

**BEHAVIOUR PROBLEMS OF ADOLESCENTS IN
SECONDARY SCHOOLS OF BULAWAYO: CAUSES,
MANIFESTATIONS AND EDUCATIONAL SUPPORT**

by

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(i)

SUMMARY

Behaviour problems are a problem in many secondary schools in Zimbabwe. This study attempts to investigate the causes and manifestations of behaviour problems of adolescent learners and to develop guidelines for teachers on how to assist learners with behaviour problems in the classroom. This is a qualitative study using focus group and semi- structured interviews. The main findings contributing to the causes of behaviour problems among adolescent learners are environmental factors, such as the family and the school and peer pressure. Behaviour problems are manifested by adolescents as disruptive behaviour, aggressive and antisocial behaviour, telling lies and theft. The findings highlight important guidelines, which teachers can use to assist and understand learners with behaviour problems in the classroom. The guidelines present an endeavour to solve problem behaviour in the classroom.

KEY TERMS

Behaviour problems, emotional problems, needs for adolescent learners, disruptive behaviour, emotional needs, psychological needs, adolescence, cognitive development, social development, causative factors of behaviour problems, manifestations of behaviour problems, ecological systems model.

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CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

Social workers, teachers, sociologists, and parents in Bulawayo warned that if nothing was done to revise society's life counselling customs of yesteryear, then the world might as well be inherited by a generation of uncultured, selfish and criminal youngsters.

(The Chronicle 18 March 2000)

As can be deduced from the above quotation the question of children's behavioural problems remains a controversial issue for many parents, social workers, teachers, educationists and all others who are concerned with the education of learners. A review of literature on problems of adolescents (Scallett 1998:3-4; Sibaya 1992:25) suggests that class management problems, peer influence, disciplinary problems, family problems, perception of life and social values of learners may cause behaviour problems. The rationale for this study is that **behaviour problems of adolescent learners in the classroom situation are the result of interactive factors within to the environment, for example, the family, the school, peer pressure and societal changes in the upbringing of the learner.**

In today's world the adolescents' perception of their life and social values thrust upon them by an adult-dominated society are clearly incompatible (The Chronicle 18 March 2000:12). In Bulawayo adolescent learners with behaviour problems have perceived their behaviour as normal and compatible with the modern social values of the youth (The Daily News 15 April 1999). Such perceptions may contradict the behavioural norms and values of the classroom-learning situation in the classroom.

There are few available books and little research dealing with the problem behaviour among learners in schools in Bulawayo. The result is that behaviour problems have not been researched and guidelines for dealing with them have not been clearly articulated. It is of importance to investigate the causes and manifestations of behaviour problems of adolescent learners in the Bulawayo area in order to provide teachers with information for understanding and assisting learners with behaviour problems in the classroom. This will enable the future generation to develop into a well-cultured society worthy of respect.

The following paragraphs will discuss the factors leading to this study.

1.2 ANALYSIS OF THE PROBLEM

1.2.1 Factors leading to the study

Educationists in Luveve, high-density suburbs have expressed concern among themselves about the behaviour of adolescent learners. The Mayor of Bulawayo (in The Daily News 15 April 1999) supports this when he says: "the children within the secondary schools of Luveve have manifested behaviour problems". The local newspapers, such as The Chronicle (28 July 1998), The Dispatch (10 November 1998) and Eppel (1997:12) have focused the debate on behaviour problems of adolescent learners within the communities of Bulawayo. Letters have been written in the media, complaining about the behaviour of learners in the schools. Teachers and parents have been blamed for causing the behaviour problems of adolescents (The Sunday News 5 December 2000). This situation has motivated the researcher to investigate **the causes of behaviour problems of adolescent learners in Bulawayo and to develop guidelines for teachers that can assist them to find solutions to such behaviour problems occurring in schools in Bulawayo.**

Apart from the issue which was highlighted in local newspapers (The Chronicle 25 July 1998), the researcher experienced behaviour problems occurring in classrooms when teaching at some of the secondary schools in Bulawayo. Learners in secondary schools in Bulawayo showed little interest in their schoolwork. Some of them were involved in drug abuse, stealing, bullying

each other, and gangsterism within the townships. They also disturbed the classroom lessons by making unnecessary noise. These behaviour problems may be manifested as a result of the classroom environment, or the poor methods of teaching by the teachers as subsystems of the school as a system. The research **seeks to find out whether teachers' methods and approaches in the classroom as a subsystem of the school as a system cause behaviour problems.**

Adolescent learners' thoughts, attitudes and norms are continuously evolving and in certain respects changing negatively or positively. In the classroom learning situation, some adolescent learners have lost respect for their teachers and disturb the learning activities by making unnecessary noise and bullying fellow learners. Some have resorted to delinquency and drug abuse.

Standards of behaviour, attitudes and norms and values in society have changed over the past decades. These changes are common in most societies. Such changes affect attitudes of young and old people. Houghton, Wheldall and Merrett (1988:297) and Gardner (1998:123) argue that the norms and values within society are changing and these changes affect the upbringing of children. Hence this study seeks to **focus on whether factors within the environment of the learner, for example, the school, family and peer pressure (see sect. 5.2.1) cause behaviour problems among adolescent learners in the classroom and to provide guidelines for teachers on how to assist learners with behaviour problems.**

1.2.2 Statement of the problem

Behavioural problems result from a combination of factors relating to home, family, school and the learner. This investigation will seek to highlight factors contributing to the manifestation of behaviour problems of secondary school learners occurring in the schools in the Luveve district of Bulawayo as well as to suggest guidelines for teachers on how to assist learners with behaviour problems.

1.2.3 Formulation of the research problem

There is a growing awareness of a need for multidisciplinary approach in the treatment of behavioural problems (Apter & Conoley 1984:53). Such an approach emphasises working or consulting with other professionals, parents and teachers in schools in Luveve, Bulawayo who require guidelines to deal with adolescent learners with behaviour problems in the classroom, but which are not forthcoming (see Chapter 5, sect. 5.2.1). A significant contribution by this research would be:

- to identify the causative factors of behaviour problems of adolescent learners in secondary schools in Luveve.
- to suggest guidelines for teachers on how to assist these learners.

In order to identify the causative factors of behaviour problems of adolescent learners and to develop guidelines for teachers in assisting learners with behaviour problems, this study seeks answers to the following questions:

- Which types of behaviour problems do adolescent learners in secondary schools in general and in the Luveve-Bulawayo area specifically, exhibit?
- What are the causative factors of adolescent behaviour problems in the classroom?
- What guidelines can be suggested to teachers in order to understand and assist adolescent learners more effectively?

1.3 THE OBJECTIVES OF THE STUDY

In order to find answers to the posed research questions, the following objectives of the study are formulated:

- to determine the causative factors of behaviour problems, for example, truancy, telling lies and disobedience occurring in the classroom.

- to explore the specific manifestations of behaviour problems of adolescent learners in Luveve-Bulawayo secondary schools.
- to provide teachers with guidelines to implement when assisting and understanding adolescent learners with behaviour problems in the classroom.

1.4 CLARIFICATION OF CONCEPTS

1.4.1 Adolescence

During the adolescence phase of human development (ranging for the purposes of this study between eleven to the early twenties), emotions rule over the way adolescents behave and interact with their environment, (Kruger, Gouws & Dicker 1998:48; Mwamwenda 1994:75). Adolescents are characterised by intense emotional outbursts or at least some measure of emotional stress as argued by Rice (1995:328) and Bukato and Daehler (1998:372). They sometimes want to be with others in their social group but the next day seek solitude.

During adolescence the adolescent becomes more rational and capable of more complex thinking and tends to evaluate and criticise before arriving at a definite conclusion. Adolescents start to question things around them more and more as argued by Kruger, Gouws and Dicker (1998:20). According to Gouws & Kruger (1994:82) and Shulman (1991:95), the adolescent experiences a sense of identity when she/he manages to achieve integration between his/her earlier identifications, abilities, plans for the future and the opportunities offered by society. It is the adolescent's striving for independence and self-reliance that lands him/her in situations that frustrate and anger him/her. In social development adolescents' relationships with their parents are generally good, however, they also experience periods of conflict. Adolescents tend to question their parents' values, attitudes and interest as they begin to form their own opinions about things and strive for their independence (Kruger 1997:113; Coie & Cillessen 1993:89-92).

Adolescents' cognitive development influences other aspects of their lives and leads to behaviour that is typical of the adolescent phase (Hoberg 2001: 251). Their cognitive ability also enables them to meet the requirements of adulthood more and more. But it can also cause

a lot of confusion, insecurity and stress. According to Kruger (1997:108) and Rice (1995:328), adolescents' cognitive ability enables them to think about themselves and others in a complex way. They are critical and analytical, not only towards themselves but also towards others (especially their parents.) When adolescents evaluate somebody they look beyond the things, which they can observe superficially. This observation and analysis of themselves and others often results in biting self-criticism and criticism of other people. This causes mood swings from depression and discontent to joy and happiness.

Finally, moral growth is a key facet of adolescents' development as alluded by Thom (1995:412). In this phase of development adolescents have to take more and more independent decisions and carry the consequences of their choices themselves. Adolescence is a period of tremendous moral development (Kruger 1997:118; Mwamwenda 1994:45). Adolescents need knowledge to evaluate 'good' and 'evil' if they are to reach moral maturity. From this knowledge they can construct their own value system (see Chapter 3, sect. 3.6.1).

1.4.2 Behaviour problems

In this research the concept "behaviour problems" will be used interchangeably with the concept "problem behaviour". According to Weeks (1998:10), behaviour problems can be categorised into more serious behaviour, less serious behaviour and behaviour problems of a minor nature. More serious behaviour problems, such as juvenile delinquency and child sexual abuse, affect only a small percentage of children and are usually related to psychiatric problems. Less serious behaviour problems, such as truancy or bullying, require professional assistance from a psychologist who can help the affected learners. Behaviour problems, which are of a minor nature such as lying and not being punctual, are of a temporary nature (Ashton & Elkins 1994:299; Lamb & Ketterlinus 1994:13).

Behaviour problems differ from culture to culture and are viewed from different perspectives. It is therefore important to consider "who is evaluating the behaviour and according to what criteria the evaluation is made". (Weeks 1998:10). For example within a society the judiciary could be used to judge whether the behaviour is allowed or not. Cultural norms and values of

a particular community can be used to determine whether the behaviour is a problem or not (<http://www.tourettesyndrome.net/behaviour.htm>)

For behaviour to be regarded as being problem behaviour Zarakowska and Clements (1988:2) and Lamb and Ketterlinus (1994:21) provide the following guidelines:

- If the degree of severity of the behaviour does not match up with the chronological age group and developmental level of the child.
- If the behaviour affects the child himself/herself in a negative way as well as other persons in the immediate environment.
- If the behaviour causes undue stress to persons close to the child.
- If the behaviour is regarded in terms of acknowledged social norms and values as socially unacceptable.

In a classroom learning situation problem behaviours are representative of behaviours which frustrate the teachers' effort to teach and educate the learner, thereby interfering with the classroom learning activities of the adolescent learner. Weeks (1998:14) argues that behaviour problems can be categorised in terms of primary and secondary behaviour problems. A primary behaviour problem is defined in terms of the root cause giving rise to the problem in the first instance and then causing other additional problems as a result. These other additional behaviour problems emanating from the primary behaviour problems are called secondary behaviour problems.

1.4.3 Emotional problems

Emotional problems refer to actions, attitudes and behaviour that stem from psychological conflicts that the adolescent learner experiences. According to Grossman (1990:237), learners with emotional problems are characterised by "emotional responses that are either too intense, or too weak, or the incorrect ones and act appropriately for their emotional response but inappropriately for the situation." These learners experience emotional responses that are too intense. For example they become very sensitive to the slightest criticism levelled against them

especially in the presence of other peers. They are easily frustrated or disappointed by situations that are not interesting to them (see Chapter 5, sect. 5.2.1).

1.4.4 Antisocial behaviour

Kerr and Nelson (1989:417) define antisocial behaviour as "behaviour that violates socially prescribed norms or patterns of behaviour." Antisocial behaviour is a form of aggressive behaviour. In this research, antisocial behaviour is a form of behaviour directly linked to negative social activities (such as telling lies and aggression) that cause conflict within the adolescent's relationship with other members of society. Antisocial behaviour may lead to situations where the adolescent learner will experience difficulties in having relationships with other peers or it may interfere with family relationship (see Chapter 5, sect. 3.3.1).

1.4.5 Manifestations

Manifestations of behaviour problems refer to the nature of behaviour problems encountered by adolescents, and for the purpose of this study within secondary schools in Bulawayo (see Chapter 5, Table 5.1), for example, attention seeking and disruptive behaviour, temper tantrums, hyperactivity and attention deficit, telling lies, stealing, depression (Garnefski & Diekstra 1997:322; Lamb & Kettelinus 1994:19). Barker (1983:64) argues that behaviour problems often make their first appearance at home. According to Montgomery (1990:127), in a study carried out in England, the following were common behavioural problems of children in schools.

Problem behaviours as a percentage of the teachers' experiences

Attention deficit	40%
Attention seeking behaviour	90%
Aggressiveness	40%
Refusal to work with others	10%
Lack of motivation and interest	10%

Houghton, Wheldall and Merrett (1988:13-27) and Charlton and David (1993:18) argue that the most common classroom problems include making unacceptable noises, physical aggression towards teachers and other learners and destructiveness (see Chapter 4).

According to Parmenter, Einfeld, Tonge and Dempster (1998:72) and Jessor (1992:19-34), general manifestations of adolescent behaviour problems in the classroom include aggressiveness and antisocial behaviour. These occur in the form of physical aggression, verbal aggression and non-verbal aggression (see Chapter 3). Cruelty, bullying, truancy, unreliability and irresponsibility, obscene notes and cheating on given assignments generally gets worse as children get older (Ramsey, Calvin, & Walker 1995:190).

1.4.6 Causes of behaviour problems

This concept shall refer to the causative factors that cause adolescent behaviour problems in Luveve secondary schools in Bulawayo. A number of causes have been identified by Conger, Elder, Lorenz and Simons (1994:545), Garnefski and Diekstra (1997:323) and Smith (1994:17) and these include diseases, physical handicaps and other systems within the learner's environment. Carson and Butcher (1992:96) have the view that various intrinsic factors give rise to behavioural problems and these include genetic deviations, brain damage/dysfunction, and differences in temperament and physical characteristics. Extrinsic factors such as the home, the environment and the school play a part in determining the behaviour of adolescents in schools (see sect. 3.4). It is important to note that all intrinsic and extrinsic factors are in constant interaction and this makes it difficult and even impossible to isolate any single causative factor (Weeks 1998:4, 28). For the purposes of this study, the following factors will be regarded as possible causative factors of behaviour problems occurring in classrooms in Bulawayo: family, peer pressure and the school.

1.4.7 The needs of adolescent learners

In considering the causes of behaviour problems of adolescent learners, it is necessary to analyse the needs of adolescents. "If the adolescent learners' basic needs are fulfilled, they are

more likely to behave appropriately" (Grossman 1990:14). The adolescent learner needs to feel good about himself/ herself and to experience success in terms of his /her abilities and interests. They need to be understood respected and trusted by the significant other role players such as parents, teachers and other peers.

1.4.8 Peer pressure

In this research, peer pressure is the influence on adolescents by peers in terms of their socialisation. Hoberg (2001:161) concluded, "peer pressure during adolescence is a major factor to contend with within the framework of successful behaviour problem prevention among adolescents." Their peers may influence behaviour problems among adolescent learners. Peer pressure can harm the adolescent learner's sense of reality and logical thinking. The attachment to the peer group can overpower the adolescent learner's individual degree of self-reliance and independence.

1.5 THE DELIMITATION OF THE RESEARCH

This study shall be carried out in Luveve suburb of Bulawayo. Luveve consists of other townships such as Emakhanden, Entumbane, Mpopoma and Lobengula. Within these areas, there are eight secondary schools. Two of these eight secondary schools have been included in the sample. The two secondary schools have been selected since they are situated within the urban area of Luveve ;where adolescent learners have manifested behaviour problems greatly. (The Chronicle 18 March 2000). They are rich in providing information concerning adolescent behaviour.

In this study the researcher will aim to interview twenty teachers and two headmasters of the two selected secondary schools in Luveve-Bulawayo, two educational psychologists, five parents and eight adolescent learners in order to gather data concerning the manifestations of behaviour problems in secondary schools in Bulawayo, causative factors of behaviour problems as well as guidelines to be suggested to teachers on how to assist adolescent learners with behaviour problems in the classroom.

1.6 RESEARCH METHODOLOGY

1.6.1 Literature study

This research will involve a literature study, which includes an overview of relevant published and unpublished dissertations, local sources e.g. newspapers, theses, books and research periodicals on national and international level. Current research documents in published and unpublished dissertations will provide insight into the causes and manifestations of behaviour problems of adolescent learners as well as possible strategies to be suggested to teachers on how to assist learners with behaviour problems.

The research findings will enable the researcher to compare the empirical findings in schools in Bulawayo with research findings in schools on a national and international level. Sources dealing with theoretical models will enable the researcher to understand adolescent behaviour more effectively. The literature study will enable the researcher to gain an insight into the behaviour problems manifested in the classroom.

1.6.2 Empirical study

Interviews will also be conducted with teachers, parents, headmasters, educational psychologists and adolescents of secondary schools in the Luveve-Bulawayo area. These interviews will enable the researcher to identify the causative factors of behaviour problems occurring in the classrooms to explore the specific manifestations of behaviour problems of adolescent learners in Luveve-Bulawayo secondary schools, as well as to identify possible strategies or guidelines for teachers on how to assist learners with behaviour problems.

1.7 RESEARCH PROGRAMME

The researcher problem will be explored, described and explained in the following chapters.

Chapter 1 serves as an orientation to the study by introducing and clarifying the relevant concepts. In this chapter the following matters are addressed: analysis of the problem; factors

leading to the study, the formulation of the research problem, the objectives of the study, clarification of relevant concepts and the delimitation of the research field, research methodology and the research programme.

In Chapter 2 the theoretical models of human behaviour and normal development patterns of adolescent will be discussed in order to provide a theoretical basis of the causes and manifestations of adolescent behaviour problems in the classroom. These theoretical models include the psychodynamic model, the ecological system model, the behavioural model and the cognitive model. The developmental milestones of adolescence will provide information on the general causes and manifestations of adolescent behaviour problems.

Chapter 3 will deal with the adolescents with behaviour problems, causative factors and manifestations of behaviour problems of adolescents in secondary schools. These causes and manifestations of behaviour problems and strategies, which teachers can implement in the classroom, will be discussed in terms of the theoretical models.

In Chapter 4 the design of the empirical investigation will be discussed. The qualitative research design will be discussed in this chapter. The analysis and interpretation of the findings of this investigation will be discussed in Chapter 5.

Chapter 5 will present the findings of the empirical investigation. These findings will provide the basis for recommendations in Chapter 6.

Chapter 6 will attend to the recommendations and conclusions for this research.

CHAPTER TWO

THEORETICAL MODELS OF HUMAN BEHAVIOUR AND THE NORMAL DEVELOPMENTAL PATTERNS OF ADOLESCENTS

2.1 INTRODUCTION

Various scientists have studied human behaviour over the years and specific conclusions about human behaviour have been made. These scientists have come up with conclusions as to why people behave differently and why people experience different problem behaviours. Ways of behaviour modifications have also been suggested by the different theories (Santrock 1995:3; Thomas 1996:5).

In this chapter different theoretical models for explaining behaviour will be discussed. It is in the interest of this study to know the various views of these theoretical models in order to gain a comprehensive understanding of human behaviour and the origin of behaviour problems. From the different perspectives, one is able to gain a complete idea of what problem behaviours are. The theoretical models for explaining behaviour, which will be discussed in the following paragraphs, are the psychodynamic model, the behaviourist model, the ecological systems model and the cognitive model. In each of these models behaviour is analysed within the premises of the specific theory concerned, thereby contributing towards the development of an eclectic ecological system model. In drawing from other models and their underlying theories, the ecological model is deemed to constitute an eclectic model, as it clarifies the cause of disturbance or behaviour problem as a misfit between the individual learner and his or her environment or ecosystem (Weeks 2000:51). The learner, his/her environment or the ecosystem gives rise to the occurrence of behaviour problems.

2.2 THE PSYCHODYNAMIC MODEL

2.2.1 The premises of the theory

Sigmund Freud was the founder of the psychoanalytical approach from which the psychodynamic model is derived. Freud's theory was based on the following assumptions

(Thomas 1996:105-129; Meyer, Moore & Viljoen 1995:42; Santrock 1995:34-36; Sigelman & Shaffer 1994:34; Berger & Thompson 1996:45; and Boeree 2000 www.shipedu-cgboeree/Freud.html):

- The individual as a unit consists of three separate aspects (the id, the ego and the superego) that function together to ensure the survival of the individual. Human behaviour is determined by the conflict between man's drives and the moral rules of society and the ego's attempts to maintain a balance between these two forces.
- All human behaviour is motivated by the drives or instincts. These instincts perpetuate the life of the individual and give rise to human emotions such as anxiety, fear and love.
- According to Freud (Boeree 2000: www.shipedu-cgboeree/Freud.html) everyone is unique and this implies that each one is able to attribute personal meanings to specific circumstances and events in one's life.
- The way the person experiences and resolves the conflicts between drives and moral rules of society influences his or her basic personality and lifelong patterns of behaviour.
- The experiences people have during early childhood years have a decisive and lasting effect on their behaviour. Psychological difficulties experienced by children, as well as adults, are the result of problems that the child or adult has experienced during the first few years of his or her life.
- During the first five to six years of age the child's personality is fully developed.
- The psychodynamic theory is a developmental theory. Each child develops through early childhood, the latency period and puberty. At each given developmental stage of personality (Berger & Thompson 1996:45), the body zone that provides the primary source of gratification gives the name of the stage concerned, for example, the anal stage. The child has to resolve a developmental crisis, at each stage of development. Failure to resolve the crisis may result in fixation. Fixation may vary from frustration to over indulgence, and this may adversely affect the next stage of development.

From the above assumptions it can be noted that the psychodynamic model considers the inner life of a human being as a causative factor of behaviour problems. According to Santrock

(1995:34), bad experiences arising from the unresolved conflicts in the unconscious mind determine the behaviour of children. Since the experiences of the child will determine his or her behaviour, the teachers should explore together with the child his/her past experiences in order to get rid of the fixations or feelings of anxiety and to relive the emotional experiences. The teacher/learner partnership will provide the chance to correct the behaviour problems by developing an understanding of the past.

The discussions that follow will consider the three major components of personality: the id, ego and superego.

2.2.2 The id, the ego and the superego

Freud described the personality structure according to three functional and interactive concepts, namely the id, ego and superego (Apter & Conoley 1984:56; Meyer, Moore & Viljoen 1995:13). These three components of personality work together interactively for the maintenance of proper personality adjustment. A person becomes maladjusted as soon as these components fail to interact. According to Meyer, Moore and Viljoen (1995:43) and Mwamwenda (1994:325), the id is the first level of personality structure whose task is to ensure that the person's basic instincts or needs are met. It is primitive, irrational and impulsive and functions according to the pleasure principle, which insists on immediate satisfaction of needs or release from tension. The tension or psychic energy is generated by powerful drives or instincts. Behaviour that is motivated by the id is impulsive, irrational and self-directed. The id drives can manifest themselves in many ways, for instance direct, uncontrolled, aggressive and sexual behaviour in which case the individual will clash with society or experience severe conflicts.

The ego develops from the id. It functions according to the reality principle controlling the acquisition of socially acceptable norms and behaviour. The ego engages in a realistic process of planning as it seeks ways and means of responding to the pressing demands of the id. In other words it tries to channel id drives into acceptable directions of behaviour while also satisfying the superego. In terms of the ego the individual therefore acts as correctly as possible so that his/her behaviour is not adversely affected by unnecessary punitive measures and guilt

feelings and by undesirable and unfulfilled needs (Berger & Thompson 1996:43; Louw, Gerdes & Meyer 1990:52).

The term superego refers to the component of the personality, which develops as a result of the influence of parents and society on a person. It develops out of the ego, is able to control the ego and the id. It arises at the age of two or three when young children begin to imitate the behaviour and values of adults. The superego represents the moral functions and depends on the control or morality principle (Rice 1995:31; Papalia & Olds 1990:19) in conformity with social norms. The operation of the superego is reflected in the rewards and punishment meted out by parents and the community because of individual or group behaviour. Because of punishment or reward that she/he experiences, the individual will adopt the community's most acceptable norms. By experiencing guilt feelings, the individual will understand that his behaviour is not acceptable. In some instances the superego may restrict the individual's free expression of psychic energy and this may lead to the repression of needs and to frustration. The unused energy may affect the individual's behaviour (Papalia & Olds 1990:19; Kruger 1997:24).

According to Freud (Louw, Gerdes & Meyer 1990:53) the dynamics of behaviour are determined by the energy released by the body under pressure of the conflicts between the id drives, the superego's restrictions and the ego's control over behaviour. In this way different personalities emerge. This is why learners in a classroom situation are different from each other and hence the attributes differ as a result of personal meanings to specific situations.

Freud (Apter & Conoley 1984:58; Santrock 1995:35) describes how sexual needs affect human behaviour, at an early age and through various stages (oral, anal, phallic, latent and genital stages). These stages of personality development will be discussed in the following paragraphs.

2.2.3 Stages of personality development

- **The oral stage** (birth to the age of one)

During this stage the lips and mouth are the main erogenous zone or source of sexual drive energy (Meyer, Moore & Viljoen 1995:59; Apter & Conoley 1984:58). Sucking and biting are

favourite activities of young children. Freud believed that weaning brings about frustration of the oral sexual drive and is experienced by the baby as punishment.

- **The anal stage** (one to three years of age)

Freud believed that toward the end of the first year of life, the anal region becomes the zone of pleasurable sensations. Toilet training is consequently of great importance in development and the handling of this issue by the adults/parents may have a profound influence on the personality characteristics which the child will take into adult life (Meyer, Moore & Viljoen 1995:60; Kruger 1997:24). This is the time when children often experience conflict between their physical drives and the social norms which society expects of them. Fixation at this stage may result in obstinacy and stinginess in adulthood (Sue, Sue & Sue 1994:44; Santrock 1995:35).

- **The phallic stage** (three to six years)

During this stage the genitals become the focus of pleasurable sensations. In both sexes, incestuous feelings for the opposite-sex parent become stronger. At this stage the boy realises that the way he feels about his mothers may cause his fathers to withdraw from him. The boy fears that his continued secret longing for his mothers might lead to his genital organs being cut off. This is known as Oedipus complex. The daughters experience similar yet a clearly different complex which Freud called the Electra complex (Meyer, Moore & Viljoen 1995:62; Apter & Conoley 1984:59).

- **Latency stage** (six to twelve years of age)

According to Freud, during this latency stage a child is sexually dormant. This implies that no new physical source of sexual drive energy comes to the fore. The sexual energy now has to be neutralised and to find expression in socially acceptable activities such as schoolwork and socialising with friends of the same sex.

- **The genital stage** (twelve years and above)

This stage is the peak of normal development and indicates maturity of reproductive organs. The secretion of sexual hormones and the reactivation of the sexual areas are the sources of pleasure and self-satisfaction. The adolescent develops a special interest in people of the opposite sex, the planning of his/her career and raising a family.

From these stages of personality development, one can see that conflicts characterise each of the mentioned phases. In other words, as the child passes through each stage certain typical problems arise which may be reflected in behaviour in later states. These problems will arise if too much psychic energy has been invested in one of the earlier stages so that available resources are depleted which would otherwise be available for negotiating future stages. Another source of difficulty can arise if the child regresses to a developmentally less mature stage to avoid the stage ahead (Sue, Sue & Sue 1994:45; Kruger 1997:23).

The following paragraphs will now discuss Freud's defence mechanisms.

2.2.4 Defence mechanisms

According to Freudian psychoanalysis, human behaviour can be fully understood only if the role of the ego defence mechanisms is considered. These mechanisms are ways of preventing awareness of anxiety-arousing impulses and thought. In other words these are unconscious strategies used by the ego to protect itself from disturbance and to discharge tension (Rice 1995:31; Sibaya 1992:33). The defence mechanisms include the following;

- **Regression**

Regression is a retreat to an earlier developmental level that demands less mature responses and aspirations. According to Freud, a person using this defence generally moves back to his/her most fixated psychosexual stage. Freud believed that when people are faced with severe

stress, often they resort to immature or infantile behaviour. For instance when a three-year-old child has stopped sucking his/her thumb begins doing so again.

- **Fixation**

According to Meyer, Moore and Viljoen (1995:53) and Rice (1995:31) fixation occurs when an individual's psychological development becomes partly stuck at a particular stage personality development. In such a case like this an adult will, for example, show a lack of emotional control in a conflict situation, and instead behave aggressively and even regress to behaviour that a young child would manifest, such as crying uncontrollably. Freud maintained that this could mean that this person's oral and anal sexual needs were frustrated and therefore suppressed to the unconscious. He explained a great deal of adult behaviour including problem behaviours in terms of unresolved conflicts in childhood.

2.2.5 The education implications

Apter and Conoley (1984:60) and Sigelman and Shaffer (1994:35) indicate the following educational implications to this approach:

- Educators should realise that children with behaviour problems are not frequently conscious of the rationale or motivation for their inappropriate behaviour.
- Children cannot always consciously control their behaviour and therefore punitive measures must be avoided.
- Hostility directed towards the teacher is an irrational response to inner unconscious conflict.
- Teachers should realise that they serve as important role models for learners and that they could assist learners in dealing with their emotional problems by creating feelings of security and confidence.
- Freud's psychodynamic model has helped in the development of educational programmes for emotionally disturbed children. For instance, the child's personality is determined by the events that take place during the early childhood years that is, within

the family. Problems that the learner experiences at school may be as a result of the early disturbances that took place within the family.

2.2.6 The critical appraisal of Freud's contributions

The value of Freud's psychoanalytic theory has its own positive and negative explanations of human behaviour and the following paragraph will look at a critical appraisal of Freud's contributions as indicated by Sigelman and Shaffer (1994:35), Apter and Conoley (1984:59) and Sue, Sue and Sue (1994:54). Freud is criticised for the following:

- Freud failed to make explicit the line of reasoning by which he drew inferences and conclusions. In other words, his theory is difficult to test and to replicate many of his investigations. The reliability of his observations is impossible to evaluate.
- Some classroom practitioners see the psychodynamic model as an approach that constitutes a hostile force. It recommends unreasonable strategies for teachers to assist learners with behaviour problems in the classrooms. The strategies could only be implemented during a one to one therapeutic session and not in the classroom, for example, the catharsis of inner feelings.
- The psychodynamic model concentrates mainly on inner conflicts and pathology. Freud overlooked the influence of the environment on the child's behaviour problem.

According to Apter and Conoley (1984:59) and Sigelman and Shaffer (1994:35), Freud's psychodynamic model has highlighted the following:

- Freud highlighted the important part played by human emotions such as anxiety, love or fear in people's lives.
- Teachers have come to realise that they serve as important role models for learners and that they could assist learners in dealing with their emotional problems, by creating feelings of security and confidence.
- The model has indicated the importance of early childhood experiences and the impact these have on later development.

From the above background, the psychodynamic model emphasises the inner life, as a causative factor of behaviour problems. Unsolved conflicts from the past in the unconscious mind act as causative factors of behaviour problems in adolescent learners (Santrock 1995:34).

Having discussed the psychodynamic model, the following paragraph examines the ecological systems model. The ecological systems approach constitutes the most applicable approach for studying and understanding a learner's behaviour problems. It is a holistic approach that involves all the stakeholders including the environment. In contrast to the medical model, no blame for behaviour problems is attributed in terms of the ecological system model. It is thus not a matter of pure "cause-effect" of a behaviour problem but rather a matter of the interaction of behaviour problems within the environment. An understanding of this interaction can help in solving the problems.

2.3 THE ECOLOGICAL SYSTEMS MODEL

The ecological model is concerned with the interaction between the child and various systems within his/her environment. Bronfenbrenner was the main proponent of this model (Thomas 1996:382). According to Shea and Bauer (1994:7) and Thomas (1996:384), the ecological perspective focuses on the individual developing in a dynamic relationship with and as an inseparable part of the social context in which the individual functions over his/her life span. In order to understand this model clearly it is necessary to define ecology.

Ecology is the study of the relationship of humans with their environment that involves reciprocal association (Shea & Bauer 1994:7; Santrock 1995:44). A person's ecology is all the surroundings or the milieu of the behaviour. The ecology includes the environment such as the physical, educational, social, cultural and geographical environments (Sigelman & Shaffer 1995:86; www.newhorizons.org/spneeds-schwartzl.html). In the systems perspective, all individuals are viewed as growing, dynamic persons who progressively move into and restructure the settings in which they find themselves. Bronfenbrenner (Thomas 1996:384; Sigelman & Shaffer 1995:86) refers to the ecological contents as the microsystem, the mesosystem and the macrosystem. These will be discussed in the following paragraphs.

2.3.1 Microsystem

The microsystem refers to the immediate environment that includes the relationships between parent and child, the child and other siblings. In the school the microsystem includes the relationships between the child and the teacher as well as the child and each of her /his peers (Shea & Bauer 1994:10; Thomas 1996:385).

According to Bronfenbrenner (1993:15) a microsystem is "a pattern of activities, roles and interpersonal relations experienced by the developing person in a given face to face setting with particular physical, social and symbolic features that invite, permit or inhibit, engagement in sustained progressively more complex interaction with, and activity in, the immediate environment."

In trying to find the causes of the learner's problem behaviour researchers should study the learner at the microsystem level and gather information about the characteristics of the child and the environment.

2.3.2 Mesosystem

Bronfenbrenner (1993:22) defines mesosystem as that which:

... comprises the linkages and processes taking place between two or more settings containing the developing person. Special attention is focused on the synergistic effects created by the interaction of developmentally instigative or inhibitory features and processes present in each setting.

From the above quotation it can be derived that the mesosystem represents the interrelations among two or more settings. It involves the interaction between the home and the school as different microsystems. Unpleasant experiences in one system will have a ripple effect on the other systems. For example, students from minority culture groups may experience difficulties

between their home culture and the school culture. This could have a negative effect on the interactions between systems.

2.3.3 Ecosystem

The ecosystem represents those settings that do not involve the individual directly (Shea & Bauer 1994:11; Santrock 1995:49). These are social systems in which individuals do not have direct experience but nonetheless have an impact on their lives. The parent's workplace might influence the children's behaviour at school through the stress the parents are experiencing at work.

In other words, the ecosystem, as defined by Bronfenbrenner (1993:22):

... comprises the linkages and processes taking place between two or more settings, at least one of which does not contain the developing person, but in which events occur that indirectly influence processes within the immediate setting in which the developing person lives.

2.3.4 Macrosystem

The macrosystem involves the majority culture's belief system. According to Bronfenbrenner (1993:25), these are broad social factors that impinge on the settings within which the individual is contained. Culture and religion provide a frame of references for judging behaviour and those things that are acceptable or unacceptable in specific phases of life. A macrosystem forms part of the larger sub cultural and cultural context within which the microsystem, mesosystem and ecosystem function (www.newhorizons.org/spneeds-schwartzl.html).

From the above discussion it can be noted that a social system perspective is broad in scope and allows the integration of much information derived from other theories (Santrock 1995:48). It is a perspective that utilizes all facets of the individual and the environment when

explaining human development and learners with behaviour problems. The use of this model in any research that involves the behaviour problems of children will enable the researcher to understand the influence of the environment on the behaviour of learners and enable the teachers to assist and understand the behaviour problems of learners in their classrooms.

The ecological system model accommodates a comprehensive framework that provides solutions for behaviour problems. This model looks into the interaction between the external and internal factors that influence behaviour patterns in children. The ecological system views behaviour problems as a result of a disturbed ecosystem. When the ecosystem's components are working together in an ecosystem, it is said to be in equilibrium and hence the learner appears to behave normally. If the ecosystem is in disequilibrium it implies that the components are not working in harmony. As a result deviant behaviour will occur among the children (<http://isu.indstate.edu/wbarratt/dragon/ce/v8n3.htm>).

From the above discussion it can be noted that the ecological system has the following important characteristics (Gearheart, Gearheart & Weishahn 1990:324; Thomas 1996:387):

- Behaviour problems are seen as a result of the disequilibrium within the ecosystem. For example, deviant behaviour occurs when the components of the system are not in congruence and a failure to match the learner with his/her ecosystem occurs.
- Behaviour problems of learners can be viewed, as a disparity between the learner, his/her abilities and the expectations of the environment. It is thus a case of failure to match the system and the learner.

2.3.5 A critical appraisal of the ecological systems model

The ecological systems model was developed within other fields. It accommodates many different perspectives that explain behaviour problems such as the behaviour model and psychoanalytic model. In other words it serves as a holistic and inclusive umbrella model for other different perspectives. The ecological systems model has its own positive explanations

to behaviour problems (Apter & Conoley 1984:80-99; Peck 1993:3-16) that are discussed below:

- The ecological systems model provides a wide range of solutions to learners with behaviour problems as it accommodates various methods of solving behaviour problems in the classroom-learning situation.
- The ecological systems model provides a unique way of looking at the learner. It looks at the learner as a whole and his/her interaction with the environment. Focussing on the learner only and ignoring other significant systems, for example, the school, the family and the environment, makes it difficult to find the causes and solutions of behaviour problems of the learner. Inclusion of all information is deemed to be far better than an exclusion of necessary information.
- Ecosystems, such as parents, peer groups, school, church and the community, all have an influence on the learner's behaviour and therefore should be considered in the planning of an assistance programme of the learner with behaviour problems.

Perhaps Bronfenbrenner's ecological approach to studying human development best reveals the importance of understanding the links between a learner and social systems and institutional systems that affect the learner. This model suggests several systems that are constantly at interplay with each other. Central to this model is the understanding and assisting of learners with behaviour problems using the different social systems.

In this study, both mesosystems and macrosystems directly shape learners' interpretations of whom and what they are, affect how they relate meaningfully to others and highlight where their relationships fall in the larger context of current systems. The teacher who seeks to understand the learners with behaviour problems must examine the learner, his/her relationships and must attend to larger intangible forces, like culture or prejudice, to fully understand how a learner experiences the world.

2.4 THE BEHAVIOURIST MODEL

The behaviourist approach was suggested by Watson (Sue, Sue & Sue 1994:70; Sigelman & Shaffer 1994:39). It emphasises on the role of environmental factors in moulding behaviour. According to Rice (1995:35), "for the behaviourists, behaviour is the sum total of learned or conditioned responses to stimuli."

The following paragraphs will now discuss the premises of the behaviourist model. This model will enable the teachers to try and change specific undesired behaviour patterns directly by making use of a planned system of rewards.

2.4.1 Premises of the theory

Watson (Louw, Gerdes & Meyer 1990:64; Thomas 1996:167 & Meyer, Moore & Viljoen 1995:175) used the following assumptions for this theory.

- Behaviour is regarded as consisting of connections between stimuli and responses hence all human behaviour is acquired. In other words, behaviourists are of the opinion that all behaviour, from the simplest to the most complex, is learnt through reinforcement, generalisation, copying and shaping.
- All behaviour is determined by environmental factors. The inherited potential is not important.
- Consciousness is rejected as an explanation of behaviour. In other words, the prediction of behaviour and not the understanding of man is considered to be the ultimate objective in the study of human development.

According to Skinner (Mwamwenda 1994:190; Thomas 1996:172), behaviourism focuses on variables people can observe, measure and manipulate, and avoids whatever is subjective internal and unavailable, i.e. mental Skinner's basic assumption is that all human behaviour can be learnt and changed when control is exercised over the reinforcing conditions under which behaviour occurs. Skinner carried out many experiments using animals such as rats and

pigeons. Using the Skinner box, a caged rat would press a pedal on the wall of the cage and that would cause a little mechanism to release a pellet into the cage. Having discovered certain responses by coincidence, the caged animals had to repeat these if they wished to obtain the same results (food). A behaviour followed by a reinforcing stimulus results in an increased probability of that behaviour occurring in the future. This is called operant conditioning. A behaviour no longer followed by the reinforcing stimulus results in a decreased probability of that behaviour occurring in the future (Seifert & Hoffnug 1994:45; Louw, Gerdes & Meyer 1992:68).

According to Thomas (1996:197) and Sigelman and Shaffer (1994:41), the social learning theory of Bandura, can be incorporated into the behaviourist model. According to Bandura, environmental influences are regarded as important determinants of behaviour. Man's behaviour is determined by the continuous interaction between personal and environmental determinants. According to this view, change is as a result of mutual interaction among the child's observable behaviour, the cognitive, biological and other internal events that can affect the child's perception and actions and the external environment (Seifert & Hoffnug 1994:48; Louw, Gerdes & Meyer 1992:70). Many changes in behaviour involve observational learning through direct imitation and through modelling. For example, the conduct and actions of parents, teachers or peers can influence children's behaviour, in the sense that they will imitate and integrate it into their personal style.

Teachers and other influential players in the environment of the learner act as reinforcers who can either punish or reward certain behaviour patterns. Peers and parents may regard behaviour patterns as acceptable that are unacceptable to the teacher in a learning situation. According to Apter and Conoley (1984:62) and Seifert and Hoffnug (1994:48), the way in which significant others within the environment respond to the behaviour of the learner may result in behaviour problems. For instance, the behaviour of learners who seek attention from other learners/teacher can be reinforced by the laughter of the peer group rather than by the punishment threatened by the teacher.

The views of behaviourism can be summarised as follows (Apter & Conoley 1984:63; Gearheart, Gearheart & Weishahn 1990:313; Papalia & Olds 1990:26; Rice 1995:38).

- The behaviourists believe that human behaviour is overt and therefore its nature can be best understood by studying the response that people make to different stimuli they encounter in their environment.
- Behaviourists consider reinforcement as the outcome of any response one makes. If the outcome is favourable or pleasurable, then the response is likely to be repeated and if the outcome is unfavourable or painful, then the particular response is likely to be avoided.
- Another basic issue inherent in the behaviourist model is that organisms are at the mercy of their environments. Human beings behave in a way that is fashioned by the environment. If one changes the environment one can expect change in the behaviour of the organism.
- Behaviour is acquired through observing the behaviour of others and imitating and modelling their behaviour. Once modelled, behaviour can be strengthened or weakened, through rewards or punishment.

Behaviour does not arise from within a person. It is as a result of the environmental stimuli impacting on the person (Sigelman & Shaffer 1994:41; Kruger 1997:29). For example, adolescent sexuality may not be determined by the inner sexual drives as argued by the psychoanalysts such as Freud, but by environmental factors.

The following paragraphs will now look into a critical appraisal of the contributions of behaviourism.

2.4.2 A critical appraisal of the contributions of behaviourist model

According to Papalia and Olds (1990:27) and Sigelman and Shaffer (1995:40-42) behaviourists have helped to make the study of human behaviour more scientific. Through rigorous laboratory experiments with animals, such as cats, rats and pigeons, they have provided

evidence that their proven formulations are feasible, valid and reliable. The behaviourists have contributed much to the understanding of human development. Their emphasis on the role of environmental influences in shaping behaviour patterns has put the responsibility for creating positive environments for child development directly in the hands of parents, teachers and other caregivers. The principles of social learning through modelling and reinforcement have made adults very aware of the example they set in teaching children and youth

The behaviourist model is criticised for the following reasons (Sigelman & Shaffer 1995:41; Santrock 1995:384):

- By stressing environmental influences behaviourists explain cultural differences in behaviour very well. But they underplay the importance of hereditary and biological factors. Further they are not really developmental since they apply the same basic laws of behaviour learning to explain behaviour at all ages - from infancy through adulthood- and are not concerned with differences between various stages of development.
- Advocates of behaviourism fail to account for the inner biological development of children or for the fact that children have to reach a specific level of development before they will be ready to learn specific skills.
- The behaviourist model does not succeed in explaining how human behaviour changes from one phase of life to the next. It only indicates that behaviour changes can be acquired.
- It does not consider the importance of values in behaviour modification.

Behaviourism claims to be able to control and manipulate human behaviour and thus sees man as an object and quantifies his behaviour. It ignores the fact that man has a free will and can choose whether to be controlled or not.

2.5 THE COGNITIVE MODEL

Piaget is the main proponent of this model. The cognitive model opposes the stimulus-response theories (behaviourism). Piaget believed there was a link between genetically based

development and the way people come to know their world (Mwamwenda 1995:89; Thomas 1996:233).

The following paragraph will examine the premises of the cognitive model. In this study the cognitive model will highlight the development of children and their thought processes as they undergo qualitative changes from birth to adulthood. The various cognitive phases, which Piaget described, will enable the researcher and teachers to have clear guidelines on the consecutive developmental milestones that learner with behaviour problems need to reach. This will enable teachers to assist the learners with behaviour problems.

2.5.1 Premises of the theory

The cognitive model is based on the following tenets (Paplia & Olds 1990:29; Bos & Vaughn 1998:48-49):

- Behaviour is determined by the way in which human beings adapt to their environment. For example, the child changes his/her environment to suit her/his thinking or cognitive structures.
- The development of the human cognitive processes follows an orderly pattern or developmental phases. Each of these developmental phases has its own characteristics. The way a young child thinks is qualitatively and quantitatively different from that of an older child.
- Cognitive abilities differ during each stage of human cognitive development. For instance, the cognitive abilities of an adolescent are exercised on a different level from that of a younger child.

According to Thomas (1996:241) and Gouws and Kruger (1994:97), Piaget distinguishes four phases of cognitive development, the sensorimotor and preoperational stages and the stages of concrete operational thinking and formal operational thinking. These are summarised in the following Table2.1.

Table 2.1: Piaget's phases of cognitive development

PHASE	AGE	CHARACTERISTICS
a) Sensory motor phase	+0-2yrs	Functioning changes from a goal directed activity. Characteristics by sensory motor and adaptations Begins to make use of memory thought and imitation.
b) Pre-operational phase	+2-7yrs	Ability to represent matters intellectually or symbolically. Language development is central. Does not readily see other people's point of view.
c) Concrete operational phase	+7-11yrs	Capable of cognitive acts concerning concrete real matters. Understands laws of conservation and is able to classify and select. Understands reversibility.
d) Formal operational phase	+11-15yrs	Capable of carrying out formal operations. Can think abstractly and logically. Can handle possibilities and hypotheses, thought is more scientific. Develops concerns about social issues and identity.
(Source: Gouws and Kruger 1994:47)		

The following paragraphs will now discuss the critical appraisal of the cognitive model.

2.5.2 A critical appraisal of the cognitive model

The cognitive model had the following positive contributions (Sigelman & Shaffer 1995:45; Thomas 1996:258).

- Piaget's views have already been thoroughly tested and are accepted as valid and reliable.
- Piaget's studies have made profound contribution to educational practice. They provide teachers with clear guidelines on the consecutive developmental milestones that children need to reach, thereby enabling them to offer children the necessary support.
- Piaget's concept of growth in operational thought, as a matter of building one level on another, gives support to the practice in education of building one level of knowledge upon another.
- Piaget has shown dramatically that children's minds are not just miniatures of adults' minds, but children think differently, depending on their level of cognitive maturity.

Criticisms of the cognitive model includes the following (Berger & Thompson 1996:65; Thomas 1996:258-264):

- Critics of Piaget think that Piaget was so absorbed by the individual's active search for knowledge that he ignored the influence of external motivation and instruction. In other words, Piaget underestimated the role of society and home in fostering cognitive development.
- Piaget speaks primarily of the 'average' child's abilities without taking much notice either of individual differences or of the ways in which education and culture affect performance.
- Critics have also found fault with Piaget's depiction of cognitive stages. For instance there are many adults who are very inconsistent in using the skills of abstract thinking that Piaget described as typically developing in adolescence. In addition these cognitive stages are highly flexible and do not allow for individual differences.
- Piaget is criticised for failing to give adequate attention to the cognitive learning that occurs when a learner comes into contact with an adult.
- Piaget's notion that the formal-operational phase represents the culmination of intellectual development and is central to adolescence is also criticised because not all adolescents attain this ability.

Each of the above discussed models provides teachers with a more comprehensive understanding of learners with behaviour problems and assists teachers with ways of dealing with learners with behaviour problems. If the teachers focussed on a single model their ability to assist learners with behaviour problems would be equally constrained. From the above discussion it can be concluded that an integrative, as opposed to an exclusive approach needs to be adopted in assisting adolescent learners with behaviour problems.

The Ecological Systems Model discussed above will enable the researcher to attend to behaviour problems within the environment of adolescent learners.

Having discussed and obtained an understanding of the various theoretical models, with regard to the development of behaviour, the normal developmental patterns of adolescents will be discussed in the ensuing section.

2.6 THE ADOLESCENT DEVELOPMENTAL LEVEL

In this section the focus will be on the development of emotions and behaviour of adolescents. In this discussion the life phases of the adolescent will be looked at. Special attention is attributed to emotional development, moral development and social development as these milestones are relevant in gaining an understanding of behaviour problems. The discussion of the adolescent development will enable the researcher to develop guidelines as to when an adolescent's behaviour should be regarded as normal for their age and when it cannot be regarded as normal behaviour. This section will pay particular attention to adolescence as a developmental stage as the topic of the study focuses on the problem behaviour of adolescents in schools in Bulawayo.

Different academic fields have studied the development of children. According to Weeks (1998:3, 4) scientists have often asked the following questions with regard to child development.

- Are children inherently good or bad?

- What plays the most important role in the development of children - their inborn inherited possibilities or circumstantial influences?
- To what extent can children contribute to their development or are they merely passive and at the mercy of external factors outside their control?
- Can the behaviour of children change suddenly or does this happen only gradually? Is the development of children universal?
- Do all children of all cultures develop in the same way or does this development differ from person to person and from culture to culture?

In trying to answer the above questions this study will enable the parents and teachers to understand how the adolescents develop emotionally so that they can adjust their levels of teaching. In addition the answers to those questions will examine some of the developmental tendencies that adolescents have in common. The study of adolescent development enables the teachers, counsellors and parents to determine what behaviour is normal for adolescents and what is not.

According to Pringle (1985:33) "learning and emotion, the cognitive and affective aspects of development, intellect and feelings are so closely interwoven and from so early an age as to be almost indivisible." The adolescent developmental phases will be discussed, with reference to the emotional, cognitive and social factors, which contribute to the behaviour of the adolescent learners.

The general characteristics of adolescents' development are important to understand for the following reasons (www.state.sc.us/dmh/schoolbased/school-resources.htm.and):

- The necessity that the adolescent's parents and other role players know the adolescents' level of development, so that they will be able to adjust their teaching methods to the levels of the learners.
- It enables the teachers, parents and significant other role players to gain insight into the needs of the learners, such as emotional needs.

- Teachers, parents and significant other role players, who wish to establish the learners' progress in different areas of development may need to be aware of the ensuing stage in the child's progress in order to be able to establish educational objectives.
- Knowledge of the learner's normal development process enables teachers and parents to recognise the signs that indicate when learners are ready to learn a particular skill or need assistance in dealing with behaviour problems.
- The general age and level of development will provide the teacher with the guidelines in drawing up a programme of assistance when intervening in the learner's life.

The following section will discuss the general characteristics of the adolescent's development.

2.6.1 Adolescence: Physical, cognitive, emotional, moral and social development

Adolescence is the bridge between childhood and adulthood. It begins with the almost sudden physical growth at puberty and ends with adulthood (Kruger 1997:94). It is during this developmental phase that educators often find it difficult to understand or direct the adolescent's behaviour.

Adolescence has been summarised as a time:

... of irrepressible joy and seemingly inconsolable sadness and loss; of gregariousness and loneliness; of altruism and self-centredness; of insatiable curiosity and boredom; of confidence and self doubt. But above all adolescence is a period of rapid change-physical, sexual and intellectual changes within the adolescent, environmental changes in the nature of external demands by society on its developing members. (Rice 1995:329).

The above quotation gives a typical description of the adolescence stage of human development. Rice (1995:326-453); Louw, Gerdes and Meyer (1992:378-385) and Shulman (1991:155) describe the following characteristics of an adolescent learner that are deemed to be of specific relevance to teachers.

- Adolescents are very much concerned about their body image and physical attractiveness. They have been influenced by images of the ideal build as taught in their cultures.
- Adolescents are likely to be physical, sensual, and hyperactive and experience strong passions. They are energetic and create an impression to outsiders of a chaotic and disordered life style. Their behaviour is mostly functional and just as adults often need to "let of steam," adolescents are continually in a process of releasing surplus energy.
- Adolescents want parents who will treat them as adults, have faith in them, love and like them the way they are. They also still have a strong feeling of dependency on authority figures and on occasions may display immature behaviour patterns.
- The need for close friendships becomes crucial during adolescence. Adolescents become increasingly aware of their need to belong to a group and to find peer acceptance. Some youths gain social acceptance by joining deviant groups.
- Adolescent learners are interested in what the future holds for them. They are inclined to be self centred, and focussed on their self-interests.
- Adolescents experience sexual problems that relate to personal realities such as body image, self-concept, and feelings of masculinity or femininity.
- Adolescents' thoughts and behaviour are characterised by idealism and sociocentrism, hypocrisy, egocentrism and self-consciousness, and conformity.
- Adolescent learners have to a large degree mastered the skill of exploiting and manipulating significant others. They tend to feel that they are not being understood by their parents and that the rules that have been laid down do not necessary take their needs into consideration.
- Most adolescents dislike helping parents around the house but work at jobs outside the home. They act with hostility when adults treat them like young children and fail to acknowledge their integrity and personal identity.
- Adolescents develop their own ethical and moral standards, often modelled on that of their parents.

Adolescence is a transitional period in which certain necessary tasks must be accomplished. Robert Havigurst (Rice 1995:334) defines developmental tasks as something midway between

an individual need and a societal demand. Adolescents' developmental tasks are summarised as follows (Rice 1995:334; Louw, Gerdes & Meyer 1992:379-380; Gouws & Kruger 1994:16).

- The adolescents must accept their physique and become comfortable with their bodies in its fully developed form. Acceptance of the self, as a person and the development of an identity is an important developmental task.
- Achieving emotional independence from parents and other adults.
- Achieving a masculine or feminine social sex role.
- Achieving new and more mature relations with age-mates of both sexes.
- Acceptance of, and adjustment to, certain groups.
- Desiring and achieving socially responsible behaviour.
- Preparing for an economic career and achievement of being financially independent.
- Preparing for marriage and family life.
- Development of realistic and scientific world views in order to develop a value system.

The extent to which adolescent learner understands the above developmental tasks depend on the quality of educational support given by the teachers and parents. Mastery of the tasks at each stage of development results in adjustment and preparation for the harder tasks ahead. Mastery of adolescent tasks results in maturity. Failure to master the adolescent tasks results in anxiety, social disapproval, and inability to function as a mature person (Rice 1995:110). In the paragraphs that follow the domains of development during the course of adolescence will be discussed. These include the physical and physiological, cognitive, moral, emotional and social development.

2.6.1.1 *Physical development*

According to Gouws and Kruger (1994:17), Rice (1995:342) and Kruger (1997:95) various changes take place during adolescence. The onset of adolescence means the growth accelerates or speeds up. The adolescents become much taller and heavier and the proportions of their bodies change. The difference between the physical abilities of girls and boys becomes more evident. The genital organs grow bigger and become sexually mature during the period of

accelerating growth. The secondary sex characteristics such as the growth of hair on the face and body, the development of the female breasts and hips, the change in the voice, increased muscular development and the change in the skin texture are evident during adolescence period (Papalia & Olds 1990:511; Louw, Gerdes & Meyer 1990:383-384).

Early and late maturation seem to affect how adolescents see themselves and how others see them, with self image tied to body image. Physical impairments can influence the adolescent's self-concept and behaviour. Physical impairments can influence the behaviour of the adolescent, if, for example, the adolescent may perceive his/her physical appearance negatively, he/she may not be expected to feel good about him or she and this will have an impact on how he/she behaves. As stressed by Bos and Vaughn (1994:361) "it is not surprising that students with learning and behaviour difficulties often have poor self-concept." It is therefore theorised that learner's physical development has an impact on their behaviour. If an adolescent has a false impression that he/she is unattractive this in itself can have negative effects, which in turn may lead to behaviour problems.

2.6.1.2 *Cognitive development*

According to Piaget, adolescents reach the level of formal operations at eleven to twelve years of age (Rice 1995:186; Seifert & Hoffnung 1994:518). During this stage the thinking of the adolescent begins to differ radically from that of the child. They think abstractly. In other words they are no longer limited to concrete operations but can now deal with abstractions, can test hypotheses and can see infinite possibilities (Papalia & Olds 1990:537). Formal operations enable the adolescents to see reality as one set of possibilities or hypotheses. Because of this ability they often question adult rules and beliefs. The adolescents can think not just how things actually are but also of what may be or could have been.

Adolescence is the period when youngsters begin to assume adult roles. They begin to see themselves as the equals of adults and to judge adults by the standards they apply to themselves (Gouws & Kruger 1994:54). While seeing the world as it is, he/she visualises the world's potential, which makes him an idealistic rebel. This makes him extremely critical of adults.

Adolescent think less egocentrically and gradually come to see their parents' point of view. Besides reflecting on their own ideas, adolescents try to enter imaginatively into the world of other peoples' ideas. According to Gouws and Kruger (1994:53) adolescents' egocentrism manifests in the creation of an imaginary audience and a personal fable. In other words adolescents believe that they are special; that bad things only happened to other people (Louw, Gerdes & Meyer 1990:406). Adolescent egocentrism tends to prevent teenagers from thinking rationally about their own experiences. Their feelings of invincibility and uniqueness may prompt them to underestimate risks for example with regard to sexual relationships and drug use (<http://www.state.sc.us/dmh/school-resources.htm>).

The adolescent ponders his own future and how he can change society, and this result in an inability to distinguish between his/her own life plan and the interests of the group he/she wants to reform. Social cognition develops during adolescents and this enables adolescents to think about themselves and the significant other persons in their life world. The adolescents are able to evaluate their inner feelings with regard to the relationships that exist between themselves and the other significant persons concerned. When the relationships are negatively experienced the point of view of the adolescent, he/she may have behaviour problems such as truancy and disciplinary problems. Personality changes including abrupt mood swings, excessive blow-ups triggered by small incidents, apathy, boredom, irritability and obsession with a single thought may result.

2.6.1.3 *Emotional development*

Adolescents are characterised by intense emotional experience, emotional outbursts or at least some measure of emotional stress.

(www.childdevelopment.info.com/development/erikson.shtml).

This experience is as a result of various physical, cognitive, affective social and other factors.

Emotional maturity is achieved when youngsters no longer indulge in emotional outbursts in the presence of others but let off steam at a more appropriate time and place in a socially acceptable manner. Adolescents fear things like failure, humiliation and rejection. They are also weighed down by feelings of anxiety and guilt (Kruger 1997:114; Rice 1995:399).

Aggressive behaviour in adolescents is an indication of flaws in the child's social and emotional developments resulting in inability to control the emotions. Unrestrained aggressive behaviour indicates shortcomings in adolescents' emotional development which make them unable to control their emotions (Louw, Gerdes & Meyer 1990:411).

Adolescence is also the time during which the self-concept develops and is formed strongly. According to Gouws and Kruger (1994:91) self-concept can be defined as "a configuration of convictions concerning oneself and attitudes toward oneself that is dynamic and of which one normally is aware or may become aware." A positive self concept is not only important for the adolescent's mental well being but also influences her social relationships, progress at school performance in all areas, and career expectations and success. The self-concept influences everything the adolescent is, tries to be or does (Gouws & Kruger 1994:93; Seifert & Hoffnung 1994:430-432). A negative self-concept may cause behaviour problems among adolescent learners. The more negative an adolescent feels that he/she becomes a problem to the family and the school. If he/she feels that he/she is not accepted, he/she may resort to antisocial activities such as drug abuse. According to Sigelman and Shaffer (1995:278) secondary school learners experienced problems with their self-concept. Most of the adolescents go through an emotional crises which Erikson (Meyer, Moore & Viljoen 1997:218) terms the crises of identity versus confusion.

Identity confusion gives rise to anxiety, apathy or hostility towards roles or values. In this confusion, Erikson (Louw, Gerdes & Meyer 1990:443) point out that the adolescents will try to answer the following questions.

- I am not what I ought to be, then what am I going to be?
- Who am I?

- What will I accomplish in life?
- How can my previously acquired roles and skills fit into the career world and projected future?

In quest for identity adolescents frequently come into confrontation with the rules, customs and traditions of society (Galambos 1992:146-149). This is supported by Shulman (1991:155) who says "adolescence is marked by disagreement, bickering, emotional tensions, and minor conflicts with parents over the everyday details of family life such as doing the chores, feeding pets, doing school work, and getting along with siblings." The adolescent wonders about his/her image in the eyes of others, how this agrees with his/her image and how the roles and skills already learnt fit into his/her future. The adolescent is preoccupied with his/her appearance, hero worship, adult role models and the ideologies of significant other role players. Erickson and Pringle's theories (Meyer, Moore & Viljoen 1997:217) show that if the learner experiences love and security, praise and recognition he/she will feel good about him/herself. If the learner does not experience these, he/she will feel threatened and insecure. This will cause behaviour problems.

According to Louw, Gerdes and Meyer (1990:444-446), Sigelman and Shaffer (1995:281), Rice (1995:330-331) and Sprinthall and Oja (1998:71-78) the following factors contribute to the shaping of the adolescent's identity.

- **Cognitive development** - enables the adolescents to think abstractly about certain hypothetical situations. The learners are able to reject or accept specific information.
- **Sexuality** - Part of the process of identity formation is the acceptance of the self as either masculine or feminine. If the sexual identity is already formed, this contributes to the resolution of the identity crises and enables the adolescent to establish intimate relationships.
- **Sex differences** - the sex of the adolescent affects the identity formation process. Boys form their identity in accordance with their occupational identity, while girls form their identity on the basis of their success in interpersonal relationships. Expectations regarding instrumental and emotional independence vary from culture to culture.

- **Parental influence** - Adolescents' identity formation is facilitated by the rewarding and caring behaviour of their parents. Throughout adolescence, individuals experience a period of individuation. During this time, they develop their own identity and form their own opinions, separate from their parents. They begin to realise that their parents are not always right. They become interested in concepts such as justice, fairness and rights. This change in thinking allows adolescents to question their parents' authority and rules. They may rebel against the parental influence and form their own identity. This may result in problem behaviours manifested by the adolescent.

Identity formation can be affected by personal factors, including relationships with the family and peers, the nature of the society, the economic and political circumstances of the times. The peer group becomes increasingly important in helping adolescents to become more independent, to "try out" new behaviour and explore different facets of their personality and to interact with members of the opposite sex.

Economic stresses on a family can greatly impact all members of that family including adolescents. The more stress a family is under, the more likely the adolescent is to be negatively affected. Parents under financial strain are less involved, less nurturing, harsher, and less consistent with their discipline. This may influence the adolescents' emotional development. Adolescents under severe economic stress are at a greater risk for psychological difficulties, behaviour problems and poor school performance because of the fact that economic stress may have negative effects on the adolescent's school. Adolescents living in poverty are more likely to be victims of violence, suffer from depression, feel alienated from school and be exposed to high levels of stress. Identity development is facilitated by democratic parental control.

- **Social experiences outside the home** - The opportunity to make independent choices and decisions outside the home, allow children to develop a positive self-concept. Learners observe and question the values of their role models, in developing their own set of values.

2.6.1.4 *Moral development*

Adolescence is a period of tremendous moral development (Steinberg 1993:270). Adolescents gradually outgrow their idealistic rebelliousness and start adopting more realistic points of view. During the phase of adolescence the youth are particularly well equipped to develop a value system that they will truly make their own.

According to Kohlberg (Berk 1991:490; Rice 1995:535-538) moral development of adolescents has generally progressed to the preconventional level, but it rarely exceeds the conventional level. Cultural influences and age also play a part in moral development. They determine what can be expected from a child in a particular situation. The adolescent is able to evaluate the rules that are laid down for them critically. They can judge whether they are fair or not.

Whether adolescents are going to accept and internalise a set of values depends very much on their relations with parents. Parents who have a warm relationship with their children and use inductive disciplinary techniques are more likely to have children who can internalise moral values. Over-permissiveness may hamper adolescents' socialisation and moral development because they are not helped to develop internal control and an active conscience (Gouws & Kruger 1994:184) and this may cause behaviour problems among adolescents.

Adolescents have to rely heavily on the peer group if parents reject or neglect them emotionally. According to Gouws and Kruger (1994:187), through increasing interaction with the peer group, adolescents come to realise that individuals behave differently because they maintain different values. Adolescents who are surrounded by deviant moral values may become deviant because of their environment. Such delinquency therefore has its origin in the values represented by the surrounding subculture. Parents and teachers may educate adolescents and give them the opportunity to make independent and responsible choices containing moral values.

According to Louw, Gerdes and Meyer (1990:412-413), Seifert and Hoffnung (1994:535-538), McFarlane (1995:402-410), Grolnick, Weiss, McKenzie and Wrightman (1995:146-149) the following are the factors that affect the nature of the adolescent's moral development.

- **Parental attitudes and actions** - the internalisation of moral values during adolescence depends, to a large extent, on the adolescent's relationship with his parents. The roles of the family established during childhood have helped the family unit to keep a system of equilibrium. During adolescence, adolescents are looking for a different kind of support from their family and this may be stressful time for them. Lack of support from parents in areas such as finance, can contribute to problematic behaviour and a total refusal to accept authority or responsibility.
- **The peer group** - the peer group set standards and behavioural limits to which the adolescent conforms because acceptance by the peer group is very important. Peer relations are extremely important for the adolescent in that they experience a whole new realm of reality, unique to themselves. Adolescents are more self-disclosing to peers about things like dating, views on sexuality, personal experiences, common perspectives, interests and doubts. These experiences may cause the adolescents to test sexual activities that may result in unwanted pregnancies or getting HIV/Aids.
- **Religion** - moral development and behaviour is affected by the adolescent's attitudes towards religion.
- **Sex role** - sex role behaviour is determined by stereotyped expectations.

2.6.1.5 *Social development*

Socialisation is a critical developmental task during adolescence, because this is the period when adolescents should learn important and interpersonal skills, developing tolerance of different people and cultures, and gaining self confidence (Louw, Gerdes & Meyer 1990:415 and Frey, Conrad, Rothlisberger & Christopher 1996:17-29).

Although adolescents' relationship with their parents is generally good, there are still periods of conflict. They experience conflict because they want to be independent of their parents but

at the same time have needs that make them dependent. (Gouws & Kruger 1994:110; Rice 1995:429). Adolescents often consider their parents' standards outmoded and want to conform to those of their peer group. They tend to question their parents values, attitudes and interests as they begin to form their own opinions about things. This will cause behaviour problems. Some parents find it difficult to come to terms with this drive for independence. Adolescents need a measure of independence. However, too early separation or emotional independence from the family can cause alienation, susceptibility to negative peer influence, and physically or socially unhealthy behaviours (Papalia & Olds 1990:596; Thornton, Orbuch & Axinn 1995:538-564).

The peer group takes the place of the family in providing status acceptance, a sense of belonging, security and much of what the family provides. The peer group serves as a useful stabilizer during a period of instability and change, it contributes to self-esteem, insulates and protects and provides a practice field for the uncertain adolescent (Van den Aardweg & Van den Aardweg 1993:225; Barber 1994:2). Adolescents need to feel as though the teacher accepts them socially. The more negative an adolescent feels towards the teacher, the more he/she is inclined to be involved in behaviour problems in the class and the less the teacher can influence the adolescent learner to accept learning opportunities which are available. Teachers are role models for the adolescent learners and it is important for these teachers to develop healthy self-concepts in the adolescent learners (<http://inst.augie.edu/~bkpicker/social.htm>).

2.7 CONCLUSION

A number of different models that explain human behaviour have been explained. These theoretical models, especially the Ecological System Model will provide insight into the causes and manifestations of adolescent behaviour problems also in the case of Luveve-Bulawayo secondary schools.

The theoretical models discussed in this chapter were the psychoanalytic model, the ecological systems model, the behaviourist model and the cognitive model. The purposes of these

theoretical models being used as a frame of reference in dealing with behaviour problems of adolescents in the classroom may include:

- The guidance of educational planning and practice in assisting learners with behaviour problems.
- The provision of an intellectual framework for reality.
- The better understanding of the causes of behaviour problems of adolescent learners.
- The provision of guidance to teachers to be able to assist learners with behaviour problems.
- The guidance of teachers on how to intervene and when to intervene.
- Knowledge of the theoretical models serves to guide the teachers directing day-to-day activities and how teachers should respond towards learners.

The theoretical models discussed above provide different perspectives on problem behaviours resulting in a more comprehensive understanding of learners with behaviour problems. The ecological systems model, which considers the holistic approach to behaviour problems, provides strategies and solutions that encompass various components of the environment in dealing with behaviour problems of learners. It accommodates many different perspectives such as behaviourism and psychoanalysis in dealing with behaviour problems.

In addition the above discussion has highlighted the different phases of development of the adolescent learner. The discussion of the development of adolescents will give this research on when an adolescent learner's behaviour can be seen as normal for his/her age and when it is not.

Teachers, parents and significant other role players should understand the development of adolescent learners, in order to assess their level of development, which will enable them to offer appropriate assistance to the adolescent in terms thereof.

The cognitive development, emotional development, and moral development have an interactive impact on one another and a direct bearing on the behaviour of the learner. These

domains of development are relevant in gaining an understanding of behaviour problems of adolescent learners. Developmental crises in each of their developmental domains contribute to problematic behaviour among adolescent learners. In the development of the adolescent, peer relationships, parents, the home environment and economic stress also contribute to the behaviour problems of adolescent learners in the classroom.

In the next chapter, the causes and manifestations of behaviour problems of adolescents and specifically behaviour problems exhibited by adolescents in Bulawayo secondary schools of Luveve, will be discussed.

CHAPTER THREE

ADOLESCENTS WITH BEHAVIOUR PROBLEMS IN THE CLASSROOM: CHARACTERISTICS, MANIFESTATIONS, AND CAUSATIVE FACTORS

It is not easy working with disturbed and disturbing children. Whether we label them emotionally disturbed, conduct disordered, attention deficit-disordered.... it is the behaviour itself: the pain and emotional trauma associated with the life that behaviour comes from, that spills out to everyone they associate with, within their environment. Daily teachers, caregivers, social workers, parents...seek to understand and assist these children to balance their lives.

(Elkins & Izard 1992:13)

3.1 INTRODUCTION

Behaviour problems may disrupt adolescents' schooling, ability to solve problems, cope with life stresses and enjoy normal activities with their family and friends. The quotation above reflects the need for teachers, caregivers, psychologists, social workers and parents to understand and assist children with behaviour problems. It is also reflected in the introductory quotation, that it is not easy to work with disturbed and disturbing children. Houghton, Wheldall and Merret (1988:311) point out that "many teachers complain that their job wears them out, and probably what contributes most to these feelings of weariness is the fact that teachers find themselves constantly nagging away forms of children's behaviour which annoy, upset and distress them." Kerr and Nelson (1989:175); Bos and Vaughn (1994:17); Elkins and Izard (1992:12) and Nziramasanga (1999:63) express that there is a dearth of role models in schools, leaders, family and society and this has influenced the problem behaviours of adolescent learners in secondary schools.

In order to develop guidelines for teachers in the Zimbabwean secondary schools to understand and assist adolescents with behaviour problems in the classroom more effectively, the following aspects of behaviour problems are discussed in this chapter:

- The characteristics of the adolescent learners exhibiting behaviour problems in the classroom.
- Manifestations of behaviour problems in secondary schools.
- Causative factors of behaviour problems of secondary school learners: an international and national context.
- Strategies teachers have been implementing in the past in the classroom to assist learners with behaviour problems. The discussion on the characteristics of the learner exhibiting behaviour problems will help the researcher to have clear guidelines for teachers on how to assist adolescent learners with behaviour problems.

In the following section, the characteristics of the learner exhibiting behaviour problems will be discussed. The discussion on the characteristics of the learner exhibiting behaviour problems will help the researcher to develop clear guidelines for teachers on how to assist adolescent learners with behaviour problems.

3.2 CHARACTERISTICS OF THE LEARNER EXHIBITING BEHAVIOUR PROBLEMS IN THE CLASSROOM

Bos and Vaughn (1994:3), Apter and Conoley (1984:38), Scallet (1998:50), Lamb and Ketterlinus (1994:22), Van der Spuy (1995:65), Houghton, Wheldall and Merret (1988:311) and Smith (1994:11) state the following characteristics of learners exhibiting behaviour problems.

- Many learners seem to have difficulty working for extended periods of time on a task.
- The levels of intelligence for these learners do not differ significantly from that of other learners.

- The learners' approach to schoolwork is often negative and undisciplined, resulting in chronic underachievement.
- They experience not being loved or cared for, being rejected or abandoned, being incompetent and depressed.
- These learners may hit, kick, get into fights or verbally threaten or insult others and are often unnaturally aggressive towards their peers and siblings.
- Their moods are predominantly sad and depressive, depicting a sense of hopelessness and despair.
- They make offensive or insulting remarks to staff or other learners which are likely to lead to confrontation.
- The learners with behaviour problems act out against their social and physical environment with such intensity and chronicity that interpersonal relationship with the family, school, community and peer group members become very difficult.
- Learners who exhibit behaviour problems may attempt to cover up inappropriate behaviour when they realise that they have not behaved in an acceptable manner. They are concerned with being caught, exposed, blamed or punished, instead of worrying about the fact that they have behaved incorrectly.
- Learners with behaviour problems tend to be persistently uncooperative or disruptive despite the teacher's continuing concern. They show disrespect for authority.
- The problem behaviour may be a way to attract attention; if the learner feels rejected by the parents and others, such as teachers, peer groups and family members. They seek attention to meet their need of security, love, interest, understanding and support.
- The learner may have poor academic performance in one or more academic subject areas.
- The learner experiences a need for love, security, acceptance and responsibility.
- Some learners with behaviour problems are inclined to be physically or verbally assault.
- Learners with behaviour problems have a tendency to develop physical symptoms or fears with personal or school problems.

The above discussed behaviour patterns may cause experiences of frustration when teachers try to control the behaviour of learners, and this may be disapproved by the peer group members.

When assisting the learner with behaviour problems, the learning environment, which suits the learner, should be taken into account. The teacher should acquire an understanding of the diverse emotional needs of the learners with behaviour problems (Kerr & Nelson 1998:13). The following section will discuss the manifestations of behaviour problems exhibited by the learners in secondary schools as reflected in research findings on an international and national level.

3.3 MANIFESTATIONS OF BEHAVIOUR PROBLEMS BY SECONDARY SCHOOLS LEARNERS

In the discussion that follows the manifestations of behaviour problems in secondary schools will be carried out from international and national perspectives using a literature review. Behaviour problems, although they manifest in different ways, are experienced by learners of all ages. Montgomery (1990:131), Barker (1983:60), Houghton, Wheldall and Merret (1988:30) and Kerr & Nelson (1989:265) have the following to say about the behaviour problems:

- Behaviour problems are more common amongst secondary school learners than in primary school learners.
- Boys are more frequently involved in behaviour problems than girls.
- Juvenile delinquency, violent and criminal activities are manifestations of adolescents rejecting authority within the community.
- Certain forms of problem behaviours are associated with each other, (for example aggressive behaviour is associated with truancy) as interdependence among behaviour problems.
- Disruptive behaviour early in a child's school career is the single best predictor of delinquency in adolescents.

According to Houghton, Wheldall and Merret (1988:309) and Montgomery (1990:127), talking out of turn and hindering other children are the most troublesome and most frequent misbehaviour in the classroom as selected by secondary school teachers. These frequent misbehaviours are the main source of problems for teachers. McNamara (cited in Houghton, Wheldall & Merret 1988:309) also identified "inappropriate talking" as the most disruptive behaviour. From the study carried out in England, Montgomery (1990:127) identified the following as the most common behaviour problems. The information in brackets refers to the percentage of teachers who experienced the problem.

Attention seeking behaviour (90%)

Disruptive behaviour (90%)

Attention deficit (40%)

Aggressiveness (40%)

Refusal to work or cooperate with others (10%)

Lack of motivation and interest (10%).

Attention seeking behaviour and disruptive behaviour are clearly the most common behaviour problems encountered in the classroom.

Houghton, Wheldall and Merret (1988:309) and Charlton and David (1993:18) have cited that the making of unacceptable noises, laziness and unpunctuality are among the common behaviour problems. Mitchel and Rosa (Montgomery 1990:131) found that certain forms of behaviour show a marked correlation with delinquency in later life, theft, destructiveness, running away from home and telling lies. Houghton, Wheldall and Merret (1988:298) have found out that 62% of the teachers felt that they spent more time dealing with problem of order and control than they ought to and that talking out of turn, disturbing others, non-attendance and disobedience are major categories of disruptive behaviour.

In the following section the most common manifestations of behaviour problems exhibited by secondary school learners will be looked at within a national context. This discussion shall not attempt to discuss every possible behaviour problem, but will confine itself to the more

frequently occurring behaviour problems, as reflected in research on a national level carried by Nziramasanga (1999:293). These will include: (see also Chapter 5, Table5.1).

- Aggressive and antisocial behaviour
- Disruptive behaviour
- Theft by adolescents
- Telling lies
- Juvenile delinquency
- The use of additive substances
- Depression and suicide

3.3.1 Aggressive and antisocial behaviour

Aggressive behaviour is a means of outward reaction or the acting out of an inward emotional state (Munsamy 1999:42; Langa 1999:22). Aggressive behaviour manifests in bullying, vandalism, assaulting others (Kerr & Nelson 1998:265 and Elkins & Izard 1992:203). According to McManus (1995:11) children acquire an attitude of aggression in order to express their deep-seated feelings of dissatisfaction. Kirk and Gallagher (1989:415) found out that imitation plays a role in the manifestation of aggression. Adolescent learners imitate role models who act aggressively to achieve their goals, for example those people who get their way through aggressive behaviour. They may also attempt to imitate the aggressive behaviour of parents when their interaction is characterised by violence and fighting.

The following types of aggression can be distinguished as argued by Hunt (cited in Ramsey, Calvin & Walker 1995:10; Elkins & Izard 1992:203-208).

- **Emotional aggression**

This is a form of behaviour, which occurs in children who are greatly distressed by the situations that are beyond their control. The children may be denied the chance to stay with one of the parents because of divorce. Because of the unfulfilled emotional needs the children may

turn violent, to such an extent that they disturb the classroom learning situations. For example, a boy who has been subjected to harsh or inconsistent discipline and to rejection or ridicule by parents in the course of growing up may emerge as an angry and destructive adolescent.

- **Excessive or unwarranted aggression**

This is a behaviour pattern exhibited by adolescent learners who have, inter alia, an attention deficit. The adolescents' attention deficit is in constant motion. In given activities or assignments such adolescent learners it difficult to complete tasks. Before the task is over, their attention may have been deflected to something else. The child just suddenly seems to reach the limits of his/her self-control and seems unable to help himself/herself.

- **Impulsive aggression**

This is a form of aggression, which is experienced by the adolescent without any warning. It is associated with long periods of passivity. Adolescent learners displaying this type of aggression are subject to regular, intense mood swings.

- **Predatory aggression**

Adolescents and adults who feel and believe that everyone is against them often exhibit this form of aggression. From their point of view teachers, parents and schoolmates are working against their wishes; hence they want to revenge themselves on these perpetrators.

- **Instrumental aggression**

This is a form of behaviour used by adolescent learners to get their own way through frightening others. In order to obtain social control over others, the adolescent learner will try to intimidate and dominate others for their own advantage. Adolescent who often display such type of behaviour are from families where one of the parents is excessively dominant and cruel.

Antisocial behaviour is a form of aggressive behaviour (Ramsey, Calvin & Walker 1995:9). This may be in the form of physical aggression, fighting, threats, or attempts to hurt others such as peer group members or classmates. Such behaviour may be caused by an environmental background, for example, poverty, divorced parents and substance abuse. Antisocial behaviour can make it difficult for children to form friendships and can interfere with family relationships. In Zimbabwe, teachers and other adults as well as the peer group usually reject children who behave antisocially, and they tend to band together, reinforcing one another's negative behaviour patterns (Nzirasanga 1999:65). Forms of antisocial behaviour may include stealing, truancy, running away from home, suicide attempts and substance abuse.

Aggressive behaviour generally has negative effects both for children and for others (Slavin 1994:414). Adolescent learners who experience learning problems often perform below their potential. Behr (1990:75) argues that it is not clear whether the learning problems stem from the behavioural problems or whether it may be learning problems that trigger aggressive behaviour in children. Behaviour problems may also arise as a result of teachers and other peers who may react negatively to those adolescents exhibiting problem behaviours. Some children tend to repay aggressive behaviour by isolating the aggressive learners because they are aware of the negative consequences if one interacts socially with such a person. Social withdrawal by the peer group, and the stigmatisation it involves, can in turn lead to a negative self-image and even to depression. Ramsey, Calvin and Walker (1995:11) point out that there are many researchers who have made references of learners who exhibit antisocial tendencies and eventually become juvenile delinquents and subsequently adult criminals.

From a Zimbabwean perspective, Nzirasanga (1999:199) has shown that antisocial behaviour is usually the result of a problematic home background, be that a single parent situation, unemployment or divorce of the parents. Nzirasanga (1999:201) points out that "the death of one parent... could be a situation of stress and distress and an excessively difficult task for the learner." This would expose the child to many negative influences, such as drugs, abuse and being enlisted by gangs. The mental state of these learners, their lack of concern or desire to learn and the freedom of the "urban streets" may contribute to the difficulty of rehabilitation and provision of relevant and practical education.

3.3.2 Theft by adolescents

Parents are usually upset when they discover that their child has stolen something. Often they need guidance or the help of a counsellor on how to handle the matter, objectively and effectively. According to Engelbrecht (1995:87) and Barker (1983:65), most learners have at some stage taken something that belongs to someone else. Engelbrecht (1995:87) defines stealing as "taking and retaining dishonestly and secretly someone's possessions without the other's consent." Research findings (see Table 4.3) support the idea that stealing is one of the antisocial behaviour patterns that are commonly found among Luveve secondary school's adolescents of Bulawayo. Some adolescents steal food and clothing, others steal petty objects like pencils and rubbers; while others steal items such as jewellery.

Smith (1994:16-18) and Engelbrecht (1995:88) list the following causes of stealing:

- **Feelings of inadequacy**

Learners who are materially neglected and who consequently steal out of necessity often experience feelings of inadequacy. Learners who have low self-esteem may try to demonstrate through stealing that they are not completely incapable.

- **Seeking attention**

This could be the result of emotional deprivation, where the learner experiences a lack of manifested love, warmth and attention from his/her parents.

- **Vindictiveness**

Learners may be brought up too strictly and with little love and affection. Stealing is their typical weapon to even the score. They vent their feelings of rebellion and aggression by stealing. Learners might feel that they have been misunderstood or unfairly treated and so they do something that will irritate or annoy the adult in question.

- **Bribery**

Children sometimes steal in order to bribe their schoolmates. They steal simply because they want to seek approval from their peers and increase their popularity. Rich (Bakwin & Bakwin 1972:592) classifies theft by adolescents into the following groups:

- **Impulsive theft**

This involves the peer groups who steal without prior planning and this is common among boys from the lower socio-economic strata.

- **Theft intended as a proof of manhood**

This is usually done by adolescent boys who would like to show others that their manhood can be proved by stealing money or jewellery without being caught.

- **Theft as compensation for a loss of love or hurt feelings**

Stealing in this category involves adolescents who steal to compensate for the love they feel is lacking in their lives.

- **Secondary theft**

Younger boys are often taught how to steal by older ones. They are sometimes forced to take part especially when valuable assets are to be stolen. Having been taught, the children will steal on their own, as they grow older. This form of stealing is pre-planned and adolescents involved take precautions in advance to guard against being caught. It is usually committed individually or with a group of friends.

Research findings by Nziramasanga (1999:208) show that in Zimbabwe poverty affects a very large percentage of the population and repercussions are felt and experienced by children, when

parents have no means and when the government is said to be short of money. To satisfy their needs the adolescents may be forced to steal or loot from the supermarkets in the cities.

3.3.3 Disruptive behaviour

Disruptive behaviour is any behaviour or conduct that interferes or disrupts the learning process of the class. This form of behaviour includes noise making, refusal to cooperate, and showing off, uncontrolled behaviour, storming out of the classroom, taking alcohol in schools talking out of turn, calling out while the teacher is speaking, abusive language and making improper noises. According to Luckner (1996:24-28); Green and Ross (1996:315-325) and <http://www.edu.gov.nfca/discipline>: 14 May 2001 the learners with disruptive behaviour make it impossible for the teacher to teach properly or to pay the necessary attention to learners who really are in need thereof. Disruptive behaviour distracts other adolescent learners and affects the whole environment in the classroom. The following reasons have been cited for causing disruptive behaviour (Smith 1994:16; Friedman 1995:281-289):

- Disruptive behaviour is associated with lack of "house rules" and failure by the parents to monitor children's behaviour. The home environment does not nurture an acceptance of discipline or rules.
- Failure breeds failure, for adolescents who fail to exhibit the requisite skill for gaining peer acceptance. Adolescents tend to become aggressive or antagonistic towards other children, or they withdraw from them. If they fail to develop social confidence they tend to feel inadequate; the more inadequate they feel the more likely they are to fail and disruptive behaviour often manifests.
- Some adolescents make use of disruptive behaviour in order to get control in the classroom.
- Adolescents who experience problems to express their feelings, needs and wants make use of their disruptive behaviour.

3.3.4 Telling lies

Bakwin and Bakwin (1972:586) define telling lies as a "deliberate distortion of the truth in order to mislead others". During adolescence the assumption is that by the time children enter high school, they will no longer tell lies. Adolescents are able to distinguish between fantasy and fact, and have developed moral values. If this has not happened and they still lie repeatedly and chronically, they have a problem. Such behaviour, if not discouraged, can become a habit persisting into adulthood.

3.3.5 Juvenile delinquency

Van den Aardweg and Van den Aardweg (1993:123) define juvenile delinquency as the "wilful and deliberate behaviour of a juvenile in violation of the law and social norms that will bring the youth under legal or social judgement". It refers to the transgression of the law by the youth such as taking alcohol at school and sexual harassment of other learners.

Gouws and Kruger (1994:134) point out that juvenile delinquency may include truancy, running away from home, drinking, drug taking, sexual misconduct, lying and other antisocial acts such as hostility and aggressiveness. Delinquency is both a psychological and a sociological problem. The incidence is higher in socially disorganized, economically deprived areas, such as the urban ghettos of large cities. Delinquents tend to be angry and defiant, suspicious of authority, resentful, impulsive, and lacking in self control (Friedman 1995:281-289). According to Bullough (1994:1-10) and Lamb and Kettelinus (1994:129), the social environment play a part in delinquency: the role of parents appears crucial. Among delinquents, relations between parents and children are likely to be characterised by mutual hostility, lack of family cohesiveness, and parental rejection. Continuous negative interactions between the parents and the child, characterised by irritation and anger, with no clear set of household rules tend to be the order of the day in such homes.

Research findings in Zimbabwe (Nziramasanga 1999:66) show that the media may contribute to juvenile delinquency. Outdated and discarded films from the West have found their way onto

television screens. Some of these films promote promiscuous behaviour. The films show the adolescents the role model of ill-gotten affluence, violence, dishonesty and licence. The adolescents may take the violent role models as their heroes and hence may also be influenced to indulge in activities that involve violence.

3.3.6 Depression and suicide

Depression in adolescents usually manifests itself in different ways. Depressive conditions may range from relatively undamaging, temporary states of sadness in response to a genuine loss (of a loved person) to severely disturbed psychotic conditions that involve mental as well as emotional impairment. Depressed adolescents may exhibit depressive equivalents such as boredom or restlessness. Kerr & Nelson (1989:327) and Lamb and Ketterlinus (1994:129) found out that: an inability to be alone or a constant search for new activities, drugs, sexual promiscuity, delinquency, risk taking may all be indications of hidden depressions, although they may also be the result of other problems.

Long-standing, repeated experiences of defeat or failure and unsuccessful attempts to find alternative solutions have resulted in suicidal attempts (Kruger 1990:32; Schloss, Smith & Schloss 1994:60). Young children who threaten to commit suicide often come from homes where there are problems or disordered relations. Marital discord between parents, parental divorce or remarriage, emotional problems in parents and even abandonment are often in the backgrounds of adolescents who commit suicide.

Adolescents may commit suicide as a result of precipitating events, such as break up or threatened break up of romance, pregnancy (real or imagined), school failure, conflict with parents, rejection by a friend, being apprehended in a socially prescribed or delinquent act, loss of a parent or other beloved persons, fear of serious illness or imminent mental breakdown (Munnik 1993:73-79; Schloss, Smith & Schloss 1994:61).

An increased experience of stress and a series of traumatic events in a short time increase adolescent's vulnerability to emotional and physical disturbances and make suicide attempts

more likely (Munnik 1993:80). Conflicts with teachers about poor academic achievement, for instance failing a test or examination, can leave an adolescent feeling trapped and suicide offers an escape from the trap.

An adolescent may have emotional ups and downs, periods of discouragement and may experience anxiety before an important examination, occasional outbursts of anger or rebellion, sadness at the loss of a boy friend and the like. These needs must be recognised also because of the effect the child can have on family members if the child attempts suicide concerned. Apart from this, Schloss, Smith and Schloss (1994:61) warned that the emotional damage to these members of the family might be severe. They might feel guilt because of their failure to pay enough attention to the child and his/her problems.

3.3.7 Substance abuse

Addiction is a state of periodic and chronic intoxication detrimental to the individual and society produced by the repeated consumption of a drug. Addiction to drugs or alcohol means that the learner's body can no longer function without these substances. The addictive substances have negative effects such as the alteration of one's behaviour. Gillis (1994:107-108) mentions the following characteristics of an addicted learner.

- The addicted learner may have an overpowering desire and compulsion to continue taking the drug, and to obtain it by any means. For example, the learner may opt to steal money that he/she could use for buying more drugs.
- The addicted learner may also experience an insatiable desire to take more of the dose. If the drug is not available the learner may be forced to find ways of getting it even if it means stealing or house breaking.
- A tendency to increase the dose.
- A psychological, and sometimes physical, dependence on the effects of the drug.

Munnik (1993:107-115) and Mahlangu (1989:111) have the following view of reasons why adolescent learners use drugs:

Adolescents whose parents make significant use of such drugs, as alcohol, tranquillisers, tobacco and sedatives are likely to use them. The parents serve as role models to their children and when they abuse drugs, children may see no problems in taking these drugs. Adolescents may experiment with these substances out of curiosity and because it is available within the environment. The adolescent may also try drugs because of peer group influences, that is, there is a need to be accepted by a group of peers who are already involved with drugs.

Furthermore, some adolescents may experiment with drugs to please a special boyfriend or girlfriend or they do it to win the hearts of their peer group members. The use of drugs by adolescents may also be an escape from tension and the pressure of life, or from boredom that may emanate from the classroom - learning situation. Academic or sporting failures by the adolescent learners may also enforce him/her to use such substances in order to overcome a sense of inferiority. Failure in class breeds an undesirable behaviour such as taking dagga and alcohol to compensate for one's failures among her/his peers. Drugs when excessively taken may cause problem behaviours among adolescents.

According to Gillis (1994:109), the following symptoms for which teachers, counsellors and parents should be on the alert, are signs that learners may be involved in the use of addictive substances. The adolescent may have unexplained changes in mood or behaviour and have noticeable differences in eating patterns or sleeping habits. The adolescent may easily break off old friendships and form new ones who are inclined to drug taking or alcohol abuse. They may also deteriorate in school performance or have a loss of interest in academic and sporting or extra mural activities at school. Some adolescents may show a decreasing attention to personal appearance and hygiene. They seem not to care about themselves. The learners may be fond of lying, cheating, dishonesty and may steal money to obtain more drugs. They may show watery bloodshot eyes resulting from drug inhalation or they may be seen excessively using mouth sprays, chewing gum and sweets to camouflage the smell of alcohol, or burning incense to disguise dagga.

In Zimbabwe, drug abuse is rampant among the adolescents. Adolescents, from the working class, spent most of their time in nightclubs after school. According to Nziramasanga

(1999:208), poverty has played a major part in the use of drugs among adolescents. Insufficient food and economic stress has reduced some of the adolescent learners (in urban areas) into street beggars. In these streets there are vulnerable to abuse by adults. Peer influence, may also lure them into taking alcohol and drugs and eventually into sexual licentiousness. As a result, some of them bear children at an early age and may become victims of HIV/Aids.

Once the drug has hooked a person, it is not easy to throw off the addiction. The body will be sending constant messages to the brain that the substance is urgently needed. Attempts to reduce the misuse of drugs may be done through measures, which eliminate the availability of drugs.

The following section will look into some causative factors of behaviour problems of secondary school learners. The following discussion will assist the development of guidelines for teachers in assisting learners with behaviour problems in conjunction with the findings of Chapter 5.

3.4 CAUSATIVE FACTORS OF BEHAVIOUR PROBLEMS OF SECONDARY SCHOOL LEARNERS

Behaviour problems stem from a variety of causative factors, which may include the environment and family background. In the literature (Gerdes 1998:9; Carson & Butcher 1992:96), there is a great deal of speculation about which factors cause problem behaviour in children. Theoretical models discussed in Chapter 2 also tend to place emphasis on causative factors that are based on their specific perspectives. For example environmental factors such as the family as a system may cause delinquency. According to the ecological system approach, delinquency may be caused by the lack of the family cohesiveness and parental rejection (Apter & Conoley 1984:83). The ecological system approach/model appears to have gained substantial ground, as a frame of reference for analysing behaviour problems. This model focuses on the interaction of systems, where these systems represent the different relationships of the children and other role players within his /her life. Apter and Conoley (1984 :44), Gerdes (1998:8) and Weeks (2000:198) maintain that within the ecosystem approach, both the internal or intrinsic, as well as the external or extrinsic subsystems, must be acknowledged as forces that determine

the interaction between the learner and his/her environment. Within the ecological systems model, the basic emotional needs of learners ought to be met within the context of the environment.

The causative factors of behaviour problems are, for the purpose of this study viewed within the frame of reference of the ecological system model. This model is adopted to remove the effect and to prevent the problems through an understanding of the factors that cause these problems (Zarakowsk & Clements 1992:4).

3.4.1 Intrinsic factors

Various intrinsic factors may give rise to behaviour problems. Intrinsic factors are factors that are situated within the adolescent himself/herself. These factors include brain dysfunction, hearing and vision disabilities, food intolerance and psychological conditions, such as low esteem and psychotic disorders (Carson & Butcher 1992:96; Morgen & Reinart 1991:13).

3.4.1.1 *Brain damage and brain dysfunction*

The human brain consists of a multitude of nerve cells with a nerve connection between cells themselves and with different parts of the body. Brain damage, which results from injury in accidents, infections, brain tumours and toxic conditions, will adversely impact on the brain functions. It can occur either at or after birth. The problems of children who have suffered brain damage may be serious, such that the person concerned could be intellectually disabled, cerebrally disabled, epileptic or have multiple disabilities. Such children are unable to understand what is expected of them. Their behaviour usually resembles that of children younger than their age group.

3.4.1.2 *Differences in temperament and personality*

Personality is the sum total of the physical, mental, emotional and social characteristics of an individual. It includes all those characteristics that make every person an individual, different from other persons. Temperament refers to relatively consistent, basic dispositions inherent in

people, which underlie and modulate much of their behaviour (Rice 1995:251). Santrock (1995:186) defines temperament as "an individual's behaviour style and characteristic way of responding". Rice (1995:251) specifies three traits, as constituting temperament. The first one is emotionality, which is the intensity of emotional reactions. The second trait is activity, which has tempo and vigour as its two major components. The third trait is sociability, which is the preference for being with others rather than being alone. The older the learner becomes, the more difficult it becomes to identify the indicators of temperament.

According to Thomas and Chess (1984:3), temperament has nine components, which could be grouped into three categories or temperament patterns: the easy child, the difficult child and the slow to warm-up child. Table 3.1 shows the characteristics of each of these categories.

Table 3.1: Characteristic of categories or temperament patterns

Components of Temperament	Easy child	Difficult child	Slow to warm-up child
Rhythmicity	Regular eating, sleeping, toileting schedules	Irregular schedules	
Activity level		High activity level	Low activity level
Approach or withdrawal	Easily approaches new situations and people	Suspicion to new situations, people	Mildly negative to initial response or new stimuli
Adaptability	Adjusts easily to new routines and circumstances	Adjusts slowly, has temper tantrums when frustrated	Gradually likes new situations to new stimuli
Sensory threshold			
Quality of mood	Positive moods	Negative moods	
Intensity of mood expressions	Mild to moderate intensity of mood	High mood of intensity, loud, laughter and crying	Low intensity of mood
Destructibility			
Attention span			

(Rice 1995:253)

Whenever the environment is not stable, the temperament will also change.

According to Thomas and Chess (1984:4), behaviour problems are not as a result of specific temperament patterns but the temperament patterns act as causative factors in the occurrence of behaviour problems.

From the above Table 3.1 the "easy child" has characteristics, which do not cause any problems at home or in the classroom. The "easy child" has normal eating habits. He/she is able to approach new situations quite easily. This is the kind of a learner who is cooperative in class and has few behaviour problems in class.

The "difficult child" has irregular schedules and has problems in approaching new situations. This kind of a learner adjusts slowly to new environments and is characterised by temper tantrums when frustrated. The learner has negative moods and is more inclined to behaviour problems in class than the "easy child". Teachers have difficulties in controlling or disciplining such learners since they have a high intensity mood.

The third group of children are characterised by a combination of mild, negative responses to new stimuli and slow adaptability. Not all children/learners can be categorised to fit into one of these three temperament categories, as individual children exhibit various combinations of temperament traits, manifested in their behaviour (Thomas & Chess 1984:3). Teachers must be careful not to disregard a learner's specific temperament type and the associated behaviour and thus are indicated to regard the learner's behaviour as problematic.

3.4.1.3 *Physical characteristics*

Adolescent's physical characteristics affect their behaviour. According to Rice (1995:354) physical attractiveness affects the adolescent's positive self-esteem and social acceptance. Lerner, Delaney, Hess and Jovanovic (1990:1-20) maintain that attractive adolescents are thought of in positive terms: intelligent, desirable, successful, friendly and warm, Adolescents who have acquired a negative image, as regards their physical appearance, can hardly be

expected to feel good about themselves and this will have an impact on how they behave. If an adolescent has a false impression that he/she is unattractive, this can have negative effects which in turn can lead to behaviour problems (Keelan, Dion & Dion 1992:195-197).

The following section will discuss the extrinsic factors, which influence the child's behaviour from outside.

3.4.2 The extrinsic factors

Lewis (1999:10,11) argues that intrinsic and extrinsic factors are intertwined and interact. They have an impact on one another as the learner develops. Lewis supports this when he says "resilience in children is likely to develop from both internal and environmental factors." However, neither extrinsic nor intrinsic factors can be pinpointed as the only cause of behaviour problems as they are always in interaction with one another (Farrell 1995:5). The discussion below should be seen in the light of this reality.

In this section the family, community and the school, will be discussed in order to show how they influence the social and emotional adjustment of the child.

3.4.2.1 *The family*

The family is one of the most important institutions in any society. The family provides the basic needs for the child. It provides the child with a safe environment where he/she is cared for and accepted and where he/she can realise his/her potential for becoming a responsible adult. The home could, however, contribute to a situation where children are deprived of the loving attention they need and this may influence their behaviour in a negative way. The family situations that may cause behaviour problems among adolescents are discussed below (Mayekiso & Twaise 1993:22; De la Rey, Duncan, Shefer & Van Niekerk 1997:177; Carson & MacMurray 1996:113-114):

- Difficulties in interpersonal relationships with the family members are often the root cause of problem behaviours among the adolescents. It has been found that adolescent suicide takes place mostly in family context as a reaction to disharmonious relationships in the family.
- Families, which are incomplete as a result of, divorce; death or extra-marital birth, may influence the adolescents to feel shame, discomfort, guilt or rejection at the loss of a parent. The loss of a parent may lead to the feelings of impotence, rebellion and inadequacy, which are often connected with depressive behaviour.
- Parents who find it difficult to deal with stressful circumstances, as a result of their own poor coping skills, sometimes relieve their anger, frustrations and disappointments by venting them on their children.
- Disputes, arguments or some other conflicts with a parent are the most common stress situation in cases of adolescent suicide. In such relationships there is usually a total breakdown of communication, often connected with disciplinary problems, peer group conflicts and clashes about academic achievements.
- Children are mostly molested in the family, in the extended family or by some neighbour or family friend whom they know well.
- One of the causes of teenage pregnancy is the refusal by parents and educators to admit that adolescents are sexually active (Mayekiso & Twaise 1993:22).
- In some homes children receive inadequate care and guidance, largely because the adults engage in inappropriate and immodest practices possibly even in the presence of the children.
- Some parents have unacceptable parenting styles. For example, they are very strict and have an aloof way of disciplining their children. The children are given no opportunity to voice their opinions.
- A violent marriage renders parents unable to meet the developmental and emotional needs of their children. Children adapt to violence in ways, which may distort their functioning in class (De la Rey, Duncan, Shefer & Van Niekerk 1997:177).

In addition, child abuse within the family may also cause behaviour problems among children. Child abuse includes physical, emotional and sexual abuse. Child sexual abuse hurts the child,

the parents, and the community. Sexual abuse sets the child apart. The child is in a situation that is very confusing. She/he may feel both guilt and responsible for what is happening (Carson & MacMurray 1996:113). It occurs at all different socio-economic levels, all ages, within all the ethnic groups and with children of both sexes.

According to Morgan (1994:151-155), Richards-Govere (1995:20) and Carson and MacMurray (1996:126), victims of sexual abuse may manifest the following behaviour at the school.

They display excessive disruptive or aggressive behaviours and may vandalise or otherwise be destructive to property or steal other people's belongings. They appear extremely passive or withdrawn and fail to freely interact with the teacher or fellow learners. Some are very fearful, show discomfort and may feel threatened by adults, if adults did the sexual abuse. The adolescents always feel tired, sleeps in class. When there are stimulating exercises that are exciting to other peers, the adolescent feel bored and unconcerned. The victims are frequently absent or truant at school or they are habitually late for school or may go home early with physical complaints. If the adolescents are sexually abused at home they may be seen loitering at school and after school hours, even after the staff has left, fearing to go home. They may confide about personal sexual experiences to other children indicating sexual molestation and exhibit behaviour extremes such as mood swings.

According to Nziramasanga (1999:202), "children are often ashamed to say that they are being molested". These children may even feel guilty and responsible for the abuse in certain instances. The perpetrators may threaten abused children if somebody gets to know about the assault. Children who have been sexually molested have a poor self-image and tend to be hyper sensitive to any form of aggression. These children have a tendency towards depression and are distrustful of adults. They fear to be emotionally abused if they report such problems to their parents or care takers.

In Zimbabwe, the family may be viewed as the chief causative agent of behaviour problems among adolescents. The children whose parents have died of AIDS may feel ashamed about

it and feelings of rebellion and isolation may develop. Teachers and counsellors may have difficulties in dealing with such behaviour problems because the family members may interfere. The best they can do is to take cognisance of the matter and refer the adolescent to the relevant experts such as a social worker for further help.

3.4.2.2 *The community*

The community in which children grow up plays an important role in the ways these children behave. The following factors contribute to the behaviour problems of children in the community (Coetzer & Le Roux 1996:83; De La Rey, Duncan, Shefer & Van Niekerk 1997:173; Elkins & Izard 1992:202). Some children are exposed to violent upheaval such as war, from an early age. For instance, children are forced to participate in armed combat as soldiers, harming them psychologically. The community elders/members may attempt to gain some kind of control on adolescents and this may lead to power struggles: the adolescent wants to become independent, the community members want to retain a substantial degree of power and influence. When adolescents resist the control they become undisciplined and are difficult to control in class. Some parents are continually obliged to work outside homes and are unable to supervise their children's behaviour at home. The children have excessive freedom to do what they wish without parental pressure; hence they are more inclined to behaviour problems within the society. Some parents within the community are offenders themselves and cannot serve as good role models for children to emulate. As a result adolescents may be involved in criminal activities if the community has all sorts of criminal elements and in large numbers. According to Elkins and Izard (1992:202) adolescents learn most of their values and behaviour in the home and local community. Aggression in these settings has been attributed to a variety of factors: aggression within the home, for example, family violence (see excerpts from newspapers in the appendices) or in the community, the influence of parents as role models, for example, using aggression as an acceptable way to solving problems within the community, lack of adult supervision and exposure to media that portray aggression as an acceptable resolution to conflict.

3.4.2.3 *The school*

The school environment may cause or prevent behaviour problems in adolescents. The contributory factors to behavioural problems within the school include the teacher, the curriculum, the school administration and the atmosphere at the school and in the classroom.

- **The teacher**

At school the teachers are among the most significant others in the life of the learners. The teacher determines the behaviour of adolescent learners in and outside the classroom (Bos & Vaughn 1994:17. The research by Sibaya and Milan (1992:225) shows that the characteristics of the learner affect the teaching and learning process as well as the teacher's beliefs and attitudes. Since the teaching-learning process is dynamic and interactive in nature, the teacher's beliefs and attitudes will change, depending on the needs or behaviour of the child (Sibaya & Milan 1992:225). The teaching methods and approaches may influence the behaviour problems of learners. If, for example, the teachers do not prepare their lessons properly they will have problems with the learners. Learners need to be motivated and see teachers as role models.

The attitudes of learners themselves towards their own experienced behaviour problem, as well as the attitudes of other learners towards them, are shaped by the people they come in contact with. The teachers' attitudes can therefore have a major impact on the learners, as to how they regard themselves or regard other learners exhibiting behaviour problems. According to Kerr and Nelson (1989:157) the following questions make up an informal checklist the teacher can use to access the potential sources of problem behaviours.

- Is what I am teaching useful or important to the learners?
- Are there any obstacles to the learners performing as desired?
- What are the consequences of non-performances?
- When does the behaviour problem occur?
- What is different about learners who are not displaying the behaviour problem?
- How can I change my instruction to help learners develop the skill I am trying to teach?

Westwood (1993:41) and McNamara and Moreton (1995) have the view that if teachers were to change the way they treat and behave towards learners, they would be able to change the learner's behaviour positively. However, teachers may also encourage learners to behave unacceptably in the following ways (Kerr & Nelson 1989:153-155; Westwood 1993:41; Bos & Vaughn 1994:384; Lamb & Ketterlinus 1994:91-97).

- Teachers may force a learner to do something s/he does not like to do and the adolescent may be influenced to resist.
- The teachers may display a poor command of the subject, they are teaching. They certainly, in such cases, will not gain the respect of the learners, nor will the learners accept them.
- Comparing a learner's behaviour with other learners' behaviour may influence such a learner to behave in an unacceptable way depending on the comparison. If compared to an aggressive learner, the adolescent may see aggressiveness as an alternative way of behaving.
- Some teachers appear to have no interest in their job and are absent from work for no apparent reason. This can create a casual, offhand attitude towards those teachers, the school in general and their schoolwork in particular.
- Some teachers make inappropriate and disapproving comments that demotivate the learners. Failing to mark the learners' work or tests quickly and thoroughly, create a nonchalant attitude among the learners and this may create behaviour problems.
- Some teachers are fond of labelling learners who display behavioural problems and who are difficult to handle, as failures. This in-turn evokes negative reaction from the learners concerned, such as absconding lessons.

- **The curriculum**

The curriculum of the school plays an influential role in the behaviour of the learners. The curriculum should be meaningful to the real life world of the learners. If the learners find it meaningless and wasteful, they may exhibit various forms of unacceptable behaviours to show their displeasure of it.

It is the task of the teacher to present the study material in such a way that it has meaning for the learners. The school curriculum should reflect the learners' culture, home language, and social background. According to Epstein, Coates, Salinas, Sanders, and Simons (1997:18) schools should assist families concerning parenting skills and learning activities at home, including homework and other curricular-linked activities.

- **The school administration**

The administration of the school should make sense to the learners so that the learners will respect it. According to Gwarinda (1994:84), "it is the leadership style of the school that is most influential to the (behaviour) problems of learners". If the administration brings in too many or unnecessary rules applied in an autocratic manner, the learners may rebel against them, causing behaviour problems among learners.

The atmosphere at the school should convey the message that learners are important and should see that through the school the learners have bright futures. According to Gwarinda (1994:85) in Zimbabwe "if the school atmosphere is hostile towards them," the learners will play truant. The school should make itself an interesting and fruitful place. The atmosphere should encourage learners to show their potential and generally make the learning situation pleasant. The teaching staff should be exemplary and respectful. They should display modesty in behaviour and encourage it in learners at the school. Failure to do so will cause disciplinary or behaviour problems such as rudeness.

3.5 UNDERSTANDING AND ASSISTING LEARNERS WITH BEHAVIOUR PROBLEMS IN THE CLASSROOM

In this section emphasis will be placed on how to understand and assist learners with behaviour problems more effectively. Strategies in this regard have been researched in literature on a national and international level. Teachers influence the learners' behaviour patterns. According to Charlton and David (1993:3), "what the schools offer and how they offer it, helps determine

whether pupils respond in desirable or undesirable ways" In other words, the schools make a difference to their learner's behaviour for better or for worse. From an ecological system perspective (see Chapter 2), behaviour problems do not only emerge from within the adolescent learner but from the interaction between adolescent learners and the significant other role players. For the purpose of this study the focus will fall on the relationship between learner and teacher as well as learner and general school climate.

The behaviours of learners can be modified if a teacher uses appropriate strategies to combat the behaviour problems being manifested by the learners (Gwarinda 1994:86). The following paragraphs will discuss strategies, which the teacher can implement in order to understand and assist learners with behaviour problems more effectively. The issues to be addressed are:

- Relevance of the theoretical approaches in understanding and assisting learners with behaviour problems.
- School climate that can initiate a positive behaviour among learners.
- Strategies that can be implemented in classrooms to understand and assist learners with behaviour problems.
- In the following section the relevance of the theoretical approaches in understanding and assisting learners with behaviour problems will be discussed.

3.5.1 Relevance of the theoretical approaches in understanding and assisting learners with behaviour problems

The theoretical models discussed in Chapter 2 are the following: the psychoanalytic model, behaviourist model, ecological model and cognitive model. Each of the models focused on ways in which the behaviour of the learner can be influenced and determined. Collectively they provide teachers with ways to assist learners with behaviour problems. From the behaviourist theory, all behaviour whether acceptable or unacceptable is regarded as being determined by means of positive reinforcement or punishment. Problem behaviour is as a result of the behaviour imitated from the significant other role players within the environment. In the psychoanalytic model behaviour problems are as a result of the interaction between the three

components of personality: the ego, the id and the superego. The cognitive model postulates that behaviour is determined by the way human beings adapt to their environment through their own cognitive processes or way of thinking. According to the ecological model disturbed behaviour cannot be traced back to the learner himself/herself or the environment as such, but to the interaction between the learner and his/her entire environment. The ecological model has a holistic approach which brings parents, siblings, peers and significant others together in providing an understanding of the behaviour of the learner, within his/her own life world. In this research the ecological system model is the best model to apply when dealing with the understanding and assistance of behaviour problems among adolescents (see Chapter 2). The ecological system model discussed in this study will serve as a frame of reference for developing a model for Zimbabwe teachers in understanding and assisting adolescent learners with behaviour problems in the classroom.

The ecological system model focuses on the learner as a unity; his/her strengths as well as his/her weaknesses as exhibited at home and in the classroom. In trying to assist the learner with behaviour problems from an ecological systems model, the following guidelines should be used as presented by Apter and Conoley (1984:269-270).

- The teacher should not only focus on the learner, but on his/her environment and find ways of assisting the learner from his/ her environment. The environment determines all behaviour of the learners through their interaction with other role players within his/her environment.
- Teachers should interact among themselves in regard to services rendered to learners exhibiting behaviour problems. They can exchange ideas and experiences on how to assist learners with behaviour problems. They can advise each other on how they can help the learners with behavioural problems such as truancy, and disruptive behaviour using the parents, school environment and the teachers themselves. Failure to coordinate can create more problems for the school than the actual behaviour problems exhibited by the learner.
- Indirect service activities must focus not only on the learner but also on rendering a service to the learner himself/herself.

- Parents and teachers should be involved when solving the behaviour problems of learners. They must be viewed as partners instead of the guilt party who is responsible for the behaviour problems of adolescent learners. They should consult teachers about their children's problems and help the teachers in finding ways of assisting the learners with behaviour problems.
- The teacher must focus on the learner's involvement in relationship, as relationships are essential to learning. The relationship that exists between teachers and learners, between learners themselves, between the school and parents and between the school and the community should be healthy, supportive and respectful in order to assist learners with behaviour problems.

The teacher using the ecological system model should endeavour to carry out consultations, in service training, parent education programmes, prevention of behaviour problems and coordination with significant other role players in the learners' environment intervening in every facet of the lives of learners.

3.5.2 School climate that can initiate positive behaviour among learners

In this section the school characteristics that can make a positive difference to a learner's behaviour will be discussed. Vakalisa (2000:16), Ndawi and Peresu (1998:59), Lemmer (2000:63), Hoberg (1997:38) and Bos and Vaughn (1994:408) cite the following characteristics of an effective school that have a positive impact on the behaviour of learners.

The school administrators need to carefully plan, guide and organise the day to day activities of the school (Hoberg 1997:38) and act as effective leaders, constantly consulting staff members and remaining sensitive to the opinions and needs of the parents and learners. When the needs of the learners are met the school environment will be conducive to the learning of adolescents. Rules, code of conduct for the school should be shared staff policy, one that learners and staff members agree on and which is consistently enforced. In other words, the learners should be involved in the making of school rules so that they will feel, part of the school hence there is no need to rebel against the rules. Teachers need to apply classroom management skills, in order to prevent behaviour problems from occurring and act swiftly in

dealing with any exhibited behaviour problem. They should emphasise the importance of academic work, prepare their lessons before hand, be punctual and mark homework promptly. All learners should be equally valued. Teachers should make learning material and teaching methods interesting to capture the attention of the learners. The use of rewards such as verbal comments for good work and behaviour should be promoted and an atmosphere of confidence promoted. This will serve as a stimulus for actualising the learners' ability. The school environment should be attractive and comfortable for the learner. It should allow him/her to freely approach the staff for assistance. This will enable the learners to interact freely with school staff members and this may alleviate stress among the learners. If the teachers are bad role models for learners they will influence the learners to misbehave. Through counselling, staff members are able to help learners with difficulties. Teachers need to be able to identify the potential that exists in learners and find the key to unlock this potential.

In the following section approaches that are used in the classroom on an international and national level to understand and assist learners with behaviour problems, are discussed.

3.5.3 Preventing behaviour problems in the classroom

Preventing behaviour problems in the classroom is better than letting them develop and then trying to resolve such behaviour at a later stage. Montgomery (1990:133) and Morgan and Reinart (1991:186) have the following general hints, which teachers can use for preventing problems in the classroom.

- Do not make unnecessary rules. Only make rules when they really become necessary.
- Set yourself as a role model for the learners.
- Be watchful so that you are able to see the beginning of problems in your classroom.
- Consider the class's group dynamics and take note of the leaders. Make sure that you are in full control of the class.
- Talk to the troublemaker after class, especially if the learner is starting to give problems in the classroom all the time.
- Use the easiest tactic first. For example, a direct stare at the learner who has manifested negative behaviour during the lesson.

- Do not make threats you will not be able to carry out. For example, threats like "I will throw you out through the window", knowing very well that you cannot do that.
- Do not use physical force. The adolescent might also want to test you.
- Do not pay too much attention to unacceptable behaviour or shout at learners unnecessarily.
- Do not send out nonverbal messages that might confuse the learners.
- Do not let learners to irritate you.
- Be friendly and praise learners who behave well.
- Ignore the naughty ones unless they are hurting other learners or damaging property.
- As far as possible the teacher should involve learners in decision-making so that they take co-responsibility for the way their peers are expected to behave.

In assisting the learners with behaviour problems, factors such as the age of the learner, type of behaviour problem exhibited, as well as the degree of severity of the problem should be taken into consideration. For example in assisting adolescent learners with behaviour problems such as drug abuse and truancy, the teacher should consider the age of the adolescent, the gravity of the behaviour problems (between drug abuse and school truancy) in assisting these learners. There is also the need for the teachers to be trained so that they will be able to understand and assist learners with behaviour problems. According to Elkins and Izard (1992:221) and Bos and Vaughn (1994:408), many learners exhibiting disruptive behaviour are unable to cope with the demands of the curriculum. A flexible approach by the teacher in modifying the curriculum to cater for varying academic levels in the class should be encouraged. Increasing the academic success of the learners with behaviour problems can function to decrease problematic behaviour with the assumption that achievement precedes adjustment.

The following paragraphs will discuss into the skills required by the teacher when dealing with learners with behaviour problems.

3.6 SKILLS WHICH TEACHERS AND COUNSELLORS SHOULD ACQUIRE WHEN ASSISTING ADOLESCENT LEARNERS WITH BEHAVIOUR PROBLEMS

Teachers and the significant other role players play a major role in assisting the learner to actualise his/her potential (Gwarinda 1994:82).

In the classroom, the teachers have to create a safe atmosphere for the learners with behaviour problems so that they want to share their problems with the teacher. On the other hand the teacher should trust the learners and help them lovingly and patiently. The learner often needs assurance that he/she can be helped (Berger 1999:16; Shertzer & Stone 2001: [html//www.educ.sfu.ca/courses](http://www.educ.sfu.ca/courses)). Because of the problems already discussed, the teacher requires skills that will enable him/her to assist the learner with behaviour problems. These skills include paying attention, listening, encouragement, exploration skills and action skills (Morgan & Reinhart 1991:147; Munsamy 1999:82).

3.6.1 Paying attention

When a learner with behaviour problems seeks assistance from his/her teacher, there is need for that teacher to pay particular attention to the needs of the learner concerned. Failure to pay attention to the problems of the adolescent will imply that the counsellor/teacher has no trust/faith in him/her. According to Morgan and Reinhart (1991:147), the teacher can convey non-verbal skills to the learner to ensure that he/she is paying attention. These non-verbal skills may include body posture, eye contact and facial expressions. A gentle touch or an arm around the shoulder can have an important calming effect in addition to signifying the teacher's concern. The body posture can relay a message to the learner with behaviour problems, which can either support or break the relationships between the teacher and the learner. Eye contact is an essential non-verbal skill in the assistance of learners with behaviour problems. It has different interpretations from both the teacher and the learner. Learners could interpret staring as a sign of excessive interest. Excessive eye contact may make the learner in a counselling session feel threatened. Through eye contact and facial expression the learner is able to see how

trustworthy the teacher is, with regard to the child's problems (Munsamy 1999:82). Facial expressions may relay shock and other feelings that may threaten the learner and may result in the teacher failing to understand the learner. The teacher should empathically listen to how the child describes the situation, and try to understand it through the eyes of the child. Learners sometimes laugh while they are confiding serious matters. The teacher should not laugh with them because they have not truly assimilated the situation themselves.

Environmentally distractions within the space provided when counselling of learners are in progress should be eliminated. The teacher's voice should be kept clear and should not threaten the learner. If the teacher speaks too quickly and too loudly this could send wrong signals to the learner. The learner could feel upset or get the impression that the teacher is rejecting what he/she is saying.

3.6.2 Listening

In a situation where the learner with behaviour problems is narrating his/her problems to the teacher, there is the need for the counsellor/ teacher to pay attention through listening. Listening to the feelings that can be observed in the facial expressions or body posture. Through listening one is able to understand the emotions underlying the learner's words, which he/she will be trying to convey.

3.6.3 Exploration skills

Exploration skills can be used to acquire information on how to assist the learner with behaviour problems. The teacher can reflect on the information given by the learner through his/her words or body posture. The teacher can also evoke information from the learners with behaviour problems by referring them to the problems that occurred in the teacher's life. This will enable the learners to open up and give more information. At the end of the conversation the teacher should be able to summarise what has been discussed.

3.6.4 Action skills

According to Charema and Peresu (1996:78-83) and Kottler and Kottler (1993:46), it is important to listen, understand and help the learner to attain new meaning as you take action. Encouragement is not only an active listening skill but also a very positive skill. Through encouragement the teacher can enable the learner to open their hearts to him/her. Action skills involve giving advice to adolescence with behaviour problems. When adolescents are helped to assess their own feelings cognitively, they gain greater control of their behaviour and they understand their own behaviour more realistically and realise that they can choose how they feel and act in a particular situation.

3.6.5 Empathic understanding

Empathy is the cornerstone of a positive relationship between the learner with behaviour problems and the teacher. Empathy serves several functions in the assistance of learners with behaviour problems (Burger & Venter 1999:44):

- It creates moments when the learner with problems feels that the teacher is deeply concerned with him/her and that he/she is truly understood.
- It helps the teacher to really understand the learner.
- It will be easier for the learner to discuss his/her problems with someone who demonstrates understanding.
- According to Sommers-Flanagan and Sommers-Flanagan (1993:127), empathic, non-directive responses that communicate empathy through voice tone, and facial expression are initially more advantageous than open support and sympathy.

3.6.6 Genuineness

According to Edwards and Davis (1997:79) and Kottler and Kottler (1993:57) it is important that the teacher responds freely and naturally to learners with problems rather than being artificial. In other words teachers need to be genuine with what they do or say. An important

aspect of genuineness is not for the teacher to make promises he/she cannot keep. Honesty is essential in establishing trust in a relationship between the teacher and the learner with behaviour problems. The teachers need to act as role models who are honest in whatever they do. They should be sensitive to the feelings of adolescents with behaviour problems. When adolescent learners with behaviour problems feel that the teachers are genuine and sympathetic, they become free to communicate their problems to the teacher. This will reduce stress among the adolescents with behaviour problems.

In this section, the teacher's skills as a counsellor for the adolescent learner with behaviour problems were discussed. The skills necessary for the assistance of learners with behaviour problems, which include paying attention, encouragement, listening/exploration skills and action skills, were outlined. The following section will now examine the ways teachers may cooperate with significant other role players in assisting learners with behaviour problems.

3.7 COOPERATION WITH SIGNIFICANT OTHER PERSONS IN ASSISTING ADOLESCENT LEARNERS WITH BEHAVIOUR PROBLEMS

The significant other persons in the lives of adolescents are people from the community, the parents, social workers, peers and educational psychologists who may assist the teachers in helping or moulding the behaviour of adolescents with behaviour problems.

3.7.1 Cooperation with parents

Cooperation with parents and members of the community is very important as they act as partners in the education of the children and without their support and cooperation no teacher can render effective assistance to learners with behaviour problems.

Parents are the children's first and most influential teachers. When parents are involved in their children's education those children will exhibit more positive attitudes and behaviour. Sharing information on special educational needs, between parents and teachers will help in the identification of their children's problems. When working with parents the teacher need to be

tactful and honest, and be sensitive to their feelings. The teacher should not disparage parents' intuition or suggestions.

3.7.2 Cooperation with other experts

"Other experts" include professionals such as the school psychologists, doctors and social workers. The assistance of learners with behaviour problems requires cooperation with these professionals. Such specialists have their own means of identifying problems and of providing assistance.

- **The educational/school psychologists**

These are trained in educational psychology and are concerned with education and development of all children. The school psychologists will give support to the teachers and also work with individual parents or doctors and social workers.

- **Social workers**

Social workers provide teachers with valuable background information on children with behaviour problems, so that teachers can find more information through the situation analysis. Social workers can also arrange preventive programmes, which include the prevention of crime and early school leaving.

Community health workers and doctors usually visit the schools for health inspection, and they sometimes give advice on how to handle adolescents with behaviour problems. In situations where the learners' behaviour problems are related to intrinsic factors, the doctor might offer assistance.

When experts bring their advice about problems behaviours to the teachers, it would be necessary for the teachers not to be sensitive about the proposals or criticism the experts will make. The teachers should cooperate closely with the experts.

3.8 CONCLUSION

The conclusions that can be drawn from this chapter are:

- The adolescent learners' behaviour is influenced by the interaction patterns that take place within the environment.
- The learner's behaviour has an impact on his/her environment and the behaviour of his/her peers, family members and other role players have an impact on his/her behaviour.
- The causative factors are related to the learner's family background and environment of the school. The application of the ecological system model enables the teacher to find the causal factors of behaviour problems and how they are manifested in these schools. Causative factors are seen as being embedded within the environment and as part of the environment of the learner.

The next chapter will discuss the design of the empirical investigation of behaviour problems of adolescent learners in selected secondary schools of Bulawayo.

CHAPTER FOUR

DESIGN OF THE EMPIRICAL INVESTIGATION

4.1 INTRODUCTION

This chapter provides detailed information on the design, methodology and procedures used to collect data on causative factors of behaviour problems of adolescent learners in the classroom in selected secondary schools of Bulawayo will be done. This empirical investigation serves as an important source of information in exploring the causes and manifestation of behaviour problems of adolescents from the Zimbabwean point of view in comparison with international findings (see Chapter 3). It provides a practical perspective of the behaviour problems being encountered by teachers in the classroom within the context of Zimbabwe.

The research is analytically descriptive, rather than of a statistical nature. Teachers, adolescent learners, parents and educational psychologists operating in the Luveve-Bulawayo urban area were selected in order to provide data on the causative factors of behaviour problems of adolescent learners by means of interviews. Questionnaires were used to guide the discussion during these in-depth interviews. Findings are based on the outcomes of individualised in-depth interviews and focus group interviews.

The focus group discussions (see Chapter 5) were utilised in order to discuss causative factors of behaviour problems among adolescent learners. The personal experience of the selected participant provides valuable information for making conclusions and recommendations for teachers on how to assist adolescent learners with behaviour problems in the classroom. The in-depth interviews or focus group discussions were also carried out at the secondary schools in Luveve-Bulawayo.

4.2 AIM OF THE EMPIRICAL INVESTIGATION

The empirical investigation was preceded by an extensive literature review as reported in Chapter 1 and Chapter 3 of this study. The aim was to gather information from literature and previous research on behaviour problems of learners in secondary schools in Zimbabwe. The rationale for this study is that behaviour problems of adolescent learners in the classroom situation are the result of factors related to the environment, for example, the family, the school and the peer pressure (see Chapter 1). It also focuses on how teachers dealt with these behaviour problems in the past and what strategies were successful.

4.3 METHOD OF INVESTIGATION

This was a qualitative study using participant observation, focus group and semi-structured individual interviews. Qualitative research is generally defined as research that utilises open-ended interviewing to explore and understand the attitudes, opinions, feelings and behaviour of individuals or a group of individuals. According to Strauss and Corbin (1990:17), "qualitative research can be defined as any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification". Qualitative research can take many forms, such as ethnographic studies, field studies, case studies and phenomenological studies (Chisaka 2000). Qualitative research is best used for depth, rather than breadth of information. While quantitative a survey is an important outstanding medium for gathering a breadth of information regarding "How many? Or how much?", qualitative research is the best research method for discovering underlying motivations, feelings, values, attitudes and perceptions (Leeds 1997:163).

The qualitative method of investigation was implemented to obtain data which will lead to a better understanding of learners with behaviour problems and how teachers can assist them in the classroom. This qualitative research method is field focused (Schumacher & McMillan 1993:15; Eisner 1991:36) It attempts to unveil the real world situation that exists within the classroom, which stands in contrast to theoretical deductions. It concentrates on words and observations to express reality and attempts to describe people in natural situations. Qualitative

research is ethnographic as it assists the researcher to understand the multiple constructions of behaviour problems in the classroom. It takes into account the possibility of subjectivity in the analysis of data and interpretations (Cunningham 1993:93; Denzin & Lincoln 1994:365). Through qualitative research the researcher is able to experience what the participants, namely the teachers, adolescent learners, headmasters, educational psychologists and parents, are experiencing. It deals with subjective data on aspects of behaviour problems in the classroom, as expressed during semi-structured interviews based on issues, which are reflected in a semi-structured questionnaire.

The qualitative research in this study is a combination of participant observation, semi-structured interviews with individuals and discussions with focus groups. These methods of collecting data will be discussed below.

4.3.1 Participant observation

Participant observation is a data gathering method that demands first hand involvement of the researcher on site, observing events and people in their natural setting (Schumacher & McMillan 1993:428). By means of focus group discussions, the researcher observed the way that parents, adolescent learners, teachers and educational psychologists experienced the occurrence of behaviour problems in secondary schools. Through participant observation in the focus group discussions, the researcher was able to see and experience reality through the eyes of the participants. Recordings of the experiences of participants were made as they engaged in focus group discussions. The extent of the researcher's participation can vary from full participation to onlooker observation. Participant observation is a powerful tool for researchers (Patton 1990:206).

4.3.2 Semi-structured interviews

Semi-structured interviews are conducted with a fairly open framework that allows for focused conversational two-way communication. They can be used both to give and receive information. The role of the researcher in a semi-structured interview is to facilitate and guide

rather than dictate exactly what will happen during the encounter. The researcher uses an interview schedule (see Annexure A) to indicate the general area of interest and to provide guidance when the participant has difficulties. During the interviews, the researcher can seek clarification to answers given to open-ended questions. The interviews are therefore regarded as a flexible way of obtaining and exploring information (Stewart & Shamdasani 1990:10). The semi-structured interviews were an important part of this research as they provided the opportunity for the researcher to gather data that could not have been obtained in other ways (Cunningham 1993:93). The questionnaires used as interview guide in this study include open-ended questions and structured questions in order to allow the participant to take the initiative in deciding on his/her answer to the question or to choose among options. A semi-structured interview guide was implemented so that the researcher could structure the interviews in order to gather the required information from the adolescent, learners, headmaster, educational psychologists and parents (Cunningham 1993:93; Stewart & Shamdasani 1990:10). The semi-structures interviews were carried out by the researcher.

4.3.3 Focus group interviews

According to Stewart and Shamdasani (1990:10) focus group interviewing "is limited to those situations where the assembled group is small enough to permit genuine discussion among all its members." In other words interviewing more than one person at a time sometimes proves very useful as some topics are better discussed by a small group of people who know one another. Members of the group are purposefully selected on the grounds of being information rich.

In this study, the researcher included two focus groups, namely Group A and Group B (see Section 5.2.4). Teachers, headmasters, educational psychologists and parents, all from the two secondary schools were included as members of Group A and eight adolescent learners, two boys and two girls from two secondary schools were members of Group B (see Section 4.4.4).

The focus group discussions provided the researcher with the opportunity to investigate behaviour problems of adolescent learners. It helped the researcher to find strategies and

guidelines of assisting the learners with behaviour problems (Cunningham 1993:93; Denzin & Lincoln 1994:365). The focus group discussions allow greater freedom amongst participants especially in the discussion of sensitive issues as the group lifts the pressure off the individual. Focus groups can also be seen as a form of group interview, which capitalises on communication and interaction between research participants to generate rich experiential data. Focus groups enable the researcher to examine people's different perspectives as they operate within a social and other network. The main difference between focus groups and other group interviews is that it uses group interaction to generate data.

The following are the advantages of using the focus group discussions to glean data in this type of study (Stewart & Shamdasani 1990:16):

- The focus group is far less structured than a larger survey and allows for quick assembling of participants.
- The focus group allows for direct interaction between the researcher and respondents. It provides opportunities for clarification of concepts and follow up questions.
- The focus group discussions allow for the reaction and responses to other group members.
- Focus group discussions are flexible, that is, they can be used to examine a wide range of issues with a variety of individuals.
- Results from the focus group discussions can easily be understood as they appear through qualified responses.
- The respondents feel less threatened and intimidated in finding that others share similar views and this is more likely as the focus is on the group and not on individuals.
- The focus group allows respondents to make comments from a natural real-life situation.
- Focus group discussions also allow the researcher considerable flexibility as it allows for changes in numbers and respondents during the research.

The rationale for using focus group discussions is to encourage spontaneous interchange among participants, which would reveal important material that would not have emerged in response

to direct questioning. To trigger sufficient, active dialogue, it is important to consider the number of participants. In general a group size of four to twelve is considered acceptable (Stewart & Shamdasani 1990:11). Very large groups are difficult to manage and control and some participants may hesitate to speak.

The group discusses the topic proposed by the researcher. This was the case in this study.

4.4 SAMPLING

The research was carried out in Luveve-Bulawayo urban area. The Luveve-Bulawayo urban area was purposely chosen as it was deemed to be an information rich area. Eight secondary schools are found in Luveve-Bulawayo urban area. These secondary schools have learners coming from diverse income groups and backgrounds. The secondary schools are situated in high-density urban areas of Bulawayo and the majority of the learners are from the Ndebele cultural group. There are no special secondary schools for learners with special needs education. The government of Zimbabwe runs the secondary schools in this area. Qualitative studies use small samples. According to Merton, Fisk and Kendall (1990:37) "the size of the sample of the focus group should not be so large as to preclude adequate participation by most members." Qualitative research aims to understand the meaning of phenomena in a far more complex way and thus lends itself to the use of small samples.

4.4.1 Sample of schools

Two secondary schools were used in this research. As the investigation is of a qualitative nature the two secondary schools in this research were conveniently sampled as they are rich in information and the researcher has easy access to the schools. The selected secondary schools were purposefully selected from Luveve-Bulawayo secondary schools.

The two secondary schools have more than a thousand learners each and more than one hundred and fifty teachers in all. Learners with behaviour problems are accommodated in the

secondary school system. Headmasters and experienced teachers can assist these learners, on a preventative basis.

The selection and number of the participants in this research were influenced by the quality of information that the researcher could obtain from the respective interviews, in terms of the various teachers' experience and understanding of the behaviour problems of adolescents in the classroom and the role played by various significant persons in the learners' life world in dealing with these behaviour problems.

4.4.2 Sample of teachers

Twenty teachers were selected from the two secondary schools for this research. In each of the secondary schools, the school administration helped the researcher to select ten teachers. The teachers consist of eleven female teachers and nine male teachers. These teachers were not selected on the basis of gender or experience. It is a mixed group who have had different experiences of dealing with adolescent learners. However, most of the teachers interviewed were members of their schools' disciplinary committees responsible for maintaining discipline within the schools.

4.4.3 Sample of parents

The headmasters of the two selected secondary schools, helped the researcher to select the five parents for the interviews. The parents consisted of three fathers and two mothers. All the parents in this research have adolescent children at home. The headmasters of the secondary schools purposely chose these parents since they are the members of the secondary schools' development committee for Luveve.

4.4.4 Sample of learners

Eight adolescent learners were selected in this research. They were selected from the two secondary schools targeted for this research. There were four boys and four girls and all these adolescents have different home and cultural backgrounds. Their ages range from 14 to 18 years.

4.4.5 Sample of educational psychologists

There are only two school psychologists in Luveve area. Both were interviewed in this research. One is a female educational psychologist. Both educational psychologists have more than five years of working experience as educational psychologists.

4.4.6 Sample of headmasters

The two headmasters interviewed in this research are headmasters of the two secondary schools selected for this research. They both have considerable educational experience and have been headmasters of their respective schools for more than ten years.

By interviewing the headmasters, adolescent learners, parents, teachers and educational psychologists, the researcher hoped to gain the necessary background knowledge to provide teachers with guidelines in assisting adolescent learners with behaviour problems in the classroom.

4.5 DATA COLLECTION PROCEDURES

4.5.1 Ethical issues

Before the start of the discussions, the researcher provided clear details about the purpose of participants' contribution to this research. "Very few people would willingly express their most private details, opinions and emotions in public documents knowing that their names would be published (Merton, Fisk & Kendall 1990:15)". Thus, confidentiality among participants in this research is a vital requirement. Participants in the focus groups were assured by the researcher that the information collected from them would be confidential and participants were encouraged to respect this confidentiality regarding the discussions. The researcher also asked for permission to carry out this research from the responsible educational authorities and parents in the district of Luveve.

4.5.2 Development of semi-structured interview guides

In this research, semi-structured interview guides were used to collect information from teachers, parents, headmasters, adolescent learners and educational psychologists within the schools. Qualitative researchers consider semi-structured interviews to be very important in the gathering of data for the following reasons (Schumacher & McMillan 1993:374; Chisaka 2000:16).

- Interviews provide important background information on participants' life world and give them the opportunity to express their views about their cultural situation.
- Interviews assist the researcher to access information that may be difficult to penetrate through observations.
- Interviews help to identify additional data.

The semi-structured interview guides consist of open-ended qualitative interview questions that are combined with more closed-ended structured questions. These questions were used to explore the causative factors of behaviour problems of adolescent learners and to provide guidelines for teachers assisting learners with behaviour problems. The participant's responses were open-ended and not restricted to choices provided by the researcher.

The semi-structured interview guide was developed in such a way that the researcher was free to vary the wording and order of the questions. Some of the questions in the interview guide included:

- In what way has the teaching staff dealt with behaviour problems in the past?
- What guidelines can be suggested to teachers in order to understand and assist learners with behaviour problems?

Such questions enabled the researcher to establish in what way teachers have dealt with behaviour problems in the classroom in the past and what strategies can be implemented in future to assist and understand learners with behaviour problems more effectively.

4.5.3 Development of exploratory questions for focus group interviews

In developing the questions for the focus group the researcher considered the questions to follow the more general to the more specific. The questions of greater importance were placed early as supported by Stewart and Shamdasani (1990:61). The researcher used open-ended questions so that participants could answer from a variety of dimensions. Some questions raised in this discussion were:

- In what way do learner's behaviour problems manifest in the school?
- What are the causes of their problematic behaviours?
- What strategies should be implemented by teachers in order to assist and understand learners with behaviour problems?
- How should the community be involved in managing behaviour problems of adolescents?

In trying to answer such questions the focus group discussion provided information that enabled the researcher to make conclusions and recommendations on the causes and manifestations of behaviour problems of adolescents in the classroom (see Chapter 5). The discussion also enabled the researcher to find ways in which the community could help in the management of behaviour problems among adolescent learners. A tape recorder was used to record the focus group discussions in order to capture data directly as discussed by the participants. The collected data was transcribed (see Annexure D & E).

It was imperative to use focus groups in this study as it would have been cumbersome and very costly to interview every adolescent learner, teacher, headmaster, parent and educational psychologist. Since the group being studied had a common issue to discuss, it was easy to involve the group in a collective activity with participants stimulating one another by their interaction to elicit responses and give information.

4.6 RELIABILITY AND VALIDITY

4.6.1 Reliability

Reliability refers to the extent to which different researchers will discover the same phenomena and to which researchers and participants agree about the description of the phenomena (Merriam 1998:206). According to Schumacher & McMillan (1993:386), reliability refers to "the consistency of the researcher's interactive style, data recording, data analysis and interpretation of participant meaning from the data." In this research reliability was influenced by the relationships and the rapport between the researcher and the participants. Schumacher & McMillan (1993:385) point out "reliability can be achieved and discussed in terms reliability in design and reliability in data collection." In any qualitative research the role of the researcher in the study should be identified. The researcher provided clear explanations to the participants.

In focus group interviews the researcher promoted debate through asking open-ended questions. *The researcher's interaction with the participants influences reliability.* If the researcher gives personal opinions so as to influence participants towards a particular position, this may limit reliability. The researcher should not be biased. However, in qualitative research researcher bias can never fully be removed from an individual (Merriam 1998:206). An awareness of personal biases should be acknowledged during the study and analysis of results. The researcher bias was controlled by the fact that questions asked in focus group discussions, in such a way that it did not stimulate answers to watch the envisaged outcomes (see Annexure D & E).

Social settings or social contexts influence reliability in qualitative research (Merriam 1998:206; Schumacher & McMillan 1993:386). In this research the environment and the composition of the participants in the focus group might have influenced the outcome of reality in the research. A combination of educational professionals (teachers, educational psychologists and headmasters) and parents influenced reliability. Some parents might feel inferior in terms of their social status in society and this could undermine their participation. Reliability in data

collection in this research was achieved through the use of tape recorders that mechanically recorded the data from the participants. The data was later transcribed.

4.6.2 Validity

Validity refers to the extent to which the information collected is true and represents an accurate picture of what is being studied (Lincoln and Guba 1985:283). According to Schumacher and McMillan (1993:392), "internal validity refers to the degree to which the explanation of phenomena matches the realities of the world". This implies that it refers to the extent to which findings of a given study accurately describe reality.

In this research, validity was achieved by the extension of time that was available to collect information. During focus group discussions instead of using the time allocated for the interviews the researcher extended the period. This allowed the researcher to corroborate data and to identify sources from the participants that may lead to biased information.

Carrying out interviews or focus group discussions in natural settings can enhance validity in qualitative research. The social context may influence the research procedures. In this study the focus group interviews were carried out in secondary schools where the adolescent learners were enrolled. Hence the environment was not a threat to the parents, adolescent learners and teachers and they participated confidently.

Validity in qualitative research is partially achieved through triangulation of data gathering and analysis that is through the use of interviews and document analysis. As the study unfolds and particular pieces of information come to light, steps should be taken to validate each against at least one other source (for example a second interview). The need for triangulation is further supported by Schumacher and McMillan (1993:520) and Lincoln and Guba (1985:283) who point out that to find regularities in the data, the researcher compares different sources, situations and methods to see whether the same pattern keeps occurring. Using the focus group discussions in this research, the researcher was able to compare the findings of views given by

the focus group of adolescents and the focus group that consisted of teachers, headmasters, parents and educational psychologists.

4.7 CONDUCTING THE INTERVIEWS

Interviews were used in this research to provide in-depth information about the causes of behaviour problems of adolescent learners in the classroom-learning situation. Through individual and focus group interviews, the information was collected at two selected secondary schools in Luveve district in Bulawayo.

Semi-structured interviews were conducted with individual teachers, parents, headmasters, adolescent learners and educational psychologists selected for this research. The interviews took place in the teachers' offices, the schools' staff rooms and school playgrounds.

Some of the interviews took between two to three hours to complete as the participants enjoyed sharing ideas related to the behaviour problems of adolescent learners in the classroom. The researcher documented the responses and some teachers and headmasters completed the questionnaire independently. All the data that was disclosed by respondents was treated with the necessary confidentiality.

The focus group discussions in this research consisted of parents, teachers, headmasters and educational psychologists. The adolescent learners had their own focus group. The focus group discussions were carried out in the headmaster's office and in the school playground for the focus group interviews of adolescent learners. The interviews were carried out after school hours as arranged by the headmasters and the researcher. The two secondary schools combined the selected participants for focus group interviews.

Tape recordings were transcribed and analysed. Discussions were facilitated through the use of the following key question: How should behaviour problems of adolescent learners be managed in Zimbabwean secondary schools?

4.8 CONCLUSION

In this chapter, the qualitative method of investigation was discussed. Data collection strategies such as interviews and focus group interviews as well as participant observations were used to collect information on the causes and manifestations of behaviour problems of adolescent learners in the classroom with the final outcome resulting in developing strategies for teachers to understand and assist learners more effectively. The discussion examined reliability in qualitative research and described ways of ensuring reliability and validity in this research.

The findings emanating from the individual interviews and focus group interviews will be presented in the next chapter.

CHAPTER FIVE

FINDINGS OF THE EMPIRICAL INVESTIGATION

5.1 INTRODUCTION

This chapter provides detailed information on the findings of this study. The rationale for this investigation focused on whether the environment, the school, family background and peer pressure may cause behaviour problems among adolescent learners and it aims to provide guidelines for teachers on how to assist learners with behaviour problems (see Chapter 1). This chapter presents the findings of the empirical investigation (see Chapter 4) of this research. The findings will enable the researcher to draw conclusions on whether the family, the school, peer pressure and teachers may cause behaviour problems of adolescent learners in the classroom. The findings will enable the researcher to compile guidelines for teachers on how to assist learners with behaviour problems (see Chapter 6). The following paragraphs will discuss the presentations of findings of each group interviewed.

5.2 PRESENTATIONS OF FINDINGS

5.2.1 Teachers, headmasters and educational psychologists

During the interviews with teachers, headmasters and educational psychologists, responses to the questions as reflected on the questionnaire are paraphrased below:

Question: 1.4 *What do the concepts "behaviour problems and emotional problems" imply to the teaching staff?*

Behaviour problems refer to the antisocial behaviour, such as disobedience and telling lies, that is shown by learners either in the school or at home. Includes negative attitudes towards schoolwork and violation of school rules by adolescent learners. It is the unexpected negative behaviour that disturbs the learning.

Emotional problems refer to inappropriate type of behaviour or feelings under normal situations. It could be unhappiness or depression. Emotional problems imply attitudes and behaviour that is due to problems at home, such as violence at home or problems that learners experience because of their mental state.

Question 2.2 *What type of behaviour problems do learners manifest in the classroom?*

- Disruptive behaviour (disobedience, disorderliness, bullying other learners, attention seeking behaviour, stubbornness)
- Substance abuse (drug abuse, taking alcohol at school, smoking dagga at school)
- Antisocial behaviour (aggressiveness, sexual harassment)
- Juvenile delinquency (telling lies, stealing)
- Truancy (absconding lessons, habitual late coming to school)
- Theft by adolescents
- Depression and suicide

Question: 2.3 *In what ways have the teaching staff dealt with behaviour problems in the past?*

- Establishment of clear comprehensive disciplinary codes and school standards of behaviour.
- Encourage learners to have respect for their teachers.
- Use of corporal punishment where necessary.
- Develop policies, which address changes such as supervision out of class.
- Involve social workers, ministers of religion, psychologists, school guidance and counsellors.
- Warning learners as to the consequences of their behaviour.
- Use of in-school conflict resolution approaches as alternate ways of dealing with stress.
- Where the adolescents are involved in serious behaviour problems such as housebreaking, the police have been involved.
- Sending learners with behaviour problems to specialists such as educational psychologists and social workers for assistance.

Question: 2.4 *Which specific strategies contributed to effective dealing with behaviour problems of learners?*

Self-image

- Highlight the positive behaviours of learners with behaviour problems to the other learners.
- Find opportunities for learners with behaviour problems to excel in other areas, for example, sports.

Security and trust

- Treat the learners like your own children and with respect.
- Punish the learners where necessary but the punishment has to be consistent and in line with the behaviour problem.
- Teacher/learner relationship should satisfy emotional needs.
- Make the learner feel that he/she is part of the teaching learning process.

Question: 2.5 *What factors can act as barriers to the teacher dealing with learners with behaviour problems and how can these be eliminated?*

- The rules and regulations of the Zimbabwean Ministry of Education make teachers powerless. Teachers are not allowed to beat or apply corporal punishment to learners and the learners are aware of this. Behaviour problems become very difficult to deal with.
- Parents are not involved in the work of their children at school and this makes it difficult for teachers to assist learners with behaviour problems.
- There is poor communication between the parents and the teachers. Parents are not consulted when the teachers have problems with the learners at school

Question: 2.6 *What guidelines can be suggested to teachers in order to understand and assist learners with behaviour problems?*

- Learners need to be treated with respect and dignity.
- There is a need for teachers to be consistent in administering punishment and rewards.
- Teachers ought to be able to relate behaviour problems to a learner's specific background situation.

- Teachers should be knowledgeable in order to identify behaviour problems and should not over react or become aggressive towards learners.
- Teachers need to be sensitive towards the learner's needs and be able to find causative factors giving rise to behaviour problems.
- Learners need to be kept occupied with activities. If they are busy, there is no opportunity for behaviour problems to be exhibited.
- The school and the parents should be partners in education in order to insure congruency in the way learners are treated at school and at home. The learner must know that if any problem occurs, the parents will be contacted.
- Schools need to appoint a special teacher who can attend to the needs and problem behaviour of learners.
- Learners must experience a feeling of belonging to the school as well as a feeling of caring.

Question: 2.7 *In what way can the parents become involved in assisting teachers and headmasters to remove the barriers that keep the learner from actualising her/his potential?*

- Parents should visit classrooms and school workshops to have an understanding of the problems teachers are dealing with.
- Parents should give emotional support to their children and create a conducive learning atmosphere at home. They can also supervise homework and ensure that learners have enough resources for their learning.
- Parents should work together with the teachers in understanding and assisting the learners with behaviour problems. They should consult each other when the learner is experiencing problems in the classroom.

Question: 2.8 *What factors do teachers regard as causative factors to behaviour problems of learners?*

Family

- Family background: homes where children receive inadequate care and guidance.
- Physical and sexual abuse of children at home.
- Parents who quarrel.
- Overcrowding at home.

- Parents who fail to appreciate the child's work when he/she has done well at school.
- Parents do not take responsibilities for their own children.

School

- Poor classroom environment.
- Poor lesson preparation and presentation by teachers.
- Labelling the behaviour of learners as defiant by the teachers will encourage the learners to behave in line with the labels.
- The way the adolescent learners are disciplined in class by the teachers.
- Poor classroom management by the teacher creates a general sense of chaos.
- Failure to give feedback in time by teachers.
- Displaying a poor command of the subject being taught.
- The school curriculum could be meaningless to the adolescent and his/her future.

Peer pressure

- Other adolescents may influence others to behave badly as they play together.

5.2.2 Parents

The following findings are related to the questions posed to the parents during the interviews:
(see Annexure B).

Question:1.3 *What do the concepts behaviour problems and emotional problems imply to you as a parent?*

Behaviour problems involves behaviour which are against the norms and values of society.

Emotional problems refer to the unsatisfied inner feelings of an individual such as lack of parental support and violence within the family.

Question:1.4 *In what way are the behaviour problems of adolescents manifested at home?*

- Most of the adolescents with behaviour problems manifested the problems by withdrawing themselves from others.
- Male adolescents smoke and take drugs whenever they are playing with peers who indulge in such activities.
- Adolescents tend to be aggressive and confrontational when they need independence from their parents.
- Pornographic material would be found hidden or displayed in the adolescent's bedroom.
- In some cases the adolescents would be found under the influence of alcohol and drugs.
- The adolescents often lied to escape punishment or to deny responsibility.
- Some adolescents persist in denying guilt even when all the evidence is against them or they lie because they want to capture their parents' attention.

Question:1.5 *What do you think are the causative factors to the behaviour problems of adolescents at home?*

- The socio-economic hardships currently prevailing in Zimbabwe.
- Peer pressure.
- The negative impact of the media such as the TV.
- Aggressive role models.
- Different value systems at home and in the school.
- Financial problems at home.
- Bad child/parent relationships at home.
- Alcohol problems of parents.
- Sexual abuse of children.

5.2.3 Adolescents

The following findings are related to the questions posed to the adolescents during the interviews (see Annexure C):

Question:1 <i>What does the concept behaviour problem imply to you?</i>
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- | |
|---|
| <ul style="list-style-type: none">- Acts of misconduct at school/home e.g. disobedience and truancy.- Any form of disruptive behaviour e.g. disorderliness.- Unacceptable behaviour e.g. telling lies.- Negative attitudes towards the school e.g. truancy.- Violation of norms and values of any school e.g. habitual late coming to school.- Violation of school rules e.g. smoking at school.- A form of disobedience.- Abuse of alcohol and drugs. |
|---|

Question 2 <i>How are the behaviour problems manifested at school by adolescent learners?</i>
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- | |
|---|
| <ul style="list-style-type: none">- In the classroom situation the adolescents could show their problem through temper outbursts, being moody and teasing other learners in class.- Some adolescents disrupt lessons and cannot respect the teachers and withdraw themselves from playing with others.- Failure to cooperate during group work activities.- Involvement in violent activities.- Failure to cooperate with parents.- Telling lies and assaulting other learners or children at home.- Lacking discipline at school/home. |
|---|

Question 3 *What do you think the teachers should do to assist and understand behaviour problems of adolescents in the classroom?*

- The teachers need to be strict with learners with behaviour problems.
- Teachers should respect the learners.
- Teachers need to be sensitive and caring towards learners.
- Teachers should be able to punish the learners if they become undisciplined.
- Teachers should be sympathetic and be available for learners.
- Where necessary teachers should make use of the services of the school guidance counsellor or social workers.
- Teachers should involve parents when solving problems behaviour of adolescents.
- Teachers should have the power to control the class.
- Teachers should make the learners' feel wanted and part of the learning process.

Question: 4 *What could be the causes of such behavioural problems of adolescents?*

- Peer pressure.
- Aggressive attitudes by parents.
- Rise in poverty.
- Unacceptable parenting styles.
- Aggressive role models within the environment and on TVs.
- Lack of interest in schoolwork.
- Lack of parental interest in the learner's schoolwork.
- Too many rules in the school may confuse the learners and hence they may resort to rebellious behaviour.

5.2.4 Findings of the focus group interviews

The focus group interviews in this study were divided into two groups. Group A consisted of teachers, headmasters, educational psychologists and parents from the two secondary schools. Group B consisted of adolescents from the two secondary schools. Each of the group discussions focused on the answers to the following question as well as other supporting questions:

How should behaviour problems of adolescent learners be managed in Zimbabwean secondary schools?

The following paragraphs will discuss the responses given by participants of Group A and Group B respectively (see Annexure D and E).

5.2.4.1 Findings of Group A

How should behaviour problems of adolescent learners be managed in Zimbabwean secondary schools?

- Parents and teachers should consult each other about the problem behaviours being manifested by the adolescents and find ways of managing the behaviour problems. This will help to reduce behaviour problems among learners in the classroom.
- Parents, teachers, headmasters and learners should be involved in the making of school rules so that they feel part of the school hence there is no need to rebel against the rules.
- The schools and the parents should carry out workshops that educate the adolescent learners on issues related to drug and alcohol abuse and how it may lead the deterioration of one's health. The workshops should encourage frank discussions with the learners on matters concerning drug abuse and alcohol abuse.
- Teachers and parents need to be sensitive towards learner's unmet emotional needs and be prepared to look for causative factors giving rise to behaviour problems among secondary school learners of Zimbabwe.
- Teachers should know their learners' backgrounds and carry out home visits in order to get to know the learners' family better as this will enable the teacher to assist and understand behaviour problems of learners.
- Preventing problem behaviours such as juvenile delinquency must be a joint venture involving parents, teachers. Causes of juvenile delinquency have their social roots in the learners' homes, socio-economic status of the parents, television and the mass media, peer pressure and the school.

- The family and the school can join forces to prevent behaviour problems by creating a positive environment in the school. It should provide the school with the support services and sporting facilities for the schools (see Chapter 3).
- Teachers and parents should function as a team and make a difference in the life of a learner. They should ensure that the adolescent learners' needs are met.

5.2.4.2 *Findings of Group B*

How should behaviour problems of adolescent learners be managed in the Zimbabwean secondary schools?

- The parents and teachers should provide supportive environments for the development of adolescents into adulthood. A supportive environment that reduces behaviour problems should replace the unsupportive environment.
- The teachers may use punishment to prevent problem behaviours for example, expulsion or suspension. Punishment has to be consistent and in line with the problem behaviour.
- Teachers need to be sensitive towards learners' needs. This will enable them to assist learners with behaviour problems.
- Classroom practice should be so structured that it fosters cross group interaction by bringing learners together to work on common tasks. Learners should be allowed to mix on the sports fields and should be encouraged to sit together in a classroom set up. This may promote greater understanding among the diverse cultures, allowing no learner to feel isolated.
- The adolescent learners need to be treated with dignity and respect. They need to experience love, understanding without extensive criticism. This will enable the learners to feel that they are part of class and accepted.
- Teachers and parents should work together in assisting learners with behaviour problems. This partnership will enable both parties to assist the adolescent with behaviour problems at home and at school.

The most significant findings of this investigation can be summarised as follows:

Table 5.1 Comparison between findings from empirical study and research findings from the literature

Research findings from the literature at national and international level	Findings from the empirical study	Comments
CAUSES The school <ul style="list-style-type: none"> – The teacher's beliefs and attitudes of the adolescent determine the behaviour of the adolescent. – If the teachers display a poor command of the subject, they will not gain the respect of the learners. – Comparison of a learner's behaviour with other learner's behaviour. Compared to an aggressive learner the adolescent may see non-aggression as a better way of behaving. – Failure to mark the learners' work or tests in time may create behaviour problems. – Curriculum which is meaningless to the real life world of adolescent learners. Learners may exhibit various forms of unacceptable behaviours to show their displeasure. – Too many rules applied in an autocratic manner. Learners may rebel against them. 	The school <ul style="list-style-type: none"> – Poor class achievements by the adolescent learners. – Poor lesson preparation and presentation by the teachers. – Poor class management by the teacher creates a general sense of chaos. – School curriculum could be meaningless to the adolescent's future life. – Lack of interest in school work. – Failure to give feedback in time by teachers. – Too many school rules may confuse the learners. 	<p>The literature study confirms the empirical findings on the causative factors of adolescent learners' behaviour problems. The factors such as the family, the school and peer pressure indicated in the literature were verified by what was found by the empirical study.</p>

<p>The family</p> <ul style="list-style-type: none"> - Negative interpersonal relationships among family members. - Incomplete families, as a result of divorce or death, loss of a parent may lead to feelings of impotence, rebellion and inadequacy. - Conflict among parents. - Inadequate care and guidance of children by the parents. - Unacceptable parenting styles. - Child abuse within the family. <p>Peer pressure</p> <ul style="list-style-type: none"> - Adolescent learners may influence each other to behave unacceptably at school. - May influence each other to take drugs. 	<p>The family</p> <ul style="list-style-type: none"> - Unacceptable parenting styles. - Incomplete families with one parent. - Parents' failing to meet the emotional needs of the adolescents' e.g. the need for love. - Overcrowding at home, failing to respect the adolescent by other family members. - Aggressive role models of parents. - Financial problems at home. - The negative impact of the media such as the T.V. - Death through AIDS (see Annexure E). <p>Peer Pressure</p> <ul style="list-style-type: none"> - Bad role models within the peer group. 	<p>The literature study did not reveal that the loss of parents through AIDS may cause behaviour problems. However, from the findings of the empirical study (see Annexure E) it emerged that death caused by AIDS, may cause the adolescents to experience depression that may lead to rebellious behaviour.</p>
<p>MANIFESTATIONS</p> <p>Disruptive behaviour</p> <ul style="list-style-type: none"> - Noise making, refusal to co-operate, showing off, storming out of the classroom, talking out of turn. <p>Aggressive and antisocial behaviour</p> <ul style="list-style-type: none"> - Bullying other learners, vandalism, assaulting others, stealing, truancy. 	<p>Disruptive behaviour</p> <ul style="list-style-type: none"> - Disobedience, failure to co-operate in group-work activities, disorderliness bullying other learners, tempers outbursts in class. <p>Aggressive and antisocial behaviour</p> <ul style="list-style-type: none"> - Aggressive behaviour when they need independence from parents. 	<p>The manifestations of behaviour problems in the literature study were confirmed in the empirical study. The findings are similar.</p>

<p>Juvenile delinquency</p> <ul style="list-style-type: none"> - Truancy, drug taking, taking alcohol, sexual harassment. <p>Substance abuse</p> <ul style="list-style-type: none"> - Drug abuse, alcohol abuse and sedatives. <p>Depression and suicide</p> <ul style="list-style-type: none"> - Boredom and restlessness, unwanted pregnancy. <p>Theft by adolescents</p> <ul style="list-style-type: none"> - Stealing food and clothing. <p>Telling lies</p>	<ul style="list-style-type: none"> - Lack of motivation. - Withdrawing themselves from playing. <p>Juvenile delinquency</p> <ul style="list-style-type: none"> - Smoking at school. - Cheating, taking alcohol at school. - Truancy. <p>Substance abuse</p> <ul style="list-style-type: none"> - Drug abuse, alcohol abuse, smoking dagga. <p>Theft by adolescents</p> <ul style="list-style-type: none"> - Stealing books. - Telling lies. <p>Depression and Suicide</p> <ul style="list-style-type: none"> - Teenage pregnancy. 	
<p>GUIDELINES FOR ASSISTING LEARNERS WITH BEHAVIOUR PROBLEMS</p> <ul style="list-style-type: none"> - Teachers should discipline learners in a consistent manner. - Teachers should not only focus on the learner but on his/her environment. - Teachers and parents should be involved when solving behaviour problems of learners. They should be viewed as partners in the education of the child. - Teachers need to apply classroom management skills in order to prevent behaviour problems. 	<ul style="list-style-type: none"> - Learners need to be treated with respect and dignity. - Teachers should be knowledgeable in order to identify behaviour problems and should not over react or become aggressive towards learners. - Teachers need to be sensitive towards the learner's needs and be able to find causative factors giving rise to behaviour problems. - Learners need to be kept occupied with activities. If they are busy there is no opportunity for behaviour problems to be exhibited. 	<p>The guidelines for teachers on how to assist learners with behaviour problems in the classroom indicated in the literature study (see Chapter 3) were verified by what was observed by the researcher.</p>

<ul style="list-style-type: none"> – Teachers should make learning material and teaching methods interesting to capture the attention of the learner. – Teachers should be role models and influence good behaviour among the learners. – Teachers need to be trained so that they will be able to understand and assist learners with behaviour problems. – Teachers should be warm and enthusiastic so that a caring climate can be established in the classroom. 	<ul style="list-style-type: none"> – The school and parents should work in partnership in order to ensure congruency in the way learners are treated at school and at home. – Learners must experience a feeling of belonging to the school as well as a feeling of caring so that they are part and parcel of the school. – Classroom practice should be structured in such a way that it fosters cross-group interaction by bringing learners together to work on common tasks. 	
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5.4 CONCLUSION

The findings of this empirical investigation in this chapter show that learners' family background, peer pressure and the school can be regarded as causative factors of the behaviour problems of adolescent learners in the schools in Bulawayo. The above discussions had the following conclusions.

- The behaviour problems that manifest in the classroom on a national basis compare well with the type of behaviour problems that manifest in the classroom on an international basis as shown by the literature study. The adolescents in Bulawayo secondary schools have manifested different forms of behaviour problems and these include aggressive behaviour, disruptive behaviour and telling lies.
- The causative factors from the findings of the literature study have been reflected by the empirical investigation. Moreover, they are not viewed in terms of cause and effect as the case with the old medical model. Through the ecological system approach, causative factors are seen as being caused by the environment (see Chapter 2).

- The parents and the teachers may work together in managing the behaviour of adolescent learners in secondary schools.
- The home and the school need to be in constant dialogue so that there can be cooperation and partnership in the education of the adolescent.

Chapter 6 will deal with the conclusions and recommendations of this research with reference to the findings emanating from this study.

CHAPTER SIX

RECOMMENDATIONS AND CONCLUSIONS

6.1 INTRODUCTION

This study on the behaviour problems of adolescents in secondary schools in Bulawayo: causes, manifestations and educational support can be useful to the teachers in the classroom who do not understand nor do they know how to assist the increasing numbers of learners exhibiting behaviour problems.

The envisaged outcome of this research, namely that the behaviour problems of adolescent learners with the frame of reference of the ecological system model is a result of the impact of factors with the environment as reflected by the Ecological Systems Model in Chapter 2 (e.g. family, the school and peer pressure) has been confirmed by the research findings. This statement is, for example, verified by the data obtained from focus group interviews and semi-structured interviews.. This has been actualised in the sense that the focus group interviews and semi-structured interviews carried out in this study also indicated that behaviour problems of learners are caused by the environment, that is, the family, the school, and the peer group pressure.

Chapter 3, Chapter 4 and section 5.2 show that behaviour problems correlate with the impact of environmental factors such as the school, the family and peer pressure. The theoretical perspectives in Chapter 2 have placed emphasis on causative factors that are based on their specific perspectives. The ecological system model (see Chapter 2) has gained substantial ground, as a frame of reference for analysing the causative factors of behaviour problems in the classroom. The ecological model offers teachers an opportunity to understand and assist learners with behaviour problems directly, by paying special attention to the environment and situational factors. Understanding the causative factors and manifestations of behaviour problems of adolescent learners (see Chapter 2, 3 and 4) constitutes a basis for guidelines for dealing with behaviour problems in the classroom.

Such guidelines for teachers have been outlined in the research findings (see Table 5.2). The following paragraphs discuss the recommended guidelines for teachers assisting learners with behaviour problems.

6.2 RECOMMENDATIONS REGARDING GUIDELINES FOR TEACHERS ASSISTING ADOLESCENT LEARNERS WITH BEHAVIOUR PROBLEMS

This research aimed to provide guidelines for teachers in assisting adolescent learners with behaviour problems in the classroom. The guidelines that were recommended in this investigation are linked to the ecological model. The guidelines for the teachers in the classroom are discussed in the ensuing paragraphs.

6.2.1 Guidelines for teachers in assisting learners with behaviour problems in the classroom

The following are guidelines that teachers in the classroom and parents at home can use in assisting adolescent learners with behaviour problems as recommended by this research:

- The school should employ specialist guidance counsellors to help learners with behaviour problems in order to reduce behaviour problems in the classrooms (see Chapter 3).
- Teachers should create opportunities for learners with learning problems to excel in other areas, for example giving the learners chances to play sports instead of concentrating on academic subjects alone. Poor class achievement in academic subjects may lead to behaviour problems (see Chapter 3 and Table 5.1).
- Good teacher/parent communication should be enhanced and allow the two sides to work as a team. The teachers and the parents should be partners in education so that standards, rules, norms and values are the same at home as at school. For example, if the learner is a truant, the teacher and parents may work together to solve the problem of truancy (see Chapter 4).

- Parents must be positive towards the school and should be informed about the school's expectations of them, for example working together with the teachers, provision of services such as the library materials for their school children. If the parents have a negative attitude towards the teachers or activities at school, this is transferred to their children who will in turn manifest such displeasure at school thus posing behaviour problems in the classroom (see Chapter 3 and Chapter 4). Parents must consult the school and discuss the behaviour problems of learners so that they can support the teacher.
- Teachers should make learning material and teaching methods interesting to capture the attention of the learners. For example, providing charts, books and electronic media that can motivate the learners. Studying materials can be improvised for the learners who are unable to purchase them because their parents are poor. If the lessons are boring the learners may resort to disruptive behaviour to occupy themselves or attract attention (see Chapter 3).
- Teachers should create free periods to enable them to attend to adolescent learners with behaviour problems at school. They should be free to discuss the problems with learners so that they will feel a sense of belonging and this reduce behaviour problems (see Chapter 3).
- Teachers should not take the problems of adolescent learners personally. A whole school approach should be adapted to the benefit of all learners in order to make learners experience a feeling of being part of one big family. Teachers must accept all learners as social equals, which implies a sense of acceptance, compassion and unconditional positive regard.
- Teachers need to be sensitive towards learners' needs, for example unmet emotional needs and be prepared to look for causative factors, which rise to behaviour problems. This will alleviate the occurrence of such behaviour problems in the classroom (see Chapter 3 and Chapter 5). They should care for adolescent learners, talk to them personally and do home visits in order to get to know the learner and his/her family better. Anderson (1995:22) argues, "When students feel profoundly understood, they become willing to explore the unknown, the confusing and the frightening". This quality

of understanding brings freedom to the relationship, which is essential for learning and personal growth.

- Teachers should be knowledgeable so that they will be able to identify the forms of behaviour problems as manifested by the learners. They need to adopt new techniques, teaching methods, teaching aids or technology. The teacher must rekindle the interest, joy and curiosity of learners in order to confront boredom.
- Teachers need to be trained in the provision of therapeutic techniques to learners with behaviour problems instead of managing behaviour problems by implementing management strategies in the learning teaching situation (see Table 5.1) (e.g. how to use counselling skills in dealing with cases of indiscipline instead of corporal punishment).
- The teacher must be able to evaluate a learner's abilities. Teachers should not expect too little from a learner, thereby causing him/her to adopt too low a standard of effort and achievement nor too high a level, which will cause the learner to experience a feeling of not being able to live up to what is required of him/her, thereby discouraging and diminishing efforts (see Chapter 3).
- The teacher should encourage a democratic familial, caring and warm climate in the classroom by explaining to learners their expectations in terms of acceptable behaviour in order to allow learners to develop internal controls (see Section 5.2.).
- The teacher should build relationships with the learners with behaviour problems through openness and trust. If the learner feels accepted by the teacher and fellow learners, he/she will try to behave well in class. Teachers need to be honest. This allows the teacher to be approachable and open. They must be open to learn from other people as well as from their mistakes. They should make the learner feel wanted and part of the learning process. The learner should feel that he or she belongs to the larger school family and this reduces behaviour problems among learners (see Chapter 3).
- Teachers should be role models and thus, influence good behaviour among learners (see Chapter 3 and Table 5.1).
- Learners must be treated with dignity and respect and should be occupied with activities to keep out of trouble. If they are kept busy, there is less opportunity for behaviour problems to be exhibited (see Chapter 3 and Chapter 5).

- Learners must not be subjected to the same bad circumstances at school, as experienced at home. The learner may see such circumstances as negative towards his or her development and may rebel against them (see Chapter 5).
- The teacher must focus on caring and loving as maintained by Anderson (1995:22) who argues that "profound caring can permeate an entire group. It becomes an extension of yourself that transcends and becomes something even greater than you. In caring for people, you experience them as having the potentialities and the need to grow."
- The teacher must have the correct attitude towards learners with behaviour problems. For example, not to label nor reject learners with behaviour problems but the teacher should care, understand and assist these learners. The teacher must accept the learner unconditionally and respond in a warm, friendly and supportive manner. If the adolescent learner feels unaccepted, he or she may act in a confrontational way (see Chapter 3).
- The teacher should provide learners with a framework of guidance and limits. Learners should know exactly what is allowed in the classroom, the rules and reasons for the rules. The reasons for keeping these rules and why they are in the best interests of the learners need to be explained to them (see Chapter 5).
- The teacher should model acceptance and caring towards each learner – not being accepted causes feelings of anxiety within the learner and impacts negatively on the learner's motivation and self-image (see Chapter 3).
- The school should provide AIDS education lessons to the adolescent learners. The purpose of these lessons is to prevent the spreading of HIV infection, to allay excessive fears of the epidemic, to reduce the stigma attached to it and to instill non-discriminatory attitudes towards persons with HIV/AIDS.

The above guidelines to be implemented by the teachers in assisting learners with behaviour problems will enable them to understand and assist these learners in the classroom.

From the discussions in Chapters 2, 3, 4 and 5, it can be deduced that the type of behaviour problems that are manifested at international level compare well with the type of behaviour problems that are manifested at national level. The most common behaviour problems that occur are aggressive behaviour and disruptive behaviour.

The ensuing paragraphs will focus on the recommendations that can be made for further research in assisting adolescent learners with behaviour problems.

6.3 RECOMMENDATIONS FOR FURTHER RESEARCH

The investigation of causes and manifestations of behaviour problems in this research has been confined to secondary schools. There is a need for future researches to inquire into the causes and manifestations of behaviour problems in primary schools in the greater part of Zimbabwe. The primary school learners may also have behaviour problems which may differ from behaviour problems of older learners in secondary schools.

Further research on the involvement of the broader community of Zimbabwe on how to assist learners with behaviour problems in the classroom should be done as this research only focussed on an urban community. Such research could be particularly valuable in finding ways of assisting learners with behaviour problems in a rural environment.

6.4 CONCLUSION

An understanding of the causative factors and manifestations of behaviour problems of learners in the classroom suggests useful guidelines for dealing with behaviour problems. This study aimed at providing the guidelines for teachers in assisting learners with behaviour problems in the classroom.

The following conclusions emerge from this study:

- The behaviour problems of adolescent learners in the classroom situation are the result of interactive factors within the environment, for example, the family, the school and peer pressure. A clash between the environment and the adolescent learners' needs results in behaviour problems, which are a cry for help and understanding.
- Behaviour problems that are manifested by adolescent learners include:

- Disruptive behaviour (e.g. disobedience)
 - Aggressive and antisocial behaviour
 - Telling lies
 - Theft by adolescents
 - Substance abuse
 - Juvenile delinquency
 - Depression and suicide (see Table 5.1 with regard to these behaviour problems)
- The behaviour problems of learners are reflections of how learners feel about themselves, with the ultimate negative feeling resulting in a bad self-image.
 - Important guidelines for teachers to assist and understand behaviour problems of adolescent learners more effectively include:
 - No blaming or labelling of learners.
 - Teacher/learner relationship can positively or negatively affect the unacceptable behaviour.
 - Learners must be assisted and understood.
 - The ecological systems model addresses the needs and problems of a diversity of learners and is regarded by researchers as the most suitable model to implement.
 - Teachers must assist and understand learners in terms of their needs which are embedded in the learners' relationship with his or her environment.
 - Teachers must be role models for learners (see Section 6.3.1 in this regard).

The occurrence of behaviour problems in the classroom will only be addressed if the ecological system model is understood and used by teachers, researchers, educational planners and policy makers. The learners also need to be empowered to find ways they can meet their own needs within the environment.

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ANNEXURE A

Hillside Teachers' College
Private Bag 2
Hillside
BULAWAYO

January 2001

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I am a lecturer in Theory of Education at Hillside Teachers' College and have enrolled for a Masters degree at UNISA. I am at present completing the empirical part of my thesis entitled: **"Behaviour problems of adolescent learners in secondary schools of Zimbabwe: causes, manifestations and educational support."** I need to interview teachers, headmasters and educational psychologists to ascertain what behaviour problems learners exhibit in the classroom and to determine how teachers and parents deal with these behaviour problems which will assist the researcher to develop a model which may serve as a guideline for teachers on how to understand and assist learners with behaviour problems.

Your kind assistance in granting me an interview or allowing me to interview members of your staff to obtain the required information will be appreciated. .

With best regards

.....
SYLOD CHIMHENG

**DEPARTMENT OF THEORY OF EDUCATION,
HILLSIDE TEACHERS' COLLEGE**

QUESTIONNAIRE TO BE USED DURING STRUCTURE INTERVIEWS WITH HEADMASTERS, TEACHERS AND EDUCATION PSYCHOLOGISTS

1. IDENTIFICATION DETAIL

Number of questionnaire: -----

Please indicate your answer to the following questions by marking a tick next to the applicable answer.

1.1 How long have you been in teaching as a profession?

01-04 years	
05-06 years	
07-08 years	
09-10 years	
More than 10 years	

1.2 How long have you been a teacher/principal at this school?

01-04 years	
05-06 years	
07-08 years	
09-10 years	
More than 10 years	

1.3 What age group of learners did you teach?

Form 1	
Form 2	
Form 3	
Form 4	

1.4 What do the concept "emotional problems" and "behaviour problems" imply to you or your teaching staff?

2.1 What type of behaviour problems did learners manifest in the classroom and at school in general, eg on the playground?

2.2 In what way has the teaching staff dealt with behaviour problem in the past?

2.3 What guidelines can be suggested to teachers in order to understand and assist learners with behaviour problems?

2.4 What factors that can act as barriers to the teacher dealing with learners with behaviour problems.

2.5 What specific strategies contributed to effective dealing with behaviour problems of adolescent learners?

2.6 What factors do teachers regard as causative factors to behaviour problems of learners?

2.7 In what way can the parents become involved in assisting the teacher to remove the barriers that keep the learner from actualizing his/her potential?

Thank you very much for your very kind assistance. Without your assistance it would not be possible to develop a model for teachers to deal with the behaviour problems of learners in classrooms. You have assured with your contribution to the research that it is focussed on the Zimbabwean classroom and that is based on reality and not just on theoretical assumptions.

S CHIMHENG

ANNEXURE B

Hillside Teachers' College
Private Bag 2
Hillside
BULAWAYO

January 2001

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I am a lecturer in Theory of Education at Hillside Teachers' College and have enrolled for a Masters degree at UNISA. I am at present completing the empirical part of my thesis entitled: **"Behaviour problems of adolescent learners of Zimbabwe: causes, manifestations and educational support."** I need to interview parents to ascertain what behaviour problems learners/children at home, exhibit in the classroom and to determine how teachers and parents deal with these behaviour problems which will assist the researcher to develop guidelines for teachers on how to understand and assist learners with behaviour problems.

Your kind assistance in granting me an interview or allowing me to interview members of your staff obtain the required information will be appreciated. .

With best regards

.....
SYLOD CHIMHENG

**DEPARTMENT OF THEORY OF EDUCATION,
HILLSIDE TEACHERS' COLLEGE**

QUESTIONNAIRE TO BE USED DURING STRUCTURE INTERVIEWS WITH PARENTS

1 IDENTIFICATION DETAIL

Number of questionnaire: -----

Please indicate your answer to the following questions by marking a tick next to the applicable answer.

1.1 How many children do you have as a parent?

01-04 children	
05-06children	
07-08 children	
09-10 children	
More than 10 children	

1.2 How many children do you have who are 12years and above?

01-02children	
03-04children	
More than 5children	

1.3 What do the concepts "behaviour problem" and "emotional problem" imply to you as a parent?

1.4 In what way are the behaviour problems of adolescents manifest at home?

1.5 What do you think are the causative factors to the behaviour problems of adolescents at home?

Thank you very much for your very kind assistance. Without your assistance it would not be possible to develop a model for teachers to deal with the behaviour problems of learners in classrooms. You have assured with your contribution to the research that it is focussed on the Zimbabwean classroom and that is based on reality and not just on theoretical assumptions.

S CHIMHENG

ANNEXURE C

Hillside Teachers' College
Private Bag 2
Hillside
BULAWAYO

January 2001

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I am a lecturer in Theory of Education at Hillside Teachers' College and have enrolled for a Masters degree at UNISA. I am at present completing the empirical part of my thesis entitled: **"Behaviour problems of adolescent learners in secondary schools of Zimbabwe: causes, manifestations and educational support."** I need to interview Adolescents to ascertain what behaviour problems learners exhibit in the classroom and to determine how teachers deal with these behaviour problems which will assist the researcher to develop guidelines for teachers on how to understand and assist learners with behaviour problems.

Your kind assistance in granting me an interview or allowing me to interview members of your staff obtain the required information will be appreciated.

With best regards

.....
SYLOD CHIMHENG

**DEPARTMENT OF THEORY OF EDUCATION,
HILLSIDE TEACHERS' COLLEGE**

QUESTIONNAIRE TO BE USED DURING STRUCTURE INTERVIEWS WITH ADOLESCENTS

1. IDENTIFICATION DETAIL

Number of questionnaire: -----

Please indicate your answer to the following questions by marking a tick next to the applicable answer.

1.1 What does the concept "behaviour problems" imply to you?

1.2 How are the behaviour problems manifested by adolescent learners?

1.3 What do you think the teachers should do to assist and understand behaviour problems in the classroom?

1.4 What could be the causes of such behaviour problems of adolescent?

Thank you very much for your very kind assistance.

S CHIMHENG

TRANSCRIPT: FOCUS GROUP A

Key

M	Moderator
PM	Participating Member

- M:** Welcome to this discussion. Please feel relaxed. Our first point of discussion would be how behaviour problems of adolescents should be managed in the Zimbabwean secondary schools. I would like you to focus on what these behaviour problems are? How do adolescents manifest behaviour problems in the school? What are the causes of these problem behaviours? How should these problems behaviours be managed in the classroom? How should the community be involved in managing the behaviour problems of the adolescent?
- PM:** Our point of departure should be our understanding of behaviour problems.
- M:** What do you think are the behaviour problems?
- PM:** These are antisocial behaviour or bad manners.
- M:** What do others think about the answer given?
- PM:** The concept behaviour problem is difficult to define from my point of view. Good or bad behaviour is situational. One's behaviour could be a problem in a particular situation or could be normal behaviour in another.
- M:** Can you elaborate further or someone to add on?
- PM:** In the classroom situation or at home, a particular form of behaviour could be a problem or disciplinary in the eyes of the teacher/parent but yet other teachers/parents may even accept such behaviour from their school children.
- M:** Now, what can we agree upon as the most acceptable or appropriate definition?
- PM:** Behaviour problems are antisocial behaviours, which are against the norms, values, rules and regulations of the school or society at large.

- PM:** To add on to his definition. I would like to say that behaviour problems are negative behaviours that disturb the learning in a classroom. These are behaviour characteristics that fallout of societal norms.
- M:** Anything else?
- PM:** I agree with the definitions, but lets admit that it's a difficult concept to define.
- M:** Okay lets move away from the definitions of behaviour problems and focus on the concept of emotional problems. Are these concepts the same?
- PM:** No.
- PM:** Emotional problems are attitudes or problems which learners experience because of their mental situations.
- PM:** These are unsatisfied inner feelings of an individual such as lack of parental support and violence within the family.
- PM:** Emotional problems are behaviours that stem from psychological conflicts that the learner or child experiences such as abuse and problems encountered at home.
- M:** Anything else?
- M:** ...If we cannot add anything, can we then look at the forms of behaviour problems of adolescents?
- PM:** From a classroom learning situation adolescents have behaviour problems such as truancy, aggressiveness, disobedience, use of vulgar words, cheating and absconding lessons.
- PM:** Drug abuse, attention seeking behaviour, smoking at school, disruptive behaviour, stealing, and stubbornness.
- PM:** Bullying, disorderliness, and disrespect of teachers or parents.
- M:** Any other forms of behaviour problems?
- PM:** There are many types of behaviour problems that could be mentioned but at the moment these are the ones that we can mention.
- M:** What could be the causes of these behaviour problems?
- PM:** A number of causative factors can be mentioned.
- M:** what are these?
- PM:** The school child's background. If the family members or parents are habitual criminals the child/ learner could see criminal activities as good.
- PM:** The socio-economic hardships currently prevailing in Zimbabwe have effects on the child/learner's behaviour. There is a sharp increase in employment and

poverty. Because of the above factors, the parents inadequately cater for the children. In order to fend for their life, some resort to stealing as a way of living.

PM: Some children come from violent families. The parents are always fighting each other. They become aggressive role models of the children. In classroom, such learners are ever aggressive and bullying other learners.

PM: Peer pressure and negative impact of the media.

M: Anything else.

PM: Poor lesson preparation and presentation by the teachers and labelling the behaviour of learners as defiant by the teachers will encourage the learner to behave in line with these labels.

PM: The teachers' attitudes towards the learners. If the teacher has an "I don't care attitude" towards learners, the same will happen to him by the school children. They may also disrespect him.

PM: Poor classroom management by the teacher creates a general sense of chaos. Too many school rules by the teacher may cause problems within the classroom.

M: In view of the discussed behaviour problems, how should the teachers deal with these behaviour problems?

PM: Teachers need to be treated with dignity and in a reasonable manner. They need to be strict with the learners who show behaviour problems. Corpora punishment should be used where necessary. Teachers should be able to punish the school children if they become undisciplined.

PM: Teachers and parents should work together. The school child must know that if any problem occurs, the parents will be contacted.

PM: Schools should develop policies, which address changes such as supervision out of class.

PM: Where possible, the teachers may involve social workers, ministers of religion, psychologists and school guidance and counsellor. Where the adolescents are involved in serious behaviour problems such as house breaking. The police should be involved and the law should take its course.

PM: Parents should not think that the school must solve all the problems of the learner and that they cannot sit back and be onlookers who are allowed to criticise what the has done.

- M:** How should the community be involved in managing the behaviour problems of adolescent?
- PM:** The school and the community can join hands to prevent behaviour problems by creating a positive environment in the school and the classroom. Teachers should know their learner's background and may do home visits in order to get to know the learners' family better.
- PM:** The school and the community should carry out workshops on how to find positive ways of promoting discipline in the home and at school. The community and the school should create activities that keep the adolescents out of problems.
- PM:** Parents, teachers and headmasters should be involved in the making of school rules.
- PM:** The school and the community should carryout workshops that educate the adolescent learners on issues related to drug and alcohol and how it may lead to the deterioration of one's health. The workshops should encourage frank discussions with the school children on matters concerning drug abuse and alcohol abuse.
- PM:** The school should invite significant other role players such social workers and psychologists to come and counsel the school children with behaviour problems.
- M:** You have raised some good points in this discussion; if there is anything else you can think of, let me know. Thank you for your participation.

TRANSCRIPT: FOCUS GROUP B

Key

M	Moderator
PA	Participating Adolescent

M: Well, welcome to the discussions. Feel free to interact and say what you want without fear. In this discussion we want to focus on how the behaviour problems of adolescents should be managed in the Zimbabwean secondary schools. If this question is to be clearly answered, I think we must first of all try to answer supporting questions such as, what are behaviour problems? What are the causes of behaviour problems of adolescents? How should the teachers deal with these behaviour problems in the classroom?

M: Is it clear?

PA: Yes.

M: As our starting position, what do we understand by behaviour problems?

PA: Behaviour problems are unsuitable behaviours being shown by individuals within the community.

PA: They are disciplinary problems among children.

PA: Unacceptable behaviours within the school church or clubs.

M: Anything else?

PA: Behaviour such as drug abuse.

PA: Behaviours that makes one to be punished by the teacher and parents or elders

PA: Behaviour problems may include negative attitudes towards school. They could be violation of norms and values of any given society.

M: Using this understanding of behaviour problems, can we give examples of behaviour problems that you see at school?

PA: Smoking, habitual late coming to school, stealing of books, making noise in class.

PA: Disobedience, sexual harassment, disrespect of teacher/elders, truancy, telling lies, stress, failing to wear school uniform at school.

- PA:** Suicide attempts and child abuse or alcohol abuse.
- M:** Thank you for such examples. But what do you think are the causes of such behaviour problems.
- PA:** Peer pressure. Some adolescents see their friends as more powerful than their parents and teachers. Hence they listen to the advice of their parents. If the friends are antisocial then the adolescent concerned will be involved in disobedience.
- PA:** The kind of school you go to has a role to play in causing behaviour problems. Some schools are known for having school children that have disciplinary problems and others may induct such children into such bad behaviours.
- PA:** The home of the adolescent can cause behaviour problems.
- M:** How?
- PA:** If the home consists of parents who are always fighting each other. The children will take violence as a normal way of living with one another and the child may behave violently at school. Such children may find themselves bullying other children.
- PA:** In addition to what that speaker has said, some parents are aggressive and the children may imitate this aggression.
- M:** What do you think about the classroom environment, as a causative factor of behaviour problems among adolescents.
- PA:** To a large extent, the teacher may cause behaviour problems in his /her class.
- M:** How?
- PA:** Some teachers come to school unprepared. Their lessons will be boring and learners may be forced to do what they wish.
- PA:** Teachers may also be permissive or having an "I don't care attitude" This will compel the learners to develop the same attitude as well. This will cause the learners not to respect the teacher.
- PA:** Some teachers are too authoritarian and impose a lot of rules in the class and such rules may confuse the learners leading then disobedience.
- PA:** Teachers may be involved in activities of drug abuse together with learners. Such learners may have behaviour problems at school, as they are friendly to the teachers. In such situations teachers fail to become role models.

- PA:** Failure by teachers to punish learners who misbehave at school may induce other learners to misbehave.
- M:** Anything else.
- PA:** Underachievement by learners may cause learners to abscond lessons or become truant.
- PA:** Some adolescents have lost their parents, may be through AIDS and this loss may lead to feelings of rebellion and isolation.
- M:** Death through AIDS is on the increase these days, here in Zimbabwe, and its common. People tend to accept the situation. Do you think someone can be rebellious about it?
- PA:** Yes, A feeling of shame may be experienced in the family and this causes depressive behaviour, which may lead to rebellion.
- PA:** The Developmental stage of adolescence may be a source of behaviour problems. The adolescents take physical appearance of adolescents, at this stage, serious. An unattractive physical appearance may have negative effects, which in turn lead to behaviour problems.
- PA:** *Elders within the community may try to gain some control on adolescents and this may lead to power struggle. The adolescent wants independence and the elders also want some control over their children. This in itself brings a sense of disrespect among adolescents.*
- M:** I am sure we have tried our level best to find and discuss the causes of behaviour problems among adolescents. Let's focus on the guidelines the teacher may use to manage the behaviour problems of adolescents in the classroom.
- PA:** It is necessary to mention that teachers should be our role models. They should respect us if they want to be respected.
- PA:** What respect do you want from the teacher when you are just a school child?
- PA:** School children are human beings who also need respect like anyone else.
- M:** What are your expectations of your role models such as teachers?
- PA:** Teachers need to be firm with school children. It's not fair to find the teacher smoking or taking drugs with his/her school children. One is not a role model if he/she proposes love to the learners that he/she teachers. If teacher can avoid this, then they will not have behaviour problems in the classroom.

- M:** Is there anything else that teachers should do to manage behaviour problems in the classroom.
- PA:** Rules, code of conduct in the class should be well spelt out to the school children to void confusion. Where possible the school children should be involved in making the rules for the class. The classroom environment should be attractive and comfortable for the learner.
- PA:** Teachers can also talk or involved the parents when dealing with behaviour problems. When we are aware that our parents consult with our teachers on our behaviour and school, its difficult to be undisciplined.
- PA:** Adolescent must to be punished if they misbehave. The punishment should aim at correcting the behaviour.
- M:** What punishment are you referring to?
- PA:** They should beat the school children.
- PA:** I don't think beating is the best because beating inflicts pain and does not tell you how you should behave. I think teachers should find other forms of punishment.
- PA:** But our parents have always beaten us at home. Some teachers beat school children.
- M:** Do you think those who are being beaten change their behaviour?
- PA:** Yes, to some extent. Those who do not change their behaviour are "die-hards"
- PA:** Apart from the views given by other participants, I feel that teachers should thoroughly prepare their lessons and ensure that all the school children are occupied with work. School children misbehave when they have nothing to do.
- PA:** Teachers need to be sensitive towards learner's needs.
- M:** Okay its time up. Thank you for your time.