or developed resentment towards a specific educator or even a subject if similar leeway was not granted in the other class. Other learners also took note of these events, which influenced their behaviour. Such cases of learners taking advantage led to the view among some educators that the application of discipline was inconsistent or that there were no set rules at the College. Many of the classroom problems seemed to relate to the use of technology or electronic devices in classrooms, which could be used for either educational purposes or leisure distraction. Perceptions like these appeared to encourage misbehaviour among learners who saw no immediate action being taken and therefore assumed that there were no consequences for unacceptable actions. There were, moreover, indications from a few of the educators that lack of consistency in disciplinary policy could be ascribed to the College’s management, perhaps against the background of helplessness in terms of general current shortcomings in the educational system.

From the point of view of the College’s educational management (principal and deputy principal), the College was a school focusing on the individual, and because it also prided itself on being inclusive, it focused in particular on the individual with special needs. Consequently, it followed certain approaches in discipline that could
be seen by some learners as being inconsistent. If certain learners considered the leeway granted to other learners as unfair, the circumstances were explained to the complaining learners and they were asked to think about the circumstances and compare them with their own. This approach could be considered a valuable ethical way of teaching learners empathy and understanding, but on the other hand it might be asked whether learners possessed the maturity to understand this and to self-regulate their own behaviour.

In daily classroom teaching practice it also happened that educators were too busy to take immediate action about a certain learner’s behaviour, which might have been noted by other learners. In addition to the leeway granted to some learners by some educators, the general impression could have arisen among learners that there were no major consequences for misbehaviour in the College, and when a learner transgressed, immediate action was not taken. The rest of the class would see it as a justification to take advantage. The educators, on the other hand, complained that there were no set rules, which explained the difference in disciplinary approaches in various classes.

By contrast, the deputy principal stated that a meeting was held at the beginning of the year to spell out what was expected of the learners, but that educators failed to adhere to these rules to suit their particular class situation (Appendix 12, lines 326–53). As a consequence, it had an eroding influence on the disciplinary practice of other educators who kept to the prescribed approaches. In the deputy principal’s view, the core of the problem was that principles were accepted at the meeting but were not applied consistently as the year went on. With regard to the use of technology and electronic devices in the class, for example, they could indeed be used if educators had strategies and control mechanisms in place to ensure that they were used for the purpose they should be. It would therefore be necessary to check during and at the end of the lesson that this was done, and if not, learners should be reprimanded immediately. Finally, the College’s educational management observed that the majority of educators in the system had not kept abreast of recent trends in education and consequently experienced difficulties in adapting to new approaches in the educational landscape.
Some educators clearly considered the College’s educational management and national educational policies and trends responsible for shortcomings in consistent discipline. In their view, learners became irresponsible because of being allowed leeway. Moreover, learners at the College were fully aware of DBE policy allowing learners to pass to the following curriculum phase if they had failed a phase once, since they would be too old to remain in their current phase when repeating it. This created the general impression that ‘you don’t have to work and put in effort to pass’.

The differences between the views of the educational management and the educators should not be seen as fundamental, however it appeared to be grounded in a difference of perspective from the College management environment and the classroom environment. An indication of this was the awareness among some educators of the problems related to the ‘bigger picture’ of national education, which would influence the College management’s decisions and approaches decisively.

5.4.3 Theme 3: Individual punishment in classroom context

Adolescents are more sensitive to reward than punishment (Santesso, Dzyundzyak, & Segalowitz, 2011), and it is significant that one educator at the College made the remark: “Greater rewards, stronger punishment” (Appendix 5, line 30). However, the principal and deputy principal both pointed out the individual approach taken by the College and the success achieved with it. The College’s learners understood that they were approached as individuals, and their personal circumstances were not only taken into account but also checked on as such circumstances might be the reason for their misbehaviour. Record was also kept of instances in which special latitude was allowed so that it could be used for later referencing. Before learners entered Grade 8, background information was obtained from their Grade 7 educators so that the Grade 8 educators would have knowledge of the methods that the primary school educators used to help these learners overcome their learning barriers. As noted before, both formal and informal meetings were held by SCIP educators to share information about how particular learners’ problems were dealt with in class. As the deputy principal remarked, informal meetings were considered more effective since the educators were not side-tracked by other irrelevant issues that a formal meeting would entail (Appendix 12, lines 326–53).
Educators’ behaviour in the classroom can affect learners’ behaviour positively or negatively, or reinforce existing forms of behaviour among learners. Because behaviour problems tend to become established as automatic responses from learners, unacceptable patterns have to be discouraged and acceptable ones reinforced more powerfully and frequently (Kennedy & Jolivette, 2008). It is for this reason that Kennedy and Jolivette (2008), for example, emphasise the value of praise by educators as one means of immediate and frequent positive reinforcement and interaction with learners. However, a major problem identified at the College was that positive attempts at diminishing perceptions of punishment as a negative instrument of discipline were seen by other learners as unfair towards them. This occurred in spite of careful strategies to explain differing situations to all learners. They had to see the classroom procedure as fair to and equal for all to contribute to classroom “justice” in relation to educational and disciplinary outcomes. Thus, as Horan, Chory, and Goodboy (2010) caution, if learners do not perceive their educators as credible, they tend to use antisocial behaviour techniques and display less motivation, ineffective learning, indirect aggression, resistance, revenge, and hostility.

It is ironic that precisely because of the College’s efforts to consider individual circumstances in a spirit of understanding and adherence to the principles of human rights, many learners appeared to gain the impression that they would not always be held accountable for their transgressions, whether extrinsic factors justified this or not. Nor did many learners see any intrinsic reason for performing well. The introduction of a Bill of Responsibilities may serve as an indication that the South African educational authorities wished to counter such misperceptions. Specifically at the College, it appeared that greater clarity needed to be established among all stakeholders (educational management, educators, learners, and also parents) about the relationship between responsibility, accountability for actions, consequences of unacceptable behaviour, and the function of punishment.

5.4.4 Theme 4: Transferring responsibility for own learning to extrinsic factors

It was noted several times in this study that learners seemed to understand that they needed to accept responsibility for their actions (Table 4.1; Appendix 6; Appendix
13), but in the educational classroom situation tended to transfer it to external factors, or use personal or internal factors such as special needs as excuses (Appendix 5, Appendices 7–10; Appendix 12, Appendix 13). It should be pointed out that awareness of and familiarity with own learning difficulties or special needs cannot be equated with true self-knowledge about their own abilities as defined by the principal (Appendix 13, lines 383–86). If their attempts at avoiding responsibility for their own learning brought them into a conflict situation, they used their awareness of their special needs as an excuse to transfer their responsibility to other stakeholders such educators, parents, friends, and even external factors. It can be considered a matter for special concern that in their questionnaire responses to Question 20 (“Whose responsibility is it to make sure you understand the work done in class?”; see Table 4.1 and Appendix 6) that half the participants placed the onus squarely on the shoulders of educators and parents, with the remaining half doing the same but with admission of own involvement too. All the educators expressed the opinion that the learners transferred responsibility for their learning to sources outside themselves.

Bartling and Fischbacher (2012) suggest that if learners feel that they have the power to change an outcome, they are more willing to assume responsibility; in other words, they need to have a perception of control. To encourage learners to behave responsibly, they should have some control and regulation in the classroom since they would then not be able to blame their failure on the task, their poor ability, or any other extrinsic factor. Moreover, an approach such as this would also encourage their efforts in specific tasks (Anderson & Prawat, 1983).

In an ideal situation, such as sketched by Fleming and Panizzon (2010), for learners to be responsible towards learning they must link the work they are doing to their local community and negotiate their own learning goals and procedures. They would consequently be intrinsically motivated and assume ownership in decision-making about their learning. Concurrently, learners should develop metacognitive skills that will enable them to question their learning processes, develop plans, and reflect upon ways to improve their learning. If interest is generated intrinsically, it will affect responsibility to learning positively. This, however, is not currently possible in South African schools because of educational approaches that preclude learner ownership
(Fleming & Panizzon, 2010). In view of serious problems affecting the South African educational system as outlined by Spaull (2013), Modisaotsile (2012), and Du Plessis and Mbunyuza (2014), it would be more realistic to initiate and support responsibility-driven approaches through the Bill of Responsibilities plan launched by the DBE in collaboration with community leaders.

5.5 CONCLUDING NOTE ON THEMES: ASSETS AND CHALLENGES

Although the above themes could be considered to have emerged from multiple data sources (observations, semi-structured interviews, and questionnaires), it could also be expected that they would reveal a subtextual interconnectedness. It is not possible to treat the themes of self-knowledge, consistency in discipline, punishment, and transference of responsibility in isolation from one another; hence the interrelationships between them that can be seen in the discussions of data.

The chief problem identified at the Purple College was that learners with special needs and learning barriers used their ‘surface’ knowledge (since it cannot be considered as substantial self-knowledge) about these needs and barriers as an excuse to avoid taking responsibility. Some of them appeared adept at manipulating educators and parents or caregivers to their own advantage. Such conduct also had a spill-over effect on other learners in classrooms, as well as on educators who had to manage and maintain discipline in classes.

Different views between the educational management and the educators became evident from the data, with the educational management considering the educators responsible for not adhering consistently to disciplinary approaches decided upon early in the school year, whereas the educators felt that they did not receive sufficient support from management in applying discipline. On the one hand, the educational management considered their disciplinary approaches as individually directed in an inclusive educational approach as required by national educational policy, whereas the educators considered themselves to be at the mercy of learners who manipulated class situations as they pleased, with no set rules on which the educators felt they could fall back.

This transference of responsibility by learners can be seen as a major challenge to the educational approach at the College. However, it should be taken into
consideration that the school had different principals in the period 2013 to 2015. In the latter year, the new principal set a code of conduct for the teachers and learners to follow in terms of target setting. This was a proactive initiative that still has to run its course before any opinion can be ventured about its success or not.

In view of the above, the main assets for SCIP learners that could be identified in this investigation were

- self-knowledge,
- self-regulation,
- being responsible,
- intrinsic motivation,
- internal locus of control, and
- development of metacognition.

The main challenges can be considered a mirror image of assets:

- reliance on external factors,
- being held responsible,
- extrinsic motivation, and
- external locus of control.

The acquisition of assets is required precisely to counter the negative effects of challenges, a striving that can be fulfilled by implementing the strategies discussed below.

5.6 RECAPITULATION: CITIZENSHIP CONSIDERED IN TERMS OF FINDINGS

The following implications should be considered in terms of the findings, since they may serve as essential building blocks in structuring a sense of responsibility and accountability in learners. It was noted in section 4.6 that citizenship was the key
concept that constituted the bond between the themes identified. Good citizenship is also one of the central factors of people’s social existence, and it was therefore a cause for concern that the College’s educational management and educators in the main displayed pessimism about the lack of responsibility and accountability among learners. This shortcoming would go further than their school careers, since they would be left unequipped for dealing with the world of work or further studies. Its ultimate impact on responsible citizenship would be severe.

It was for this reason that the DBE’s (2011) support for “building a culture of responsibility and humanity in our schools”, as reflected in the launch of the Bill of Responsibilities, was so important. The perceptions of the educational management and the educators of the College at which this study took place echoed the sentiments of the Director-General of Basic Education, Mr P.B. Soobrayan, who stated “that it is only when citizens make responsible choices in terms of the wellbeing of others and themselves, that a democracy is strengthened” (DBE, 2011, p. iii). Close attention to the following guidelines will buttress efforts to inculcate a sense of accountability among learners.

5.6.1 Responsibility in a self-regulating learning context

According to Anderson and Prawat (1983), learners evince responsibility when they are accountable for their actions by applying self-control over external and internal factors. The internal or external source of control and the learning outcome determine the degree of responsibility. Learners are more willing to accept responsibility when learning is self-regulated. Lauermann and Karabenick (2011) have pointed out the following consequences of acting responsibly or irresponsibly: learners may feel responsible for a problem they have not caused, for causing a problem, for finding a solution for a problem they caused or did not cause, or none of the above. Positive outcomes lead to accepting more responsibility, whereas negative outcomes lead to accepting less responsibility; in fact, learners externalise negative outcomes and internalise positive outcomes. It is furthermore highly significant that learners who are able to internalise both negative and positive outcomes are also able to create opportunities for growth (Lauermann & Karabenick, 2011).
If schools have a learner-centred approach to learning, learners are encouraged to assume more responsibility for their learning, which stimulates educators’ professional confidence in letting go of traditional teaching responsibilities. McCabe and O’Connorb (2013) remark that the developmental learner-centred approach with its emphasis on generic skills and competencies such as critical thinking, problem-solving, and independent learning is considered superior to the surface delivery commonly associated with an educator-centred approach. Its four main features of active responsibility for learning, proactive management of learning experience, independent knowledge construction, and educators functioning as facilitators (McCabe & O’Connorb, 2013) are indicative of the value it may have in encouraging autonomous self-regulation in learners.

5.6.2 Motivation in a self-regulating learning context

Learners’ motivation to do something exerts a decisive influence on their sense of responsibility. Intrinsic and extrinsic motivation was discussed in section 1.2.8, where motivation in general was defined as learners’ potential to initiate self-controlling behaviour that is manifested in their actions, cognition, or emotions (Hannula, 2006). It was pointed out that motivation could focus on either intrinsic or extrinsic factors, or a mixture of both, as noted by Hurd (2006), who also observed that it could vary according to particular situations. In an educational context, it is necessary to bear in mind that motivation for learning is a process that transpires in two domains, namely (a) within the learner, and (b) in the interaction between the individual, the learning, and the environment concerned (Smit et al., 2013). This study was based on the self-determination theory, which considers freedom of choice in regulating behaviour and learning in terms of intrinsic and extrinsic motivation (Demir, 2011). To arrive at an indication whether learners possess a sense of responsibility, and whether they are being responsible or being held responsible, it is necessary to examine their internal perceptions in comparison with their external behaviour as was done in this investigation (see section 4.5.3).

5.6.3 Challenges regarding responsibility in learning context

Learners between the ages of 10 and 15 often lack responsibility towards their learning for reasons such as inappropriate curricula and assessments, ineffective teaching and learning strategies, and differences between the teaching environment
and locales where learning takes place (Sullivan et al., 2009). These may be considered external or extrinsic challenges. A deeper-seated challenge about developmental stages over which learners could exert only a minimum of control was noted in section 3.7.2 (last paragraph). Learners’ age cohort has to be taken into consideration since younger adolescents (10–14 years) tend to use concrete reasoning and rarely think of future consequences, whereas older adolescents (15–17 years) are able to think independently by using abstract reasoning and logical deductions (Dashiff, 2001). In this study, the age groupings of participants fell into the category of middle adolescence, which is a stage still characterised by continuing growth in cognitive and emotional knowledge. It is therefore possible that learners’ attitudes to responsibility in learning might have been tilted towards the negative side of the scale.

Responsibility in learning was also relevant to the role of educators, since they could fulfil a facilitating function in assisting learners to view their abilities as changeable, developing, and internally controllable. When learners view learning as a controllable event, the outcomes of learning will be better (Brophy, 2008). Learners should be accustomed to a measure of control over their learning (see the concept of scaffolding in section 1.5.5) to foster the perception of self-regulation in learning. Such exposure may also help to counter the phenomenon of learned helplessness when learners regard learning outcomes as uncontrollable (section 2.4.1). Such an approach should be set in balance with the recommendations by Anderson and Prawat (1983) about learner control in the classroom situation, however. It is possible to consider this as balanced scaffolding.

5.6.4 Self-directedness and self-regulation

Learners need to be given academic tasks serving as opportunities for gaining the skills for self-regulation mentioned in the previous paragraphs. Multiple activities on different levels would be ideal, but such activities are not always offered in classrooms. On the contrary, in practice learners are often passive while educators teach, and assignments are given at a lower level since educators expect learners to do poorly (Miller et al., 2009). Educators hold these views because of external influences, and exposure to such teaching approaches causes learners to develop a resistance to assuming responsibility for own learning (Miller et al., 2009).
Developing a sense of self-directedness and self-regulation is essential to their assuming control over their learning process. If they are self-regulated, learners can set goals, choose strategies to accomplish the goals, screen their progress towards reaching the goals, and evaluate the effectiveness of their approaches (Gouws, 2000; Ben-Eliyahu & Linnenbrink-Garcia, 2015). Moreover, since the conditions for learning change continually, self-regulation will equip learners with the skills to adapt to new conditions and adjust their goals accordingly (Ben-Eliyahu & Linnenbrink-Garcia, 2015; see section 2.5.3).

5.6.5 Inclusive education

Efforts to aid learners with special needs have been undertaken against the backdrop of a general and thoroughgoing transformation process in South African education in the post-apartheid era with emphasis on universal human rights. The importance of the right to education as enshrined in the South African Constitution (Constitution of the RSA, 1996) was touched upon in section 1.1. During their initiatives to transform the educational landscape, policy makers found that not only were there very few special education schools across South-Africa, but also that just a small portion of the special education population was accommodated in these schools. Moreover, some of the learners had difficulties attending school because of contextual and systemic barriers (DoE, 2001). Sections 2.6.1 to 2.6.3 were devoted to background on inclusive education in South Africa, which has been aimed at the inclusion of all learners with barriers in a contextualised and flexible learning environment that maximised learner potential (DoE, 2001). One of the main initiatives aimed at establishing an inclusion policy framework was the implementation of OBE with the support of all stakeholders at all levels (Engelbrecht & Green, 2007). However, as noted by Botha (2002), the lack of learner responsibility became more evident when inclusivity was implemented through OBE with its strong focus on critical problem solving and creating responsible citizens of South Africa. This was all the more disappointing since OBE took the much advocated learner-centred approach. It appears that closer attention should be paid to the principles and strategies outlined in the previous paragraphs. However, in 2014 there were still serious questions about successful training and material support for CAPS, as a new national curriculum following on OBE, in providing quality education for all (Du Plessis & Mbunyuza, 2014).
5.7 STRENGTHS OF THE STUDY

One of the main strengths of the study is that it explored an area in the field of education in which few formal investigations have been undertaken. Very little was available in the literature on the responsibility assumed for their learning by learners with special needs. This research highlights the necessity of further in-depth exploration in this sphere of the educational landscape.

The study has pointed to the great value of self-knowledge because of its value to self-regulation. For learners, self-regulation is the first important step in developing metacognition and a sense of being responsible. Educators, too, will be able to derive benefit from self-knowledge in adapting to new approaches in a rapidly changing educational landscape and in improving their professional capacity to assist learners with scaffolding, for example. The importance of sharing experience and expertise with fellow educators in formal and informal settings also became evident from the investigation.

It was also evident that effective communication was essential in particular between educational management and educators to decide on disciplinary policies and their consistent implementation. It was important not to create an impression of a divided front that learners would be tempted to exploit in order to avoid accountability. Educators at all levels needed to coordinate their efforts with all stakeholders regarding learning activities, parents included.

At a macro level, considering the type of problems noted in this investigation about learners’ reluctance to be responsible and accountable for their learning activities and social behaviour, this study may have value in underscoring the importance of the Bill of Responsibilities initiative launched by the DBE in 2011.

5.8 LIMITATIONS OF THE STUDY

The main weakness of this study also relates to one of its main strengths. The investigation may have embarked on exploration of unknown territory, but there was a dearth of literature to provide guidance about the responsibility of learners with learning barriers and special needs in respect of their learning.
Another major limitation was the fact that the study was restricted to a small, specified population of learners with special needs in a school specialising in catering for such learners. The types of learners that attend the College do not cope in a mainstream school environment due to emotional, physical, or cognitive difficulties. Thus, the school was a private one following the GDE curriculum where learners in the special needs programme did the same work as learners in mainstream classes, but the learners at the SCIP unit were provided for in a specialised way that was not reflected in mainstream schools in Gauteng. Although generalisability is not the main purpose of a qualitative interpretive investigation, this limitation may have a highly restrictive effect on the value of the observations in other mainstream educational contexts.

5.9 RECOMMENDATIONS FOR FURTHER RESEARCH

Especially in view of the limitations mentioned in the previous section, it is evident that further research should be undertaken into the way that the concepts of responsibility and accountability affect the perceptions of learners with learning disabilities and special needs. Studies over a broader front that encompass mainstream schools and their approaches to promoting learning responsibility and accountability among learners with special needs would be particularly useful for refining and informing educational plans, policies, and social initiatives such as the Bill of Responsibilities.

5.10 RECOMMENDATIONS FOR EDUCATORS

Because of the nature of the study and its special emphasis on the role of educators in SCIP in managing discipline in classrooms, recommendations can be made to assist them in their task.

- Whereas some educators disregard minor transgressions when learners have done their work, they should rather take immediate action by giving a reprimand, for example.

-Educators need to adhere to applying the set rules and not bend them when they wish to reward learners for behaving well in a specific lesson. Educators need to take it into consideration that granting certain forms of latitude might
work in their own classes but not in other educators’ classes. Guidelines for
discipline or rules decided upon at the beginning of the year should be
adhered to consistently throughout the year.

- As explained by the deputy principal, educators have to work with learners
  based on their individual circumstances, but should do follow-up to ascertain
  facts if learners appear to be manipulating a situation.

- Self-knowledge is an asset that educators too should cultivate in order to be
  able to adapt to the varied demands of the teaching situation. Reflective
  educators will be better equipped to examine their educational approaches to
  select the best one (Halonen, Dunn, McCarthy, & Baker, 2012). Educators
  should furthermore approach self-knowledge in a holistic way, since it affects
  teaching, learning, and environmental needs.

- Because learners perceive differences in teaching and classroom
  management as inconsistent, collaboration and continual consultation among
  the educators are essential to improving their management styles. Sharing of
  successful techniques can be an asset in helping to assist all stakeholders.
  Educators who feel confident in their abilities and enjoy teaching are more
  willing to apply different techniques (Kunter et al., 2013; Rubie-Davies, Flint, &
  McDonald, 2011), and may aid other educators by cross-fertilisation in ideas.
  Matters of particular importance to consider are educational developments
  embedded within school context, aligning learning goals with the College’s
  policy, and sharing subject knowledge and classroom management
  techniques.

- In view of the circumstances of special needs education, educators need to
  equip learners with complex analytical skills to meet the challenges of current
  work challenges (Chong & Kong, 2012; Kunter et al., 2013). Accommodation
  of different teaching and classroom management approaches should,
  however, not be taken so far as to appear confusing to learners.
5.11 CONCLUSION

This study had its inception in the observation that learners with special needs in a small-class environment could be using their awareness of their learning barriers to avoid assuming responsibility for their learning and behaviour in classrooms. Although the learners professed to be mindful of their own responsibility in learning, their behaviour in real-life classroom context gave strong indications of a lack of self-knowledge, self-regulation, intrinsic motivation, and an internal locus of control. It was a phenomenon giving cause for concern in an educational environment showing serious shortcomings at macro (national) as well as micro (school) level. There were other indications of general societal awareness of the problem, which could be judged by the necessity of launching a Bill of Responsibilities, strongly supported by the DBE and community institutions to counter a culture of unconcern towards learning and social obligations among adolescents and even younger learners.

As has been observed by several authorities in education and psychology mentioned in this text, learners will never learn to be responsible and assume accountability for their actions if they are not disabused of the notion that they can transfer responsibility to other persons or external factors. Ideally, proper familiarisation with responsible tasking should begin at a very early age at home, but as mentioned by the principal and deputy principal many of the learners who participated in this study came from broken homes. It can consequently be assumed that an increased burden is placed on educators to use scaffolding, for example, in efforts to aid learners not only in taking responsibility for their learning but also in growing into accountable community members and citizens.

The attitudes and perceptions of the learners selected for this study were explored through a qualitative, interpretive case study, with observations, semi-structured interviews, and questionnaires being used for data collection. The educational management and educators of the school were also involved in data gathering and provided rich inputs into arriving at useful insights into the learners' behaviour and possible solutions that could be considered. The fostering of self-knowledge and self-regulation appeared to be the most serious need among learners, whereas educators could benefit from gaining self-knowledge to enable them to adapt successfully and efficiently to a rapidly changing education environment. In the
conclusion to the study, main principles were outlined that should be contemplated to counter a culture of avoidance of responsibility not only in school but also general societal context. Although the study may have limited application because of its restricted parameters, it may have value through tentative exploration of a field about which little research is available in the literature.
LIST OF REFERENCES


APPENDICES

APPENDIX 1: SELECTION OF PARTICIPANTS

LETTER FOR TEACHERS TO CHOOSE PARTICIPANTS
Responsibility for learning

Here are the definitions on responsibility:

Responsible learning takes place when learners understand their learning needs and are encouraged to overcome the barriers and make informed decisions (Harrison, 2000). Campbell, Faulkner and Prichard (2010) state that responsible learners are managers of their own learning, are self-aware, intrinsically motivated, have a good self-esteem and strive for independence and growth. They furthermore contend that an adolescent’s willingness to learn seems to decline as they grow older, however it will increase if learning is contextual.

Motivation forms an important part of responsible learning and is the theoretical framework in this study. Hannula (2006) defines motivation as a person’s potential to initiate self-controlling behaviour, which is manifested in one’s action, cognition, or emotions. It can be a conscious or unconscious drive to satisfy needs and wants. Furthermore intrinsic motivation is the drive to do something for the benefit of one’s own learning, generated internally. However extrinsic motivation is the drive to do something where the aim is to benefit from it externally (Vansteenkiste, Lens & Deci, 2006; Gouws, Kruger & Burger, 2000). From an intrinsic motivation perspective responsibility is defined as learner’s behaviours, emotions and cognition that are observable and non-observable (Bacon, 1995). Scharie and Szabó (2000) agreed by saying that responsibility is when a person is in control of their actions and understands that they will have to accept consequences.

References:
Scharie, A. & Szabó, Á. (2003). Learner autonomy a guide to developing learner responsibility [Electronic version].

According to these definitions name boys and girls in the two SCIP Grade 9 classes you think are:

BOYS:
1. Responsible-_____________________
2. Sometimes responsible-_____________
3. Irresponsible-___________________

GIRLS:
1. Responsible-_____________________
2. Sometimes responsible-_____________
3. Irresponsible-___________________
APPENDIX 2: TEACHER QUESTIONNAIRE

TEACHER QUESTIONNAIRE

Name: __________________________
Grades you teach: __________________________
Experience in teaching: __________________________
Experience in teaching special needs: __________________________
Age: ________
Gender: Male/Female

Please complete this to the best of your ability. Please be honest, all information will be confidential. If you have any questions please don't hesitate to ask.

1. What does it mean when a learner is responsible for their own learning?

2. What do the Grade 9 learners do that show you that they are responsible for their learning?

3. What do you think the reasons are for the Grade 9 learners not taking responsibility for their learning?

4. What do you do in your classroom to try and create learner responsibility?

5. What do you think needs to be done to improve learner responsibility in the school?

6. Do you think the OBE system can be a challenge or an asset to responsible learning?

7. What do you understand about the concept inclusive education?

8. Do you think inclusive education is a challenge or an asset with regards to learner responsibility?

9. What other problems are you experiencing with the learners in relation to learning?

10. What is expected of a learner as a responsible citizen of South Africa?

11. What part of the schooling system helps and doesn’t help prepare learners to be responsible citizens of South Africa?
APPENDIX 3: LEARNER QUESTIONNAIRE

LEARNER QUESTIONNAIRE

Name: __________________________

Gender: Boy/Girl

Age: __________

Please answer the following questions to the best of your ability. There are no right or wrong answers. Write what you feel and be honest. The more honest, the better I can do the research. Nobody will see your answers except me. I will not judge you based on your answers. If you are not sure about any question, please ask for help.

Being Responsible:

1. What does it mean to be responsible?

2. What does it mean to be responsible for your own learning?

3. With regards to your learning when are you responsible and when are you not responsible?

Being held responsible:

4. What does it mean to be held responsible for your learning?

5. What type of things do your teachers do to hold you responsible?

6. What type of things do your parents/caregivers do to hold you responsible?

7. When are you most responsible?

School responsibility:

8. Which things do you do at school that make you and don’t make you responsible?

9. How would you describe a “place of learning”?

Peer responsibility:

9. What do you think the reasons are that your friends are responsible or not responsible for their own learning?
10. How do you feel about yourself and your friends when you do well in school?

11. How do you feel about yourself and your friends when you fail in school?

Transferring or accepting responsibility:
12. Whose fault is it when you fail in a test or assessment? Why?

13. Whose fault is it when you do not reach your goals? Why?

14. Whose fault is it when you get into trouble at school? Why?

15. Whose responsibility is it to make sure you do your homework and why?

16. Whose responsibility is it to make sure you hand in your assignments on time and why?

17. Whose responsibility is it to make sure that you are on time for class and why?

18. Whose responsibility is it to make sure you study for a test and why?

19. Whose responsibility is it to make sure you understand the work done in class?

20. Who is to blame when you do or don’t follow the rules of the school and why?

Effort and responsibility:
21. What type of effort needs to go into your work before you are considered responsible?

22. What type of effort influences your marks?
23. Which subjects do you study the most for? Why?

Relevance of schooling:
24. What work do you do at school that will help you after school?

25. What does it mean to be a responsible citizen of South Africa?

Control and responsibility:
26. In your classroom, what aspects of teaching and learning do you have control over?

27. What aspects of schooling would you like to have control over?

28. Why do you come to school?

29. What makes a lesson or a subject interesting?
## APPENDIX 4: OBSERVATIONS

### Observations

Please complete this everyday during or after your lessons with both Grade 9 SCIP classes. Please try answering in full sentences, there are no right or wrong answers. The answers are based on your view of how these learners are working. If the question is not applicable for that specific lesson please do not complete it.

Thank you for your participation.

If you are not clear on any of these questions please don’t hesitate to ask me.

<table>
<thead>
<tr>
<th>Week:</th>
<th>Day:</th>
<th>Grade 9.1 SCIP</th>
<th>Grade 9.2 SCIP</th>
<th>Period:</th>
<th>Subject:</th>
</tr>
</thead>
</table>

Only tick the appropriate block and give a reason

<table>
<thead>
<tr>
<th>Observations in class:</th>
<th>Everyone 100%</th>
<th>Most of the learners 80%</th>
<th>Half of the learners 60%</th>
<th>Some of the learners 30%</th>
<th>Nobody 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did everyone do their homework?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possible reason:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Did everyone bring their stationery?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possible reason:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Did everyone bring their books?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possible reason:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. How many learners were absent today?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possible reason:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Did everyone come to class on time?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possible reason:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Did everyone leave their phones in their bags during the lesson? (Unless you gave them permission to use their phones)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possible reason:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Did everyone work together or did they hinder each other during the lesson?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possible reason:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. How many learners were actively involved during the lesson?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possible reason:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. How many learners accepted the consequences of their actions?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possible reason:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. When the learners did something wrong, did they blame someone else or take responsibility?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. When their homework was not done, what were their excuses?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. When the absent learner came back did he/she make it his/her responsibility to come to you to make sure he/she got the missing work?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. What did the learners do that made them actively involved during the lesson?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. What was done during the lesson to hold learners responsible for their actions?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. What choices did the learners have during the lesson?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. What was the topic of the lesson? Did the learners find it relevant to their daily lives?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 5: TEACHER QUESTIONNAIRE (DATA EXTRACT)

TEACHER QUESTIONNAIRE (DATA EXTRACT)

What do you think the reasons are for the Grade 9 learner’s not taking responsibility for their learning?

Rina: They are extremely lazy. They don’t want to do the work in class, let alone study for tests. They also have the perception that because they are in SCIP they don’t have to work hard.

Gabriel: They do not see the schooling system as important to their daily lives. They come to school because they are dropped off. They are not held responsible for their actions. If they are not taught to be held responsible they can’t be responsible. They also have no support system that can help them to become responsible.

Donna: A combination between classroom, school culture and circumstances at home. Added to this I don’t think there are clear consequences for their lack of responsibility.

Marvin: The way they were brought up. Not being given responsibility at home (tasks and so on). Parents do not expect/teach them to be responsible.

What do you think needs to be done to improve learner responsibility in the school?

Sarah: Certain time limits/extended opportunities should not be breached. If a task test or completion of work is due, it should be completed within the given planned time, no matter who, what or where. This is where I feel our parents fail their own kids, as this is not reinforced in certain families.

Rina: Learners need to be held responsible for their poor behaviour and poor results. There should be consequences for their actions.

Gert: They should not get extensions for tests and other work. No second chances.

Gabriel: The school has not set discipline structure; all teachers try using their own way of disciplining in a classroom. This leads to inconsistency and learners not knowing what are expected of them in general. The school needs a set structure that all teachers follow. The school also allows learners to pass even though they have not worked to achieve a pass. The school attracts learners with low work ethic as this is the school were they pass you without you having to put in any effort. The learners are also given too many second chances which cause them not to work hard the first time around as they expect a second chance. When the second chance comes around, the learners don’t try bettering their efforts either. The learners are also allowed to give any excuse for work not being done and we have to accept it. The stigma they have around the SCIP classes causes learners to accept the label and become the victim.

Donna: Have clearer consequences for their lack of responsibility. This would call for some cooperation between parents, tutors and teachers.

Marvin: Punishment can be physical labour like garden work/cleaning.

Saun: Greater rewards, stronger punishment.

Ronell: Greater influence by management re infringing of rules (and) implementation of consequences.
What part of the schooling system helps and doesn’t help prepare learners to be responsible citizens of South Africa?

Sarah: It is quite clear that our schooling system is failing our learners – just like our government is failing our country, our parents are failing our children and every other possible influence. Our schooling system is preparing our learners for the reality in our country: cruel, lack of responsibility, lack of leadership, compassion and care. When a learner can attend school without being nagged, bribed or threatened the schooling system has won the battle not the war.

Rina: I think all parts of schooling helps towards this because being a responsible citizen doesn’t just include one aspect of schooling, it’s a combination of factors that gives you a well-rounded individual.

Gert: 30% makes people believe that they don’t need to achieve. Minimum is King.

Gabriel: The structure of school thus the time allocation, listening to authority, handing in assignments on time, time management etc. all help prepare the learner for what they will face one day at school. If learners are put through without having to apply work ethic or effort they will be doing this one day. Due to the fact that South Africa had the whole apartheid system. The learners of today know that they have rights but they abuse it they also think that the country owes them especially if they are previously disadvantaged.


Marvin: There should be a good discipline procedure in place and if learners do not feel they have a future in this country, nothing will help them be responsible.

Saim: School teaches you social norms and cues to what is acceptable and what isn’t. Give you the knowledge to choose.
APPENDIX 6: LEARNER QUESTIONNAIRE (DATA EXTRACT)

LEARNER QUESTIONNAIRE (DATA EXTRACT)

Being responsible:

1. What does it mean to be responsible?

Sipho: To be responsible you have to do all the tasks that you are set out to do. You have to do and complete all your work, do all the chores that you are supposed to do and just be independent and self-efficient.

Lee-anne: To me responsible is to respect your duties with pride and not rude and take it on yourself and be proud that you care about people and things.

Leandra: Responsibility is being able to accept the consequences of your actions, it is getting up and completing the tasks you have on that certain day, attending all the important things etc. Childs play, meetings, family day. It’s being able to take care of yourself and the people around you.

Thabi: To take actions in your own hands. When times are bad be confident and fearless to be brave and caring.

Sean: Responsibility is something you get when you reach maturity. Being responsible is when you can make your own decisions and choices that will in the case of and emergency help others and yourself for the better.

2. What does it mean to be responsible for your own learning?

Sipho: For me it means to complete all my homework and projects to reach my academic goal and to satisfy myself in education. I am extremely independent, determined and responsible when it comes to my education.

Lee-anne: If you don’t want to do it. It’s on you and you should understand its for your good and it will help you in the long run and be responsible for your work and grades.

Leandra: It means looking after my sisters, teaching them right from wrong. Doing all my chores without being asked, doing my homework and studying for my exams and respecting my elders.

Thabi: To make your own decisions in your education to be held responsible for the ups and downs in the education meaning throughout your education it is only you.

Sean: Being responsible for your own learning is when you make a conscious decision to learn in class, to sit down and study at home as well as doing your homework.

Paul: It means that if you lose your work that your own problem you have to know that its your fault nobody else so starts trying and caring about your work.

Being held responsible:

5. What type of things do your parents/caregivers do to hold you responsible?

Sipho: My mom would take my phone away if she sees that I don’t do any work. She would punish me and take away my privileges.

Lee-anne: Well the one time my mom threatened to take my phone away but then I did well and she says to me always do the best you can do.

Leandra: They tell me if I don’t pass he will dismiss me and he tells me I’m not wise, strong, trustworthy or clever and I’m full of negativity which makes me want to work hard to prove him wrong. My mom just wants me to do my best.

Thabi: They blame themselves and the people I hang around.

Sean: The norm is that they will ground you. The grounding varies from being stuck in your room not having any friend over at your house or vice versa. There are also punishments of not being allowed to play any video games or anything of the sort.

Paul: They give you money and house keys and if you spend your money the right way then you responsible and you don’t throw house parties.
Peer responsibility:

10. What do you think the reasons are that your friends are responsible or not responsible for their own learning?

Sipho: Most of my friends are responsible for their own learning because they strive and work hard but some friends just don’t care at all, and actually annoy me a lot because their parents pay so much for their education and they don’t just care at all.
Lee-anne: They aren’t responsible when they don’t hand in their work on time and homework assignments but when they do listen and try they get higher marks.
Leandra: Because of the situations at home, low or high self-esteem, to much pride and ego. Some of them think that life will just hand them all the things they want.
Thabi: When they talk and distract others from what everyone is supposed to do.
Sean: Some of my friends like to go to parties, get high, get drunk and some of my other friends like to spend more time on their cell phones then studying or doing work. But I also have friends that accept their consequences and actually sit down and do homework and study.
Paul: Because friends like playing around in class and think life is a big fat joke, so if you fail your friends and you are responsible

Transferring or accepting responsibility:

13. Whose fault is it when you fail in a test or assessment? Why?

Sipho: It is my fault because I have not study or I just forgot the work because my memory is bad. I have never failed an assignment though.
Lee-anne: It is my fault because I don’t study or I did but not hard enough.
Participant: Mine because I didn’t study hard enough or even when I have, I have a negative attitude I keep thinking I’m going to screw up.
Thabi: Mine, because it is my fault for failing.
Sean: It is our own because none make decisions that affect others as they do themselves. What this means is that we all make our own choices or decisions regardless of what others say or do to make the choice or decisions that we do or have done.
Paul: I would say it’s your own fault because you did not study and get ready for the test so it’s your own issue.

14. Whose fault is it when you do not reach your goals? Why?

Sipho: It is my fault because I was the one who wanted to reach them. So when I don’t reach them, I get very angry at myself.
Lee-anne: It’s my fault because I am the one studying not anyone else but me.
Leandra: Mine because I de-motivate myself and my parents because I feel that parents need to push you forward and be there for you every step of the way.
Thabi: Mine/my parents, not enough effort was put into it.
Sean: It is mainly ours because either we did not work hard enough or put in enough effort for whichever goal you try to reach. It is still our fault even if someone persuaded us to go astray because we allowed ourselves to be persuaded.
Paul: Your own because you did not push yourself but family also play a part because if they don’t help you etc. it’s going to be hard.

15. Whose fault is it when you get into trouble at school? Why?

Sipho: It is my fault because I was the one that caused myself getting in trouble.
Lee-anne: I have never gotten in trouble before so I don’t know.
Leandra: My friends because I do my best not to get in trouble because I hate it and it makes me feel like a horrible person.
Thabi: My friends because they influence me and I wouldn’t do something naught by myself.
137

Sean: Fifty, fifty. Sometimes others try to blame me or someone else. Other times it is ours for whatever reason that has occurred. Sometimes we do something indirectly but it is still our fault.

Paul: Your own fault because you had to chose to do what you did.

16. Whose responsibility is it to make sure you do your homework and why?

Sipho: It's my responsibility because I got the homework and its nobody's responsibility to tell me when to do it because it my homework and my choice.

Lee-anne: It is mine because I'm the one in school no one else it's my responsibility.

Leandra: Mine because I know that in order to make it in life you have to work hard to achieve the greatest things in life.

Thabi: Mine and my parents I need to be independent and my parents are there for that.

Sean: It is our parents, our guardian or any family member whom you live with. It is also our fault because we have lied to them by saying that we do not have any homework although they should have made sure regardless of what we say.

Paul: Your mother and father because they have to help you out but then again it's your own fault because you the one that goes to school.

17. Whose responsibility is it to make sure you hand in your assignments on time and why?

Sipho: It is mine because I got the assignments and it's my choice if I want to do it or not. I have to get good marks and do well.

Lee-anne: It is mine because it is my work and for me it has to be on time. I don't want to get in trouble.

Leandra: Mine because if I want to pass school and achieve the marks I want to achieve I must make sure I hand in on time.

Thabi: Mine because it was handed to me.

Sean: Ours. If we need the internet and do not have access it is still our responsibility to make a plan in order to hand our assignments in on time. Our parents, family member or guardian should also make sure we are doing our work.

Paul: It's your own because you the one that goes to school.

18. Whose responsibility is it to make sure that you are on time for class and why?

Sipho: It's mine because I know I have to go to class and do all the work that the teacher tells me to do.

Lee-anne: It is me because I don't want to be late for class and I want to learn.

Leandra: Mine and my parents because it is my responsibility to get ready for school early and it's my parent's responsibility to make sure I leave the house at the right time.

Thabi: Myself and my parents. My parents need to drive me at the correct time and I need to make sure I am on time for my lesson.

Sean: It is not just the student or the teacher's responsibility. It can be the fact that there was traffic on the way to school or the fact that a friend was late and you needed to help them. Or it can be your fault or the teachers fault depending on the situation.

Paul: Your own because if you not there you miss out on work and it's also your parents because they have to bring you to school on time.

19. Whose responsibility is it to make sure you study for a test and why?

Sipho: It's mine because I know what to study for and I persevere to see how well.

Lee-anne: It is me because I want to do well in a test. I want to pass.

Leandra: Mine because if I want to pass and finish school and get a distinction in matric I have to study.

Thabi: Myself because I need to discipline and I need to make sure that I study.

Sean: This could be yours, your parents and/or your teacher's responsibility. It can be your teachers responsibility because if you ask for help and he does not give it is his fault. It could also be your parents fault or whomsoever you've staying with because it is their responsibility to take care of you and therefore it attends to your education.

Paul: Your own because if you fail you dead but your mother and them must be there to help you out when you don't understand something.
20. Whose responsibility is it to make sure you understand the work done in class?

Sipho: It's mine and the teachers because sometimes the teacher doesn't teach properly or explain properly. It's also me that has to put the effort in and understanding in.

Lee-ann: It is me and the teacher and you have to listen to the teacher so you know what's going on.

Leandra: My teachers because they must make sure they teacher me correctly and when I leave the classrooms I know what is going on.

Thabi: The teachers because he/she is there to teach and they should make sure that I work.

Sean: The teachers and/or your parent's responsibility. Your teacher is supposed to make sure you understand the work in order to pass the year. Your parents are meant to take care of you and think it still means that they are also meant to look out for your education.

Paul: It's your own and the teachers because if you don't understand you must ask and the teacher must help you understand.

21. Who is to blame when you do or don't follow the rules of the school and why?

Sipho: It's me to blame because it was my choice if I want to follow the rules or not.

Lee-ann: It's me but I don't know really because I don't disobey rules. I follow them.

Leandra: The principal and teachers because it is their job to make sure that we know that rules are rules and if we don't follow them their will be consequences.

Thabi: Myself because I should always follow the rules and regulations.

Sean: The students and in part their parents. It is the parents fault because of how the parents raise their child and as a child grows they learn habits and manners and characteristics of their parents. It is also the students fault because he may have become rebellious and/or have been influenced by friends.

Paul: Yourself because you the one who choose not to follow them and you think you cool but you dig things to show your friends you cool but when you get into trouble you on your own

Effort and responsibility:

22. What type of effort needs to go into your work before you are considered responsible?

Sipho: The effort that needs to go into my work is a lot because if you don't put any effort, you will do bad and that considers you as irresponsible. If you study a lot, do all your homework and strive to do well, then you are considered responsible.

Lee-ann: I put in 80%-100% because I want to do well in my work and if I don't I won't do well in my work.

Leandra: Hundred percent because then I will know that no matter what happens after I know that I did my absolute best.

Thabi: Time and effort I need to put my everything into my work then I am responsible.

Sean: You need to be mature. You need to make an effort to study and do homework. You need to take the consequences every time you do something stupid or foul hardly.

Paul: I think a 100% not 10 % because you have to do your best and get your best in every little thing you do.

23. What type of effort influences your marks?

Sipho: A tremendous amount of effort influences my marks. If you do well and study hard, then you mark will rise high. If you don’t do well and put a lot of effort, you won’t do well all at. Study a week before a test will get you good marks.

Lee-ann: If I don’t put in effort in my work I wont do as well as I do when I do put effort in my work so that’s why I always put effort in my work.

Leandra: The effort I put in matters I am for great achievements and it has to be hundred percent efforts otherwise I won’t achieve the impossible.

Thabi: A good effort and knowing that I worked hard.

Sean: The type of effort is the effort of studying. The effort of sitting down and doing your homework as well as your behaviour in schools. You can’t get into many. Flights at school or out of school as this is can get you suspended or exposed and incidentally this will make your university entrance impossible.

Paul: Doing your homework every day being at school and working in all the classes.
Control and responsibility:

27. In your classroom, what aspects of teaching and learning do you have control over?

Sipho: I have control over asking the teacher for help if I don’t understand something. If the teacher makes a mistake in her teaching, I will tell her that she is wrong, but I will never respect him/her.

Lee-ann: Only in one class we get to choose and have a say in like what story we get and when to do homework or to choose if we want to play a learning game.

Leandra: When my teachers give me a choice and when I am given a project to do or an assignment or even my homework.

Thabi: My attitude and work we do because without me concentrating, the subject being taught and more chances is the work we do.

Sean: Some teachers allow you between doing extra work in one lesson so that in the next we don’t have to work or you can chose not to work in the present lesson and do work in the next lesson.

Paul: Listen I thin listen because you have to listen to take all the info you need.

28. What aspects of schooling would you like to have control over?

Sipho: I would like to have control of subject choice.

Lee-ann: I would like to control what teacher teach what subject and when we get homework and telling us earlier in the week when we have a test.

Leandra: When break starts and ends, what time each class starts and ends, which teacher should teach which subject and which student is in which class and my marks on my report.

Thabi: How long the lessons are I feel that some periods are to long and time consuming.

Sean: I would like to have control over break time, the teacher who teaches the subject so that I can approve whether they can teach well. I would like to have control over the break time to make it longer so that the lessons are shorter.

Paul: Teaching because sometimes we don’t feel like doing work so the teachers must just chill.
## APPENDIX 7: WEEK 1, GRADE 9.1, DATA EXTRACT

### WEEK 1 GRADE 9.1 DATA EXTRACTION

<table>
<thead>
<tr>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week: 1</td>
</tr>
<tr>
<td>Day 1: Monday</td>
</tr>
<tr>
<td>Grade 9.1 SCIPE</td>
</tr>
<tr>
<td>Period 1: English (absent)</td>
</tr>
<tr>
<td>Period 2: Mathematics</td>
</tr>
<tr>
<td>Period 3: Life orientation</td>
</tr>
<tr>
<td>Period 4: Arts and culture</td>
</tr>
<tr>
<td>Period 5: Natural science</td>
</tr>
<tr>
<td>Period 6: Social Science</td>
</tr>
<tr>
<td>Period 7: Ems</td>
</tr>
<tr>
<td>Period 8: Afrikaans</td>
</tr>
</tbody>
</table>

Only tick the appropriate block and give a reason

5. Did everyone come to class on time?  

- 100% - LO  
- 80% - LO  
- 50% - Maths  
- 30% - Maths

**Mathematics** – One learner had to go to the bathroom.  
**Arts and culture** – Came from SCIPE, toilet always an excuse

6. Did everyone leave their phones in their bags during the lesson? (Unless you gave them permission to use their phones)  

- 100% - NS  
- 80% - LO  
- 50% - Mathematics  
- 30% - Mathematics

**Mathematics** – Phones on tables, one learner did go on his phone during the lesson without permission  
**Arts and culture** – Too used to having them out without permission  
**Ems** – They wanted to play games  
**Afrikaans** – They listened to music and played on it during the lesson

7. Did everyone work together or did they hinder each other during the lesson?  

- 100% - NS  
- 80% - LO  
- 50% - Mathematics  
- 30% - Mathematics

**Mathematics** – Learners talked about their weekend during the lesson and kept saying I don’t understand  
**Arts and culture** – One boy was put into a group but they will not include him the learner gets bullied  
**Ems** – The talkative learners were distracting the other learners so I had to make them quiet.

PLEASE COMPLETE THE FOLLOWING QUESTIONS

1. When the learners did something wrong, did they blame someone else or take responsibility?  

**Mathematics** – Did not take responsibility The learner that misbehaved did not want to go outside during the lesson. He said no one else ever gets sent out.  
**Life orientation** – Learners took responsibility  
**Social Science** – They did not misbehave  
**Ems** – They sometimes blamed other learners but took responsibility most of the time

2. When their homework was not done, what were their excuses?  

**Mathematics** – I did not have time, why do we get homework over the weekend? I forgot
<table>
<thead>
<tr>
<th>5. What was done during the lesson to hold learners responsible for their actions?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics</strong> – Threatened to send learner outside</td>
</tr>
<tr>
<td><strong>3: Life orientation</strong> - They had to make notes- if the work was not done they would have been given a warning and break- detention</td>
</tr>
<tr>
<td><strong>Arts and culture</strong> – The constant question why are you not doing anything?</td>
</tr>
<tr>
<td><strong>Social Science</strong> - Learners were well behaved actively working no problems</td>
</tr>
<tr>
<td><strong>Ems</strong> - Asked them to keep quiet and eventually had to shout.</td>
</tr>
</tbody>
</table>
Week: 1
Day 2: Tuesday
Grade 9 / 1: SCIP
Period 1: English
Period 2: Mathematics
Period 3: English
Period 4: Arts and culture
Period 5: EMS
Period 6: Social Science
Period 7: Afrikaans
Period 8: Free

Only tick the appropriate block and give a reason

<table>
<thead>
<tr>
<th>Observations in class:</th>
<th>Everyone 100%</th>
<th>Most of the learners 80%</th>
<th>Half of the learners 60%</th>
<th>Some of the learners 30%</th>
<th>Nobody 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did everyone do their homework?</td>
<td>X - Maths</td>
<td>X - Maths</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics - I forgot my book at home.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Did everyone bring their stationery?</td>
<td>X - Maths</td>
<td>X - Maths</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X - ENG</td>
<td>X - EMS</td>
<td>X - AFR</td>
<td>X - AC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and culture: Deadline is soon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Did everyone bring their books?</td>
<td>X - EMS</td>
<td>X - Maths</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X - AFR</td>
<td>X - ENG</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics - I was going to do my homework and I left it on my desk.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English - Some students have not purchased the book because of financial reasons.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans - Some learners lost their papers and forgot their books.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Did everyone come to class on time?</td>
<td>X - Maths</td>
<td>X - AFR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X - ENG</td>
<td>X - EMS</td>
<td>X - AC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and culture - Did PE before some went to the tuck shop to get something to drink.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMS - It is a lesson after first break.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans - It was second break before the lesson.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Did everyone leave their phones in their bags during the lesson? (Unless you gave them permission to use their phones)</td>
<td>X - Maths</td>
<td>X - Maths</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X - ENG</td>
<td>X - EMS</td>
<td>X - AFR</td>
<td>X - AC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMS - Had to organise something important with parents.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and culture - X is low unto himself.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans - Had to ask four learners to put their phones away</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Did everyone work together or did they hinder each other during the lesson?</td>
<td>X - EMS</td>
<td>X - Maths</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X - AFR</td>
<td>X - ENG</td>
<td>X - AFR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics - X had his IPAD out and distracted Y with the apps, when told why he was not working he said that he had marked his work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English - One learner not interested in Shakespeare.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMS - Everyone worked well together.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and culture - One group didn’t could’ work because Miss A took their stage home yesterday. Could not bring it today because it was too big.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans - Two learners completed the work for homework.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PLEASE COMPLETE THE FOLLOWING QUESTIONS**

| Mathematics - Blamed someone else |
| English - Took responsibility |
| EMS - Took responsibility |
| Afrikaans - They blamed it on being in SCIP and how much they had the subject Afrikaans. S |
### 2. When their homework was not done, what were their excuses?

**Mathematics** - I forgot my book at home, I forgot I had homework, I didn’t know we had homework.

### 5. What was done during the lesson to hold learners responsible for their actions?

**EMS** – The learners took responsibility for themselves. Afrikaans - Choice was given on the work done yesterday if they do not do it I will give them more homework. If the homework is not done I will contact their parents and place them on detention.
Day: 3 Wednesday

Grade 9, 1 SCIP

**Period 1:** English
**Period 2:** Mathematics
**Period 3:** Technology
**Period 4:** Afrikaans
**Period 5:** Natural science
**Period 6:** Technology
**Period 7:** EMS
**Period 8:** Free

Only tick the appropriate block and give a reason

<table>
<thead>
<tr>
<th>Observations in class:</th>
<th>Everyone 100%</th>
<th>Most of the learners 80%</th>
<th>Half of the learners 50%</th>
<th>Some of the learners 30%</th>
<th>Nobody 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did everyone do their homework?</td>
<td>100% AFR</td>
<td>80% Maths X-NS</td>
<td>30% Tech X-Tech</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong> - I didn’t know we had all of this for homework, I did not have time and I forgot.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Technology</strong> - No forgot my book</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Natural science</strong> - Forgot to do it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Technology</strong> - Forgot or didn’t feel like it</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 3. Did everyone bring their books? | 100% Maths X-NS X-EMS | 80% Tech X-AFR X-TECH |
| **Technology** - Lost or forgot books |
| **Afrikaans** - One learner did not have any interest in taking his book out. |
| **Technology** - Forgot lost books |
| **EMS** - Books are left in my class |

| 6. Did everyone leave their phones in their bags during the lesson? (Unless you gave them permission to use their phones) | 100% Maths X-EMS | 80% AFR X-NS | 30% Tech X-TECH |
| **Technology** - Phones are more interesting |
| **Afrikaans** - Two learners were on their phones the whole lesson through after I have asked them not to use it. |
| **Technology** - Playing games |

| 7. Did everyone work together or did they hinder each other during the lesson? | 100% Maths X-TECH | 80% Tech X-NS X-AFR X-EMS |
| **Technology** - No books, so distracted others. |
| **Afrikaans** - Three learners kept talking to each other and did not pay attention |
| **Natural science** - Playing on their phones, reprimanded them |
| **Technology** - Portfolio group work |
| **EMS** - Most learners worked together but no one was disruptive |

<p>| 8. How many learners were actively involved during the lesson? | 80% Maths X-Tech X-NS | 30% AFR X-EMS |
| <strong>Mathematics</strong> - Maths is so boring |
| <strong>Afrikaans</strong> - Three learners answered questions during the lesson the rest of the learners were not interested. |
| <strong>Natural science</strong> - Playing on their phones/IPad |
| <strong>Technology</strong> - Some played on phones |
| <strong>EMS</strong> - Half of the class answered questions regularly |</p>
<table>
<thead>
<tr>
<th>9. How many learners accepted the consequences of their actions?</th>
<th>100%- Tech X- NS X- Tech X- EMS</th>
<th>80%- Maths</th>
<th>30%- AFR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics- I was working you are working too fast.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans- They don’t care what happens to them.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMS: The one person that didn’t work said he will catch up.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PLEASE COMPLETE THE FOLLOWING QUESTIONS**

<table>
<thead>
<tr>
<th>1. When the learners did something wrong, did they blame someone else or take responsibility?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics- You were not doing anything. I am tired</td>
</tr>
<tr>
<td>Technology- Took responsibility</td>
</tr>
<tr>
<td>Afrikaans- They just could not care, two learners fell asleep during the lesson because they “did not feel well”.</td>
</tr>
<tr>
<td>Later they were fine again</td>
</tr>
<tr>
<td>Natural science- Took responsibility</td>
</tr>
<tr>
<td>Technology- Blamed someone, took phone away. Blamed the person he was speaking to.</td>
</tr>
<tr>
<td>EMS- Took responsibility</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. When their homework was not done, what were their excuses?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics- I didn’t know we had to do all of this, I forgot we had homework. I was tired</td>
</tr>
<tr>
<td>Technology- No books forget was absent or lazy</td>
</tr>
<tr>
<td>Technology- Forgot or lost book</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. When the absent learner came back did he/she make it his/her responsibility to come to you to make sure he/she got the missing work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics- Only asked for work after being reminded to ask.</td>
</tr>
<tr>
<td>Afrikaans- She made sure she got all the translations for the work she missed.</td>
</tr>
<tr>
<td>Natural science- yes</td>
</tr>
</tbody>
</table>
### Observations in class:

<table>
<thead>
<tr>
<th></th>
<th>Everyone</th>
<th>Most of the learners</th>
<th>Half of the learners</th>
<th>Some of the learners</th>
<th>Nobody</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Did everyone do their homework?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans- Two people did not do their homework.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science- Lazy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4. How many learners were absent today?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possible reason: One learner has mumps</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5. Did everyone come to class on time?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science- Playing games.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans- Two learners did not have their phones out.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Technology- Doing portfolio and previous lesson was in the same classroom.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMS - Lesson after break</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics - wanted to listen to music.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMS - The work is easy enough.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural science- Playing games.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans - Two learners took previous learners work and copied it so that they don’t have to work in class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6. Did everyone leave their phones in their bags during the lesson? (Unless you gave them permission to use their phones)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics - playing on phones.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMS - Most learners worked together and no one was disruptive.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans - Some were not interested even though it was revision for their test.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7. Did everyone work together or did they hinder each other during the lesson?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics - Most were interested as there is a test tomorrow.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMS - Most of the learners find the work easy enough.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans - Some were not interested even though it was revision for their test.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8. How many learners were actively involved during the lesson?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics - Threats- 5 min time out and phone taken away.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMS - Everyone was working.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans - Two said I can phone their parents they don’t care.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Week 1

**Day 4**

- **Grade 9:1 SCIP**
  - Period 1: English (absent)
  - Period 2: Mathematics
  - Period 3: Technology
  - Period 4: Arts and culture (absent)
  - Period 5: Natural Science
  - Period 6: Social Science (absent)
  - Period 7: EMS
  - Period 8: Afrikaans
# PLEASE COMPLETE THE FOLLOWING QUESTIONS

1. When the learners did something wrong, did they blame someone else or take responsibility?

| Mathematics | Took responsibility when threatened |
| EMS         | Took responsibility                  |
| NS          | Excuses                              |
| Afrikaans   | The school and me                    |

2. When their homework was not done, what were their excuses?

| NS          | Forgot the project                   |
| Afrikaans   | Didn’t know it was homework, screw it I hate Afrikaans and phone my parents I don’t care. |

3. When the absent learner came back did he/she make it his/her responsibility to come to you to make sure he/she got the missing work?

4. What did the learners do that made them actively involved during the lesson?

| Mathematics | Asked questions of work they don’t understand. |
| Technology  | Portfolio work                               |
| EMS         | Told them it was easy marks in the exam.     |
| NS          | Discussion                                  |
| Afrikaans   | Answering questions together                 |

5. What was done during the lesson to hold learners responsible for their actions?

| Mathematics | Consequences for actions: Phone taken away for playing music. 5 min time out for eating in class. |
| NS          | Activity crossword                          |
| Afrikaans   | Contact parents                             |
| EMS         | Asking and answering questions and doing the work |

6. What choices did the learners have during the lesson?

| Mathematics | Listen, mark work and ask question.         |
| EMS         | They didn’t have choices.                   |
| Afrikaans   | If they work on the revision activity individually or we work together on it as a class. |

7. What was the topic of the lesson? Did the learners find it relevant to their daily lives?

<p>| Mathematics | Reflection, rotation, translation, enlargement and reduction. |
| Technology  | Processing food.                                |
| EMS         | Trial balance, only if they take accounting next year. |
| NS          | Human reproduction                             |
| Afrikaans   | Short story answers and revision for Tuesdays test. |</p>
<table>
<thead>
<tr>
<th>Observations in class:</th>
<th>Everyone 100%</th>
<th>Most of the learners 80%</th>
<th>Half of the learners 50%</th>
<th>Some of the learners 30%</th>
<th>Nobody 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did everyone do their homework?</td>
<td>100% Eng</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X- NS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Did everyone bring their stationery?</td>
<td>100% Eng</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X- Maths</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X- NS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans – Scissors and glue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Did everyone bring their books?</td>
<td>100% Eng</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X- NS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English- some still don’t have the text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans – Played bingo did not take out their books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. How many learners were absent today?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One learner absent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans- another learner went to sick room</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Did everyone come to class on time?</td>
<td>100% Eng</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X- Maths</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X- Afr</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X- NS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Did everyone leave their phones in their bags during the lesson? (Unless you gave them permission to use their phones)</td>
<td>100% Maths</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X- NS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English- These kids are lost without their cell phones.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans – Towed phoned and I pad was out.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Did everyone work together or did they hinder each other during the lesson?</td>
<td>100% Eng</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X- Maths</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X- NS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English- Enjoyed the topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics- Test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans- IPod some were looking at what he was playing, singing a song and spoke about how much they hate Afrikaans.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. How many learners were actively involved during the lesson?</td>
<td>100% Eng</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X- NS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English- Same as above</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans- Two learners actively asking questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. How many learners accepted the consequences of their actions?</td>
<td>X- 100% eng</td>
<td>X- ns</td>
<td>X- Afr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-------------</td>
<td>-------</td>
<td>--------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans – Unfair why am I not getting suckers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PLEASE COMPLETE THE FOLLOWING QUESTIONS**

1. When the learners did something wrong, did they blame someone else or take responsibility?
   - Mathematics - Y did not fill in any answers on the test he said I don’t know what going on with this work. He did not ask any questions during class when he had the opportunity too.
   - Afrikaans – Me favouritism, I hate Afrikaans you didn’t tell me.

2. When their homework was not done, what were their excuses?
   - English - None only very responsible learners.

3. When the absent learner came back did he/she make it his/her responsibility to come to you to make sure he/she got the missing work?

4. What did the learners do that made them actively involved during the lesson?
   - English - Group work
   - Mathematics - Wrote test, asked questions
   - Afrikaans - Look for words, translate and write down
   - Natural Science - Crossword and poster discussion

5. What was done during the lesson to hold learners responsible for their actions?
   - English - Insisted that they work as a team since a group mark is involved
   - Afrikaans - Choices
   - Natural Science - Time limit

6. What choices did the learners have during the lesson?
   - Mathematics - Wrote test
   - Afrikaans – Test dates and bingo cards.

7. What was the topic of the lesson? Did the learners find it relevant to their daily lives?
   - English - a modernised version of the love story in midsummer nights
   - Mathematics - Test on reflections, rotation, translation, enlargement and reductions
   - Afrikaans - Question words.
   - Natural Science - Reproduction
APPENDIX 8: WEEK 2, GRADE 9.1, DATA EXTRACT

WEEK 2 GR 9.1 DATA EXTRACT
Observations

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Day: 1 Monday</th>
<th>Grade 9.1 SCIP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Period 1: English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Period 2: Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Period 3: Life orientation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Period 4: Arts and culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Period 5: Natural science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Period 6: Social Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Period 7: Ems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Period 8: Afrikaans</td>
</tr>
</tbody>
</table>

Only tick the appropriate block and give a reason

<table>
<thead>
<tr>
<th>Observations in class:</th>
<th>Everyone 100%</th>
<th>Most of the learners 80%</th>
<th>Half of the learners 60%</th>
<th>Some of the learners 30%</th>
<th>Nobody 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did everyone do their homework?</td>
<td>100% ENG</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Did everyone bring their stationery?</td>
<td>100% Maths&lt;br&gt; X Afr&lt;br&gt; X Eng&lt;br&gt; X EMS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Did everyone bring their books?</td>
<td>100% Afr&lt;br&gt; X EMS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ems – Books are left in my class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. How many learners were absent today?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possible reason: One learner was absent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Did everyone come to class on time?</td>
<td>100% Maths&lt;br&gt; X Afr</td>
<td>80% EMS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ems – Lesson after break</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Did everyone leave their phones in their bags during the lesson? (Unless you gave them permission to use their phones)</td>
<td>100% Maths&lt;br&gt; X Afr</td>
<td>80% Afr&lt;br&gt; X EMS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics – Doing a task</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ems – Used it as a calculator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans – During the lesson two learners had the phones out but made sure they got the work caught up.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Did everyone work together or did they hinder each other during the lesson?</td>
<td>100% Maths</td>
<td>80% EMS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics – Task</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. How many learners were actively involved during the lesson?

<table>
<thead>
<tr>
<th>Mathematics – Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ems – Working together and doing the work.</td>
</tr>
<tr>
<td>Afrikaans- Wrote down the work.</td>
</tr>
</tbody>
</table>

9. How many learners accepted the consequences of their actions?

<table>
<thead>
<tr>
<th>Mathematics – Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ems – They know they were wrong.</td>
</tr>
<tr>
<td>Afrikaans- Learners made sure they had everything caught up.</td>
</tr>
</tbody>
</table>

**PLEASE COMPLETE THE FOLLOWING QUESTIONS**

1. When the learners did something wrong, did they blame someone else or take responsibility?

<table>
<thead>
<tr>
<th>Mathematics – Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life orientation</td>
</tr>
<tr>
<td>Arts and culture</td>
</tr>
<tr>
<td>Natural science</td>
</tr>
<tr>
<td>Social Science</td>
</tr>
<tr>
<td>Ems – They took responsibility</td>
</tr>
<tr>
<td>Afrikaans- Took responsibility</td>
</tr>
</tbody>
</table>

2. When their homework was not done, what were their excuses?

<table>
<thead>
<tr>
<th>Mathematics – Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ems – He/she got the missing work</td>
</tr>
<tr>
<td>Afrikaans- She said she received the email, went through the work she says that she understands everything.</td>
</tr>
</tbody>
</table>

3. When the absent learner came back did he/she make it his/her responsibility to come to you to make sure he/she got the missing work?

<table>
<thead>
<tr>
<th>Mathematics – Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ems – Asking and answering questions.</td>
</tr>
<tr>
<td>Afrikaans- Wrote down the words and answered questions.</td>
</tr>
</tbody>
</table>

4. What did the learners do that made them actively involved during the lesson?

<table>
<thead>
<tr>
<th>Mathematics – Did the task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ems – They had to do their work</td>
</tr>
<tr>
<td>Afrikaans- Finish with the notes then they have the rest of the lesson off.</td>
</tr>
</tbody>
</table>

5. What was done during the lesson to hold learners responsible for their actions?

<table>
<thead>
<tr>
<th>Mathematics – Explain the task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ems – Made them keep quiet and do their work.</td>
</tr>
<tr>
<td>Afrikaans- Giving them choice</td>
</tr>
</tbody>
</table>

6. What choices did the learners have during the lesson?

<table>
<thead>
<tr>
<th>Mathematics – Do the task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ems – PCJ, CRJ Only if they take accounting next year.</td>
</tr>
<tr>
<td>Afrikaans- Similes.</td>
</tr>
<tr>
<td>Observations in class:</td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
<tr>
<td>1. Did everyone do their homework?</td>
</tr>
<tr>
<td>2. Did everyone bring their stationery?</td>
</tr>
<tr>
<td>3. Did everyone bring their books?</td>
</tr>
<tr>
<td><strong>Social Science - Mr. J forgot his book at home.</strong></td>
</tr>
<tr>
<td>4. How many learners were absent today?</td>
</tr>
<tr>
<td>Everyone was present.</td>
</tr>
<tr>
<td>5. Did everyone come to class on time?</td>
</tr>
<tr>
<td>6. Did everyone leave their phones in their bags during the lesson? (Unless you gave them permission to use their phones)</td>
</tr>
<tr>
<td><strong>Mathematics - I want to listen to music.</strong></td>
</tr>
<tr>
<td><strong>Natural Science - Information</strong></td>
</tr>
<tr>
<td>7. Did everyone work together or did they hinder each other during the lesson?</td>
</tr>
<tr>
<td><strong>Mathematics - I rather want to act like a clown.</strong></td>
</tr>
<tr>
<td>8. How many learners were actively involved during the lesson?</td>
</tr>
<tr>
<td>9. How many learners accepted the consequences of their actions?</td>
</tr>
</tbody>
</table>
**PLEASE COMPLETE THE FOLLOWING QUESTIONS**

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When the learners did something wrong, did they blame someone else or take responsibility?</td>
</tr>
<tr>
<td><strong>Mathematics</strong> - I'm waiting for you. (But the work is on the board just copy it!) Mr C played on his iPad again and did not take responsibility for his actions. (But I haven't started working)</td>
</tr>
<tr>
<td><strong>Social Science</strong> - Mr Jo was rude - he accepted responsibility</td>
</tr>
<tr>
<td>2. When their homework was not done, what were their excuses?</td>
</tr>
<tr>
<td><strong>Social Science</strong> - Mr K was absent, he collected his notes from me.</td>
</tr>
<tr>
<td>3. When the absent learner came back did he/she make it his/her responsibility to come to you to make sure he/she got the missing work?</td>
</tr>
<tr>
<td><strong>English</strong> - Test</td>
</tr>
<tr>
<td><strong>Mathematics</strong> - Listened and wrote down work.</td>
</tr>
<tr>
<td><strong>Natural Science</strong> - Poster</td>
</tr>
<tr>
<td><strong>Social Science</strong> - Global warming activity 0 class test, revision + Sustainable development.</td>
</tr>
<tr>
<td>4. What did the learners do that made them actively involved during the lesson?</td>
</tr>
<tr>
<td><strong>English</strong> - Test</td>
</tr>
<tr>
<td><strong>Mathematics</strong> - They have to copy work down, if they didn’t they have to stay in to do it, they don’t listen and just leave to go to the next class.</td>
</tr>
<tr>
<td><strong>Social Science</strong> - IF they were not to complete the given revision activity, within the given time period, they would remain after school to complete it.</td>
</tr>
<tr>
<td>5. What was done during the lesson to hold learners responsible for their actions?</td>
</tr>
<tr>
<td><strong>English</strong> - Test</td>
</tr>
<tr>
<td><strong>Mathematics</strong> - Listen, write and ask questions.</td>
</tr>
<tr>
<td><strong>Natural Science</strong> - Wrote</td>
</tr>
<tr>
<td><strong>Social Science</strong> - They could copy the questions and answer them or just answer the questions - without copying them down first - They would either have the questions, answers and notes or only the answers and notes.</td>
</tr>
<tr>
<td>6. What choices did the learners have during the lesson?</td>
</tr>
<tr>
<td><strong>English</strong> - Test</td>
</tr>
<tr>
<td><strong>Mathematics</strong> - Data handling</td>
</tr>
<tr>
<td><strong>Natural Science</strong> - Pregnancy</td>
</tr>
<tr>
<td><strong>Social Science</strong> - Global warming and sustainable development. Learners did find the concept relevant but concluded that people just don’t care anymore about everything.</td>
</tr>
</tbody>
</table>
Week: 2  
Day: 3  
Grade 9, 1 SCIP  
Cluster day  
Period 1 and 2: Art and Culture  
Period 5 and 6: Afrikaans

Only tick the appropriate block and give a reason

<table>
<thead>
<tr>
<th>Observations in class:</th>
<th>Everyone 100%</th>
<th>Most of the learners 80%</th>
<th>Half of the learners 60%</th>
<th>Some of the learners 40%</th>
<th>Nobody 0%</th>
</tr>
</thead>
</table>

1. Did everyone do their homework?  
Art and Culture- Mr J was offered an opportunity to participate in the group by making a poster for the show- not done.

2. Did everyone bring their stationery?  
Art and Culture- Rely on me to provide for them.  
Afrikaans- Pens

3. Did everyone bring their books?  
Afrikaans- Notes and books- three learners.

4. How many learners were absent today?  
Three learners are absent.

5. Did everyone come to class on time?  
Art and Culture- Part of the culture.  
Afrikaans- Top school class due to cluster day

6. Did everyone leave their phones in their bags during the lesson? (Unless you gave them permission to use their phones)  
Art and Culture- Some have finished their work mainly listening to music.  
Afrikaans- Listening to music when they are done.

7. Did everyone work together or did they hinder each other during the lesson?  
Art and Culture- Those of them who have not finished are working well.

8. How many learners were actively involved during the lesson?  
Art and Culture- work completed  
Afrikaans- Test and activity. Two learners had problems wanted to do it for homework.

9. How many learners accepted the consequences of their actions?  
Afrikaans- I learned did not want to he wanted extra marks for a test that we suspect he cheated on.
<table>
<thead>
<tr>
<th><strong>PLEASE COMPLETE THE FOLLOWING QUESTIONS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. When the learners did something wrong, did they blame someone else or take responsibility?</strong></td>
</tr>
<tr>
<td>Afrikaans- He blamed himself and me as he said I want him to fail and that is why I did not mark his test.</td>
</tr>
<tr>
<td><strong>2. When their homework was not done, what were their excuses?</strong></td>
</tr>
<tr>
<td>Art and Culture- Mr J left his poster in his mother’s car. Afrikaans- I am working, please increase my marks.</td>
</tr>
<tr>
<td><strong>3. When the absent learner came back did he/she make it his/her responsibility to come to you to make sure he/she got the missing work?</strong></td>
</tr>
<tr>
<td><strong>4. What did the learners do that made them actively involved during the lesson?</strong></td>
</tr>
<tr>
<td>Art and Culture- Worked on stages. Afrikaans- Test, choices and activities.</td>
</tr>
<tr>
<td><strong>5. What was done during the lesson to hold learners responsible for their actions?</strong></td>
</tr>
<tr>
<td>Afrikaans- Gave them choices and threatened with break detention.</td>
</tr>
<tr>
<td><strong>6. What choices did the learners have during the lesson?</strong></td>
</tr>
<tr>
<td>Afrikaans- Choice on when work is than they had the rest of the lesson off.</td>
</tr>
<tr>
<td><strong>7. What was the topic of the lesson? Did the learners find it relevant to their daily lives?</strong></td>
</tr>
<tr>
<td>Afrikaans- Test short story and poem and similes</td>
</tr>
<tr>
<td>Observations in class:</td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
<tr>
<td>1. Did everyone do their homework?</td>
</tr>
<tr>
<td><strong>English – They hate speeches. Mathematics- I forgot to check.</strong></td>
</tr>
<tr>
<td>2. Did everyone bring their stationery?</td>
</tr>
<tr>
<td><strong>EMS- Books are kept in my classroom.</strong></td>
</tr>
<tr>
<td>3. Did everyone bring their books?</td>
</tr>
<tr>
<td><strong>4. How many learners were absent today?</strong></td>
</tr>
<tr>
<td>No learners are absent.</td>
</tr>
<tr>
<td><strong>5. Did everyone come to class on time?</strong></td>
</tr>
<tr>
<td><strong>EMS- Lesson after second break.</strong></td>
</tr>
<tr>
<td>6. Did everyone leave their phones in their bags during the lesson? (Unless you gave them permission to use their phones)</td>
</tr>
<tr>
<td><strong>English – Had to use for research. Mathematics- Mr C phone was on the table but wasn’t used. EMS- Everyone was working. Afrikaans- Mr JO liked using his phone during the lesson.</strong></td>
</tr>
<tr>
<td>7. Did everyone work together or did they hinder each other during the lesson?</td>
</tr>
<tr>
<td><strong>EMS- Everyone did their work. Afrikaans- Mr JO did not want to work and bothered others</strong></td>
</tr>
<tr>
<td>8. How many learners were actively involved during the lesson?</td>
</tr>
<tr>
<td><strong>English – Individual speeches EMS- Everyone was involved. Afrikaans- Mr JO did not want to work.</strong></td>
</tr>
<tr>
<td>9. How many learners accepted the consequences of their actions?</td>
</tr>
<tr>
<td><strong>EMS- Everyone knew they had to work. Afrikaans- Mr JO did not want to accept the consequences for his actions.</strong></td>
</tr>
</tbody>
</table>
**PLEASE COMPLETE THE FOLLOWING QUESTIONS**

<table>
<thead>
<tr>
<th><strong>1. When the learners did something wrong, did they blame someone else or take responsibility?</strong></th>
</tr>
</thead>
</table>
| **English** - They mostly blamed others.  
**Mathematics** - Mr Jo was doing Technology, I said he can go work at the copy machine as he isn’t doing Mathematics and he said: “You have favourites” You never send any others out”  
**EMS** - They took responsibility  
**Afrikaans** - Mr Jo was still going on about his test that he wanted extra marks. |

<table>
<thead>
<tr>
<th><strong>2. When their homework was not done, what were their excuses?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3. When the absent learner came back did he/she make it his/her responsibility to come to you to make sure he/she got the missing work?</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>4. What did the learners do that made them actively involved during the lesson?</strong></th>
</tr>
</thead>
</table>
| **Mathematics** - Copied examples  
**EMS** - Asking and answering questions. |

<table>
<thead>
<tr>
<th><strong>5. What was done during the lesson to hold learners responsible for their actions?</strong></th>
</tr>
</thead>
</table>
| **English** - Had to be quiet and listen to peer preparation.  
**Mathematics** - Copy work or stay after class. |

<table>
<thead>
<tr>
<th><strong>6. What choices did the learners have during the lesson?</strong></th>
</tr>
</thead>
</table>
| **Mathematics** - Listen to explanations, copy work and ask questions if they didn’t understand.  
**EMS** - None they had to work. |

<table>
<thead>
<tr>
<th><strong>7. What was the topic of the lesson? Did the learners find it relevant to their daily lives?</strong></th>
</tr>
</thead>
</table>
| **Mathematics** - Data handling  
**EMS** - CRJ, CPJ only if they intend on taking the subject in Gr 10. |
<table>
<thead>
<tr>
<th>Observations in class:</th>
<th>Everyone 100%</th>
<th>Most of the learners 80%</th>
<th>Half of the learners 50%</th>
<th>Some of the learners 30%</th>
<th>Nobody 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did everyone do their homework?</td>
<td></td>
<td>80% -Maths</td>
<td>30% - AFR</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong> – Did not know how to do it. Afrikaans – Forgot, left at home and didn’t know it was homework.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Did everyone bring their stationery?</td>
<td>100% - Maths</td>
<td>X - AFR</td>
<td>X - EMS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Did everyone bring their books?</td>
<td>100% - Maths</td>
<td></td>
<td></td>
<td>X - EMS</td>
<td>50% - AFR</td>
</tr>
<tr>
<td>Afrikaans – Had to copy. EMS - Books are left in my class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. How many learners were absent today?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No learners were absent.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Did everyone come to class on time?</td>
<td>100% - Maths</td>
<td>X - AFR</td>
<td></td>
<td>80% - AFR</td>
<td></td>
</tr>
<tr>
<td>EMS - They had others tests to write.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Did everyone leave their phones in their bags during the lesson? (Unless you gave them permission to use their phones)</td>
<td>100% - EMS</td>
<td>80% - Maths</td>
<td></td>
<td>0% - AFR</td>
<td></td>
</tr>
<tr>
<td>Mathematics – Had to check the time. Afrikaans – Ipad, pictures and music also used it for translations. EMS - Everyone was working.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Did everyone work together or did they hinder each other during the lesson?</td>
<td>100% - Maths</td>
<td>X - EMS</td>
<td></td>
<td>80% - AFR</td>
<td></td>
</tr>
<tr>
<td>Afrikaans – Mr K and MR C did not work. EMS - Everyone did their work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. How many learners were actively involved during the lesson?</td>
<td>100% - Maths</td>
<td>X - EMS</td>
<td></td>
<td>80% - AFR</td>
<td></td>
</tr>
<tr>
<td>Afrikaans – Mr K and MR C did not work. EMS - Everyone was working.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. How many learners accepted the consequences of their actions?</td>
<td>100% - AFR</td>
<td>X - EMS</td>
<td>80% - Maths</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics – But I was doing my work and not playing with my IPad. Afrikaans – Mr K and MR C did not work. EMS - No one was being naughty.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Response</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1. When the learners did something wrong, did they blame someone else or take responsibility? | Mathematics – Blamed something else you were not working.  
Afrikaans – Mr C did not do his work so he showed me his girlfriend's vocabulary and when I said it wasn't his he lied. He told me the truth when I wanted to get her vocabulary list. Then he started copying it and said he is done. I checked it and told him it's not done the rest is copied. He said it's his pen, I took it to the deputy and they agreed. He was going on about how I am unfair.  
EMS - No one did anything wrong.                                                                 |
| 2. When their homework was not done, what were their excuses?                                | Mathematics – I didn’t know what to do and I didn’t understand.  
Afrikaans – Lost the page and had too much work to do and they didn’t know it was homework. |
| 3. When the absent learner came back did he/she make it his/her responsibility to come to you to make sure he/she got the missing work? | Afrikaans - I had to bring it to him, he was not interested.                                   |
| 4. What did the learners do that made them actively involved during the lesson?               | Mathematics - Listened and copied answers and asked questions.  
Afrikaans – Looked up worked and played bingo.  
EMS - They were working together to do the work.                                                |
| 5. What was done during the lesson to hold learners responsible for their actions?           | Mathematics – It doesn’t work to punish them they don’t arrive for detention.  
Afrikaans – Break detention, choices and called the deputy  
EMS - Everyone acted responsibly.                                                              |
| 6. What choices did the learners have during the lesson?                                      | Mathematics – Listen to explanations and copy work down.  
Afrikaans – Do it or stay in at break, people who did it chose to play bingo.  
EMS - They had to do their work.                                                                |
| 7. What was the topic of the lesson? Did the learners find it relevant to their daily lives? | Mathematics - Data handling  
Afrikaans – Vocabulary for the exam and bingo.  
EMS - CPJ only if they intend on doing accounting next year.                                    |
# APPENDIX 9: WEEK 1, GRADE 9.2, OBSERVATIONS, DATA EXTRACT

## GR 9.2 OBSERVATIONS WEEK 1 (RAW DATA EXTRACT)

### Observations

**Day: Monday**  
**Grade 9.2, SCIP**  
**Period 1: Afrikaans**  
**Period 2: Natural Science**  
**Period 3: Arts and culture**  
**Period 4: Mathematics**  
**Period 5: EMS**  
**Period 6: Technology**

<table>
<thead>
<tr>
<th>Observations in class:</th>
<th>Everyone 100%</th>
<th>Most of the learners 80%</th>
<th>Half of the learners 50%</th>
<th>Some of the learners 30%</th>
<th>Nobody 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did everyone do their homework?</td>
<td>100% - NS</td>
<td>50% - Maths</td>
<td>30% - Tech</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics:</strong> They did not have time this weekend, my book was at home and I was not home. <strong>Technology:</strong> Forgot to do it</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Did everyone bring their stationery?</td>
<td>100% - AFR, X - NS, X - Maths, X - Tech, X - EMS</td>
<td></td>
<td></td>
<td>30% - AC</td>
<td></td>
</tr>
<tr>
<td><strong>Arts and culture:</strong> Doing a group project not clear who was responsible for bringing material. Those who should have brought did not</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Did everyone bring their books?</td>
<td>100% - AFR, X - NS, X - EMS</td>
<td>80% - Maths, X - Tech</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics:</strong> Forgot it on his table <strong>Technology:</strong> Forgot it</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. How many learners were absent today?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One learner absent today</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Did everyone come to class on time?</td>
<td>100% - NS, X - Tech</td>
<td>80% - AFR, X - AC</td>
<td>30% - AFR, X - Maths</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Afrikaans:** Learners came late to school, their parents bring them late, they can’t get up early, they were stuck in traffic or they just hang around school when the bell rings.  
**Arts and culture:** Had come from SCIP **Mathematics:** Had to clean up in the art class - 2 learners | | | | | |
| 6. Did everyone leave their phones in their bags during the lesson? (Unless you gave them permission to use their phones) | 100% - NS, X - EMS | 80% - AFR, X - AC | 30% - Maths | 0% - Tech |
| **Afrikaans:** They want to show their friends pictures of their weekend and what they did or what someone said on social media  
**Arts and culture:** Becomes so used to having phones out.  
**Mathematics:** They were not working yet  
**Technology:** Their phones were more entertaining than the lesson | | | | | |
| 7. Did everyone work together or did they hinder each other during the lesson? | 100% - NS | 80% - AFR, X - Maths, X - Tech, X - EMS | 30% - AC | | |
### PLEASE COMPLETE THE FOLLOWING QUESTIONS

1. When the learners did something wrong, did they blame someone else or take responsibility?
   - Afrikaans: Blamed their friends for talking and blamed the medication.
   - Mathematics: They blamed it on their phone, did not mark the work.
   - Technology: Blamed their friends.
   - EMS: No, they took responsibility.

2. When their homework was not done, what were their excuses?
   - Mathematics: Not at home during the weekend, book was somewhere else, did not have time, did do their homework but they forgot their books at home.
   - Technology: Forgot about it, forgot his book at home.

3. When the absent learner came back did he/she make it his/her responsibility to come to you to make sure he/she got the missing work?

4. What did the learners do that made them actively involved during the lesson?
   - Afrikaans: They translated the words they knew in Afrikaans. Only one learner completed the vocabulary when a option was given the rest played around.
   - Natural Science: participated in discussion on reproduction.
   - Arts and culture: They participated in the groups.
   - Mathematics: Asked question gave answers.
   - Technology: Said that we will stay after school to finish work.
   - EMS: They asked questions and they answered the questions I asked.

5. What was done during the lesson to hold learners responsible for their actions?
   - Afrikaans: Asking them to keep quiet, threatening them with break detention, telling them the sooner we are done with the work the sooner they can have the rest of the lesson off.
   - Natural Science: Had to copy form the board as well as answer the activity based on the work discussed.
   - Arts and culture: The constant question why are you not doing anything?
   - Technology: Staying after school.
   - EMS: Spoke to the learners that didn't want to work.
6. What choices did the learners have during the lesson?

<table>
<thead>
<tr>
<th>Language</th>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans</td>
<td>Doing the vocabulary and having most of the lesson off if they completed it fast enough.</td>
</tr>
<tr>
<td></td>
<td>They also made a decision if the work was homework or done in class. They chose doing it in</td>
</tr>
<tr>
<td></td>
<td>class but then they have to do the work or else they will be getting more homework.</td>
</tr>
<tr>
<td>Natural Science</td>
<td>To work timorously</td>
</tr>
<tr>
<td>Arts and culture</td>
<td>To participate or not</td>
</tr>
<tr>
<td>Mathematics</td>
<td>To listen, participate and start with their homework</td>
</tr>
<tr>
<td>EMS</td>
<td>They had to complete their work.</td>
</tr>
</tbody>
</table>

7. What was the topic of the lesson? Did the learners find it relevant to their daily lives?

<table>
<thead>
<tr>
<th>Language</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans</td>
<td>Short story- they see no relevance with Afrikaans.</td>
</tr>
<tr>
<td>Natural Science</td>
<td>Reproduction, yes</td>
</tr>
<tr>
<td>Arts and culture</td>
<td>They are working on creating a mini stage. Musical is the theme- they do not see this as</td>
</tr>
<tr>
<td></td>
<td>relevant.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Reflection, Rotation, translation, they did not see it as relevant.</td>
</tr>
<tr>
<td>Technology</td>
<td>Food processing: yes everyone eats.</td>
</tr>
<tr>
<td>EMS</td>
<td>General Ledger, probably only if they are taking accounting next year.</td>
</tr>
<tr>
<td>Observations in class:</td>
<td>Everyone 100%</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>1. Did everyone do their homework?</td>
<td>100% LO X-NS X-NS X-ENG</td>
</tr>
<tr>
<td><strong>Life orientation</strong>: Brought the wrong book, not at school it is at home. Did not finish or forget to do it. It is at home they did not know they had to bring it. <strong>Social Science</strong>: Oral speech all worked well. <strong>Natural Science</strong>: Didn’t know they had to complete.</td>
<td></td>
</tr>
<tr>
<td>2. Did everyone bring their stationary?</td>
<td>100% LO X-NS X-NS X-ENG</td>
</tr>
<tr>
<td>3. Did everyone bring their books?</td>
<td>100% LO X-NS X-NS X-ENG X-SS</td>
</tr>
<tr>
<td><strong>Life orientation</strong>: Brought the wrong subject books, packed the wrong LO book - grade 8 books. <strong>English</strong>: learners had orals. <strong>Social Science</strong>: Speech all brought to class. <strong>Mathematics</strong>: Forgot their books at home.</td>
<td></td>
</tr>
<tr>
<td>4. How many learners were absent today?</td>
<td>100% ALL subjects</td>
</tr>
<tr>
<td>5. Did everyone come to class on time?</td>
<td>100% LO X-AFR X-ENG X-Maths X-SS</td>
</tr>
<tr>
<td><strong>Life orientation</strong>: Parents dropped them off late woke up late. <strong>Natural Science</strong>: Chatting outside.</td>
<td></td>
</tr>
<tr>
<td>6. Did everyone leave their phones in their bags during the lesson? (Unless you gave them permission to use their phones)</td>
<td>100% NS X-ENG X-Maths X-SS</td>
</tr>
<tr>
<td><strong>Life orientation</strong>: Was tweeting about teacher, show something to a friend. Two learners kept their phones on the table. <strong>Afrikaans</strong>: Gave them permission to work and listen to music. One learner kept playing on his phone it was the learner that was absent yesterday.</td>
<td></td>
</tr>
</tbody>
</table>
Social Science- Keep in their pockets
English – They are not allowed using their phones in English.

| 7. Did everyone work together or did they hinder each other during the lesson? | 100%- LO  
X- NS  
X- ENG | 80%- AFR  
X- Maths  
X- SS |
|---|---|---|

Life orientation- Some learners were distracted. I asked their friends to keep their attention which worked. Afrikaans- Worked well when they were allowed to listen to music. Sometimes they bothered each other because their music was too loud. English – Had to listen to orals. Mathematics- Not interested in working tired.

| 8. How many learners were actively involved during the lesson? | 100%- LO  
X- NS  
X- AFR  
X- ENG | 80%- Maths  
X- SS |
|---|---|---|

Afrikaans- Completed their vocabulary on their story. Social Science- some slightly distracted. Mathematics- Asking questions when they did not understand

| 9. How many learners accepted the consequences of their actions? | 100%- LO  
X- NS  
X- AFR  
X- ENG  
X- Maths | 30%- SS |
|---|---|---|

Life orientation- Ironically the lesson was about exam preparation they accepted consequences. Afrikaans- Behaved better when a choice was given to them.

PLEASE COMPLETE THE FOLLOWING QUESTIONS

1. When the learners did something wrong, did they blame someone else or take responsibility?
Life orientation- It was divided. Some learners blamed their parents and friends. Some learners did acknowledge it was their faults. However the learners that acknowledge that it was their fault did it to avoid embarrassment or punishment. 
Natural Science- took responsibility
Afrikaans- He will come late to school to miss my lesson so that I don’t check his work. He did not take his medication and phoning their parents don’t mean a thing.
English- Only one learner blamed the internet which was down, so they could not do research.

2. When their homework was not done, what were their excuses?
Life orientation- Left the work at home, packed the wrong books and did not know they had LO. 
Natural Science- Didn’t understand. Didn’t know they had to complete the activity at home.
English – All others prepared
Social Science- Left at home
Mathematics- I forgot my book at home.
3. When the absent learner came back did he/she make it his/her responsibility to come to you to make sure he/she got the missing work?

Afrikaans - He started to catch up the work, but he was on his phone most of the time as he said he wants to copy it from his friend and his friend is not on the page he wants to copy from.
Mathematics - No I had to remind him to give me the work.

4. What did the learners do that made them actively involved during the lesson?

Life orientation - Group discussion. Electing their own viewpoint regarding responsibility during the exam.
Natural Science - Discussion and activity
Afrikaans - Completed the vocabulary on the story.
English - Listened to each others oral presentations and ask questions
Mathematics - Asked questions, copied work

5. What was done during the lesson to hold learners responsible for their actions?

Life orientation - Teacher made learners aware of their disruptive actions and was given opportunity to correct it. Teacher did not have to reprimand students again.

Natural Science - Activity
Afrikaans - Choice was given on the work done yesterday if they do not do it I will give them more homework. If the homework is not done I will contact their parents and place them on detention.

6. What choices did the learners have during the lesson?

Life orientation - To give their opinion or viewpoints. To actively take part. To correct their disruptive behaviour.
Afrikaans - They decided what work will be done today. If not done they have to face the consequences.
Mathematics - To mark homework, to listen to explanation to copy down the work.

7. What was the topic of the lesson? Did the learners find it relevant to their daily lives?

Life orientation - Exam preparation and taking responsibility. Yes it was relevant as the exams are starting in 4 weeks and it is a stressor for many of the learners.
Natural Science - Puberty
Afrikaans - Short story - They don’t find Afrikaans relevant they wonder why they have to take it.
English - Presentation on disabled person.
Mathematics - Enlargement and reductions.
<table>
<thead>
<tr>
<th>Observations in class:</th>
<th>Everyone 100%</th>
<th>Most of the learners 80%</th>
<th>Half of the learners 50%</th>
<th>Some of the learners 30%</th>
<th>Nobody 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did everyone do their homework?</td>
<td>100% - NS X- TECH</td>
<td>80% - AFR</td>
<td></td>
<td></td>
<td>30% - Maths</td>
</tr>
<tr>
<td>Afrikaans – Two learners did not complete their homework, one was absent and the other one made all sorts of excuses why he did not do it. Mathematics – Did not understand the work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Did everyone bring their stationery?</td>
<td>100% - NS X- TECH X- EMS X- Maths</td>
<td>80% - AFR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans – No scissors and glue.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Did everyone bring their books?</td>
<td>100% - AFR X- NS X- EMS X- Maths</td>
<td>80% - TECH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology- Forgot, packed for the wrong day EMS- Books are left in my class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. How many learners were absent today?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possible reason: Everyone was present</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Did everyone come to class on time?</td>
<td>100% - NS X- Maths</td>
<td>80% - TECH X- EMS X- AC</td>
<td>30% - AFR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans – Late due to traffic, getting up late or just hanging around school. Technology- thought class was at top school was in the bathroom. EMS- Lesson after first break</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Did everyone leave their phones in their bags during the lesson? (Unless you gave them permission to use their phones)</td>
<td>100% - EMS X- Maths</td>
<td>80% - NS X- TECH X- AC</td>
<td>30% - AFR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans – Seven learners had their phones out they had no interest in the short story. Arts and culture: Those doing nothing Mr and Mr M have their phones out. Technology- No book, listening to music more interesting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Did everyone work together or did they hinder each other during the lesson?</td>
<td>100% - NS X- Maths</td>
<td>80% - TECH X- EMS X- AC</td>
<td>30% - AFR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans – Seven learners were constantly disruptive in class. Arts and culture- Group leaders not allocating work for everyone. Technology- Had no book. EMS- The learners that didn’t work wasn’t disruptive.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. How many learners were actively involved during the lesson?</td>
<td>100% - NS X- Maths</td>
<td>80% - TECH X- EMS</td>
<td>30% - AC</td>
<td>0% - AFR</td>
<td></td>
</tr>
</tbody>
</table>
Afrikaans – One learner answered all the questions the rest were not interested and mocked her when she answered.
Arts and culture - One group waited a whole lesson for the glue to dry and had no initiative to do something
Technology - busy on phone
EMS - Most of the learners were interested in the lesson.

### Table: Consequences of their actions

<table>
<thead>
<tr>
<th>Subject</th>
<th>100%</th>
<th>NS</th>
<th>TECH</th>
<th>X</th>
<th>EMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Science</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>EMS</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Afrikaans – Four learners did not accept especially one learner.
Natural Science
EMS - The learners that didn’t work kept quiet and wasn’t disruptive

**PLEASE COMPLETE THE FOLLOWING QUESTIONS**

1. When the learners did something wrong, did they blame someone else or take responsibility?
   - Afrikaans – Blamed me
   - Technology – Took responsibility
   - EMS – Took responsibility
   - Mathematics – Blamed someone else, you didn’t explain the work to us and we asked you.

2. When their homework was not done, what were their excuses?
   - Afrikaans - I did my work I just can’t find it, phone my mother I don’t care she knows I did it. You are always picking on me and others are not working too.
   - Technology - Forgot had no book.
   - Mathematics – I don’t know how to do this work, I don’t understand, I forgot my book at school.

3. When the absent learner came back did he/she make it his/her responsibility to come to you to make sure he/she got the missing work?
   - Afrikaans – Absent learners work is still not up to date.

4. What did the learners do that made them actively involved during the lesson?
   - Afrikaans – One learner answered.
   - Natural Science - completed worksheet and activities.
   - Arts and culture - Worked on stage.
   - Technology - Asked questions over and over
   - EMS - Asking and answering questions
   - Mathematics – Asked them questions

5. What was done during the lesson to hold learners responsible for their actions?
   - Afrikaans - Break detention and the learner had to leave the classroom.
   - Natural Science - Drawing and discussion
   - Arts and culture - The question why are you not working?
   - Technology - Punishment with more homework.
   - EMS - Told them the work needs to get done.
   - Mathematics – Asked them questions

6. What choices did the learners have during the lesson?
   - Afrikaans – Choices were taking away due to misbehaviour learners then behaved worse.
   - Natural Science - To work or not to work
   - EMS - they didn’t have choices.
   - Mathematics – Copy down corrections, ask questions do work

7. What was the topic of the lesson? Did the learners find it relevant to their daily lives?
   - Afrikaans – Short story they had no interest
   - Natural Science - Human reproduction.
   - Technology - Recycling pollution affects everyone.
   - Arts and culture - Still constructing stages.
   - EMS - Trial balance – only if they take accounting
   - Mathematics – Enlargements and reductions.
Week: 1  
Day: 4  
Grade: 9  
SCIP  
Period 1: Afrikaans  
Period 2: Natural Science  
Period 3: Life orientation  
Period 4: Social Science (absent)  
Period 5: Technology  
Period 6: English (absent)  
Period 7 Mathematics  
Period 8: Free  

<table>
<thead>
<tr>
<th>Observations in class:</th>
<th>Everyone 100%</th>
<th>Most of the learners 80%</th>
<th>Half of the learners 60%</th>
<th>Some of the learners 30%</th>
<th>Nobody 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did everyone do their homework?</td>
<td>100%-Tech X-LO</td>
<td>80%-Afr X-NS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans: Two learners did not do their homework. Natural Science: forgot</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life orientation: No homework was given as work was completed during previous lesson.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Did everyone bring their stationery?</td>
<td>100%-NS X-Maths X-Tech X-Lo 80%</td>
<td>80%-Afr</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans: Scissors and glue. Life orientation: Started watching videos on drug abuse. Learners said they didn’t know they had to bring their bags in order to take notes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Did everyone bring their books?</td>
<td>100%-Afr X-NS X-Maths X-Tech X-Lo 80%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life orientation: did not know they had to bring their books. Technology: portfolio work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. How many learners were absent today?</td>
<td>Nobody absent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possible reason: Nobody absent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Did everyone come to class on time?</td>
<td>100%-NS X-Maths X-Tech X-LO</td>
<td>30%-Afr X-Maths</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans: Traffic, got up late, hanging around school, didn’t hear the bell.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Did everyone leave their phones in their bags during the lesson? (Unless you gave them permission to use their phones)</td>
<td>100%-Tech X-Maths X-LO</td>
<td>30%-Afr X-Maths</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans: Three learners were on their phones and handed it to others to see. Natural Science: Contacted mother Life orientation: Had to remind the learners constantly that they will be tested on the information in the video about drugs. Technology: Doing portfolio work Mathematics: The one was on his phone he is addicted to bbm and fb</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Did everyone work together or did they hinder each other during the lesson?</td>
<td>100%-NS X-Maths X-Tech</td>
<td>80%-Afr X-LO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans: Two learners bothered others. Life orientation: Some learners were distracted by messages received on phone. Students then commented on each others messages they received.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Technology – Doing group work

<table>
<thead>
<tr>
<th></th>
<th>100% - NS</th>
<th>80% - Afr</th>
</tr>
</thead>
<tbody>
<tr>
<td>how many learners were actively involved during the lesson?</td>
<td>X - maths</td>
<td>X - LO</td>
</tr>
</tbody>
</table>

**Afrikaans**: Had to answer and copy.  
**Life orientation**: It was a field on interest for learners after 30 min I could see their attention began to waver.  
**Mathematics**: test tomorrow.

<table>
<thead>
<tr>
<th></th>
<th>100% - NS</th>
<th>80% - Afr</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many learners accepted the consequences of their actions?</td>
<td>X - Maths</td>
<td>X - LO</td>
</tr>
</tbody>
</table>

**Afrikaans**: One learner always says he never know I didn’t tell him.  
**Life orientation**: I stopped the video and warned them that they were going to do this work out of their textbook and not watch videos.

### PLEASE COMPLETE THE FOLLOWING QUESTIONS

1. When the learners did something wrong, did they blame someone else or take responsibility?
   - **Afrikaans**: Blamed it on me or his friends.
   - **Natural Science**: took responsibility
   - **Life orientation**: Students did not blame each other but in my opinion making the excuses or playing ignorant is not taking responsibility.

2. When their homework was not done, what were their excuses?
   - **Afrikaans**: Didn’t know you didn’t tell us
   - **Natural Science**: forgot
   - **Technology**

3. When the absent learner came back did he/she make it his/her responsibility to come to you to make sure he/she got the missing work?

4. What did the learners do that made them actively involved during the lesson?
   - **Afrikaans**: Answered and wrote down questions and answers.
   - **Natural Science**: discussion
   - **Life orientation**: When the video was interesting they were involved and after I gave them a warning
   - **Technology**: Mathematics - asked questions

5. What was done during the lesson to hold learners responsible for their actions?
   - **Afrikaans**: Asked them to listen, threatened with break detention.
   - **Life orientation**: I highlighted exactly what was perceived as actions that hinder their learning during the lesson. This made the learners aware of what I perceived as negative actions and luckily it helped.
   - **Technology**: Mathematics - questions asked about the work

6. What choices did the learners have during the lesson?
   - **Afrikaans**: If revision id done individually of with me.
   - **Life orientation**: To watch the video to choose what drugs they wants information on first.
   - **Technology**: Mathematics - to copy work, mark work and ask questions
7. What was the topic of the lesson? Did the learners find it relevant to their daily lives?

<table>
<thead>
<tr>
<th>Subject</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans</td>
<td>Short story and answer, revision poem and story.</td>
</tr>
<tr>
<td>Natural Science</td>
<td>Pregnancy and menstruations</td>
</tr>
<tr>
<td>Life Orientation</td>
<td>Drug and substance abuse; know friends who used drugs.</td>
</tr>
<tr>
<td>Technology</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Reflections, rotations, translations, engagement and reduction</td>
</tr>
</tbody>
</table>
Week: 1  
Day: 5  
Grade 9 - 2 SCIP  
Period 1: Afrikaans  
Period 2: Natural Science  
Period 3: Arts and culture (absent)  
Period 4: Social Science (absent)  
Period 5: EMS (free)  
Period 6: English  
Period 7 Mathematics  
Period 8: Free  

Observations in class:  
<table>
<thead>
<tr>
<th>Everyone 100%</th>
<th>Most of the learners 80%</th>
<th>Half of the learners 50%</th>
<th>Some of the learners 30%</th>
<th>Nobody 0%</th>
</tr>
</thead>
</table>
1. Did everyone do their homework? | 100%- Ns | 50%- ENG |  |  |

**English – Educator was away**  

2. Did everyone bring their stationery?  
   | 100%- NS | 50%- AFR |  |  |
   | X- Maths | X- Eng |  |  |

**Afrikaans- Scissors and glue**  

3. Did everyone bring their books?  
   | 80%- Ns | 50%- ENG |  |  |

**Afrikaans- Played bingo they did not take out their books**  

**Natural Science- Forgot**  

**English They were just disorganised today**  

4. How many learners were absent today?  
   | 30%- ENG |  |  |  |

possible reason: None

**English/ Maths- Some learners leave due to religious reasons**  

5. Did everyone come to class on time?  
   | 100%- Ns | 80%- Eng | 50%- Afr |  |
   | X- Maths |  |  |  |

**Afrikaans- Traffic, slept late, hanging around school, drinking meds.**  

6. Did everyone leave their phones in their bags during the lesson? (Unless you gave them permission to use their phones)  
   | 100%- Eng | 80%- AFR |  |  |
   | X- Maths | X- Ns |  |  |

**Afrikaans- Not allowed in my class.**  

7. Did everyone work together or did they hinder each other during the lesson?  
   | 100%- Ns | 50%- AFR | 30%- Eng |  |
   | X- Maths |  |  |  |

**Afrikaans- Four learners had their phone out spoke to each other that way.**  

**Natural Science- Little disruptive**  

**Mathematics- Test**  

8. How many learners were actively involved during the lesson?  
   | 100%- Ns | 50%- AFR | 30%- Eng |  |
   | X- Maths |  |  |  |

**Afrikaans- All had to write the bingo words down, 4 learners answered.**  

**Mathematics- Test**  

9. How many learners accepted the consequences of their actions?  
   | 100%- Afr | 0 - Eng |  |  |
   | X- Ns |  |  |  |

**Afrikaans- They made the choice.**  

**English- It would appear that by the time Friday comes, they just don’t care.
### PLEASE COMPLETE THE FOLLOWING QUESTIONS

<table>
<thead>
<tr>
<th>Question</th>
<th>Afrikaans</th>
<th>Natural Science</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When the learners did something wrong, did they blame someone else or take responsibility?</td>
<td>Said sorry</td>
<td>Took responsibility</td>
<td>Teacher was away</td>
</tr>
<tr>
<td>2. When their homework was not done, what were their excuses?</td>
<td>Did not receive work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. When the absent learner came back did he/she make it his/her responsibility to come to you to make sure he/she got the missing work?</td>
<td>Looked up words, write down the meanings</td>
<td>Crossword</td>
<td></td>
</tr>
<tr>
<td>4. What did the learners do that made them actively involved during the lesson?</td>
<td>Look for words, write the meanings</td>
<td>Crossword</td>
<td></td>
</tr>
<tr>
<td>5. What was done during the lesson to hold learners responsible for their actions?</td>
<td>Choices</td>
<td>Time limit</td>
<td>Educator informed them the task was for marks</td>
</tr>
<tr>
<td>6. What choices did the learners have during the lesson?</td>
<td>Test dates and bingo cards</td>
<td>Write test</td>
<td></td>
</tr>
<tr>
<td>7. What was the topic of the lesson? Did the learners find it relevant to their daily lives?</td>
<td>Question words relevant to the exams</td>
<td>Test on reflections, rotation, translation, enlargement and reductions</td>
<td>Pregnancy</td>
</tr>
</tbody>
</table>
## APPENDIX 10: WEEK 2, GRADE 9.2, OBSERVATIONS, DATA EXTRACT

### WEEK 2 OBSERVATIONS GR 9.2 DATA EXTRACT

**Observations**

<table>
<thead>
<tr>
<th>Week: 2</th>
<th>Day: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 9.2 SCIP</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Period 1:</strong> Afrikaans</td>
<td></td>
</tr>
<tr>
<td><strong>Period 2:</strong> Natural Science</td>
<td></td>
</tr>
<tr>
<td><strong>Period 3:</strong> Arts and culture</td>
<td></td>
</tr>
<tr>
<td><strong>Period 4:</strong> Mathematics</td>
<td></td>
</tr>
<tr>
<td><strong>Period 5:</strong> EMS</td>
<td></td>
</tr>
<tr>
<td><strong>Period 7:</strong> Social Science</td>
<td></td>
</tr>
<tr>
<td><strong>Period 8:</strong> Technology</td>
<td></td>
</tr>
</tbody>
</table>

Only tick the appropriate block and give a reason.

### Observations in class:

<table>
<thead>
<tr>
<th>Everyone 100%</th>
<th>Most of the learners 80%</th>
<th>Half of the learners 50%</th>
<th>Some of the learners 30%</th>
<th>Nobody 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did everyone do their homework?</td>
<td>100% ENG</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X-TECH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Did everyone bring their stationery?</td>
<td>80%- Afr</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X-EMS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X-TECH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Did everyone bring their books?</td>
<td>100%- AFR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X-EMS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>80%- ENG</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>50%- TECH</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Afrikaans:** Glue and scissors  
**EMS:** Some learners did not bring stationery but they borrowed from other learners.

**EMS:** They leave their books in my class.  
**Technology:** Doing portfolio  

**4. How many learners were absent today?**

<table>
<thead>
<tr>
<th>6 Learners were absent</th>
</tr>
</thead>
</table>

**5. Did everyone come to class on time?**

<table>
<thead>
<tr>
<th>100% Maths X-ENG</th>
<th>80%- AC X-TECH</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%- AFR X-EMS</td>
<td></td>
</tr>
</tbody>
</table>

**Afrikaans:** Traffic slept late, hanging around school.  
**EMS:** Lesson after break and they didn’t hear the bell.  
**Technology:** Had to walk from SCIP to top.

**6. Did everyone leave their phones in their bags during the lesson?** (Unless you gave them permission to use their phones)

<table>
<thead>
<tr>
<th>100%- Afr X-Maths X-ENG</th>
<th>80%- EMS X-TECH</th>
</tr>
</thead>
</table>

**Afrikaans:** They did not have their phones out for the first time.  
**Mathematics:** Doing task  
**EMS:** They used it as a calculator

**7. Did everyone work together or did they hinder each other during the lesson?**

| 100%- Afr X-Maths X-ENG | 80%- EMS X-TECH  |

**Afrikaans:** All learners worked well together.  
**Arts and culture:** There are always a few that are not participating and go and disturb others.  
**Mathematics:** Task  
**EMS:** Lesson after break some learners have too much energy.  
**Technology:** Boredom
<table>
<thead>
<tr>
<th>Question</th>
<th>100%- Afr</th>
<th>80%- EMS</th>
<th>30%- AC</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. How many learners were actively involved during the lesson?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans: They were all tired so just did what was needed so that they get it over and done with.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and culture: Did not have their not have the material they needed( 6 learners)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics- task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMS- Answering questions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. How many learners accepted the consequences of their actions?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and culture: Most do but not MR Z</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMS: They realise when they make mistakes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology: Almost seems as if they don’t care if they get punished.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLEASE COMPLETE THE FOLLOWING QUESTIONS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. When the learners did something wrong, did they blame someone else or take responsibility?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans: took responsibility as they were tired</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and culture: Blame others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics: everyone worked on the task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMS: They blamed other learners for talking and it wasn’t them.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology: No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. When their homework was not done, what were their excuses?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology: Was not homework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. When the absent learner came back did he/she make it his/her responsibility to come to you to make sure he/she got the missing work?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. What did the learners do that made them actively involved during the lesson?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans: Wrote down words and answered questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and culture: Finishing off their stage sets.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics: Did the task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMS: Asking and answering questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English – Prepared for the test.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology: Was doing things work for marks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. What was done during the lesson to hold learners responsible for their actions?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans: Had choices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and culture: They are being constantly assessed the final mark will be 50 for personal participation and effort and 50% for the finished product.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics: Explained the task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMS: Moved the one learner to the front of the class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. What choices did the learners have during the lesson?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans: Finish with the notes and you can have the rest of the lesson off.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and culture: To participate or not</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics: Do the task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMS: They had to do their work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. What was the topic of the lesson? Did the learners find it relevant to their daily lives?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans: Similar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and culture: Stage still ongoing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics: Polyhedral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMS- PCJ, CRJ. Probably only if they taking accounting next year.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English – Worksheet in preparation for the test.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology: Processing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Week: 2
Day: 2 Tuesday
Grade 9, 2 SCIP
Cluster day:
Period 1 and 2 - Life Orientation
Period 3 and 4 - Natural Science
Period 5 and 6 - EMS
Period 7 and 8 - English

<table>
<thead>
<tr>
<th>Observations in class:</th>
<th>Everyone 100%</th>
<th>Most of the learners 80%</th>
<th>Half of the learners 50%</th>
<th>Some of the learners 30%</th>
<th>Nobody 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did everyone do their homework?</td>
<td>100% - NS X-ENG</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Life Orientation - No homework given.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Did everyone bring their stationary?</td>
<td>100% - NS X-EMS X-ENG</td>
<td></td>
<td>80% - LO</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Life Orientation - Where watching videos about substance abuse. Student perceived that it wasn't necessary.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Did everyone bring their books?</td>
<td>100% - NS X-ENG</td>
<td></td>
<td></td>
<td>50% - LO</td>
<td></td>
</tr>
<tr>
<td><strong>Life Orientation - Students thought they did not have to bring their books whilst watching videos.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. How many learners were absent today?</td>
<td>Everyone present</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Life Orientation - Took time to walk to venue where video was being watched.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Did everyone leave their phones in their bags during the lesson? (Unless you gave them permission to use their phones)</td>
<td>100% - ENG</td>
<td></td>
<td>80% - NS X-EMS</td>
<td></td>
<td>30% - LO</td>
</tr>
<tr>
<td><strong>Life Orientation - Some students did not watch video and worked on phones instead. Had to reprimand them.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Natural Science - Information</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EMS - Disruptive</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Did everyone work together or did they hinder each other during the lesson?</td>
<td>100% - NS X-ENG</td>
<td></td>
<td>80% - LO</td>
<td></td>
<td>30% - EMS</td>
</tr>
<tr>
<td><strong>Life Orientation - Some learners talked to their friends during lesson/video and distracted them.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EMS - Cluster lessons tires everyone out.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. How many learners were actively involved during the lesson?</td>
<td>100% - NS X-ENG</td>
<td></td>
<td>60% LO</td>
<td></td>
<td>30% - EMS</td>
</tr>
<tr>
<td><strong>EMS - Cluster lessons and they weren’t interested in doing any work.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>English</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. How many learners accepted the consequences of their actions?</td>
<td>100% - LO X-NS X-ENG</td>
<td></td>
<td></td>
<td>30% - EMS</td>
<td></td>
</tr>
<tr>
<td><strong>Life Orientation - Talked to learners that weren’t participating sternly and warned that the video will be discontinued.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EMS - They were tired and not interested.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PLEASE COMPLETE THE FOLLOWING QUESTIONS

1. When the learners did something wrong, did they blame someone else or take responsibility?
   **Life Orientation - Learners did not blame someone else but did not take responsibility as action persisted.**
   **EMS - Usually they take responsibility but not today.**

2. When their homework was not done, what were their excuses?
   **Life Orientation - No homework was given.**
3. When the absent learner came back did he/she make it his/her responsibility to come to you to make sure he/she got the missing work?

4. What did the learners do that made them actively involved during the lesson?
   - **Life Orientation**: Watch videos and discuss each drug after each drug was shown.
   - **Natural Science**: Poster
   - **EMS**: They weren't involved in the lesson.
   - **English**: Test

5. What was done during the lesson to hold learners responsible for their actions?
   - **Life Orientation**: Talked sternly to learners.
   - **EMS**: None of them took responsibility.
   - **English**: Test

6. What choices did the learners have during the lesson?
   - **Life Orientation**: To watch the video, to listen, to take part in lesson or be reprimanded.
   - **Natural Science**: Work
   - **EMS**: They had to do the work.
   - **English**: Test

7. What was the topic of the lesson? Did the learners find it relevant to their daily lives?
   - **Life Orientation**: Substance abuse focus on drugs. Students are exposed to drugs.
   - **Natural Science**: Pregnancy
   - **EMS**: CRJ, CPJ only if they intend on doing Accounting next year.
   - **English**: Test
### Week 2

**Day:** 3 Wednesday  
**Grade:** 9.2 SCIP  
**Cluster day:**  
Period 1 and 2: Afrikaans  
Period 3 and 4: Social Science  
Period 5 and 6: Mathematics

Only tick the appropriate block and give a reason

<table>
<thead>
<tr>
<th>Observations in class:</th>
<th>Everyone 100%</th>
<th>Most of the learners 80%</th>
<th>Half of the learners 60%</th>
<th>Some of the learners 30%</th>
<th>Nobody 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did everyone do their homework?</td>
<td>100% SS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Did everyone bring their stationery?</td>
<td>100% - Maths</td>
<td>80% - SS</td>
<td>50% - AFR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans - Pens, scissors and glue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science - One learner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Did everyone bring their books?</td>
<td>100% - Maths</td>
<td></td>
<td></td>
<td>50% - AFR</td>
<td></td>
</tr>
<tr>
<td>Afrikaans - Five learners forgot their books at home.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. How many learners were absent today?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One learner absent.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Did everyone come to class on time?</td>
<td>100% - SS X - Maths</td>
<td></td>
<td></td>
<td>30% - AFR</td>
<td></td>
</tr>
<tr>
<td>Afrikaans - Traffic, slept late, top school and hanging around school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Did everyone leave their phones in their bags during the lesson? (Unless you gave them permission to use their phones)</td>
<td>100% - SS</td>
<td>80% - Maths</td>
<td>30% - AFR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans - Gave them permission to listen to music while working.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics - Have to use messages sent to them. (Addicted)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Did everyone work together or did they hinder each other during the lesson?</td>
<td>100% - SS X - Maths</td>
<td></td>
<td></td>
<td>30% - AFR</td>
<td></td>
</tr>
<tr>
<td>Afrikaans - Some learners prevent others to work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. How many learners were actively involved during the lesson?</td>
<td>100% - AFR X - SS X - Maths</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans - Wrote a test and did an activity, which many of them copied from their friends.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics - wants to know how those sections work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. How many learners accepted the consequences of their actions?</td>
<td>80% - AFR X - Maths</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Possible reason:**  
Afrikaans - They like saying "You like things" when they are not happy with something.

**PLEASE COMPLETE THE FOLLOWING QUESTIONS**

1. When the learners did something wrong, did they blame someone else or take responsibility?  
Afrikaans - They can’t work because someone took their pen.  
Social Science - They took the responsibility

2. When their homework was not done, what were their excuses?  
Social Science - All homework done
3. When the absent learner came back did he/she make it his/her responsibility to come to you to make sure he/she got the missing work?

| Social Science- Needs to be reprimanded |

4. What did the learners do that made them actively involved during the lesson?

| Afrikaans- Wrote test and answered questions.  
Social Science- Participate  
Mathematics- Listened, copied work and asked questions. |

5. What was done during the lesson to hold learners responsible for their actions?

| Afrikaans- Asked them to do their work.  
Social Science- All actively involved, group discussion  
Mathematics- I gave a warning that phones would be confiscated if they were seen. |

6. What choices did the learners have during the lesson?

| Afrikaans- When activity is done when they done they can relax.  
Social Science- They are given a choice to participate.  
Mathematics- Listen, copy and ask questions if they didn’t understand something. |

7. What was the topic of the lesson? Did the learners find it relevant to their daily lives?

| Afrikaans- Test on short story and poems and similes.  
Social Science- World war- cold war.  
Mathematics- data handling. |
<table>
<thead>
<tr>
<th>Week: 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 4: Thursday</td>
</tr>
<tr>
<td>Grade 9</td>
</tr>
</tbody>
</table>

Period 1: Afrikaans  
Period 2: Natural Science  
Period 3: Life Orientation  
Period 4: Social Science  
Period 5: Technology  
Period 6: English  
Period 7: Mathematics  
Period 8: Free  

**Observations in class:**

<table>
<thead>
<tr>
<th>Everyone 100%</th>
<th>Most of the learners 80%</th>
<th>Half of the learners 50%</th>
<th>Some of the learners 30%</th>
<th>Nobody 0%</th>
</tr>
</thead>
</table>
| 1. Did everyone do their homework?  
Afrikaans: Had chance to complete work yesterday.  
Life Orientation: No homework was given.  
Mathematics: I forgot to look.  | 100%- AFR  
X- ENG | | | |
| 2. Did everyone bring their stationery?  
Life Orientation: Final lesson for video about drug abuse. Students did not bring stationary. They did not expect to work when video was finished.  | 100%- AFR  
X- ENG  
X- Maths | | 30%- LO | |
| 3. Did everyone bring their books?  
Life Orientation: Students did not expect to work after video.  | 100%- AFR  
X- Maths | | 30%- LO | |
| 4. How many learners were absent today? | | | | |
| 5. Did everyone come to class on time?  
Afrikaans: Traffic, slept late and hanging around school.  
Life Orientation – Some learners took time to walk to the video venue.  | 100%- ENG  
X- Maths | 80%- LO | 30%- AFR | |
6. Did everyone leave their phones in their bags during the lesson? (Unless you gave them permission to use their phones) 
   Afrikaans - Listening to music while working.
   English - Had to use for research.

7. Did everyone work together or did they hinder each other during the lesson? 
   Afrikaans - Some learners weren't interested in the videos and worked on their phones.
   English - Some learners didn’t work together, they just took each other’s rulers, pens and space cases.

8. How many learners were actively involved during the lesson? 
   Afrikaans - Wrote down answers and marked work.
   English - Some learners worked on their phones. Could not make notes as learners did not have their workbooks.

9. How many learners accepted the consequences of their actions? 
   Afrikaans - Too many excuses as to why preparation not done.
   English - Individual speeches

PLEASE COMPLETE THE FOLLOWING QUESTIONS

1. When the learners did something wrong, did they blame someone else or take responsibility? 
   Afrikaans - Blame others. Students said that they were watching videos and weren’t aware they needed their books.
   English - They mostly blamed others.

2. When their homework was not done, what were their excuses? 
   Afrikaans - Wrote the text that he missed and caught up work after I gave it to him.
   Mathematics - No when I asked him why he wasn’t working he said that he does not have the work.

3. When the absent learner came back did he/she make it his/her responsibility to come to you to make sure he/she got the missing work? 
   Afrikaans - Made choices, wrote answers and marked.
   Mathematics - Class discussion after the video.

4. What did the learners do that made them actively involved during the lesson? 
   Mathematics - Copied work and examples.

5. What was done during the lesson to hold learners responsible for their actions? 
   Afrikaans - Choices and break detention
   Mathematics - Students that weren’t watching the video were warned to listen.

6. What choices did the learners have during the lesson? 
   Afrikaans - Revision course, do the work and you will have off.
   Mathematics - Listen to work, copy examples ask questions if they didn’t understand.
7. What was the topic of the lesson? Did the learners find it relevant to their daily lives?

Afrikaans- Revision on the test and marked similie.
Life Orientation- Substance abuse. Hard drugs all the students previously admitted they know someone on hard drugs.
Mathematics- Data handling

| Week: 2 |
| Day: 5 Friday |
| Grade 9 | 2 SCIP |
| Period 1: Afrikaans |
| Period 2: Natural Science |
| Period 3: Arts and Culture |
| Period 4: Social Science |
| Period 5: EMS |
| Period 6: English |
| Period 7: Mathematics |
| Period 8: Free |

Only tick the appropriate block and give a reason

<table>
<thead>
<tr>
<th>Observations in class:</th>
<th>Everyone 100%</th>
<th>Most of the learners 80%</th>
<th>Half of the learners 60%</th>
<th>Some of the learners 30%</th>
<th>Nobody 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did everyone do their homework?</td>
<td>X-Maths</td>
<td>X-AFR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans- Lost it, say they didn't know it was homework, forgot about it or left it at home.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics – Didn't understand.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Did everyone bring their stationery?</td>
<td>X-EMS</td>
<td>X-Maths</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Did everyone bring their books?</td>
<td>X-EMS</td>
<td>X-Maths</td>
<td>X-AFR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans- Forgot it at home.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMS – Books are left in my class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. How many learners were absent today?</td>
<td>Possible reason: Three learners are absent.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans- Traffic slept late, hanging around school and they were with the EMS teacher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMS – They had a project to finish.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Did everyone come to class on time?</td>
<td>X-EMS</td>
<td>X-Maths</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Did everyone leave their phones in their bags during the lesson? (Unless you gave them permission to use their phones)</td>
<td>X-EMS</td>
<td>X-Maths</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans- Used it for translation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMS – Working on their projects.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Did everyone work together or did they hinder each other during the lesson?</td>
<td>X-AFR</td>
<td>X-EMS</td>
<td>X-Maths</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans- Worked together to get the vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMS – It was a group project.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. How many learners were actively involved during the lesson?</td>
<td>X-AFR</td>
<td>X-EMS</td>
<td>X-Maths</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMS- Most of the learners was working. Either catching up EMS or doing the project.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Afrikaans</th>
<th>EMS</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. How many learners accepted the consequences of their actions?</td>
<td>X - AFR</td>
<td>X - EMS</td>
<td>X - Maths</td>
</tr>
<tr>
<td></td>
<td>EMS – They were well behaved.</td>
<td></td>
<td>Mathematics - They are getting worried about the exams.</td>
</tr>
<tr>
<td>1. When the learners did something wrong, did they blame someone else or take responsibility?</td>
<td>Afrikaans - Themselves and others.</td>
<td>EMS – No one got into trouble today.</td>
<td>Mathematics - No they didn’t</td>
</tr>
<tr>
<td></td>
<td>EMS – No one got into trouble today.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. When their homework was not done, what were their excuses?</td>
<td>Afrikaans - Forgot it, lost it, book at home or they didn’t get it.</td>
<td>Mathematics - It wasn’t me, I didn’t know how to do it, I forgot.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics - It wasn’t me, I didn’t know how to do it, I forgot.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. When the absent learner came back did he/she make it his/her responsibility to come to you to make sure he/she got the missing work?</td>
<td>Afrikaans - Looked up vocabulary</td>
<td>Mathematics - Listen to explanations copied examples and asked questions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EMS – They were working on some sort of work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. What did the learners do that made them actively involved during the lesson?</td>
<td>Afrikaans - Looked up vocabulary</td>
<td>Mathematics - Listen to explanations copied examples and asked questions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EMS – They were working on some sort of work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics - Listen to explanations copied examples and asked questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. What was done during the lesson to hold learners responsible for their actions?</td>
<td>Afrikaans - Do work if it is not done break detention.</td>
<td>Mathematics - Doesn’t work, they don’t arrive for break detention.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EMS – Do work if it is not done break detention.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics - Doesn’t work, they don’t arrive for break detention.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. What choices did the learners have during the lesson?</td>
<td>Afrikaans - Finish it now and then they don’t have to stay in at break.</td>
<td>Mathematics - To co-operate and listen, to copy work down and to ask questions if they didn’t understand.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EMS – Catch up on EMS, do the project.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics - To co-operate and listen, to copy work down and to ask questions if they didn’t understand.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. What was the topic of the lesson? Did the learners find it relevant to their daily lives?</td>
<td>Afrikaans - Vocabulary for the exam.</td>
<td>Mathematics - Data handling.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EMS – No topic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics - Data handling.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 11: SEMI-STRUCTURED INTERVIEW QUESTIONS

SEMI-STRUCTURED INTERVIEW QUESTIONS

1. What does it mean when a learner is being responsible?
2. What does it mean to hold a learner responsible?
3. Why do you think the learners are responsible in this school?
4. Why do you think the learners are not responsible in this school?
5. What is inclusive education?
6. What are the challenges and assets regarding the QBE system?
7. How does the schooling system prepare learners to become responsible?
APPENDIX 12: INTERVIEW WITH DEPUTY PRINCIPAL

INTERVIEW WITH THE DEPUTY PRINCIPAL IN CHARGE OF SCIP (RAW DATA)
19 November 2012
(Resumed in December after an interruption)

Interviewer: Sir first of all thank you very much for doing the interview I really do appreciate it.
Whatever you say will be kept confidential I am the only person that will know about it and, if you want
to use a learners name then I will just make them person one or person two. So you can do that....

Interviewer: Okay.

Interviewer: It is fine because I can refer to someone that was in my observation or in my (uhm)
questionnaires of the teachers or learners. My first question: What does it mean when a learner
responsible to you? What do you think that means?

Interviewer: If a learner is responsible you can say that they are accountable for their actions. They
do understand right from wrong and can follow instructions clearly.

Interviewer: Okay so the physical behaviour that is being responsible? So if they don’t do their
homework they don’t listen...

Interviewer: That is irresponsible.

Interviewer: Okay what if they know what is right and what is wrong and they still do the irresponsible
thing?

Interviewer: It ties up with accountability.

Interviewer: Okay

Interviewer: So they need to be held accountable for it they need to understand where, what went
wrong and this is what I need and the consequences and I think they are responsible enough to
accept the consequences and so that makes them responsible.

Interviewer: So do you think the learners in this school are being held accountable, for their actions?

Interviewer: Not all the time. no

Interviewer: Okay explain.

Interviewer: At times because of the situation we have, they are allowed certain leeway; we are a
school for the individual: we cater for learners’ problems that they have, whatever the issue may be.
So, before handing out a punishment or holding them accountable for something, we need to
understand; what are some of the extrinsic factors that caused them to be [late], not to do their
homework, for example.

Interviewer: Okay

Interviewer: So we look at those factors and it, the child could still be responsible but because of
those extrinsic factors not complete a task even so at that stage we won’t hold them accountable.

Interviewer: Do you think that they sometimes use those external factors as uhm how can I say as a
crutch?

Interviewer: As an excuse...

Interviewer: Yes as an excuse...

Interviewer: They do they do, but it is our job to find out and to assist a learner through and if we find
it happens on numerous occasions then we need to stop it.
Interviewer: Okay so how many do you see as numerous occasions, one, two, three times, four times?

Interviewee: (Uhm) it depends on the learner.

Interviewer: Okay so...

Interviewee: It depends on the learner

Interviewer: Depends on the learner they have different punishment

Interviewee: Different punishment.

Interviewer: Okay so do you think that some learner might think that is unfair? That this one gets this type of punishment and I don’t...

Interviewee: They are all not the same; they all don’t have the same issues...

Interviewer: Okay

Interviewee: So they understand that they are dealt with on an individual basis. If we find that there are no other factors that contribute to their misbehaviour or irresponsibility, then we treat everyone alike.

Interviewer: Okay

Interviewee: Sorry mam can we just stop for a few minutes

Interviewer: No problem sir....

Interviewer: Something you said was that you guys take individual needs, that you punish them that way....

Interviewee: Yes

Interviewer: Do you think that, that is sometimes a negative thing?

Interviewee: It could be, it could be but we try to... bring it out in a positive light.

Interviewer: Okay, how do you do that?

Interviewee: For example if two kids didn’t do their homework, what we first try to find out what was the cause for you not doing your homework. I am taking a very simple example...

Interviewer: Okay

Interviewee: Generally this works better than with the more (uhm) serious incidents like fighting and so forth, but if you go through the background and understand why the kid did not the homework taking into consideration that most of our kids, I would say 70 % of our kids come from broken homes...

Interviewer: ummm

Interviewee: Where they are not staying with the mother, the mother and father are fighting, going through a divorce, it impacts on the child being at home. So, for a kid that is in a stable environment who did not do his work, for that child the full punishment should count. For the child that was subjected to a family feud for the day where the mother and father are going through this divorce, and the child is torn in-between, I don’t see how we can really impose on the child doing the homework.

Interviewer: Okay

Interviewee: So yes, the child will be given not punishment but back-up support, or given support in the sense that “why don’t you stay in during a break or after school and complete your work”.

Interviewer: Okay
Interviewee: Not seen as a punishment, but seen as “we are here to support you”.

Interviewer: Okay

Interviewee: “If you can’t do your work at home, we will help you here at school”, whereas a kid that did not do their homework we can tell a kid that you are now on a Friday detention, and if the kid says, “How is it that so?” and so got away with it, we explain, “This is your situation, and this is that person’s situation.”

Interviewer: Okay do you have kids saying why?

Interviewee: No, we do, and then we bring them in the picture [of other special cases], but we don’t tell them all the details, but we give them a brief scenario: “This is what you are going through and that is what this person is going through. Now do you think it is fair that this person gets the same punishment?”

Interviewer: Okay

Interviewee: And if that child feels, yes, the [other] child should get the same punishment, and then we look into it further, and we always open it up [reopen the case] in the next event. [If you do something [similar again], you can’t give us this [same] excuse.

Interviewer: But (uhm) you are saying let’s say there is something wrong with their family, or their family background or whatever. (Uhm) how do you know that, that child is not just saying that.

Interviewee: Because well we check, we always do a check.

Interviewer: Okay you double check

Interviewee: And you

Interviewer: You make sure, (Phone rings) you know the type of kid that you have.

Interview resumed on 6 December 2012: 11:00–11:30

Interviewer: Right, something you said previously was that you have individual punishment for individual learners, and they use it as an excuse. [Do] you go and check up with the parent; is it truly happening? Now my question: do you think that the parents sometimes use the excuse they have to make it worse than it actually is? That their child cannot [do the work]? Get out of the situation, not get punished?

Interviewee: Some parents, yes, will make excuses for their kids, but then we get to know the parent over a period of time. So you know who to listen to, who not to listen to and to judge it from there. With basically you will have to know the parent and the child before you make a call.

Interviewer: So if you the parents are chancers, what do you do then if they come with their excuse:

Interviewee: My boy had whatever.

Interviewee: Then it goes with the punishment we have here...

Interviewer: So the child is given the punishment? So you need to know.

Interviewee: For example, (uhm) if you take a kid that is absent on a regular basis [and] the mother makes endless excuses, which we know that the excuse have no substance to it, So that kid has the punishment per that code of conduct. If he does follow through with that [behaviour], he knows he has letters built up for detention and future suspension.

Interviewer: If kids don’t show up to detention what do you guys do?

Interviewee: Generally if they don’t show up to the first detention we notify them about it the following detention they have to basically the next two weeks they have to sit in detention. If they don’t attend that we will call the parents in and we will suspend a kid within house suspension for a day. Work given go home get sorted out, but it is always with a letter of warning that goes in their file.
Interviewer: They will always have a letter of warning or a letter of this is what happened. So a written warning?

Interviewee: So the kid doesn’t see it as a spur-of-the-moment ‘you just gave it, it has no substance to it’. There is a letter: everything is put down in black and white and they have to follow that rules.

Interviewer: Right (uhm) why do you think the Grade 9 SCIP learners are responsible? What do they do that makes them responsible?

Interviewee: Number one I think you are looking at a little sense of maturity. It is now the second year that they in, in that phase, and they are no more seen as the babies. So they need to show that sense of maturity in order to handle so to speak handle the Grade 8’s. So one (uhm) they seen as bigger than the Grade 8’s. The Grade 8’s will look up to them so they are going to be responsible in that way. Two they, they are now accustomed to the rules of the school, most of them I won’t say all most are accustomed to. So that is what makes them slightly more responsible I think. And with the support that the teachers have given them and with the rules and consequences for certain actions. So that is why you will find some kids will be responsible and others not. Those kids that are not responsible are those who have been given leeway by certain educators.

Interviewer: Okay

Interviewee: So for those educators that overlooked for example the child wants to leave early or walks in and out of the class those educators don’t sort it out in Grade 8 you go to Grade 9 they still have the same modus operandi. They know this educator: all I need to do is just a certain thing with an educator and I am sorted out. He doesn’t contact the office, he doesn’t contact the parents and because I am getting my work done he is not worried about my behaviour. So those kids have become problematic.

Interviewer: What about if they have a different educator in Grade 9, how do you explain why some of them still then. The ones that cause problems usually?

Interviewee: Because they were given that leeway in Grade 8...

Interviewer: But it is a different educator, so?

Interviewee: Ja but they already accustomed to...

Interviewer: That specific ...

Interviewee: So if that new educator doesn’t set the rules and put things into place immediately in the start of that year you are fighting a losing battle...

Interviewer: True but...

Interviewee: And if you are not consistent with these kids...

Interviewer: Hmmmm...

Interviewer: You lost them already

Interviewee: So you have already answered the question (uhm) why are they not responsible because they are given leeway...?

Interviewee: Yes

Interviewer: What other reasons are there that they are not responsible?

Interviewee: Number one because there is no major consequence (pause) on the spur of the moment, not on the spur of the moment as soon as that (uhm) action takes place they transgress any rule. There is no immediate action in the sense that the educator will leave it because they are busy I will come back to it either at the end of the day or the next day or sometimes at the end of the week when they remember. Now at that stage it is too late to reprimand or if the person is brought in (uhm) to
complain and if I was too busy at that stage to sort it out I will sort it out at the end of the day. She already lost that effect because now it’s (pause) especially for the kids that it’s ADD or ADHD...

Interviewer: Hmmm

Interviewer: They forgot...

Interviewer: You need to sort out (uhm) at the time when it happens, and most of the cases you can’t leave the classroom to get it done. (pause) But it is the educators themselves as managers of that class to manage that situation first and if they don’t manage the situation first in the class. Then the rest of the class see it as we now can take advantage of the situation. So you’ve got one kid that set the (uhm) trend. I need to say this for that teacher to get upset for the lesson to be derailed. I need to do this for that teacher to derail the lesson. Kids pick up on this very quickly, so all you need is for one kid for example in my class to say: (uhm) I saw this insert on National Geographic and I start talking about the science aspect of it and then we forget about the Math and then they feel okay he did it in the first day, the second day they do that but you know the reason why you went that way is that in your lesson not only are you concentrating on the content but you also need to empower them about the general knowledge. Which they see it as they are getting a free but you know what you are doing so you bring them back it has to be done very tactfully but if you let it happen all the time then I think you are fighting a losing battle.

Interviewer: Something you said was that teachers have to manage their classrooms. Are there set rules for all teachers as you need to do the following in every single class or are the teachers just winging it. I do this in my class the other class teacher is going to do this...

Interviewer: There are set rules that we need to follow. There are set rules at the school, there is an ethos out, as well there are rules that you (as educator at this College) know, for example...

Interviewer: Do all teachers see the ethos?

Interviewer: But (uhm) every meeting, in the beginning of the year when we have those meetings. I don’t know if you remember but at one stage when we spoke about no electronic devices allowed in the classes, no cell phones no head ear phones nothing no electronic devices. Right it is agreed upon then you get one teacher decides my class is quiet now let me reward you by you can listen to music. So you listen you already broke that first rule...

Interviewer: Hmmm, true

Interviewer: You broke that rule because you want to reward the kids, which is not seen as a bad thing but do those kids understand that in the next lesson...

Interviewer: They can’t do that...

Interviewer: So when they are going to that class that teacher is seen as, no you are just being nasty...

Interviewer: Hmmm true

Interviewer: Which is strict, so automatically the kids like the first teacher...

Interviewer: Because...

Interviewer: But don’t like the second teacher so they don’t perform in that class because now we have hatred towards you...

Interviewer: Hmmm...

Interviewer: And that goes up to a hatred towards the subject and then because the first teacher saw okay now this is working well in my class, not realising I am teaching languages and if they are reading a book, it is fine for some of them to listen to music but not realising we are going to the
maths class the next period they cannot focus, by listening to music and that is what the kids don't understand.

Interviewer: Hmm...

Interviewee: So the teachers are at fault here...

Interviewer: True I agree...

Interviewee: One cause you broke the rule for you convenience...

Interviewer: Hmm...

Interviewee: But not realising impact you had on the other teachers, so, and then when it becomes a problem the day, you say, "No, it's not allowed because you have to do this," the kids start acting out...

Interviewer: Hmm...

Interviewee: And then it's "I don't know what to do anymore" [educators], but if you follow the rules that was set in place and you're consistent with the rules...

Interviewer: Using them...

Interviewee: Everyone. For example, it's a set rule, it's a given rule no learners to leave the classroom directly after break but how many kids do you find walking around after break?

Interviewer: They do yes...

Interviewee: And you send the kids back to the class, now I stop punishing the kids go back to the teacher and say why did you let them out?

Interviewer: Ja... It's not the kids fault...

Interviewee: And the response is but the child needs to go to the bathroom but you as an adult know as an educator know it was break; enforce the rule you don't go. Learners get into the routine I go during break...

Interviewer: Hmm... So I think we need to sit down with the teachers in the beginning of the year and say this is what we need to do in order in your classes.

Interviewee: But the problem is...

Interviewer: They are not using it...

Interviewee: You accept during the meeting but...

Interviewer: Doing it applying it, oh, that is another thing yes, but with regards to cell phones don't we kind of miss the learners if we don't get to what they are using now. Like if we use cell phones as a teaching method would that not rather get to them then saying no cell phones at all?

Interviewee: I am all in for technology...

Interviewer: Then why do you have the rule of don't have any...

Interviewee: Because you need to manage it well and not everyone man..., for example bringing a iPad into a class, if one is having a iPad so let's download or set work and we are going to read everything from there. You still do your normal teaching it doesn't work that way. You need to integrate it properly into your teaching...

Interviewer: Hmmmm...

Interviewee: Like your cell phone what strategies or mechanisms do you have in place to ensure that the kid is using the cell phone for the purpose intended okay? It's good if we all say cell phones are
being used, technology is being used but if you have a means for example going onto Google and
they use applications that are going to enable the teacher to now create (uhm) a group where in the
class as you are working through you can monitor on your cell phone you can monitor what you are
doing and it's absolutely fine but if you are going to have a learner you are writing this essay use your
cell phone to translate...

Interviewer: hmmmm how do you know they are going to?
Interviewee: Exactly the kid will be writing and decides I will just bbm quickly...
Interviewer: Hmm
Interviewee: Or I will do this let me (uhm) just check what else is on the internet let me just send this
message and that and then you've got no control over that, but if your lessons are well structured and
you utilise the technology for the benefit for the learner for that lesson by all means.

Interviewer: So teachers need to be more empowered as to use technology...
Interviewee: Exactly...
Interviewer: To in classrooms...
Interviewee: Everyone can use a cell phone any teacher can just walk in today we are doing opstel
and this is what I want you to write and take out your cell phone and use the translate ...
Interviewer: And then it's not used...

Interviewee: And then at the end of the day you just walk and just check one or two people and then
you walk out and the next day you come in and five learners are put on detention because the work is
not complete but in that lesson did the teacher check...

Interviewer: Hmm...
Interviewee: That the work is being done, and at the end did they set the condition that at the end of
the period you should have written at least a page...

Interviewer: Hmmmm....
Interviewee: And if it is not done at the end of that lesson, the learner should be reprimanded...
Interviewer: Immediately...

Interviewer: Like you said...

Interviewee: Ja, not the next day ja....
Interviewee: Not, not leaving it for later. Okay (uhm) (pause) What is inclusive education? For you?
You don’t have to text book definition.

Interviewee: Inclusive education is basically (ugh) providing education for all types of kids in one
environment. (pause) So it’s like having a learner with ADHD a dyslexic learner, a physically disabled
learner. You don't discriminate against a learner but you provide an education in that classroom. So
everyone is seen as equal but you structure your lessons according to the needs of learners. So if I
am teaching (uhm) time tables I know that the learner with poor eye sight I will bring that learner to the
front. A learner that is hard of hearing I will make sure that I look at him while we are doing the work
(uhm) ADHD or ADD kid we make sure that that kid is kept occupied with the intended work. So you
look at you deliver that lesson but because it is small classes you are able to provide the individual
attention what we should be doing. So your lesson is not only structured timetables we do it on the
board get your work done and it’s done we check with the needs of the learner and you accommodate
those needs.
Interviewer: Do you think it might be difficult, especially in a public school were they have fifty kids in a
classroom, they will be able to do that?
Interviewer: Inclusive education in my personal opinion will never work in a classroom with more than
twenty, never...
Interviewer: And if you don't have the right resources, as well...
Interviewee: That's it as well. Inclusive education is good on paper...
Interviewer: Yesss....
Interviewee: But in practise, practically it works excellent in very small classes...
Interviewer: And if the teacher is trained to understand what's going on...
Interviewee: That is it, and you need to have a workload such as that you can concentrate on
delivering the content and not worry much about the paper work to follow.
Interviewer: So we need administrative staff...
Interviewee: Staff...
Interviewer: To help us with it...
Interviewee: Exactly...
Interviewer: In class, okay...
Interviewee: Then...
Interviewer: So one teacher alone can't do...
Interviewee: No, then it works out well, but if you are gonna say inclusive education in a class more
than twenty with the admin work and with forty five minute lessons, no. Then all you do is just window
dressing, the whole thing...
Interviewer: Hmmm...
Interviewee: The kids don't get what they should be getting.
Interviewer: Do you think we practise inclusive education at this school?
Interviewee: I think so.
Interviewer: In what degree do you think we practise?
Interviewee: I think it is at SCIP you, you basically fulfilling most of the criteria...
Interviewer: Like...
Interviewee: Like you are given that individual attention, because you've got a small class...
Interviewer: Yes
Interviewee: You should be giving that individual attention, the needs of the learners are seen to. You
have learners of different disabilities that are catered for and you also have this extra lesson that allow
that basically tops up on you started in class. So I think SCIP is more or less on track with it. You are
providing what you said should be provided. But it is still not one hundred percent.
Interviewer: Do you think (uhm) it will be better if a Grade tutor went to the learner profiles to know
that this child has ADHD this child has dyslexia and then sit with the teachers that they teach, and
then say this child has the following or should they not be informed because they will label the kids
more?
Interviewer: What we generally in the beginning of the year when we sit down with the teachers that
are teaching, I have already completed the Grade 7's we had feedback from the Grade 7 teachers for
the Grade 8's that come in, so we identify the problematic kids, the kids who have difficulties we bring
across these are the difficulties and this is how we handled them in the past, and this is how you
could handle them and what we try to encourage down here at SCIP is more informal meetings you
come to the staff room you sit down there and you discuss. So it is nothing formally done because as
soon as you create a formal meeting then it brings about irrelevant issues.

Interviewer: Hmmm...

Interviewer: Because then you harp among and you get side tracked of the most important issues,
but if you sit informally and you sit and discuss (uhm) today I had child A in the class and I did a, b
and c to sort him out with regards to his bad behaviour, walking around and not getting his work done.
Then the teacher next to you says, but I couldn’t get him to do this and because I told him to complete
the lesson and complete all the work I will him a sucker and it worked in your class. Then the next
teacher is like okay that seems to be working well so they take those ideas and incorporate it.

Interviewer: So they learn from each other?

Interviewer: And that’s what we try to encourage that in the staff room you come during breaks all on
your own time you discuss, we don’t say don’t discuss, discuss the learners in a positive note.

Interviewer: Ja...

Interviewer: Not complain about...

Interviewer: Yes so solutions instead of...

Interviewer: Problems and that’s what I think that’s what has been working quiet well especially and
you will see most of the educators that are in the staff room regularly, generally impart that knowledge
and it assists in developing them as educators and there is no issues in the class. So you will find it’s
a major, major plus instead of calling them in and we are having a formal issue we have this learner
these are the solutions to these are the problems to and then as soon as you touch on that one
learner then the educator starts and then you get side tracked and the so you are not you don’t in that
short space of time it is not profitable. I feel if it is more informally done where you take in knowledge
better.

Interviewer: Okay (uhm) regards to the OBE system. What are the challenges and assets according
to you and how does it help with responsibility? Or does it create more irresponsibility in the
classrooms?

Interviewer: Problem and that’s what I think that’s what has been working quiet well especially and
the kids, downfall in the sense that the (pause) the standard of education dropped. OBE works here
again well on paper, works fantastic in well-resourced schools and with properly trained teachers. It
works nicely. But to date I have not seen any school in the country that has actually kept up to all the
conditions of OBE. So the problems we are facing now I think it is because of the OBE system. The
kids were not ready the educators were not ready to accept it and it was done half-hearted through
so we had major problems. I think that is one of the reasons why we are also rated for the maths and
science 62 in the world I am not sure...

Interviewer: So...

Interviewer: I think of the 62 countries that participated in that survey we are right at the bottom.

Interviewer: So you said OBE created problems, what problems according to you did it create?

Interviewer: Number one is that (pause) we moved away from imparting knowledge where you
wanted the learners to create it the knowledge that was there but if they were not properly trained
they did not know how to do it.

Interviewer: Yes true...
Interviewer: And then we also watered down the syllabus to a stage where we work with the learners ability, but working with a learners abilities is a very tricky thing (uhm) a learner may be capable of an eighty but because of the learner is lazy and excepts that forty will never be pushed to an eighty. So OBE just catered for this is what you are gonna do and accept it and we move on.

Interviewer: So...

Interviewer: So you were not motivated...

Interviewer: You have no other extrinsic motivation so ja. So OBE had major, major flaws I think.

Interviewer: Any other problems with reading or writing or spelling or?

Interviewer: With OBE the system prior to OBE for example life science you would have been marked down for your spelling, right when OBE was incorporated (uhm) spelling was not a problem in other subjects it was only a problem in it was only seen as a problem in English or Afrikaans...

Interviewer: Yes...

Interviewee: The languages so you would have only been awarded marks or (uhm) demerited if it was a problem although it said that it was all integrated but you had to look at the specifics in that learning area. So one (pause) you only concentrate on certain aspects in that subject content but although in theory it had to be integrated and then you moved away where the teachers had for example life science you would have did earth and beyond (pause) so throughout the country all educators would have been doing different aspects of earth and beyond come all the way up and then in matric you have one common syllabus which was lost in Grade 9 and was lost in Grade 10 and now you are trying to cram in all those work in it’s a major difference.

Interviewer: Okay but do you think the whole spelling thing does not come with the whole inclusive by saying you should not be looking at the boys spelling if he has problems with spelling that is why maybe they...

Interviewer: But if he has, if he has problems with spelling in inclusive education it is the responsibility of the school to rectify that problem...

Interviewer: Hmmmm true ...

Interviewer: It is not like he has a problem with spelling accept it and move one then that is not learning and teaching...

Interviewer: True ...

Interviewer: You have a problem the reason why you are in school and the reason why you are in a certain aspect of that schooling environment is because you need to have that aspect rectified. So the school needs to look at ways in which to rectify it. If they cannot do it then they need to be outsourced to other people, but a kid cannot grow up with a disability; it is something that can be fixed that needs to be fixed. For example if it is a physical disability there is nothing the school can do...

Interviewer: Ja...

Interviewee: Yes but if it is a spelling problem I am sure that can be rectified...

Interviewer: Unless it is dyslexia...

Interviewee: Dyslexia you can still...

Interviewer: Severe dyslexia...

Interviewee: If it is severe dyslexia ja but if its dyslexia...

Interviewer: They can still get help yes...
Interviewee: You can still help there are cases were kids have improved...

Interviewer: Yes I have seen these cases...

Interviewee: So not like (uhm) this kid is dyslexic ...

Interviewer: O well...

Interviewee: Accommodate this kid this kid will be given all these concessions, the kid is going to grow up thinking I have this major problem these are the conditions set aside to help me with my problem just not even to assist to help with the problem but just to manage it...

Interviewer: Hmmmm,...

Interviewee: Then you go out in the real world and you are not given those concessions...

Interviewer: Yes what do you do than...?

Interviewee: Then that child falls flat on his face...

Interviewer: So you don’t agree with the concessions that some of them get in the exams for reading and writing?

Interviewee: It has to be done to a certain level and then if the problem can then be rectified.

Interviewer: If it can’t then they need concessions?

Interviewer: Yes...

Interviewer: So you actually saying that you think that the OBE put that low standard down that you talked about, and then the learners are like: okay I don’t need to spell right so I am not gonna spell right.

Interviewee: Exactly...

Interviewer: So...

Interviewee: But these issues need to be addressed in the primary school...

Interviewer: Hmmmm,...

Interviewee: It has to come from the primary it is not all of the sudden you can’t I think you can’t develop dyslexia over a period of a year and suddenly just become dyslexic...

Interviewer: Ja it is something that comes....

Interviewee: It has been over a period of time...

Interviewer: Yes...

Interviewee: So it is not like now I need a concession I am dyslexic and then you play according to you know the assessment that is going on, ja it is easy to go with the system.

Interviewer: So you think primary school teachers should be better trained so that they...

Interviewee: Far better...

Interviewer: Note these things...

Interviewee: Far better...

Interviewer: When they come to high school we know exactly what to do with them.

Interviewee: Primary school teachers should have some sort of knowledge of basic psychology...

Interviewer: Hmmmm...
Interviewer: That goes hand in hand psychology, remedial education that goes hand in hand with your teaching qualification. I think that is what will make an excellent foundation phase teacher. If they are empowered with those three things. They are the most important people...

Interviewer: I agree...

Interviewee: So if they set that foundation well with the kids, the high school teachers build on that.

Interviewer: But I also think high school teachers need to train...

Interviewee: They need it

Interviewer: Yes

Interviewee: They need it but I think it is far more important for...

Interviewer: Primary hhhmmmm...

Interviewee: Primary teacher to be remedially trained have some degree of psychology and their content.

Interviewer: So if I understand right you are saying that these kids are becoming more irresponsible because of the fact that they can use crutch I need the support....

Interviewee: Exactly...

Interviewer: I need this I need that...

Interviewee: If we encourage...

Interviewer: If we encourage with the OBE system ...

Interviewee: Their disability...

Interviewer: Do you think we do that at SCIP where encourages the disability?

Interviewee: I think so.

Interviewer: With all the learners or with some of them?

Interviewee: Some of them, because it's not for one what's required because at this stage you can't fix it, it's too late. Unless the parents are okay with it where if a child does not make it through this year we are here to rectify the problem and we can always rectify it in the year to come. So it depends we can solve the problem now, if it takes two years then if they are prepared to hold the child back to help him, then ja, and that is what they are doing now with one kid. The kid is actually being held back because not because we have to, he was kept back one year, the kid failed a year but because of parent knowledge there is a problem and we help this kid and that is what we did. Helped the kid.

Interviewer: You are talking about holding back to you think that problem is also that the department of education just puts people through? They are too old for this Grade, that is also causing problems of the bad results of the reading and the writing and the...

Interviewee: A major problem, a major problem...

Interviewer: So you think they should fail if they...

Interviewee: If they deserve to fail they need to fail. Deserve in the sense that they not meet the minimum requirements now they did not meet the minimum requirements, because there is a problem. Number one (uhm) the work done throughout the year hasn't been done properly with the kid because if you found in the second term this kid is failing as an educator what did you do with the results in the third and the fourth term, and if you couldn't get anything done then you failed as an educator. But if you did everything in your power with school and everything to help the kid pass and he still didn't then you need to go back and analyse what was done to help the kid why wasn't it why didn't the kid achieve the results and look at an alternative, but I think by the second term everything
should be analysed the educator should know that the type of learner he has in class and what do to
do assist the educator that learner.

Interviewer: So it should be the problem should be noted earlier than later?

Interviewee: Hmmm well there is always contingency plans you have in place...

Interviewer: Hmmm...

Interviewee: So the learner is poor in algebra in the first term, second term he tested to poor I need to
identify which aspects and what am I going to do to resolve. If I cannot resolve it I need to liaise with
my colleagues that teach the subject and then see which strategy works should the kid be referred to
a therapist, psychologist and how did you go with helping the child.

Interviewer: So it is once again teachers need to follow through the procedures that were set down,
for them?

Interviewee: And I don’t see how it is that you cannot do it in a small classroom environment if you are
in a government school...

Interviewer: It is very difficult...

Interviewee: Very difficult when you are teaching maximum fifteen in a class...

Interviewer: It’s possible...

Interviewee: It should be...

Interviewer: To be able to do that then, okay last question the schooling system do you think prepares
them to become a citizen of South Africa? A well rounded citizen who can contribute to society to the
economy to everything?

Interviewee: No

Interviewer: Why do you say that?

Interviewee: Because of all the other issues we discussed...

Interviewer: The OBE and the...

Interviewee: The child cannot stand on his own two feet when they are out there because they have
been babied all the way through, and two because of the quality of education they receive. So when
they go out in the real world out there it’s first year in university bomb out because I don’t have the
necessary life skills in place. So Life Orientation is excellent but it needs to be implemented well...

Interviewer: Hmmm...

Interviewee: So if you have if you have an aspect of Life Orientation that is out there you teach it
there should be some sort of practical activity with it, where learners should be given opportunities.
Like number one job shadowing is excellent, but job shadowing should not just be done in one year.
Job shadowing I think if it is introduced in Grade 9...

Interviewer: When they need to choose their subjects...

Interviewee: They choose their subjects in Grade 10 you follow up Grade 10 you feel okay I have
been in this environment let’s say for example a kid wants to become a teacher so in Grade 9 he job
shadows a teacher. That needs to be followed up in Grade 10, but not with the same educator in a
different school, different environment then you move onto 11 and then you know by the end of Grade
12 when I do pass matric when I am going in university I am ready for the certain drawback that are
there. So when studying I know this is what I should expect...

Interviewee: Hmmm...
Interviewee: And it also be with to tasks that are set out in class, if in university you are let on your own...
Interviewer: Yes.....
Interviewee: To sort out certain things it should be phased in and not automatic Grade 12 you go because in Grade 12 the teachers are they see you can’t draw properly let me help you with this....
Interviewer: O ja....
Interviewee: And another thing I go to university and you are doing this and the lecture says you are on your own...
Interviewer: Yes, they are not gonna help...
Interviewee: Then you bomb out. My hand was held through all the way and now that’s why I drop.
Interviewer: So you think that they need to kind of how can I say (uhm) ...?
Interviewer: You need to....
Interviewer: Support them but they should (uhm) minimize the support as the children grow up?
Interviewee: So basically university and schools need to work hand in hand...
Interviewer: Yes...
Interviewee: This is what we require in university this is what you should be doing in school to get the kids ready to meet up with the standard.
Interviewer: I think they should also (uhm) be with the job market because a lot of them won’t be going to university, So the job market should say we have noted that the kids are not ready for a, b, c, and d and in schools you need to prepare them for that?
Interviewee: Ja that’s what OBE I think intended to do...
Interviewer: And it didn’t do it that way...
Interviewee: Because it wasn’t properly thought of implemented...
Interviewer: Because of the resources and the training and the...
Interviewee: Resources the dynamics of the country and in your first world countries it works I think it works well...
Interviewer: Same with inclusive education if we have the resources...
Interviewee: Resources it works well...
Interviewer: It will work really, really well...
Interviewee: That is why you will find it only works well in certain schools and others it’s working out...
Interviewer: Well we have resources...
Interviewee: You can’t go to a rural school and say you want OBE done you want inclusive education done and these kids that come in now are going straight to university these rural kids will never manage, So you need to have those in place I think in order to facilitate.
Interviewer: But I think we need to also try and minimize the gap between rich and poor because poor schools are gonna always get the same crappy education and rich schools will always get the better education and will never get stability...
Interviewee: And I don’t see happening...
Interviewer: It is very difficult...

Interviewee: Unless you bring out an education system that includes that incorporates all those drawbacks and caters for everybody.

Interviewer: And if we don't get that in place then

Interviewee: We are still; we are still gonna be rated bottom in the world, but top in Africa which means....

Interviewer: What does that mean, ja...because Africa doesn't have a very good education system? Is there anything else you would like to say or ask or include or?

Interviewee: I think that your research in investigates is touching on the essential points and if it brought were something can actually be done about it...

Interviewer: Yes

Interviewee: It's fantastic

Interviewer: My aim is actually to after the research is done to implement what I found in the school so that we can create more responsible learners.

Interviewee: I think that will be fantastic, and then you are making a major difference.

Interviewer: Yes that's the aim I am trying to make.

Interviewee: I hope that if everyone thought in that line we wouldn't have an issue in education

Interviewer: Yes, true but thank you very much sir

Interviewee: Good work
APPENDIX 13: INTERVIEW WITH THE PRINCIPAL

INTERVIEW WITH THE PRINCIPAL OF THE SCHOOL (RAW DATA)
28 November 2012
11:15–11:45

Interviewer: Thank you very much for doing this interview with me, everything that you will be saying will be confidential so if want to use learners names then I will make them participant one or two, and you can say whatever is on your heart... (laughs)

Interviewee: Okay

Interviewer: I won’t report it to them; my first question is what does it mean if a learner is responsible, to you? What...

Interviewee: (pause) shhh to me it means the learner is accountable for his actions, (uhm) in other words is aware of what he (pause) should be doing, what he is doing and of any difference between what he should do and is doing.

Interviewer: Okay

Interviewee: And then must accept that he will be held accountable, or she will be held accountable. She... he or she would have to explain the reason for the difference, and accept any consequences for the difference.

Interviewer: Okay so what if a child knows the difference between right and wrong, but still does not act responsibly.

Interviewee: (Pause) That, that is the teachers job to then point out, that what you are doing is counter to what you should be doing (pause). Alright there is a difference, okay you can be, you can know the difference between what you should do and what you shouldn’t do and what is acceptable and not acceptable behaviour, but it doesn't necessarily mean that you have realised that you behaviour falls under the unacceptable part.

Interviewer: Okay

Interviewee: Okay, but that I don’t see as part of responsibility.

Interviewer: Okay

Interviewee: Okay, for me responsibility is, I must (uhm) okay uuu I am achieving thirty percent for English I should be achieving forty percent. Okay why is there a difference between the two? I haven't submitted all my work (uhm) and I have missed out on three assignments so I must accept the consequences of that...

Interviewer: mmm Okay

Interviewee: Then I am responsible.

Interviewer: So if you stick to the rules that an institution will give you. You are responsible? So if the school says you should (uhm) wear a specific uniform or you should be on time...

Interviewee: Yes you are action responsibly then because you've, you've you've understood the difference between acceptable and non-acceptable.

Interviewer: Okay

Interviewee: behaviour as you have indicated, but you also (Uhm) (sigh) you have kept to the behaviour that is expected. So if you wear the uniform or if you hand in the tasks you if you do everything you are acting responsibly (pause) alright

Interviewer: Okay
Interviewee: On the (Pause) if there is a dividing line between responsible behaviour and non-responsible or irresponsible behaviour. You are on the responsible side, right and I think you can then get levels of responsibility thereafter.

Interviewer: Okay

Interviewee: Okay so it would be responsible for me to wear correct uniform to submit all my tasks. (Uhm) If I plan ahead (pause) and see that in the two weeks' time that I am going to get unstuck because there is too much work for me to do all in one day. I would be even more reee would there would be a shade of responsibility that tells me that I must start working now already so that I can cover all my work.

Interviewer: Okay so a personal responsibility?

Interviewee: Yes they should...

Interviewer: They should have ...

Interviewee: That's it ja ja ja!

Interviewer: Okay (Uhm) I wanted to ask you something now, but now I don't remember what it was. Okay let's go the next question. What does it meant to hold a learner responsible?

Interviewee: To hold them accountable, to point out to the child there is a dif... between, there is a difference between what you are doing and what you should be doing between what you know if we accept the part that you've got between accepting what is right and wrong the rightness and the wrongness is part of responsibility of realising that my behaviour is falling on the wrong end of the wrongness side of, of responsible behaviour. (Pause) (Uhm) and then (pause) accepting consequences for it.

Interviewer: Do you think that kids could be responsible in certain situations and then in others not?

Interviewee: Yes

Interviewer: In what situations would they be more responsible according to you?

Interviewee: (Pause and sigh) (uhm) (Pause) The child who works for me in the class. Who does his work in class while I am there and is behaving responsibly at that stage is doing work at that stage. Is behaving responsibly?

Interviewer: Okay

Interviewee: As opposed to... right so we got child A that sits in front of the class and does his work all of the time. (Pause) child B sits in class who does his work (Pause) most of the time if I look at him, he does his work. Right so (pause) both are responsible in terms of their behaviour. Child A goes home and actually does the homework and does further revision exercises. Child B: "I forgot my homework. I didn't have time to do it" So in class he is behaving responsibly, Okay...

Interviewer and interviewee: But not at home...

Interviewee: Because he doesn't have the direct supervision.

Interviewer: So some kids don't act responsibly if they are not held responsible?

Interviewee: That's it!

Interviewer: Okay so that is what you are saying?

Interviewee: Yes

Interviewer: Okay (uhm) why do you think the Grade 9 SCIP learners are responsible?

Interviewee: Grade 9 (pause) that is Child K's group?
Interviewer: Yes
Interviewee: Are you trying to get me to identify...
Interviewer: Why are they responsible? Or why are they not responsible?
Interviewee: So in other words the instance of them showing responsibility?
Interviewer: Yes
Interviewee: Responsibility?
Interviewer: Yes what do they do that makes them responsible?
Interviewee: Alright (uhr) I don't know the group well. I must I must tell you that. I don't know them well at all. I taught them last year one period a week (uhr) for social skills (uhr)
Interviewer: What, what the deputy principal said. What you hear he says or what other teacher say regarding them and what you experiencing, even if it is very limited.
Interviewee: (long pause) (uhr) I am I am stumped (uhr) okay I am now thinking of (pause)
Interviewer: Specific kids...
Interviewee: Specific kids okay. Children children that I know but bbbb uhm uhm I know them mainly because of poor behaviour that have been referred to me...
Interviewer: Okay so there is no child...
Interviewee: No no no but you will get somebody like child k for instance...
Interviewer: Yes
Interviewee: Who will push me and push me and push me and then when I at the in other words he knows his behaviour is wrong he is doing it purposefully because he knows I am going to respond negatively at a certain stage. Just before I explode, he will say: "I am just joking sir!"
Interviewer: Okay so they use excuses to not be held accountable for their actions?
Interviewee: They that's it that's it alright. So he, so he clearly can distinguish between right and wrong behaviour. Between good and bad behaviour. Ahhh he knows how to manipulate people and he he knows body language well enough to know at what stage the person is going to start reacting negatively towards him and then he uses excuses. He can then manipulate the situation again so that he is not held accountable for his actions.
Interviewer: Do you think (uhr) the fact that they use excuses shows us that they are not being held accountable for their actions, cause it seems like a lot of them use so many excuses and they get away with it?
Interviewee: (pause) I think (pause) I think that they are very good at manipulating people.
Interviewer: Okay
Interviewee: Alright they know what responsibility is they know that they can be held accountable for their actions, but because they are very good at manipulating people they come up with an excuse with added mitigating factors at the last moment.
Interviewer: Okay
Interviewee: To prevent them from being held accountable.
Interviewer: If we know that....
Interviewee: I also think, sorry I also think a number of them have acquired this as a social skill, because of their history of who they are where they come from; their whole (uhr) and quite a number
of them had very negative primary school (uhm) experiences, have needed these manipulation skills
in order to survive.

Interviewer: Okay

Interviewee: Alright so the child hasn't performed all the way through primary school. His problem
ADD, ADHD, dyslexia or whatever has not been diagnosed at any stage and suddenly at the very last
moment grad 6, 7 its diagnosed but now up to that level he has been treated as an idiot as an outcast
assss the strange child as the naughty child. In order to cope in his own selfless his own in his self-
esteeem. He's learned manipulation techniques.

Interviewer: Okay:

Interviewee: Alright so that...

Interviewer: So it's a coping mechanism?

Interviewee: It's a coping mechanism he has learnt to manipulate other people so that his self-
esteeem doesn't suffer every time because of it.

Interviewer: Okay

Interviewer: Right (uhm) and (pause) because of that he can prevent himself from being held
accountable.

Interviewer: So do you what type of environment do you think we need to create to stop the
manipulating, so that they realise it is not going to work and I am accepted for who I am?

Interviewee: Well self-knowledge

Interviewer: Okay

Interviewee: Right they (uhm) I don't think the kids have that...

Interviewer: So they don't have self-knowledge?

Interviewee: Uhm they are entirely dependent and I am not just talking about the Grade 9 SCIP so I
am talking about...

Interviewer: Everyone else, yes!

Interviewee: Majority of our kids SCIP and even at top school. Majority of the kids have an issue
somewhere along the line, I mean that's why they...

Interviewer: They...

Interviewee: Are here...

Interviewer: Yes that makes sense, yes!

Interviewee: (uhm) (pause) Sorry what was the I am lost now (uhm)...

Interviewer: My question was what environment we need to...

Interviewee: Okay what...

Interviewer: Not create for...

Interviewee: Okay

Interviewer: For manipulation? Yes

Interviewee: (Uhm) they need to okay, they've always depended on other people...

Interviewer: Yes
Interviewee: For their own self esteem...
Interviewer: So
Interviewee: Because of who they are...
Interviewer: Good or bad...
Interviewee: That's it!
Interviewer: Okay
Interviewee: Because they, they come from where they come from they've been treated as outcasts as (pause) ja outcast on a number of levels behaviour because of poor behaviour, intellectually because they aren't achieving, emotionally because of parental divorce the fact and the situation whatever. (uhm) they come to our come to us and now suddenly we want to create an environment in which they can start growing intellectually, emotionally (uhm) (pause) but they, they are so insecure in themselves that they depend on outside factors to build their picture of themselves.
Interviewer: Okay so external locus of control.
Interviewee: That's it.
Interviewer: Okay.
Interviewee: (Uhm) (pause) and (pause) if we now hold them accountable (pause) which we should do, are we not destroying their external locus of control as well? Because they are dependent on our, us “to create an image of myself and as a partially successful child or more successful then I was in the past”. Which is why I say self-knowledge is important. Right which is why right in the beginning four years ago we started the process of target setting with the kids, because to me that is a very important part of the process is I must know what I am capable of, not what my mom wants me to do or what my gran who is paying school fees want me to do. I must know what I am capable of doing. (Pause) Right so and the target setting I think creates starts creating that atmosphere...
Interviewee and interviewer: Of a self-knowledge ...
Interviewee: Once we have the self-knowledge going, (pause) we can then start holding accountable (pause)
Interviewer: Okay
Interviewee: Right, because self-knowledge tells me what I am capable of, now (pause) if I am okay let’s take a completely stupid example if (pause) if I am a three leg one arm child. I am not going to fit into uniform.
Interviewer: No of course!
Interviewee: Right, so how can I be responsible be held accountable for not wearing correct uniform then.
Interviewer: Because then...
Interviewee: It's an external factor?
Interviewer: Yes
Interviewee: Okay right, (uhm) and that's how I have always seen myself as the three legged one armed child so I can never be held responsible for wearing the right uniform I am an aberration I don't fit into the social norm of what is acceptable.
Interviewer: Okay
Interviewee: Right now I, we must create a different image of the child for not to for the child with the
child create a more realistic image of himself as two legged two armed. The moment I see myself as
having two legs and two arms I can conform to social norms and I can then be held responsible.

Interviewer: Okay

Interviewee: you understand what I am saying?

Interviewer: Yes I understand what you are saying it is difficult to break a habit, don't you agree?

Interviewee: Ja

Interviewer: So if I always see myself as a three legged one arm person, even if people try and give
me a better self-knowledge. It is going to be very difficult for me to. So have you seen people, who
came from this I am horrible and getting the self-knowledge and getting over the barrier that they
had? How many percentage of the learners have you seen?

Interviewee: (breaths) Okay uhm

Interviewer: Getting that right...

Interviewee: I can't give you percentage I can think anecdotally of a number of instances. There was
(uhm) o goodness I can't think of the boy's name. Three years ago. He was a ex SCIP learner came
from SCIP to top school at Grade 10 level, he kept on failing all the way through. Child T's brother.
Child T T. Child V's brother?

Interviewer: I don't know him...

Interviewee: Ag you won't know him. He kept on failing all the way through. (Pause) At the start of
Grade 11 he actually said please I need help. We identified reading as his major...

Interviewer: Issue...

Interviewee: Issue (pause) we got amanuensis for exams. His (pause) results improved and with it his
self-confidence, image improved and he became a very confident person. Despite the fact that father
rejected him the mother was absent. It was a very complicated home background but he grew beyond
that, because he was given assistance he was able to change with the correct self-knowledge that I
am not stupid because I can't read.

Interviewer: Yes

Interviewee: I am actually dyslectic and therefore I cannot read. Right...

Interviewer: I need to do the following to be able to...

Interviewee: That's it, that's it's okay (uhm) the boy (uhm) (pause) I can't think of his name the blond
boy two years three years ago. Very complicated family background again. He went into a service
station he was drunk he drank his father's liquor. Went into a service station held the attendant up at
gun point.

Interviewer: Shoo...

Interviewee: (uhm) walked off with a lot of money. He was so drunk that he collapsed outside the
service station and he was arrested immediately

Interviewer: O my...

Interviewee: Because he was so drunk...

Interviewer: Goodness...

Interviewee: Right (uhm) he went into a SANCA rehabilitation program. Came out of it after six weeks
and it was during his December and November exams. Went into SANCA for and we took his exam
papers to SANCA he wrote his exams there. He came out of SANCA a completely changed child. So
... much so that the public prosecutor said we are not going to prosecute this child for armed robbery. (Uhm) they put him into diversion program he was continued (uhm) rehabilitation sessions. (Uhm) He got his matric with two distinctions in the end.

Interviewer: Wow!

Interviewer: Right

Interviewer: So he overcame...

Interviewee: He overcame those issues but SANCA took him through the whole exploration...

Interviewer: Which helped him a lot ...?

Interviewee: Of who am I and what am I...

Interviewer: Yes

Interviewee: I am more than just my family and that those were two extreme situations. You’ve got people like Child Y, Grade 11. (Uhm) Joined us from a very religious girl's Jewish school. Very religious girls’ Jewish school. Tremendous issues in the beginning in the first two terms I think you know most of the father came in the girl with the body guard at one stage...

Interviewer: I don’t know about that...

Interviewee: Okay

Interviewer: (laughs)

Interviewee: (uhm) she didn’t fit in socially with the group. (Uhm) she didn’t want to fit in socially...

Interviewer: Okay

Interviewee: With the group (uhm) and (pause) then she accused the boys of making rude remarks to her.

Interviewer: Because she is very religious ...

Interviewee: That’s it!

Interviewer: That is the way she is going to view it...

Interviewee: That’s it that is how she perceived it...

Interviewer: Yes

Interviewee: The situation right (uhm) at a stage her father had body guards here for a day. (Uhm) to look after her...

Interviewer: Shoo...

Interviewee: To make sure that she is not (uhm) accosted at any stage. Any case (uhm) Teacher K was able to sit with her in a one on one situation and talk her through the process of what happens in a secular school and not a religious school.

Interviewer: Okay

Interviewee: That she can come from...

Interviewer: So once again self-knowledge being held to...

Interviewee: That's it and we received an email from her father yesterday (uhm) "A big thank you to all of you for your help. (Uhm) It was very difficult transition for child Y and it wasn’t always smooth. Thank you for all the extra efforts by yourself and your staff in helping us to get through this year in..."
the best possible way. She seems to have settled down; she was doing us proud this year academically already”.

Interviewer: That’s good…

Interviewee: So it’s again the thing of when she was when she was placed in a context and her and her self-image.

Interviewer: Yes

Interviewee: Was placed in a context greater one, she was able to start relating and she now has friends in the school as well, and because she has friends and she was positive about herself not as the outcast and there she was socially she was an outcast. She was able to not only achieve academically but she is now part of the group and she is functioning as part of the group.

Interviewer: Okay, so if they had more self-knowledge it can help, but then if someone has a lot of self-knowledge about “I have dyslexia, ADHD”, do you think that they can use that furthermore as an excuse?

Interviewee: Yes they can …

Interviewer: Have you seen instances like that? Where

Interviewee: Child SW…

Interviewer: They know a lot about themselves and now they starting using it as an excuse?

Interviewee: Child SW …

Interviewer: Okay what does what?

Interviewee: (uhm) Child SW knows he has encoding issues. I am not sure if it is dyslexia because the psycho educational report we got is just talks about Tyco tames, dissociations and it doesn’t tell me anything…

Interviewer: I have read it, I know yes…

Interviewee: Right it doesn’t tell me anything…

Interviewer: Yes

Interviewee: (uhm) but there are encoding issues yes there is difficulty in putting down on paper what he thinks.(uhm) He knows this and now he is doing one of two things he either withdraws from it the situation I saw it again now at the end of the year when I took Teacher K’s class. He withdraws from the situation.

Interviewee: Hmmm

Interviewee: He sits and picks his nails …

Interviewer: O yes…

Interviewee: For 40 minutes he would pick at his finger nails.

Interviewer: Or draw something or …

Interviewee: He doesn’t even do that, he didn’t even do that it was literally doing this the whole time with his finger nails. Just not doing anything. Child S why aren’t you working?” “I don’t understand sir” Child S what don’t you understand about who are the main characters in the play? “O is that what it said I couldn’t read it sir”

Interviewer: Instead of asking for help, he would rather sit and withdraw himself?

Interviewee: That’s it. Last year Child S was capable of reading aloud in my class, suddenly…
Interviewer: But the moment someone told him...
Interviewee: He can't. He can't read aloud in, in class.
Interviewer: Okay
Interviewee: (uhm) He is manipulating the situation to avoid failure.
Interviewer: Yes
Interviewee: But at the same time he is setting himself up...
Interviewer: He is going to yes ....
Interviewee and interviewer: Up for failure.
Interviewer: Alright so it becomes a self-fulfilling prophecy for him.
Interviewer: Do you think the majority of them use it as an excuse? Or do they take the self-knowledge and then go and use it to make the situation better?
Interviewee: Okay so I am the glass half full guy (uhm)
Interviewer: So you see the positive?
Interviewee: I think (uhm) if it is for the one child out of ten that takes that self-knowledge and improves on himself and is able to accept responsibility then then we have won.
Interviewer: Okay right we have already answered why they don't take. Okay to you what is inclusive education?
Interviewee: (Sighs) Okay I am not going to give you the education departments' views and political views.
Interviewer: That's why I am asking you (laughs)
Interviewee: To me inclusive education taking children from a variety of backgrounds, variety of (uhm) academic abilities, social abilities, physical abilities and giving them the best possible schooling that we can.
Interviewer: Okay
Interviewee: And at the same time making them functional adults ...
Interviewer: And you do believe that we try and become inclusive?
Interviewee: I think ...
Interviewer: The school striving to it or are we inclusive?
Interviewee: If I compare what we do and the success we have with [that of] the two previous schools I was at, then we are number one.
Interviewer: Okay
Interviewee: We are really. I mean, [the] majority of our kids as I just said earlier are at the school [the College] because of issues at other schools ...
Interviewer: Rejection ...
Interviewee: Rejection, ja ...
Interviewer: Yes
Interviewee: (uhm) because they couldn't fit in. Socially they couldn't fit in; emotionally they couldn't fit in, academically, whatever. Even our top achievers came from schools where they were rejected
because they couldn't achieve the 80 or the 90 percent average, Child JS is one of those he comes to
us from School C where he couldn't maintain a 90 percent average at Grade 9 level

Interviewer: So now he's...

Interviewee: Now he is doing....

Interviewer: So well...

Interviewee: An 80 percent average at a Grade 11 eleven level so (uhm) but he felt an outcast he felt
rejected he felt (uhm) incapable

Interviewer: Of doing...

Interviewee: Doing that, now even that top achiever came to us and now we are building on that again
and I think then there we are successful

Interviewer: Okay

Interviewee: We've got many success stories, yes we got child GM's of the world (uhm) who I don't
think anyone would be successful with in any case, except the prison system perhaps

Interviewer: (laughs) but now we creating an environment where we support them do you think if they
get out in the real world that it is going to influence them negatively, because then they are going back
to where they were? The world that doesn't give you chances, the world that doesn't support you, the
world that's negative and rejects you?

Interviewee: No, but if you've got the self-knowledge. If you've got the self-knowledge.

Interviewer: Okay

Interviewee: You've got knowledge of what can I do...

Interviewer: To make it better, yes...

Interviewee: And if you've got self-knowledge. You also are you, that if you are aware of yourself you
must be aware of your environment

Interviewer: True

Interviewee: Okay so I go to the ascertain idea of (uhm) I think therefore I am (uhm) but I am not
dependant on the environment anymore or telling me who I am...

Interviewer: So then they have an internal locus of control...

Interviewee: I know who I am, exactly and then I can identify a dichotomy between the two and then I
can do something about bridging the gap. If I've got the self-knowledge I've got enough self-
awareness to be able to bridge that or find some way of getting to achievement and normal social
level. If we can say that.

Interviewer: So if they have the self-knowledge they will be able to do it so...

Interviewer: I think so...

Interviewee: Learners that have never obtained self-knowledge might still have problems.

Interviewer: Will have rejection issues when they leave the school because they still don't know who
they are and they are still dependant on daddy phoning and making excuses for me or on blaming
whatever for my specific circumstances. Rather than saying: "It's my fault" (pause) Not even my fault:
"I did this because I am not capable doing this, this and this and I need to do this, this and this so that
so I need to start working at.

Interviewer: Okay regarding the OBE system what are the challenges and assets according to you?
With the OBE system and why are we now changing to CAPS?
Interviewee: (pause) for me outcome based education was not much different from what we had in
the old Transvaal education.

Interviewer: Okay

Interviewee: (uhm) Yes we were syllabus driven but the syllabus was very, okay by the late 1980’s the
GDE syllabus was very clear in terms of its outcomes.

Interviewer: So it had outcomes?

Interviewee: It didn’t state goal is bambambambam but it was teach language I am going to as a
language teacher. It was: you need to teach grammar to children, you need to teach them the use of
passive voice and active voice, because he needs to identify why the newspaper headline says;
“Taxes raised” as opposed to what ja: “Taxes were raised “as opposed to” “The minister raised the
taxes”

Interviewer: Mmhh

Interviewee: If he understands why we are saying: “Taxes raised” then nobody is to blame for it
opposed to: “The minister raises taxes?”

Interviewer: Mhhh

Interviewee: So there is a outcome there is a goal there is an objective, which it had (Uhm) which
OBE just put into clear terms that you’ve got to (uhm) which OBE just put into clear terms, that you’ve
got to write down your objectives for the lesson.

Interviewer: So that’s the asset?

Interviewee: That was the asset; to me the problem with it was the complete openness of the
curriculum. Every school did whatever they wanted, whenever they wanted. There was no clear
direction and, and a child who left a primary school and went to another primary either started all over
again at Grade 7 level because they did completely different work

Interviewer: Ummmm

Interviewee: Not just content wise but skilled wise or started at the back end of the curriculum and
the other primary school started at the front end of the curriculum.

Interviewer: And now they are not...

Interviewee: Okay right and half of the years work was lost (uhm) there was no clear direction in
terms of the learning contents. Which CAPS gives us clear direction on learning contents. To me the
problem with CAPS again is that it is too descriptive, because it wants to tell you that in Week 1
you’ve got to teach daaadaa and everybody across the whole country will teach concept A in week
1 and in week 2 everybody will teach concept B.

Interviewer: So if you are trying to be inclusive that will probably ...

Interviewee: You’re losing ...

Interviewer: Because then you’re losing the learners ...

Interviewee: You can’t ...

Interviewer: Yes...

Interviewee: Do it that way ...

Interviewer: So government is actually having this debate between inclusive education and CAPS.

Interviewee: Ja
Interviewer: Because they want to be inclusive but yet they are telling you need to follow this and not be inclusive...

Interviewee: That's it ja, ja ja ....

Interviewer: Okay how does the schooling system prepare the learners for the world outside, to be a citizen of South Africa, to be part of South Africa?

Interviewee: I don't think it does ...

Interviewer: Okay why do you say that?

Interviewee: (ughm) (pause) because when a teacher doesn’t teach them in social media not teaching them current (ughm) skills not current skills but skills that will be required in 5 years’ time. We are teaching them skills that were identified three years ago as being relevant three years prior to that. You get what I am saying?

Interviewer: Yes I am, I thought of that exactly today that...

Interviewee: The curriculum we design ...

Interviewer: We are not moving ...

Interviewee: Ja ...

Interviewer: According to what the learners...

Interviewee: Ja...

Interviewer: Want...

Interviewee: The curriculum design, the committee meets in 2000. They base their they now we need to set up a new curriculum. What we need to include the curriculum. Alright let’s look at what research has said is required. Last research was based on stuff in 1995...

Interviewer: And they’ve ...

Interviewee: So in 2005...

Interviewer: Ja ...

Interviewee: By the time we are finished planning the curriculum its 2003. So we are actually basing what we are going to do for the next five years on 8 years ago’s skills and not on skills that will be required for the next five years not 8 years ago’s skills and not on skills that will be required in the next 8 years’ time by the time they leave school in (ughm) (pause) What was it go back to there was something else I thought of, when you said why does school not?

Interviewer: Yes why does school...

Interviewee: Okay

Interviewer: Prepare or doesn’t it prepare ...

Interviewee: If we can be true to what we aim to be at this school specifically, and try and teach them [learners] self-knowledge, self-esteem, then we are being successful in creating adults. Okay I am going back to philosophy I was taught in the early late 1970’s that education is about taking the non-adult and producing at the end of a process becoming adults.

Interviewer: Okay

Interviewee: Alright...

Interviewer: What is an adult?
Interviewee: That's where the okay alright so okay emotionally, socially adult is somebody who can adapt to his social environment who fits into his social environment and according to my principle who serves his social environment.

Interviewer: Okay

Interviewee: Okay to Christian principles I'm a serve not just my physical environment, my social environment. I must serve my community, okay so right.

Interviewer: Yes

Interviewee: Intellectually what is adulthood, that's, that's the whole point now of that's the problem with the curriculum. The curriculum is establishing a target in terms of at the end of Grade 12 they need to have the following knowledge which the curriculum then sets as a benchmark for adulthood, but is it really relevant? If they go into the job market those skills are they relevant in the job market today? And I don't think they are.

Interviewer: I agree, and another thing I wanted to say was. Yes if we start using technology the problem we have in South Africa is that we have this (uhm) people are rich people are poor and if we say let's for instance technology and how can we work with schools that don't even have textbooks, or that don't even have desks. How can they bring in technology? The whole inconsistency with the levels it's very difficult to say that. In this in our situation what we are teaching them is not relevant but in another situation what I might be teaching them would be relevant. So it is very very difficult.

Interviewee: Our problem is (uhm) okay that is actually (pause) the technology is the solution to the (uhm) economic divide in schools.

Interviewer: Because most people have phones...

Interviewer: Alright the problem lies in the teachers and the teacher training...

Interviewer: True ...

Interviewee: Okay (uhm) the last figures I looked at and you'll if you want to explore this further you will have to look at figures. It was the (uhm) the population distribution of teachers was and this is about ten years ago that I looked at was mainly from 28 to I think 38 that was the biggest group of teachers at that stage. So where are those teachers now 38 to 48?

Interviewer: Yes

Interviewee: Where were they then when they were trained pre-apartheid or apartheid times alright and the majority of them came through a process of teacher training that was appalling.

Interviewer: Yes

Interviewee: Right they were not taught to teach. Their training was at the, at the (uhm) department of education what the d what was it called then? It was the DoE ja. The DoE’s (uhm) training college was teach them the curriculum. In other words I’m going to teach matric maths so I must be able to do matric maths that is where it stopped. There was nothing...

Interviewer: So no level up...

Interviewee: Beyond that, there was no way if the and then the past rate was still I remember a 40% at those colleges. So the teacher actually went and taught matric work with 40% knowledge ...

Interviewer: Which they know nothing actually anything of...

Interviewee: Exactly of that stuff now those teachers are still in the system. Those teachers don’t want to change because they...

Interviewer: That’s how they were taught...

Interviewee: That’s it!
Interviewer: And how they will stay...

Interviewee: So we need to bring in a new group of teachers and we need to train people who are adaptable.

Interviewer: Yes to the situation!

Interviewee: That’s it! You’re as a teacher you are only successful as successful as the level of your adaptability to. I must not only adapt to the fact I have 9 A or 9.1 first thing in the morning and now teaching the same contents to 9 SCIP 2 last period in the afternoon. I can’t teach the same way...

Interviewer: Exactly Ja ...

Interviewee: I’ve got to teach them in two very different ways (uhm) I can’t if I only know 40 % of the curriculum and I am teaching from a textbook. Then there is no way in which I can in anyway change the way in which I teach because I don’t know myself.

Interviewer: So self-knowledge for teachers need to know that as well.

Interviewee: That’s it. So if we can bring through teachers who know who know their contents not just in terms of the teaching contents but have knowledge beyond the school. In other words I think they need to be degreed.

Interviewer: I agree I think they need to have lifelong learning as well...

Interviewee: That’s it!

Interviewer: They will be able to know the latest things, they need to know...

Interviewee: Ja ...

Interviewer: How to adapt ...

Interviewee: They need to be degreed in some way so that because that teaches you the thinking skills.

Interviewer: True

Interviewee: Going through a degree teaches you the things the skills. My wife teaches Tourism there was not Tourism when when she trained. She trained as an Afrikaans and History teacher...

Interviewer: That’s the most teachers do, we teach something we did ...

Interviewee: But she manages every year over the past four years she has managed a 65% average...

Interviewer: Not bad

Interviewee: For her matrics, so (uhm) I mean and that’s not because she was she was ever worked in the Tourism market. No she has been a teacher all her life, so ....

Interviewer: Adaptability

Interviewee: It was the adaptability that she has that taught her right so I need to understand what this is about and I need to do further research about it and I need to get to grips with those contents.

Interviewer: So teachers need to know that, this is my limits and this is my... what I have and I need to build on my limits and build on that for them to be able to adapt.

Interviewee: And then we can go the technological root, because then I would be willing to do ...

Interviewer: Yes of course...
Interviewee: How do I use this thing whatever this piece of technology is? How can I use this telephone to communicate with these kids in the class as opposed to the fact that I don't have a blackboard and that we are all sitting outside under a tree...

Interviewer: Yes, using the technology ...

Interviewee: And how, how what technology can I use what is regularly available to all of my kids and how can I adapt what I need to teach them, to their level of abilities...

Interviewer: So for you it is not necessarily experience but it is more adaptability? So you can be an experienced teacher but if you don't adapt ...

Interviewee: Then you are useless, really useless!

Interviewer: Anything else you would like to add?

Interviewee: (pause) uhuh

Interviewer: Okay thank you

Interviewee: I would just love to see research when it is done.

Interviewer: Yes I would give it to you. I would like to implement it in the school so that we can make it better adapted to what needed

Interviewee: Okay

Interviewer: Thank you
Participant Information Sheets

Note: Pseudonyms were used for persons and institutions.


APPENDIX 15: ETHICS CLEARANCE CERTIFICATE

ETHICS CLEARANCE

Dear MMH Loubser

Ethical Clearance Number: 2012-044

Re: Responsibility towards learning: A case study of grade 9 special needs learners in a small inclusive classroom

The FAEC has decided to

☑ Approve the proposal
☐ Provisionally approve the proposal with recommended changes
☐ Recommend revision and resubmission of the proposal

Sincerely,

[Signature]

Prof Geoffrey Lautenbach
Chair: FACULTY ACADEMIC ETHICS COMMITTEE

8 October 2012