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ABSTRACT

Foundation phase teachers of an urban, primary school at which the researcher is presently teaching, often complain about the behaviour of learners. Learners are sent out of the classrooms almost everyday, which contravenes education policy. Some of the problems foundation phase teachers complain about are disobedience, fighting, aggression as well as stealing and un-cooperative behaviour. These teachers often send learners with behavioural difficulties out of classes, and then call in parents but this intervention does not result in any changes. Teachers seem not to understand the nature of behaviours and strategies of behaviour management. They resort to losing control, using corporal punishment and think of resigning.

Successful management of behavioural difficulties in foundation phase classes is crucial for learner development. Learners are still young and it is their first year at school. They come from different homes and neighbourhoods. Their background often influences their behaviour. Some of foundation phase learners practice the unacceptable behaviour practiced at home or by neighbours not knowing that the behaviour is not acceptable at school. Foundation phase teachers therefore do not always understand learners with behavioural difficulties because of lack of understanding of the nature of the causes of behavioural difficulties as well as the lack of strategies in managing learners with behavioural difficulties. Against this background the purpose of this study is therefore to investigate, explore and describe the support needs of foundation phase teachers in managing behavioural difficulties.

In this study the research was conducted in a qualitative research paradigm. The data collection methods were individual interviews and field notes from individual interviews, which were taken as supportive data. A literature survey on the nature and causes of behavioural difficulties as well as the support needs of teachers is discussed in section two.

Data was analysed through the qualitative content analysis method. Four categories emerged which are types of behavioural difficulties, causes of behavioural difficulties as well teachers' present behavioural management strategies and the support needs of foundation phase teachers. Summary of the findings, recommendations for the study

as well as critical discussion of the findings is also stated. Recommendations for further research are then suggested.



OPSOMING

Grondfase-onderwysers van 'n stedelike laerskool waar die navorser tans onderrig gee, kla dikwels oor die gedrag van leerders. Leerders word byna elke dag uit die klaskamers gestuur, wat 'n oortreding van onderwysbeleid is. Sommige van die probleme waaroor grondfase-onderwysers kla, is ongehoorsaamheid, bakleiery, en aggressie, asook steel en 'n gebrek aan samewerking. Hierdie onderwysers stuur dikwels leerders met gedragmoeilikhede uit die klas en roep dan die ouers in, maar hierdie intervensie lei nie tot enige verandering nie. Onderwysers verstaan skynbaar nie die aard van gedrag en strategieë vir gedragsbestuur nie. Hulle neig daartoe om beheer te verloor, gebruik lyfstraf en oorweeg dit om te bedank.

Suksesvolle bestuur van gedragsmoeilikhede in die grondfaseklasse is krities vir die ontwikkeling van leerders. Leerders is nog jonk en dit is hulle eerste jaar in die skool. Hulle kom uit verskillende huise en omgewings. Hulle agtergrond beïnvloed dikwels hulle gedrag. Sommige leerders in die grondfase beoefen die onaanvaarbare gedrag by die huis of by bure sonder om te weet dat die gedrag nie by die skool aanvaarbaar is nie. Grondfase-onderwysers toon dan 'n gebrek aan begrip vir die leerders met gedragsmoeilikhede vanweë 'n gebrek aan begrip vir die aard van die oorsake van gedragsmoeilikhede asook vir die strategieë om leerders met gedragsmoeilikhede te bestuur. Teen hierdie agtergrond is die doel van hierdie studie om die ondersteuningsbehoefes van grondfase-onderwysers vir die bestuur van gedragsmoeilikhede te ondersoek, te ontgin en te bespreek.

In hierdie studie is die navorsing binne 'n kwalitatiewe navorsingsparadigma gedoen. Die data-insamelingsmetodes was individuele onderhoude en veldnotas van die individuele onderhoude wat as ondersteunende data afgeneem is. 'n Literatuurondersoek na die aard en oorsake van gedragsmoeilikhede asook na die ondersteuningsbehoefes van onderwysers word in afdeling twee bespreek. Data is ontleed aan hand van die metode van kwalitatiewe inhoudsanalise. Vier kategorieë het na vore gekom, naamlik die soorte gedragsmoeilikhede, oorsake van gedragsmoeilikhede, asook onderwysers se huidige gedragsbestuurstrategieë wat die ondersteuningsbehoefes van grondfase-onderwysers insluit. 'n Opsomming van die

bevindinge, aanbevelings vir die studie asook 'n kritiese bespreking van die bevindinge word ook gedoen. Aanbevelings vir verdere navorsing word ook gemaak.



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