THE SELECTION AND EVALUATION OF AUDIO-VISUAL MEDIA FOR SUPPORTING LEARNERS WITH BEHAVIOURAL PROBLEMS (LBP)

by

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DECLARATION

I declare that this dissertation 'THE SELECTION AND EVALUATION OF AUDIO-VISUAL MEDIA FOR SUPPORTING LEARNERS WITH BEHAVIOURAL PROBLEMS (LBP)″ represents my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references.

B.D. CALDER

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ABSTRACT

The aim of this research was to make recommendations how parents and educators can select and use audio-visual media for supporting learners with behavioural problems (LBP). A literature study was conducted on behavioural problems and on the use of audio-visual media to address these. Thereafter an empirical investigation was done by means of a case study design. A purposive sample was chosen from Grades 10 and 12 learners in Pietermaritzburg. Websites were also selected for addressing a variety of topics. The most important findings were that audio-visual media can be selected by means of five criteria related to content accuracy and appropriateness, diversity and quality. The findings indicate that visual media can stimulate cognitive skills (including problem solving and critical thinking) and reflection about the acceptance of responsibility, positive attitudes and respect for authority, among others. It is concluded that audio-visual media can be used by educators to support LBP.

KEY WORDS

- Selection criteria
- Evaluation criteria
- Audio-visual media
- Supporting Learners with Behavioural Problems (LBP)
- Causes of behavioural problems

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CHAPTER 1

ORIENTATION AND BACKGROUND

1.1   INTRODUCTION

The term *behaviour* is a broad concept that includes all that is unique to what an organism would do, whether it is a specific act or response or any act in general. Movements, facial expressions, attitudes, language use, conduct towards others, voluntary and involuntary behaviour, conscious and unconscious behaviour and external, observable behaviour as well as inner motives are all important aspects of behaviour (Plug, Meyer, Louw & Gouws 1988:12).

In some instances behaviour becomes 'problematic'. What constitutes 'problematic behaviour' may depend to a large extent on who has to judge the behaviour and on what is judged. Prinsloo (1995:7) draws our attention to the fact that behaviour should always be judged from the point of view of a specific set of norms. The values and norms of different societies and cultures may influence perceptions of acceptable or deviant behaviour.

At risk learners is a term referring to groups of learners whose circumstances are such that they run the risk of academic underachievement, dropping out of school and developing behavioural problems. Factors associated with at risk learners, according to Pallas (1989:1-2) are: poverty, single parent families, a mother whose level of education is low, and poor language skills in the teaching medium used at school.

Educators should be informed about the normal development of the child not only to understand learners better, but also in order to plan their teaching more effectively. The development of learners has specific characteristics and progresses according to a particular pattern. This pattern is merely a guideline, however, and educators should remember that every learner is unique and should not be labelled as 'abnormal' or 'deviant' on the basis of some differences.

According to Kirk and Gallagher (1989) learners with behavioural problems create serious problem in a school setting as they are easily distracted, unable to persist at tasks, and often disrupt class. Their inability to follow directions and maintain focus on a learning task is a source of constant irritation to educators.

Learners with behavioural problems (LBP) present their educators with a difficult situation. As they have to be accommodated and assisted, educators should know which factors give rise to the problem behaviour. Causes are no longer explained in a simplistic or linear way. *Multicausal* explanations are more effective and it is assumed that the different systems and variables involved are in a continuous interaction with one another. It has been asserted that behavioural problems can be addressed by use of audio-visual media, examples include: *The Mozart Effect* (Campbell 2007); *Teachers' TV* Oct. 2005; *Supernanny* Oct. 2005. The aim of this project, therefore, is to investigate how audio-visual media can be selected to assist educators in supporting LBP.

1.2   PROBLEM FORMULATION

In an action research pilot study at The Grange Primary School, Pietermaritzburg, South Africa in 2005, I initiated research to find new strategies of behaviour management. In particular, in my view, parental involvement needs to be increased considerably. This is an area that has become of increasing interest to me. There is clearly an agreement between experts about the existence and prevalence of

disruptive behaviour in classrooms around the world. There are many potential solutions that may be successfully implemented with the use of certain recommended strategies. In particular, the media programmes *Teacher's TV*, *Supernanny* and *The Mozart Effect* have directed my research interests and research focus as to the value of instructional educational media technology in addressing disruptive behaviour problems.

A key aspect of providing support to LBP is the selection or choice of strategy derived from the design phase of an assistance programme (see chapter three). In Outcomes Based Education (OBE), as is currently used in South African Schools, *we do not use the lecture method any more*. It makes sense to incorporate audio-visual media into classroom teaching in a multi-media approach, particularly when access to professional assistance isn't available in person, in the form of guidance counsellors, educational psychologists or social workers.

Spencer (1999:1-24) considers the effects of traditional teaching methods as compared with the effectiveness of educational media and technologies in his research into the *effectiveness of educational media*. The audience size of a traditional lesson may be dramatically increased by the use of broadcast media, such as radio or television, and greatly extended by recording a programme on audio-tape/video/digital versatile disk (DVD) for distribution to other locations where the material is replayed, either to individuals or small or large groups. Recorded material offers a degree of flexibility which is not inherent in the traditional or broadcast media form, as a tape or DVD can be stopped and replayed if necessary, or it may be used on more than one occasion.

Chu and Schramm (Spencer 1999:6) find that over a wide range of subjects, there is no difference between class lectures and television instruction. The research was so wide ranging that they concluded that television can be used efficiently to teach any subject matter where one-way communication will contribute to learning.

In the 1920s instructional radio was widely used in the United States (US) and Britain, but with the advent of television its use dwindled in the US, although the BBC schools service has continued to widely employ it. In developing countries, radio is used increasingly due to its low cost as compared with television. Forsythe's review in Spencer (1999:8) concludes that radio is clearly effective in instruction. Experimental studies comparing radio teaching with other means or media found radio as effective as the so-called 'conventional methods'.

Although media research over the years has confirmed a preponderance of 'no significant differences' between traditional approaches and the new media, it is precisely because there are no significant differences that instructional radio, television and recorded lectures may be used in many situations. This is of particular relevance to countries wishing to rapidly expand their training programmes (for example South Africa) and the resulting learning could be similar to that produced in more traditional approaches (Spencer 1999:1-24).

Educational authorities must begin to accept that what takes place in the classroom can be replaced by a whole host of alternative media, without deterioration in learner performance. Research has demonstrated this, varying media, teaching subjects and ages of students. If we wish to improve levels of performance, we must look to the new methodologies (Spencer 1999:18).

According to Vitale (2005) successful integration of informational technology is related to certain factors. School leaders may accomplish transformation in educator practice through acknowledging many entry points into the process of becoming professional as a technology integrator. Educators who develop the skills to select and integrate instructional technology into their classrooms will further quality teaching and professional practice.

A necessary condition for democratic education in South Africa is free communication. Government leaders, national leaders in education, school principals and educators should provide a free communication channel for and communication opportunities with learners. The electronic media such as television and the internet must be used with the necessary judgement to benefit the learner and provide educational advantage (Nortier 2000). In a study researching the utilisation of information technology in *alternative forms of educational provision*, Strydom (2000) finds that the internet and the World Wide Web (WWW) facilitated more effective teaching and learning of parents than traditional teaching methods.

Maake (2000) researched a proposed interactive television model for in-service education and training for guidance educators in the Northern Province of South Africa. This model has the potential to motivate educators to become aware of audio-visual libraries in the province and/or to approach video stores to encourage them to hire out educational videos. This would only be possible if interactive television facilities were made available, accessible and affordable not only in urban areas but also in rural, remote and marginalised communities. Interactive television may be used as a substitute for text books and/or for face-to-face interaction by the guidance educators and as a means for self-expression and self-discovery for the learner.

Smit (2002:16) describes a conflict resolution programme incorporating the use of video that was found to ameliorate conflict among youth groups. This programme deals with behavioural problems encountered in school and provide young people with new ways to respond to conflict.

Education secretary in England, Ruth Kelly (*Teachers' TV* Oct. 2005), has set up a working group of school educators to devise a national strategy that tackles poor behaviour in schools. *Teachers' TV* is an example of a television channel for all who work in education, from headmasters to newly qualified teachers and governors who support staff and parents. Programmes take viewers inside classrooms and schools to

see how good educators bring the curriculum to life and improve schools. In one of the video programmes educators and principals talk about what they consider to be challenging behaviour, how it is increasing and various schemes they have introduced to solve the problem.

Nuckley (Blair 2005:24), an association member who works at Bacon's College in Rotherhithe, southeast London, suggests the British Government should consider sending experts into the home, as in *Supernanny,* the Channel 4 programme. *Supernanny* is an example of media addressing the need for assistance to families with problem children. Each week Supernanny promises to transform the lives of a different family and put a stop to the bad behaviour of children. Jo Frost takes on a range of problem children from terror tweens to troublesome teenagers, and from destructive daughters to children who won't eat, sleep or go to school. In her frank and upfront style, Jo forces each family to confront the real issues behind the bad behaviour. With her recipe of strict discipline and tried-and-tested techniques, she sets about teaching the parents how to turn their kids around.

The *Mozart Effect* (Campbell 2007) is an inclusive term signifying the transformational powers of music in health, education, and well-being. It is an example of how audio-visual media resources such as music and the arts can improve the health of families and communities. The general use of music is said to improve memory, awareness, and the integration of learning styles. Innovative and experimental uses of music improve listening and attention deficit disorders. Music is used therapeutically in cases of mental and physical disorders and injuries. Collective uses of music inspire imagery and visualization, activate creativity, and reduce depression and anxiety.

My research aims to critically evaluate ways to select audio-visual media to support LBP. Criteria for the evaluation of appropriate audio-visual media are listed (see chapter three) from a review of previous research 'to develop sharper and insightful *questions* about the topic' (Yin 2003:9), thereby enabling teachers and parents to

select suitable resources. Programmes such as *Teachers' TV, Supernanny* and *The Mozart Effect* have prompted my increasing awareness of the topic. Another strong motivation for this research is the apparent dearth of material on South African and international research, as shown by an initial survey of the limited number of abstracts available.

1.3 AIMS OF THE RESEARCH

Research question

The main research question guiding this investigation and assisting in the achievement of the research aim is to *critically evaluate how parents and educators can select and use audio-visual media for supporting LBP.* The research is aimed at assisting school educators and parents in coping with learners' challenging behaviour by deriving strategies from case study research. The focus is on secondary school learners, although the research may be applicable to other age groups as well.

A number of questions are advanced herein to direct the research:

- What are behavioural problems, their causes and manifestations?
- What are audio-visual media? What examples are there in the literature of audio-visual media providing support for LBP? Why and how are audio-visual media useful?
- How can appropriate audio-visual material be selected and used to support LBP?

1.4 RESEARCH PARADIGM

A *paradigm* is like a pair of glasses – the way one perceives something, one's frame of reference or belief. This research is aligned to two schools of thought in terms of its epistemological, conceptual foundation, i.e. *critical theory-post-modern paradigm*

and *eclectic-mixed methods-pragmatic paradigm* (most closely aligned) (Phillips, Bain, Mc Naught, Rice & Tripp 2000).

Critical theory aims to transcend the positivism of the traditional approach and the relativism of the interpretive approach by placing the process of critical reflection at the centre of the research process. The focus is on changing the world, not only describing it. The concept of praxis is important; praxis is action which is informed by theoretical ideas and by the process of reflection on existing practice. Theory and reflection feed into the formulation of new practice. Action research has strong links to critical theory. In both a constructivist-interpretive-qualitative approach and critical theory-post modern approach, understanding the dynamics and multiple perspectives of participants is important. Qualitative strategies are used in both, but the distinction lies in the purpose to which the evaluation will be put.

Of the two paradigms, the *eclectic-mixed methods-pragmatic paradigm* is more capable of handling the complexity of modern society and technology. The focus is on practical problems rather than on issues of reality and theories of society. Complex evaluation plans can result from it. The strength of this approach is the acknowledgement of the current state of the art of evaluation; there are no 'right' approaches and maintaining an open approach is essential.

The epistemological, conceptual foundation for this research is possibly most closely aligned to the *eclectic-mixed methods-pragmatic paradigm*, by use of a case study method. *Case study* as a research strategy is a comprehensive method that covers the logic of design, data collection techniques, and specific approaches to data analysis. It may vary to include both single and multiple-case studies, and can be based on any mix of quantitative and qualitative evidence (Yin 2003:14-15).

1.5 RESEARCH DESIGN AND METHODOLOGY

1.5.1 Theoretical overview

The main purpose of the design is to avoid the situation in which the evidence does not answer the initial research questions. For example, here we want to study LBP. The research questions, however, have to do with the relationship that LBP have with parents' and educators' supporting the LBP by use of audio-visual media. If the study is completed by examining only the LBP, one cannot draw accurate conclusions about inhibiting LBP. Therefore, such questions can be answered only if we collect information directly from the parents' and educators' use of audio-visual media and not merely from the LBP.

1.5.1.1 Unit of analysis

The *unit of analysis* is what the 'case' is. This is a multiple-case study design with multiple units of analysis; within both the LBP and the audio-visual media. Secondary school LBP in particular are the focus in this study and included herein, whereas primary school LBP would be outside the context of the case study. In comparing the findings of this research with previous research on the topic, I have endeavoured that key definitions used in the study should be similar to those previously studied by others or that the study innovates in clear operationally defined ways. In this way I have tried to use previous literature as a guide for defining the case and its unit of analysis (see chapter four). My definition of the unit of analysis is related to the way in which I defined the initial research questions.

This case study contains more than a single case; it is a study of LBP in secondary school, with manifestations of behavioural problems as abovementioned, in which individual audio-visual media; e.g. television, radio, DVD/video/music, the web are

evaluated and selected for supporting some LBP. Within each particular case are *embedded units of analysis*.

Each type of *LBP* is the subject of an individual case study, but the study as a whole covers several types of LBP and in this way uses a multiple-case study design, where each type of LBP is an *embedded unit of analysis 1* (Yin 2003:40).

Each type of *audio-visual media* resource is the subject of an individual case study, but the study as a whole covers several types of audio-visual media and in this way uses a multiple-case study design, where each type of audio-visual media is an *embedded unit of analysis 2* (Yin 2003:40).

1.5.1.2 Linking data to propositions and criteria for interpreting the findings

The abovementioned is done in a number of ways. Examples include pattern matching when patterns are sufficiently contrasting, or use of rival propositions, whereby several pieces of information from the same case may be related to some theoretical proposition. In terms of *evaluative criteria* listed for the selection of appropriate audio-visual media (see chapter three), relevant *evidence* providing support for various problems such as depression and suicide, learner abuse (sexual and physical), the use of addictive substances (alcohol and drug abuse), mental disorders (including aggressive and behaviour), juvenile delinquency (including theft by adolescents and telling lies), teenage pregnancies and other problems, is necessary; i.e. criteria by which explanation will be judged successful.

Having provided a theoretical overview of the research design, I now briefly outline ethical measures, measures to ensure trustworthiness, as well as data collection and processing methods.

1.5.2 Ethical measures

It is important that the research be conducted in an ethical manner. In collecting data certain issues must be considered, such as technical accessibility, legal issues (classified documentation) and ethical issues. Whenever information is protected in some form or other, informed consent was requested from sources that require this (Smith in McMillan & Schumacher 1993:398). For example, informed consent from the Community Editor of the TES Web Site (*TES* Sept. 2006) was obtained to use data from their online 'Behaviour' focus group. Informed consent was also obtained from the principal, parents and learners of one learning centre for their participation in this research. Maintaining anonymity and confidentiality is important (McMillan & Schumacher 1993:399). Avoiding deception while protecting the privacy of participants; ensuring researcher competence and striving to maintain objectivity in relation to participants was also adhered to (Strydom 1998:30-31). These measures are explained fully in Chapter four.

1.5.3 Trustworthiness (reliability and validity)

Care was taken to ensure that data was accurately and precisely collected. Merriam (1988) suggests checking, verifying, testing, probing, and confirming collected data with progress of the research, arguing that this process will result in a funnel-like design with less data gathering in later phases of the study along with a congruent increase in analysis checking, verifying, and confirming. Crosschecking data from multiple sources can assist in providing a multi-dimensional profile of activities.

Strydom and Delport (2002:322) record that a primary source is usually more reliable than a secondary one. Since secondary sources are always someone else's interpretation of primary sources, secondary sources should be thoroughly scrutinised for accuracy.

Guba's model for ensuring trustworthiness (Poggenpoel 1998:449-351) is used to reduce biases in the results of this case study. This model proposes four strategies to ensure trustworthiness, i.e. *credibility*, which demonstrates that the phenomenon under study is accurately described; *transferability*, which demonstrates the applicability of findings to other contexts; *dependability*, which refers to the consistency of findings if the enquiry could have been replicated with the same subjects or in a similar context and *confirmability*, which demonstrates whether the results are confined to data obtained from informants or include the motivations and biases of the researcher. Detailed information on the issue is in Chapter four.

1.5.4 Method

The research strategy planned is that of an *instrumental* or a *collective case study* (Fouche 2002:275-276). The purpose here is to facilitate and further gain a better understanding and knowledge about a social issue. The exploration and description of the case(s) take place through in-depth data collection methods, involving multiple sources of information that are rich in context such as cases, interviews, documents, observations or archival records to provide as complete an understanding of an event or situation as possible, also referred to as a *thick description*. Sampling and data collection are described fully in chapter four.

1.6   CLARIFICATION OF CONCEPTS

Herewith follows a definition of key concepts relevant to this research sourced from the Reader's Digest Association Limited (1993), or other named sources, as applicable:

1.6.1 Selection

Selection refers to the act or an instance of selecting or choosing, especially as the best or most suitable.

1.6.2 Evaluation

Evaluation means appraisal, valuation or assessment.

1.6.3 Audio-visual media

Audio-visual media in particular refer to teaching methods using both sight and sound. For the purposes of this study, audio-visual media will include video, television, radio and the web.

1.6.4 Learners with Behavioural Problems (LBP)

Ashman and Elkins (1994:294) point out that LBP are the most difficult to describe, especially since, to preserve human dignity, there is a trend to try and avoid stigmatising categories or terms. Apter (Ashman & Elkins 1994:299) defines behavioural problems as follows: What makes behaviours disordered is when they are exhibited in the wrong place, at the wrong time, in the presence of the wrong people, and to an inappropriate degree.

This study will focus on secondary school learners specifically and their particular problems as aforementioned; depression and suicide, learner abuse (sexual and physical), the use of addictive substances (alcohol and drug abuse), mental disorders (including aggressive and anti-social behaviour), juvenile delinquency (including theft by adolescents and telling lies), and teenage pregnancies.

1.6.5 Support/assistance

Support refers to carry, strengthen, aid, help or reinforce. According to Weeks and Du Toit (1998b:26) the motive behind the support or assistance is important, as this influences the choice of method of assistance, and also determines the attitude adopted in giving assistance to the LBP. The interest of the learner is the most important motive, and this will be decisive in the choice of method of assistance. Assistance to learners with special educational needs requires additional action from school educators and parents, does not proceed haphazardly but systematically and intensively, depends on a thorough *situation analysis*, must be offered in a supportive climate, and must involve significant other role players wherever possible. A situation analysis *is a concerted effort to obtain as much information as possible about the learner's situation*.

Assistance must be planned thoroughly and in accordance with particular principles by someone with the necessary knowledge, insight and skills. Envisaged outcomes must be formulated very specifically, if the assistance is to proceed effectively. The *strategy* with the best chance of success is selected to attain the learner's envisaged goals. The situation analysis is decisive in giving an indication of whether the problem behaviour is associated with the situation at home, group dynamics in the class or attention-seeking behaviour.

1.6.6 Audio-visual media assistance

For purposes of this research, audio-visual media will include the use of television, radio, video/DVD/music, the web, and how they are integrated into a situation analysis programme. The independent use of selected audio-visual media to design a situation analysis programme is evaluated (see conclusions and recommendations in Chapter six). The utilisation of information or education technology in alternative forms of educational provision is evaluated, i.e. especially by parents and educators,

to empower them in supporting and assisting their LBP. Important concepts regarding audio-visual media are the following:

Video – relating to the recording, reproducing, or broadcasting of visual images on magnetic tape.

Television – a system for reproducing on a screen images transmitted (usually with sound) by radio signals.

Radio – the transmission and reception of sound messages by electromagnetic waves of radio-frequency (cf. wireless).

'*The web*' or *World Wide Web* is a part of the Internet. The web consists of millions of information sites displayed in hypermedia format or web pages; it supports formatted text, graphics, animations, and even audio and video (Newby, Stephic & Lehman 2000:58).

1.7   RESEARCH PROGRAMME – DIVISION OF CHAPTERS

The research comprises six chapters that are as follows:

Chapter one provides the background and rationale for the study, the research question, aims of the research, paradigmatic perspective, a brief description of the research design and an explanation/clarification of concepts.

Chapter two presents a literature review of behavioural problems in terms of their causes, manifestations and psychological learning theories on the behaviour of adolescents. Approaches to educational support are also briefly reviewed.

Chapter three consists of a literature study of recent research on the selection and evaluation of audio-visual media for supporting LBP. This seeks to discover how and why selected audio-visual media assist parents and educators in supporting LBP. It concludes with criteria for the evaluation of appropriate audio-visual media.

Chapter four describes the research design and methods, including data collection and analysis.

Chapter five presents a discussion of the research findings from the empirical investigation.

Chapter six consists of the conclusions from the literature study and the empirical investigation. Recommendations concerning criteria for the evaluation and selection of appropriate audio-visual media for supporting LBP are listed, as well as recommendations for further research provided. Limitations of the study are also included.

1.8   CONCLUSION

This chapter commences with an introductory background and rationale for the study. The problem formulation is elucidated, as well as resulting research questions and aims. My paradigmatic perspective is described, research design and methodology explained, relevant concepts clarified and the planned programme of research outlined. In Chapter two I report on the literature study on behavioural problems.

CHAPTER 2

BEHAVIOUR PROBLEMS

2.1 INTRODUCTION

This chapter presents a study on behaviour problems. The aim of the review is to concentrate on all important aspects that relate to learners who experience behaviour problems, secondary school learners in particular, that prevent them from learning effectively.

There are many issues that will be covered in this review, namely: criteria that may be used to label behaviour as problematic, normal emotional developmental milestones, and causes and manifestations of behaviour problems of secondary school learners.

2.2 CRITERIA THAT MAY BE USED TO LABEL BEHAVIOUR AS PROBLEMATIC

In England the *Code of Practice* offers guidelines for identifying LBP according to Farrell (1995):

- There is some sort of substance abuse (drugs, alcohol).
- Behaviour is unpredictable, bizarre, obsessive, violent or severely disruptive.
- There are indicators that such learners may have some sort of mental disorder.
- These learners are often bullies.
- School attendance is very irregular.
- Such learners have unnatural and obsessive eating habits.

Farrell (1995) explains that behavioural problems may be distinguished from one another on a continuum from *mild* to *serious* or *severe*:

- *Mild forms of behavioural problems* – occur usually for only a certain length of time, are temporary, and may be ascribed to specific disruptive circumstances in the life of a learner. With the necessary love, interest and support, a learner should be able to overcome them.
- *Moderate forms of behaviour problems* – extend over a longer period and their causes are more serious. The educator and other persons need to make concerted efforts to solve these problems.
- *Severe (serious) behavioural problems* – represent a small proportion of all learners with behavioural problems. Specialised therapy is necessary for these learners whose problems are referred to as psychological disturbances – including conditions such as anorexia, childhood schizophrenia and other psychological or psychotic conditions.

Examples of problematic behaviour that will be discussed in the remainder of this chapter include: depression and suicide, learner abuse (sexual and physical), the use of addictive substances (alcohol and drug abuse), mental disorders (including aggressive and anti-social behaviour), juvenile delinquency (including theft by adolescents and telling lies), and teenage pregnancies.

The *inability to study* is an important criterion and has crucial implications for the identification of learners with behavioural problems and for any assistance to be given to them.

2.3   NORMAL EMOTIONAL DEVELOPMENTAL MILESTONES

According to Wicks-Nelson and Israel (2003:19) normal standards of behaviour depend on developmental norms, situational norms, cultural values and gender expectations. The attitudes, sensitivities and tolerance of adults and educators are important in determining whether or not a learner is considered as having a problem, or is deviant from expected normal behaviour.

In the normal development of children various *phases* are distinguished, i.e. the baby and toddler phase, and the preschool, primary school and secondary school phases. Each developmental phase has its own specific cognitive, emotional and moral challenges that learners experience and have to deal with. Assistance and support received from their parents and school educators can help learners to cope with developmental difficulties.

It is important for educators to understand how learners develop in order to teach at the level of a learner's ability, and to establish or assess progress. This enables educators to establish teaching goals or plan an assistance programme, and to know what learners are capable of learning. Educators should also be able to determine what behaviour is considered as normal for a particular age group and what is not.

The intended emphasis of this literature review is to focus more on the *causes and manifestations of problem behaviour,* thus the brief discussion of *normal* developmental milestones in this section.

2.4   CAUSES OF BEHAVIOURAL PROBLEMS

2.4.1 Intrinsic biological influences

Here important factors that relate to the individual learner's personal self, which may give rise to behavioural problems are considered, i.e. physical, (biological) and psychological aspects (Donald, Lazarus & Lolwana 2000:265; Weeks & Du Toit 1998(a):37-38; Wicks-Nelson & Israel 2003:43-44):

Genetic deviations exist in everyone to some extent, and are normally unnoticeable. In some cases, however, marked genetic deviations may result in significant consequences, for example, Down's syndrome (Donald et al. 2000:265). Individuals with this deviation have an extra 21st chromosome causing intellectual disability.

The functioning of the *nervous system* is a major biological aspect influencing behaviour *prenatally*, *perinatally* or *postnatally* (Wicks-Nelson & Israel 2003:43). *Prenatal* influences may include the effects of drugs such as thalidomide, alcohol (fetal alcohol syndrome), tobacco, cocaine, heroin and methadone. The potential negative affects of radiation and environmental contaminants such as lead, mercury, and polychlorinated biphenyls (PCB's) are well known. Maternal diseases, for example, rubella, syphilis and gonorrhoea, may have harmful effects on development. Acquired Immune Deficiency Syndrome (AIDS) and low birth weight place infants at developmental risk. *Nervous system damage* may also occur *perinatally* or *postnatally.* At birth, for example, damage to the newborn may occur due to excessive medication given to the mother, unusual delivery, or lack of oxygen (anoxia). Postnatal damage may occur due to malnutrition, accident, illness, accidental poisoning or other negative experiences. These may affect a learner's attention processes and cognitive development (Wicks-Nelson & Israel 2003:44). Learners who suffer nervous system or *brain damage* in some way may experience severe intellectual or cerebral disability, epilepsy, or multiple disabilities. Less serious

effects are perceptual problems, attention disorders and hyperactivity, perceptual abnormalities, lack of social perception, among other. Traumatic brain damage (TBD) after infancy may result in several problems and changes in behaviour, depending on the area of brain damaged.

According to Weeks and Du Toit (1998a:37), every learner has a *unique temperament* that may cause individual differences in behaviour or lead to, for example, an inclination of the digestive system to cramp, a tendency to be hungry, or allergies causing restlessness.

Learners' self-images influence their personal experience of their world. Feedback on *physical characteristics*, whether positive or negative, may also influence a learner's behaviour.

Weeks and Du Toit (1998a:38) emphasise that if learners' *basic needs* for nutrition and secure housing are not met, they will be unable to concentrate in class, may become aggressive and frustrated and even steal other learners' belongings or food.

2.4.2 Psychological and personality factors related to suicide ideation

Numerous authors highlight diverse factors related to suicide ideation as problem behaviour:

2.4.2.1 Depression and suicide in teenagers

According to the National Institute of Mental Health (2006) and the National Youth Violence Prevention Resource Center (2007) it is common for adolescents to experience short periods of *depression*, bad moods and occasional melancholy. Major depression, however, limits an adolescent's ability to function normally. Teenagers with depression show irritability, feelings of hopelessness, a persistent sad mood, or the inability to feel happiness or pleasure for an extended period of time over weeks, months or years. Adolescent depression can be difficult to diagnose because the early symptoms appear to be a normal part of the difficulties adolescents face. If an adolescent experiences an unusual degree of the following symptoms depression may be indicated (National Institute of Mental Health 2006; National Youth Violence Prevention Resource Center 2007; Jaffe, Dumke & Segal 2005; Ritakallio, Kaltiala-Heino, Kivivuori & Rimpela 2005:155-159):

- changes in sleeping and eating habits (sleeping and eating too much or too little);
- significant weight loss or gain;
- sad or irritable mood, overreaction to criticism;
- poor school performance, missed school, a sudden decline in grades;
- withdrawal from family and friends;
- lack of enjoyment of activities that were once pleasurable;
- indecision, forgetfulness or lack of concentration;
- feelings of guilt or worthlessness;
- frequent health complaints when no physical ailment exists;
- anger, anxiety, rage;
- lack of motivation and enthusiasm;
- thoughts of death or suicide, drug/alcohol abuse;
- feeling that nothing is worth the effort;
- bullying; and
- delinquent behaviour.

Symptoms such as insomnia, delusions, panic attacks or hallucinations can indicate extreme depression, with a particular risk for suicide. There is a probability that suicidal statistics for teens are underreported, as reckless or dangerous behaviour that resulted in death may be unnoticed, or those in which the cause of death can not be definitely identified. Teenagers experience extreme moods and hormonal changes. In addition academic and social challenges typically intensify in adolescence. Events or challenges that teenagers find too difficult to tolerate or cope with may cause suicidal behaviour.

2.4.2.2 Addictive behaviours

Various authors affirm that pathological gambling or internet addiction can cause disruptions in the physical, psychological, social or vocational spheres of a learner's life (Feigelman, Gorman & Lesieur 2006:396-408; Yellowlees & Marks 2007:1447-1453). At-risk adolescent gamblers of both genders show higher depression and report significantly higher suicide thoughts and attempts. Addiction is a chronic and progressive disease of impulse control, with no visible physical symptoms, that is both diagnosable and treatable.

2.4.2.3 Depression, psychopathology, developmental difficulties and suicide ideation

Conner and Goldston (2007:193-197) conclude that *depression* and substance use disorders are major contributors to suicide. A general *increased capacity for serious acts of aggression from ages 11 to 21* might also contribute to this developmental suicide pattern. Their evidence states that substance abuse and depression both contribute to, and are aggravated by, difficulties in negotiating age-salient tasks. Suicide amongst young males is postulated to be the end point of the interplay between *psychopathology* and developmental difficulties.

2.4.2.4 Depression, low family cohesion, self-esteem, bullying, and suicide ideation

In their research on depression and suicide ideation, Lee, Wong, Chow and McBride-Chang (2006:82-96) find that among 327 Hong Kong Chinese female adolescents aged 13 to 18, 47 percent reported some *suicide ideation*. Suicide ideation was significantly associated with depression, test anxiety, poor academic self-concept, and adolescents' perceived parental dissatisfaction with academic performance. Depression and suicide ideation was found to be positively related to *low levels of family cohesion* and support and high levels of parent-adolescent conflict in both genders.

In their study of 939 Grade 8 and 11 learners in Cape Town, South Africa, Wild, Flischer and Lombard (2004:611-624) also find that *depression and low self-esteem in the family context* are independently associated with suicide ideation and attempts. Screening for depression and low self-esteem in the family context is offered as a possible strategy for assisting in identifying adolescents at risk for suicide attempts.

A survey of 2 342 learners in New York State high schools from 2002 to 2004 was completed by Klomek, Marrocco, Kleinman, Schonfeld and Gould (2007:40). Their findings indicate that frequent exposure to victimization or *bullying* others is related to high risks of adolescent *depression, ideation,* and suicide attempts compared to adolescents not involved in bullying. These findings show that both victims and bullies are at high risk, and that the most troubled adolescents are those who are both victims and bullies.

2.4.2.5 Perceived weight status and suicidal thoughts and actions

In their research on 5 174 middle school learners in four eastern North Carolina counties, Whetstone, Morrissey and Cummings (2007:59-66) find that perceived weight status is significantly associated with *suicidal thoughts and actions* in middle

school boys and girls. Significantly more females than males report thinking (26 percent versus 19 percent), planning (12 percent versus nine percent), and attempting (11 percent versus eight percent) suicide. Female learners who perceive themselves as overweight are significantly more likely to report suicidal thoughts and actions, whereas for male learners, *perceptions* of overweight and underweight are significantly associated with suicidal thoughts and actions.

2.4.2.6 Coping strategies, avoidant coping and problem solving deficits

Kidd and Carroll (2007:283-296) researched the impact of *coping strategies* among homeless youth upon suicide ideation, suicide on the streets, and feelings of being trapped and helplessness. They find that a greater risk of suicide is associated with *avoidant coping*, social withdrawal, use of drugs and alcohol as coping, whereas 'belief in a better future' is linked to a lowered risk level.

Speckens and Hawton (2005:365-387) also reported evidence of *problem-solving deficits in suicide attempters as a vulnerability factor.* Deficiencies in problem-solving skills may lead to depression when adolescents are faced by adversity and hence cause suicidal behaviour. Alternatively, depression may be the main factor which undermines problem-solving skills. Further longitudinal research is recommended to determine the nature of the association between problem-solving skills and suicidal behaviour in adolescents.

2.4.3 Extrinsic environmental factors

Here external/environmental factors are considered, such as the home, school or community as part of the micro-environment within which the learner functions.

2.4.3.1 The home

Various dynamics within the home environment may contribute to feelings of insecurity which may disadvantage learner's proper education (Donald et al. 2000:145-147; Gouws, Kruger & Burger 2000:107; Wicks-Nelson & Israel 2003:53-63). Examples of situations within the home that may facilitate problem behaviour include:

- a low priority placed on the value of education and a low achievement motivation for schooling and good behaviour;
- parents with low socio-economic status who often have insufficient time to supervise their children due to work commitments;
- low social status families affected by poverty who are sometimes criminals themselves, and poor role models;
- incomplete, non-traditional, and single parent families, where there is no proper role model;
- alcoholism, depression or illness in a learner's family;
- neglectful parents who are overly preoccupied with business and have little time for their children;
- parents who find it difficult to deal with stressful circumstances, having poor coping skills, who vent anger, frustrations and disappointments on their children;
- maltreatment such as physical, emotional or sexual abuse by a parent(s);
- inadequate moral care and guidance in the home, due to indulgent and permissive parents;

- autocratic parents who are unaccepting, who have no warmth and compassion, are aloof and overstrict. The parents may disallow their children any opportunity to voice their opinions and make them feel rejected;
- trauma in the home, such as murder or suicide of a family member or parent;
- learners who are placed in foster care or at an orphanage and deprived of love and attention; and
- unemotional, uncommunicative parents, who set a negative atmosphere and living conditions in the home of aggression, stress, restlessness, tension and quarrelling.

Alcohol abuse in the home

Various authors cite the effects of alcohol abuse in the home (Duarte & Escario 2006:179-187; Isralowitz & Reznik 2006:845-849; Lambie & Sias 2005:266).

Lambie and Sias (2005:266) emphasise that alcohol abuse affects the entire family and presents serious academic, physical, emotional and social problems to families, schools and society at large. Children of alcoholics are placed at high risk for adverse academic, physiological, emotional, and social consequences due to the dysfunction of their family. Duarte and Escario (2006:179-187) also find that alcohol abuse and truancy are widespread problems among Spanish adolescents. Their research confirms that the decisions to drink alcohol in excess and to play truant are influenced by individual or social factors that orient the adolescent to take both decisions. The importance of the family home environment as a causative influence in the truant behaviour of the adolescent is emphasised. According to Isralowitz and Reznik (2006:845-849), a major causal factor attributed to the problem and consequences of underage alcohol use is *binge drinking*. In a purposive sample of 917 Israeli adolescents, aged from 12 to 18 years of age, 33 percent of males and 23 percent of females reported binge drinking during the last 30 days prior to their survey. In turn, binge drinking was found to be related to a *decline in relationships with family members*, selling drugs, and having been in a serious fight during the last 12 months.

Parental relationship

In their research on the impact of parent-child attachment on aggression, social stress and self-esteem, Ooi, Ang, Fung, Wong and Cai (2006:552-566) find that a higher quality of *parent-child attachment* is associated with lower levels of parent-rated aggression, lower levels of social stress and higher levels of self-esteem. They emphasise the importance of parent-child attachment on the behavioural and emotional outcomes for boys with disruptive behaviour disorders. Keren and Hasida (2007:17-31), in their study of 269 Israeli adolescents, find, however, that risk behaviour among male adolescents was mainly related to orientation towards peer group, while for female adolescents *relationships with parents* was the dominant causal factor in risk behaviour.

Parental abuse

Parental aggression in the home is a significant problem. This is highlighted by the following authors (De Benedictis, Jaffe & Segal 2007a; De Benedictis, Jaffe & Segal 2007b; Malete 2007:90-98; National Coalition Against Domestic Violence 2005; Sternberg, Lamb, Guterman, Abbot & Dawud-Noursi 2005:853-869; Thrane, Hoyt, Whitbeck & Yoder 2006:1117-1128; United States Department of Justice 2005; Wicks-Nelson & Israel 2003:59-63; Wikipedia 2007a).

Sternberg et al. (2005:853-869) find that Israeli adolescents who are victims of domestic physical abuse report weaker attachments to their parents than adolescents who were not abused or who had solely witnessed inter-parental physical abuse. These findings indicate that victimization adversely affects children's perceptions of relationships with their parents.

Malete (2007:90-98) also find that a significant prevalence of self-reported aggressive tendencies and behaviours among learners aged 12 to 20 is shown by learners in Botswana schools. Boys rate themselves higher on aggression, use of alcohol, drugs,

carrying and using dangerous weapons compared to girls. Importantly, learners with high scores on and aggressive behaviours are significantly related to *poor parent-child relations* and low parental monitoring. These results are consistent with findings from previous studies.

Thrane et al. (2006:1117-1128) find that adolescents in Missouri, Iowa, Nebraska, and Kansas, USA, exposed to neglect and sexual abuse, run away and are more likely to be victimised on the street. Rural adolescents tend to remain in *abusive homes* longer than their similarly situated urban counterparts.

Learner abuse in the home is shocking and occurs commonly. According to De Benedictis et al. (2007a) physical, emotional and sexual trauma is perpetrated on defenceless learners every day, causing long-lasting and deep scarring. More subtle forms of abuse such as neglect and emotional abuse may unfortunately be even more traumatic than violent physical abuse (also found by Wicks-Nelson & Israel 2003:59-63).

Domestic violence can also have a very negative effect on learners in the household, causing them to develop behavioural problems. Perpetrators use fear, humiliation and intimidation and may threaten to or actually use physical violence. This has no ethnic or age boundaries and may occur during a relationship or after a relationship has ended. The perpetrator commonly alternates between violent, abusive behaviour and apologetic behaviour with promises to change. It is difficult to leave an abusive relationship as the abuser may be very pleasant most of the time. According to the United States Department of Justice 2005, De Benedictis et al. (2007a) and Wicks-Nelson and Israel (2003:59-63), *domestic abuse* often escalates from verbal abuse and threats to physical violence that may end up in family murder. *Types* of domestic abuse that learners may experience include spiritual, physical (domestic violence), verbal or nonverbal (psychological, mental, or emotional), economic, financial or sexual abuse, stalking or cyberstalking.

Spiritual domestic abusers use religious or spiritual beliefs to manipulate learners, preventing them from practising spiritual or religious beliefs, ridiculing their beliefs, or enforcing them to be reared in a particular faith. This may cause learners to develop psychological and mental health problems, such as depression.

Physical learner abuse is caused by physical aggression, even if the injury was unintended. According to De Benedictis et al. (2007a), injury may be caused by beating, hitting, pushing, shaking, kicking or throwing (also found by Wicks-Nelson and Israel 2003:59-63). Many learners are physically abused every year by those close to them, and thousands of learners die from the injuries.

Emotional learner abuse is any behaviour, attitude, or failure to act that interferes with a learner's social development or mental health. This ranges from a simple verbal insult to extreme punishment. When another form of abuse is found, emotional abuse is almost always present. According to De Benedictis et al. (2007b), emotional abuse may have more long-lasting negative psychiatric effects than either physical abuse or sexual abuse, causing learners to become depressive and suicidal (also found by Wicks-Nelson & Israel 2003:59-63).

Economic or financial abuse is manifested by an attempt to make a learner financially dependent in maintaining total control over financial resources, withholding a learner's access to money, or forbidding attendance at school (Wikipedia 2007a). A learner subjected to these forms of abuse may become involved in theft, criminal activities or juvenile delinquent behaviour.

Sexual learner abuse is any sexual act between an adult and a learner. It is the responsibility of adults not to engage in sexual acts with learners, regardless of the child's behaviour or reactions. Sexual abuse often is connected to physical abuse. According to the National Coalition Against Domestic Violence (2005) physical abusers

are often sexually violent as well. Furthermore, learners who are both physically and sexually abused are at an increased risk of being seriously injured or killed. Learners who are sexually abused may manifest such behavioural problems as teenage pregnancy, depression and suicidal tendencies (also found by Wicks-Nelson & Israel 2003:62-63).

Learner neglect is a very common type of abuse that may cause learners to become depressed or inclined to problem behaviour. According to Wicks-Nelson and Israel (2003:60), more learners suffer from neglect than from physical and sexual abuse combined. Victims are seldom identified, mainly because neglect is a type of abuse that is an act of omission. Three basic types of neglect that fail to provide for a learner's basic needs are physical, emotional and educational neglect.

2.4.3.2 Community and societal context

The community plays a very important role in a learner's behavioural development. Learners from affluent environments may also experience behavioural problems, due to availability of money from over-indulgent parents, an adventurous spirit, or rebellion. A significant relationship between *low socio-economic status* and unacceptable behaviour is said to exist for various reasons (Donald et al. 2000:181-182; Wicks-Nelson & Israel 2003:63-70), for example:

- Low socio-economic contexts tend to produce various criminal elements and gangs. Learners often are influenced to become involved in criminal activities and bribery by their *peers*.
- Learners within low social class environments are often exposed to violence, unrest and adversity due to prevailing *poverty* in their areas.
- In low socio-economic environments, attending school is a difficult alienating experience for these learners, as there is no culture of learning in their households.

Chase, Maxwell, Knight and Aggleton (2006:437-451) in their research on 63 young people in and leaving *local authority care* in England, found that experiences both prior to and during care increased vulnerability to *teenage parenthood*, and impacted on how they viewed and engaged with support services.

2.4.3.3 School influences

The school is one of the most important contexts that may either cause or prevent behavioural problems. The school context may have substantial effects on learners' academic achievement, social behaviour, emotional functioning, achievement motivation and later employment (Roeser, Eccles & Sylva in Wicks-Nelson & Israel 2003:65).

The following contributory factors to behavioural problems are of special concern and are highlighted and discussed by the following authors (Donald et al. 2000:87&106; Kruger & Van Schalkwyk 1997:116-117; Lacasse & Mendelson 2007:424-437; McCrystal, Higgins & Percy 2006:829-836):

- *The atmosphere and ethos at the school* should convey positive expectations of all learners, and a respect and cooperation for values and norms (Donald et al. 2000:87).
- *The school organisation* and rules have to make logical sense to the learners so that they may respect and accept them. Rules that are unnecessary or applied in an autocratic manner without regard to the learners' best interests may cause rebellion.
- *The school curriculum* should meet the needs and demands of the physical, cognitive, emotional, social, and moral development of learners, and promote a healthy school environment, or behavioural problems may develop (Donald et al. 2000:106).

- *Unacceptable behaviour* in the school context may be encouraged by educators, through *poor disciplining* of learners with attention-seeking or disruptive behaviour. *Poor classroom management* may create a chaotic classroom atmosphere (Kruger & Van Schalkwyk 1997:116).

- *The school educator's role* is of great importance as learners are under their constant supervision. An educator's behaviour may influence positive or negative change in the *teaching-learning* situation through poor health, insufficient subject knowledge and poor classroom management (Kruger & Van Schalkwyk 1997:117).

In their research on *school exclusion*, drug use and delinquency in adolescence, McCrystal et al. (2006:829-836) find that many of 51 young people aged 14 to 15 years who were excluded from school, may already have developed a high propensity to drug abuse and behaviour compared with their peers in mainstream education. Due to their exclusion, these adolescents were not accessing school based prevention programmes delivered to their contemporaries at mainstream schools.

According to Lacasse and Mendelson (2007:424-437), in their studies of adolescents in Grades eight to 11, from Quebec, Canada, the *peer pressure* to engage in romantic and sexual relationships can leave teenagers feeling confused and at risk for *sexual coercion*. Female victims had lower self-esteem and more sexist attitudes than other female participants, whereas male perpetrators had more sexist attitudes than other male participants. All victims and perpetrators were more likely to be involved in other types of nonsexual deviance.

2.4.4 Psychological theories on the behaviour of adolescents

In this section, a number of different *models* to explain how human behaviour arises and develops will be briefly mentioned:

2.4.4.1 Freud's psychoanalytical model

According to Corey (2001:66-105), Freud strongly emphasises the roles of the unconscious and the sexual urges. Negative experiences and unfulfilled needs during the childhood years may continue influencing a person's behaviour into adulthood. A person's behaviour is seen as determined by the interaction between the *three components of one's personality*, i.e. the id (unconscious), the ego (conscious), and the superego (ideals). Freud believed the sexual drive to be the most important instinct of human life. Freud called the energy or drive that arises from the sex drive, the libido. According to Freud, problem behaviour may occur if basic sex drives are not satisfied.

2.4.4.2 The learning theory/behavioural model

Behaviourism as developed by Skinner and Bandura (Corey 2001:256-259) views behaviour as learned responses to external stimuli. Assumptions of the behavioural model emphasise that inherited potential is not important. The environment in which a person grows up *is* important. All human behaviour is learned and acquired. Learners' individual development depends entirely on stimuli that affect them within their environment or world.

Skinner found through laboratory experiments that humans and animals learn certain patterns of behaviour more readily if they are rewarded for them, while avoiding other forms of behaviour if they are punished for them. Skinner called this his theory of *operant conditioning*. For example, a learner's positive behaviour may be positively reinforced by praise, attention, recognition or privileges as reward incentives (Weeks & Du Toit 1998b:17).

Bandura devised a *social learning theory* or *social cognitive theory* which emphasised the role of inner processes such as attention and memory, which Skinner was

criticised for completely ignoring. Bandura attached considerable value to the impact of *observation* and *imitation* in influencing behaviour.

2.4.4.3 The cognitive model

According to Weeks and Du Toit (1998a:20), the cognitive approach implies that learners' behaviour is influenced by their intellectual abilities and they can be trained to gain insight into their own behaviour. Cognitive behaviour modification strategies may be used to change the behaviour of learners with behavioural problems.

In the cognitive model, as postulated by Piaget and others (McCown, Driscoll & Roop 1996:31-40), learners' development follows a course of a number of recognisable phases, each with its own characteristics and each being qualitatively more advanced than the previous phase. The tempo at which learners pass through these phases, depends on their inner cognitive abilities. Learners' *behaviour* and *emotions* are also determined by their cognitive abilities. The *phases* are distinguished as sensorimotor phase, preconceptual phase, concrete operational phase and formal operational phase.

Kohlberg clearly identified a link between cognition and moral judgements in his *theory of moral development,* and Vygotsky and Feuerstein (*social constructivism*) later expanded on Piaget's theory of cognitive development (McCown et al. 1996:41-47; 84-87).

2.4.4.4 The ecological system model

According to Donald et al. (2000:178-179), in our understanding of social and interpersonal problems most persons would commonly see the individual learner as at fault when behavioural problems are manifested in a particular situation. Then what happens is that the solution to the problem is seen as *in* the individual. However, 'the

problem' and discord may just as easily be seen as the learner's family's problem, the community youth's problem, the school's problem, the whole community's problem, or the whole society's problem. The problem, therefore, lies not necessarily *in* these levels, but in the dynamic relationship and interactions *between* them.

Therefore, our attempts at providing effective solutions for behavioural problems need an understanding of how disturbances at one level affect, and are affected by, disturbances at other levels. A multiple, co-ordinated strategy is therefore implied, whereby different levels of the problem are approached differently and simultaneously. Ecosystemic theory specifies that changes in one part of a system can have effects in other parts; or changes in one system can have 'ripple effects' on others due to the interdependence of all things.

The *environment* is viewed as events or circumstances located *outside* the individual person, including *extrinsic factors* which may influence a person's development. The concept of *environment* includes all environments such as physical, educational, social, cultural and geographical environments, each of which may impact on the others. Bronfenbrenner (Wikipedia 2007b) devised these systems into the following groups:

- *Microsystem* – the immediate vicinity or environment of the person.
- *Mesosystem* – the interaction or link between the various microsystems such as the interaction between the family system, school system and peer group system. Behaviour problems or experiences in any system will have a ripple effect on the other systems.
- *Exosystem* – this refers to the external social systems which may indirectly impact on learners' lives.
- *Macrosystem* – this refers to the most comprehensive context, forming part of the larger subcultural and cultural context within which the microsystem, mesosystem and exosystem function.

- *Chronosystem* – the patterning of environmental events and transitions over the course of life.

The *cultural* context in which learners grow up is important because it establishes certain traditions and skills necessary for adult life. Thus at all times it is important to interpret the development and behaviour of learners in a cultural context.

2.5 MANIFESTATIONS OF BEHAVIOURAL PROBLEMS IN SECONDARY SCHOOL LEARNERS

Educators need to be able to identify, understand and provide appropriate help to secondary school LBP. These problems are manifested in various ways as will be explained.

2.5.1 Manifestations of learner abuse and domestic violence

Learners' experiences of abuse and domestic violence are highlighted by various authors (De Benedictus et al. 2007b; Qing 2007:1777-1791; Ryan, Manlove & Franzetta 2003:1-8; Wicks-Nelson & Israel 2003:59-63).

The *signs* of *physical* learner abuse are burns, cuts, bruises, bite marks, or welts in the shape of an object. These learners may have resistance to going home, and a fear of adults. *Emotionally* abused learners evidence *signs* of apathy, depression, hostility and difficulty in concentrating. According to De Benedictus et al. (2007a); De Benedictus et al. (2007b); United States Department of Justice (2005) *verbal* or *nonverbal* abuse of a learner may be by adults or peers, and include threatening or intimidating to gain compliance, yelling, screaming, name-calling and blaming the victim for how the abuser acts or feels. The victim's personal property and possessions are destroyed or threats made to do so. Victims are told that they are worthless; they are shamed, mocked, or criticized. A child who is *sexually* abused

often shows problematic behaviour, for instance, an inappropriate interest in or knowledge of sexual acts, seductiveness or an avoidance of things related to sexuality, or rejection of own body or genitals (also found by National Coalition Against Domestic Violence 2005; Wicks-Nelson & Israel 2003:59-60). These learners may also fear a family member or particular person or show either excessive aggression or over-compliance.

In their research on the characteristics of teenagers' first sexual relationship experiences, Ryan et al. (2003:1-8) found that an alarming proportion of teenagers experience some type of physical abuse (nine percent) or verbal abuse (24 percent) within their first sexual relationship, they initiate sex very early in these relationships and some teens never use contraception. An implication of this research is that parents, educators and service providers who have a greater knowledge of adolescent relationship dynamics may be in a better position to help teenagers make more responsible decisions about sex and avoid many of the risks associated with it.

Qing (2007:1777-1791) also found that of 177 grade seven learners in an urban city, almost 54 percent were victims of traditional bullying and over a quarter of them had been cyber-bullied. Almost one in three learners had bullied others in the traditional form, and almost 15 percent had bullied others using electronic communication tools. Most cyber-bully victims and bystanders did not report the incidents to adults.

2.5.2 Alcohol and drug abuse in teenagers

Various researchers highlight alcohol and drug abuse as a widespread behavioural problem in teenagers:

According to Dorsey, Jaffe, Slotnick, Smith and Segal (2007); Lambie and Sias (2005:266); National Drug Intelligence Center (2007) there are several telltale signs of possible drug use or abuse in teenagers. It is a difficult challenge for parents to

distinguish between normal aspects of adolescent development and signs of substance abuse. Indications of drug use may be related to sudden or extreme changes in personality, appearance, school performance, or extracurricular activities. A previously well-behaved, respectful teenager may become emotionally volatile, hostile, or violent (also found by Wicks-Nelson & Israel 2003:59-60). Learners may withdraw from family and friends, neglect schoolwork and drop previously-enjoyed activities. Secretive behaviour and lying to cover up drug use is also common. They may steal, ask for money, or sell valuable possessions in order to support their habit. Learners may wear sunglasses and/or long sleeve shirts frequently or at inappropriate times.

The White House Office of National Drug Control Policy (ONDCP) (2006), a component at Cabinet level of the Executive Office of the President of the United States was established in 1988 by the Anti-Drug Abuse Act. It reports recent findings on *drug and alcohol use* among girls in the United States of America, including drug-related crime and violence, and drug-related health consequences. Its stated goal is to establish policies, priorities, and objectives to eradicate illicit drug use, manufacturing, and trafficking. This aim is also shared by the National Coalition against Domestic Violence (2005). Data indicates that girls have caught up with boys in illicit drug and alcohol use, and have surpassed boys in cigarette and prescription drug use. Marijuana is used most widely by girls. Girls' issues with self-esteem and body image can lead to substance abuse. Teenage girls are particularly vulnerable to many unique physical, psychological and social risk factors for alcohol and drug abuse, including excessive concerns about weight and appearance, risky sexual behaviour, early puberty, psychiatric or conduct disorders, depression, anxiety, and physical or sexual abuse. Research shows that parents are the most important influence in their daughters' decisions about drug use.

The risk of experiencing dating violence when a teen engages in sex very early or uses *alcohol* is highlighted by Isralowitz and Reznik (2006:845-849); Ramisetty-

Mikler, Goebert, Nishimura and Caetano (2006:423-429). Early initiation of drinking and binge drinking, unsafe sexual behaviours, multiple partners, *use of alcohol and drugs* with sex, history of sexual abuse, and suicide ideation were found to constitute risks for dating violence victimization. Therefore, schools must routinely educate youth about various forms of *dating violence*, the effects of engaging in early sex, and drinking. It is therefore crucial to screen adolescents for associated risk factors such as drinking and depression to identify victimization.

Another manifestation of illicit drug use is *"pharming,"* or learners sharing and abusing prescription drugs recreationally, and the resurgence of dangerous methamphetamines which has commanded the attention of campus leaders (Ryan 2006). The Department of Education's Higher Education Centre for Alcohol and Other Drug Abuse and Violence Prevention aims to provide assistance to institutions of higher education to develop, implement and evaluate prevention policies and programmes on alcohol and other drug abuse and violence that will foster learners' academic and social development and promote *campus and community safety.*

In research by Facy and Rabaud (2006:139-149) the mortality rates from *alcohol abuse* is reported. In their study conducted in alcohol centres, data from patients under 25 were analysed and compared to a same-age group of young adults who were consulting in prevention medicine centres. These groups of young French adults presented similar characteristics, a lower educational grade, a precocity of psychotropic substance consumption, a preference for beers and spirits consumed episodically or during weekends, more frequent use of tobacco and cannabis, and a greater frequency of drunkenness. Consequently the risk of accidents was higher, on road use in particular.

The National Survey on Drug Use and Health (NSDUH) report (2005) surveyed *alcohol use* and *delinquent behaviours* among youths. *Alcohol use* has been linked to delinquent behaviours such as stealing, illicit drug use, and problems in school. Early

drinkers are more likely than non-drinkers to engage in delinquent behaviours, according to their research (also found by Isralowitz & Reznik 2006:845-849; Lambie & Sias 2005:266). The NSDUH asks persons aged 12 or older to report their alcohol use in their lifetime, the past year, and the past 30 days, as well as *binge drinking* in the past 30 days. Learners aged 12 to 17 were also questioned how often during the past year they engaged in delinquent behaviours of the following description :

- getting into a serious fight at school or work;
- taking part in a fight where a group of friends fought against another group;
- attacking someone with the intent to seriously hurt them;
- stealing or trying to steal anything worth more than $50;
- selling illegal drugs;
- carrying a handgun.

In research by Martin and Milot (2007), the *signs and symptoms of alcohol and drug use* are discussed, and recommendations provided to assess substance use among youth. It is not uncommon for adolescents to experiment with different substances such as alcohol or cigarettes. However, this may lead to heavy and continued use, which is dangerous and may place their health at risk. Learners who drink and smoke are more likely to take part in other risky behaviours, including using other drugs or driving after drinking (also found by Isralowitz & Reznik 2006:845-849; Lambie & Sias 2005:266). Adolescents may turn to substance use when under stress at home or at school, or when their friends are drinking or smoking.

The research of Finn (2006:69-77) examined adolescent substance use in the school context during the school day on a representative sample of 1123 high school students. Male and Hispanic students showed higher levels of drug use at school than female and white students respectively. School drug use increased with age, and marijuana and alcohol were readily available and used on school grounds. Many learners were unaware of specific actions to punish drug use in their schools.

Morissette, Tull, Gulliver, Kamholz and Zimering (2007:245-272), found that smoking is highly prevalent across most anxiety disorders, and smokers with anxiety disorders have more severe withdrawal symptoms during smoking cessation than smokers without anxiety disorders. The National Cancer Institute (2007) also confirms that smoking is a hard habit to break, but with a personalised stop-smoking plan, the right self-help skills, and a good support system, learners can quit smoking.

2.5.3 Mental disorders

Learners may experience a range of mental disorders that may manifest in various behavioural problems:

2.5.3.1 Anxiety attacks and phobia disorders

According to Donald et al. (2000:293-294); Smith, Kemp, Larson, Jaffe and Segal (2006); Wicks-Nelson and Israel (2003:121-122) an *anxiety disorder* is characterized by unrelenting, constant, and all-consuming anxiety. This type of anxiety causes emotional withdrawal or self-imposed isolation and interferes with normal activities like interacting with other people or going outside. Anxiety disorder places stress on a learner's life and can cause other problems as well, such as low self-esteem, depression, and alcoholism. Anxiety disorders can take many forms and learners may experience free-floating anxiety without knowing precisely why they are feeling that way. Learners may suffer from sudden, intense panic attacks that strike without warning, and anxiety may come in the form of extreme social inhibition or in unwanted obsessions and compulsions. Learners may have a *phobia* of an object or situation that doesn't seem to bother other people. The intensity and frequency of these fears can be distressing, immobilizing, and disruptive. Therapy, relaxation techniques, and a balanced, healthy lifestyle can, however, help reduce anxiety and assist one to take back control of one's life.

2.5.3.2 Posttraumatic stress disorder (PTSD)

Posttraumatic stress disorder (PTSD) is an anxiety disorder that can occur after learners have been through a traumatic event. During this type of event, learners think that their life or others' lives are in danger. Learners may feel afraid or feel that they have no control over what is happening. Learners who have gone through a life-threatening event may develop PTSD. According to the National Center for Posttraumatic Stress Disorder (2007) these events can include:

- combat or military exposure;
- child sexual or physical abuse;
- terrorist attacks;
- sexual or physical assault;
- serious accidents, such as a car wreck;
- natural disasters, such as a fire, tornado, hurricane, flood or earthquake.

After the event, learners may feel scared, confused, and angry. If these feelings don't go away or they get worse, the learners may have PTSD. These symptoms may disrupt their lives, making it hard to continue with their daily activities, because of their re-experiencing and avoidance behaviours (also found by Wicks-Nelson & Israel 2003:136-140).

2.5.3.3 Schizophrenia

Learners with *schizophrenia* have difficulty in discerning between real and unreal experiences, having appropriate emotional responses to others, thinking logically and behaving appropriately in social situations. According to the Mental Health Research Association (2007) and Wicks-Nelson and Israel (2003:353-354), schizophrenia is one of the most common mental illnesses with about one percent of the world population

developing it. Schizophrenia is a very debilitating and misunderstood mental disorder that has a devastating effect on learners and on families and friends, because of the misconceptions and stigma associated with it and its severe effects. The word "schizophrenia" comes from the Greek roots *schizo* (split) and *phrene* (mind) according to Wikipedia (2007f). A learner with schizophrenia characteristically has an altered perception of reality. Their brain chemical or electrical systems function improperly, resulting in unusual neural twists, such as confused or disconnected thoughts, disjointed ideas, and sounds or other sensations experienced as real when they only exist in the person's mind.

The *symptoms* of schizophrenia may be bizarre. *Signs* may vary from learner to learner and many early signs are often insufficient cause to suspect schizophrenia. Some of the early common warning signs may include:

- sleep problems;
- social isolation;
- hyperactivity or inactivity;
- inability to concentrate;
- unusual emotional reactions;
- deterioration in personal hygiene;
- unusual sensitivity;
- paranoia hostility.

Not every learner with schizophrenia necessarily has all symptoms. A combination of symptoms accompanied by a decline in functioning for at least six months is needed to diagnose schizophrenia (Mental Health Research Association (2007); Wicks-Nelson & Israel 2003:353-354). Symptoms that may be displayed by schizophrenic learners are:

- *Positive symptoms;* not normally noted in the general learner population, including hallucinations (disturbances of sensory perception), delusions (false beliefs) and thought disorder.

- *Negative symptoms;* normally noted in the general learner population, representing a loss or a decrease in the ability to initiate plans, speak, express emotion, or find pleasure in everyday life. These symptoms are more difficult to recognize as part of the disorder and may be inaccurately regarded as laziness or depression.

- *Cognitive symptoms;* cognitive deficits, difficulties with attention, certain types of memory, and the executive functions that allow learners to plan and organize. Cognitive deficits may be difficult to recognize as part of the disorder but are the most disabling in terms of leading a normal life.

According to Kemp, Larson, Jaffe and Segal (2007), male and female learners are equally affected by schizophrenia. Typical symptoms of schizophrenia usually appear in late teens and early twenties for men and mid-twenties and early thirties for women. Sometimes, rarely, schizophrenia will affect young children and adolescents and they may experience slightly different symptoms (Donald et al. 2000:291). Genetics play a part in the development of schizophrenia (Wicks-Nelson & Israel 2003:353-357). Learners with a first degree relative (parent, brother or sister) who has schizophrenia have a ten percent chance of developing the disorder as opposed to one percent of the general population. A second degree relative will also increase the risk. It appears to be a combination of genetic and environmental causes that contribute to the disorder. No relationship between ethnicity and economic status seems to exist.

2.5.3.4 Bipolar disorder

Bipolar disorder is a common condition and occurs in about one per cent of the population, although many sufferers are undiagnosed and untreated. The high mood

of bipolar disorder is called *mania,* or a *manic episode.* The low mood of bipolar disorder is called *depression,* or a *depressive episode* (Spearing 2007). Dramatic mood swings, from very high to very low (polar opposite moods, which give the illness its name) are characteristic of bipolar disorder and may be experienced either within a day or over several months.

Bipolar disorder usually first appears in young adulthood and continues throughout life, but the illness may appear as early as childhood (American Psychiatric Association 2000; Spearing 2007; Wicks-Nelson & Israel 2003:161). Learners with bipolar disorder are at risk of death through their dangerous behaviour in the manic state or by suicide in the depressive state. Most learners have a fairly calm mood between the two extremes.

A learner's level of activity, thinking, appetite, sleep patterns, energy, speech and judgment may be affected. According to the National Institute of Mental Health (2006); Spearing (2007) bipolar disorder can severely disrupt normal activities, such as work, school, and relationships. In the depressive phase of bipolar disorder learners may feel so low that they are unable to get out of bed in the morning. In the manic phase, learners experience high energy and may overindulge in drugs or alcohol, go on spending sprees, sleep little, or engage in risky sexual activities. Learners in the manic phase rarely seek help because they usually feel good and don't see that anything is wrong, whereas in the depressive phase, when their symptoms are unpleasant and noticeably disruptive, they might seek help. Some learners will not even seek help within depressive episodes as they lack energy and have no hope. Learners in the depressive phase are at risk of suicide through despair and, if taking medications, must be closely monitored, because antidepressants may not act sufficiently to alleviate the depression and may even increase suicidal thoughts (also found by Wicks-Nelson & Israel 2003:155-176).

Bipolar disorder is more likely to affect the learners of parents who have the illness. Young adolescents often experience very fast mood swings between depression and mania many times within a day, and monitoring them is especially important. Symptoms are mixed and less clearly defined than in adults. Older adolescents may have more classic symptoms and adult-type episodes and it can be difficult to distinguish from other problems. Other types of mental disorders, such as major depression or schizophrenia, that are more common among adults, also have similar symptoms to attention deficit hyperactivity disorder, oppositional defiant disorder and conduct disorder. Drug abuse also may lead to such symptoms. An appropriate diagnosis is necessary for effective treatment. Adolescents with emotional and behavioural symptoms should be evaluated carefully by a professional (National Institute of Mental Health 2006; Spearing 2007; Wicks-Nelson & Israel 2003:155-176).

2.5.3.5 Conduct disorder

According to the North East Valley Division General Practice (2006), *conduct disorder* refers to a persistent pattern of behaviour in which the basic rights of others or major societal rules are violated, given the particular age of the learner. *Conduct disorder* is one of three disruptive behaviour disorders, also called challenging behaviours. It is at the extreme end of the spectrum of difficult, challenging behaviour (also found by Wicks-Nelson & Israel 2003:155-176).

The disruptive behaviour disorders listed by the American Psychiatric Association (2000) include *oppositional defiant disorder (ODD), conduct disorder (CD)* and *attention deficit hyperactivity disorder (ADHD).* All of these disorders can have a significant impact on the development and long-term wellbeing of a learner; therefore early detection and management is essential to facilitate long-term outcomes, according to the American Psychiatric Association (2000):

Oppositional defiant disorder (ODD) is characterised by a milder pattern of negative, hostile, defiant and disobedient behaviour than in the other two cases. ODD very often precedes the manifestation of conduct disorder. *Conduct disorder (CD)* is a more serious type of behaviour, which includes aggression towards people or animals, destruction of property, deceitfulness or theft and severe violations of rules. *Attention Deficit Hyperactivity Disorder (ADHD)* is usually evidenced in younger learners. ADHD learners normally experience a triad of symptoms of inattention, poor impulse control and hyperactivity. Accompanying learning difficulties are usually exhibited. Parents and educators usually find them difficult, challenging, uncooperative and showing a range of behaviours that are defiant or non-conforming. Difficulties with concentration, poor task persistence and hyperactivity are distinguishing characteristics of ADHD, CD and ODD.

2.5.3.6 Insomnia and sleep problems

According to the American Insomnia Association (2006) and American Psychiatric Association (2000), insomnia can disturb learners' waking as well as sleeping hours. It can cause learners to feel sleepy or fatigued during the day, affect their mood, and result in difficulty in focusing on tasks. Sleep is something one may take for granted until one isn't able to sleep well. Then sleep becomes a mysterious and frustrating process which one feels unable to control. Insomnia is the inability to get high-quality sleep. Most people will experience insomnia at some point during their lives. It can last a day or two, a month, or even months on end. As different learners need different amounts of sleep, insomnia is not defined by the number of hours they sleep or by how quickly they fall asleep, but by the quality of sleep achieved and how they feel after sleeping (also found by Wicks-Nelson & Israel 2003:372).

2.5.3.7 Internet or computer addiction in learners

Learners who use the internet for messages, gambling, games, cybersex or pornography can become as addicted as with any other drug. These learners may have difficulty getting their homework done because computer games occupy all their after-school time. They connect to the internet at 21:00 and suddenly discover it is dawn and they have not left their computer.

According to Wikipedia (2007d); and Rizk, Segal, Jaffe and Segal (2007), a learner who is a *computer addict* is likely to lose control of time, wants to quit or cut down on the computer, but is unable to. These learners neglect their family, friends and/or school responsibilities in order to be online. They lie to family about the amount of time spent on the computer and what they do while on it, becoming depressed, anxious, or irritable when computer time is interrupted or shortened. These learners spend so much time online that it adversely affects their social life, school work, psychological and physical well-being (also found by Feigelman et al. 2006:396-408; Yellowlees & Marks 2007:1447-1453). Learners may have financial problems due to online purchases or gambling, and could become tempted to get involved in relationships with strangers, which may place them at risk for victimization or jeopardize their safety. One of the most disturbing aspects of the internet for parents is the easy access it gives learners to pornography. Teenagers, particularly adolescent males, often have a natural curiosity to seek out pornography. This can have an influence on their developing attitudes towards relationships and sexuality.

2.5.3 Juvenile delinquency

Incidences of the prevalence of juvenile delinquency are highlighted by various authors (Cuellar & Curry 2007:68-82; Dinkes, Cataldi, Kena & Baum 2006; Stover 2005:54-56).

Research by Stover (2005:54-56) describes incidents of high school learners' 'hacking' into *school computers* to change grades, pit their high-tech skills against district security or search through files. Many learners have recently been prosecuted under state laws on identity theft and unauthorized entry into computer databases. Some learners and parents complained that criminal charges were an overreaction. However, school officials said that they were given no choice, as despite numerous warnings students continued to misuse the equipment. Lesser disciplinary measures including suspensions, detentions, and removing computer privileges did not deter the learners' misbehaviour. The role of school officials in educating learners about the responsible use of computers is emphasised. Dinkes et al. (2006) found that in the United States of America learners aged 12 to 18 were victims of about 583 000 violent crimes and 863 000 crimes of theft at school in 2004. In 2005 25 percent of learners in grades nine to 12 reported that drugs were made available to them on school property and eight percent of learners were threatened or injured with a weapon on school property during the previous 12 months. In their research on pre-sentence investigations on 141 Hispanic adolescent girls sentenced to probation, Cuellar and Curry (2007:68-82) also found a very high prevalence and extensive co-morbidity between delinquency, drug abuse, suicide attempts, physical and sexual abuse and self-mutilation among these young women.

2.5.5 Teenage pregnancies and sexually transmitted diseases

Teenage pregnancies and sexually transmitted diseases are a widespread problem in South Africa and internationally. According to Loening (Donald et al. 2000:201), unmarried *teenage pregnancies* are at a very high rate in South African Society. Teenage mothers experience many difficulties, including the personal, social and educational effects of being a single parent, often with insufficient resources and conditions of poverty. In their research, Galvez-Myles and Myles (2005:259-262) compared small-city and rural *teenage and adult pregnancies*, in Amarillo, Texas, finding that young teenagers had a greater incidence of *sexually transmitted diseases*

and preclampsia when compared with adults. Burnett (2002:57-61) emphasises the problematic consequences of unwed adolescent girls giving birth, and the effects such births have on America as a whole.

2.6   CONCLUSION

The aim of this review in chapter two was to concentrate on all important aspects that relate to learners, secondary school learners in particular, who experience behaviour problems that prevent them from learning well.

In chapter three a literature study of recent research on the selection and evaluation of *audio-visual media* for supporting LBP is presented, in an attempt to move beyond existing means of providing assistance. This seeks to discover how and why selected *audio-visual media* assist parents and teachers in supporting LBP. It concludes with listing *criteria* for the evaluation of appropriate audio-visual media.

CHAPTER 3

AUDIO-VISUAL MEDIA

3.1 INTRODUCTION

This chapter presents a literature study of recent research on the selection and evaluation of audio-visual media for supporting LBP. The aim is to discover how and why selected audio-visual media may assist parents and educators in supporting LBP.

Firstly, I present *techniques* of providing support to LBP, including *systems theory interventions* and techniques based on *emotional needs theories*.

Secondly, I identify how the following may be used to assist parents and educators in supporting LBP: *video* (incorporating *CD-ROM* and *DVD education technology*), the *World Wide Web*, *television*, *radio* and *other audio-visual media*.

Finally, I list *evaluative criteria* for the selection of appropriate audio-visual media, relevant evidence providing support for various behavioural problems and criteria by which explanation will be judged successful.

3.2   PROVIDING SUPPORT TO LEARNERS WITH BEHAVIOUR PROBLEMS

3.2.1 Techniques for dealing with behaviour problems

Learners with behaviour problems are seldom easy to deal with. It is unlikely that one person's intervention will bring about positive change in a learner's behaviour. Therefore, according to Kruger (2005:88-92) educators should be part of a *group or team* dealing with the child's problem. The following *techniques* for dealing with behaviour problems are listed, many of which could be combined with an audio-visual media intervention to facilitate support in various ways:

Medication can be very useful and is sometimes essential for certain conditions, but must always be prescribed by a medical practitioner. Educators may suggest that medication be prescribed; however, it remains the medical practitioner's prerogative to do so. Interactive radio talk shows with guest practitioners may, for example, offer radio telephonic advice to parents and educators in this regard.

Behaviour modification of negative behaviour into positive behaviour is usually accomplished through a system of punishment and reward. Positive behaviour is rewarded and negative behaviour punished. Video or television programmes modelling appropriate learner behaviour in various situations could be used. Examples include, *Discovery Education* (Feb. 2008); *Teachers' TV* (Feb. 2008) video clips (see Appendix A for an interview guide that focused on how learners experienced these programmes).

'Friendship therapy' is an attempt to befriend the learner or encourage other learners to befriend the child. Friends are usually sensitive and responsive to a person's needs and provide support, and share fears and joys. Friends build self-esteem, dare one to venture, and provide companionship. Interactive radio and television talk shows, for example *ECR* (Feb. 2008), *Dr. Phil* (Feb. 2008), *SAFM* (Feb. 2008) or web

interventions, such as *Facebook*, may provide a sense of companionship to learners who are lonely.

'*Directive therapy*' directs the learner as does a traffic officer, for example. The learner's attention is obtained by, for instance, touching the learner's shoulder, calling his or her name, talking directly, giving short and clear instructions, checking and following-up on the learner's progress, redirecting if necessary, staying calm, not overstimulating the learner, keeping a well structured environment and adhering to a set routine. Multimedia interventions such as *parenting wisely* (PAW) and Computer Assisted Parenting Programmes (CAPP*)* (see section 3.3.1 for details of these programmes), can help parents and educators in learning these directive therapy techniques.

The adult approach explains the consequences of the problem behaviour and reasons for concern in an adult way. The learner is asked to respond in an adult way; to willingly accept responsibility for the problem and set goals to rectify the behaviour. If the learner accepts this approach, it is then expected of the learner to be self-disciplined and to set a time by which goals are to be achieved. The learner should also write these undertakings in the form of a written contract that is formally signed at a meeting with the educator. Regular meetings to discuss progress and pitfalls should be scheduled. Radio and television talk shows, such as *ECR* (Feb. 2008), *Dr. Phil* (Feb. 2008), *SAFM* (Feb. 2008) and *Oprah* (Feb. 2008) can also help explain the consequences of problem behaviour and related matters to parents, educators and LBP (see Appendix A).

'*Counselling*' implies talking through the problem with the learner, listening to what the learner says, placing oneself in the learner's shoes, leaving one's own opinions and prejudices aside, feeling what the learner feels. Counselling could be offered by radio and television talk shows, as abovementioned, or by using *Discovery Education* (Feb. 2008) or *Teachers' TV* (Feb. 2008) video clips (see Appendix A).

Detective work 'investigates' certain conditions, such as home circumstances. One should be discreet while obtaining information, and if criminal behaviour is suspected, to be sure of one's facts before reporting it to the principal who will then report it to the police. After any investigation is completed, one can take the necessary action and arrange for social welfare to intervene. The use of *CCTV* (see section 3.5.2 for details) or video monitoring in the classroom may assist in collecting information.

'Reality therapy' sometimes is necessary to show a learner what the real world is like in terms of the harsh reality thereof, and its consequences. Video clips from *Discovery Education* (Feb. 2008) or *Teachers' TV* (Feb. 2008) can assist educators and parents in getting the message across to learners, depicting consequences of problem behaviour, for example of drug abuse or alcoholism (see Appendix A).

Workshops aim to educate learners while allowing opportunity to practice what is learned. For instance, if learners speak too loudly, they should be told to lower their voices. Positive behaviour should be rewarded and encouraged. Web journalling or *lectlets* can offer learners instructional support and practise. A lectlet is a short web streamed audio lecture that is synchronized to an interactive text-graphics display.

Desensitisation gradually or incrementally exposes learners to something they fear. It is done in stages for them to get used to that object or experience, until they are ready to face the object or experience without fear. Self-managed video-feedback, self-evaluation and graphic feedback could assist in behaviour therapy interventions.

When one, as an educator, becomes concerned about the behaviour of a learner for some reason and then decides to do something about it, the first step in the assistance process is to do a *situation analysis*, which is a concerted effort to obtain as much information as possible about the learner's situation (see chapter one, section 1.6.5). *Assistance* must be undertaken systematically, planned thoroughly and

in accordance with particular principles, by someone with the necessary knowledge, insight and skills. Envisaged outcomes must be formulated very specifically, if the assistance is to proceed effectively. The *strategy* with the best chance of success is selected to attain the learner's envisaged goals.

3.2.2 Interventions involving systems theory support strategies

According to Wikipedia (2007e), a systems approach seeks to broaden the view of a problem, thereby removing the blame for that problem from one individual. This view of the problem being someone else's has led to the traditional methods of dealing with difficulty, a medical model of the problem and remediation by a suitably qualified person outside the classroom context and removed from the educator concerned. *Systems theory* offers an alternative with approaches such as:

- Enabling systems to generate solutions;
- Novel solutions to problems (such as audio-visual methods, for example);
- Reframing the way individuals experience and interpret the world;
- Identifying goals, allowing change in schools.

Systems theory has the power and capacity to provide the educator with an alternative view of the complex social milieu within which learners and educators interact. A conceptual framework is given that allows flexibility and a language for describing problems and methods of generating solutions. The challenge for educators who are interested in the ecosystemic approach, is to convince others of the value of adopting a systems approach to problems alongside more traditional interventions at the level of the individual.

In the next section of this chapter, I review recent research on how appropriate audio-visual material may be selected and used to support LBP with reference to *video* (including *CD-ROM* and *DVD education technology*).

3.3 THE USE OF *VIDEO* TO ASSIST PARENTS AND EDUCATORS IN SUPPORTING LBP

In this section, various authors highlight examples of how and why *video* is a useful audio-visual medium for parents and educators to support LBP.

3.3.1 *Types* of video and multimedia interventions to assist LBP

3.3.1.1 Educator video interventions

According to Kaye, Forsyth and Simpson (2000:71), *video interaction guidance* (VIG) involves video-taping of an educator's interactions within the classroom for 10 minute segments at negotiated intervals, related to the educator's goals. The video is then analysed for the elements of intersubjectivity in use, so as to produce clips that demonstrate the responsiveness of the adult to the learner(s) and the effect this has on their responsiveness to the educator and to each other. By watching themselves on video, educators become empowered in their unique responses to the learner(s) and thereby identify their strengths and any areas they wish to develop (also found by Strother in McQueen 2001:14). Effective interaction in the classroom and the co-operative endeavour that is teaching and learning depends on mutually satisfying interactions. Educators and learners need to recognise each others' emotions and intentions and actively adjust to them. When educator communication is not *intersubjective*, the implication is that learner development will be adversely affected across all developmental areas and positive interaction alone is insufficient. Without intersubjectivity, conflict, passivity and/or learned helplessness will prevail, as one of the participants will dominate.

McQueen (2001:14) also finds that one of the best ways to evaluate an educator's performance objectively is to videotape it. A videotaped performance allows

participants to view themselves in terms of the surroundings, nonverbal messages being sent, and the exact verbal message delivered. Videotaping can be used by educators in various ways. For instance, an educator can tape another educator's performance, and then give feedback. An informal discussion of learner problem behaviour in the classroom and results of the lesson can follow, whereby colleagues can reflect together on the product as an example of peer coaching.

In their research on *video self-modelling*, Hitchcock, Dowrick and Prater (2003:36-46) also find this an effective means for improving academic skills and behaviours. They observe that nearly 200 self-modelling studies or applications have been reported over the past three decades. They specifically examined studies in which video self-modelling was applied in school-based settings and noted that 18 studies met strict criteria for inclusion in this review. Suggestions and resources for educators to implement video self-modelling interventions, and descriptive summaries and analyses of the outcomes of each study are provided.

3.3.1.2 Learner video interventions

In research by Embregts (2003:283) a training procedure using self-management, *video feedback*, and graphic feedback to improve the social behaviour of learners with mild mental retardation was investigated. The training procedure included training learners with video feedback and self-management procedures and staff training with video and graphic feedback.

In their research on the perspectives of "difficult" learners on belonging and inclusion in the classroom, Ellis, Hart, and Small-McGinley (1998:142-146) investigate learners with a history of behavioural problems. The learners helped produce a *videotape programme* on best practices for teaching LBP. These learners from an alternative education junior high school in Atlanta, Canada, provided a range of viewpoints in a series of interviews on issues related to inclusion, time-out, and prevailing discipline

practices. The learners were invited to participate in making a video programme that would convey their ideas about how educators can make classrooms more supportive places. Excerpts from these videotapes were used in an educational video programme entitled *Listen up! Kids talk about good teaching*.

3.3.1.3 Multimedia programme interventions

In research by Ochoa (2002:39-45) a multimedia *problem based learning* (PBL) CD-ROM is described. It is designed to teach educators guidelines for disciplining learners with disabilities. Designed and developed at Indiana University, it utilises a learner case to teach pre-service educators about the IDEA 97 disciplinary guidelines and simulate the process of determining the relationship between disability and misconduct. A combination of text, still pictures, and videotape provides the content knowledge. The PBL approach changes the role of the instructor and provides supportive assistance in three sequential phases, including a narrative, role strands and problem resolution.

The PBL CD-ROM makes use of existing PBL multimedia technology and related literature to provide educators with a new, more interactive method of delivering content knowledge about special education policy to future educators. It holds the potential for communicating new discipline guidelines to educators, and opportunities for simulation of manifestation determination, learning basic components of functional assessments, and developing skills for evaluating behaviour intervention plans and individual education plan (IEP) goal appropriateness.

O'Neill and Woodward (2002:62-72) investigated the effectiveness of *parenting wisely,* an interactive CD-ROM parent-training programme similar to the PBL. This multimedia programme was found to reduce behaviour problems in learners and increases parents' knowledge and use of effective parenting skills.

Another multimedia intervention entitled *Parenting Adolescents Wisely (PAW)*, was delivered by Segel, Chen, Gordon, Kacir and Gylys (2003:453-467) to 42 parents in community settings via *non-interactive videotape* and *interactive multimedia*. Both formats consist of critical skills identified from past empirical studies. Early parenting interventions are generally conducted by a therapist in an individual, face-to-face format with time constraints and the disadvantages of cost and inflexibility in meeting rapid epidemiological and economic demands. Therefore, the creation of standardised non-interactive videotape parenting programmes that depict parenting skills have been created.

The general efficacy of *behavioural parent training* (BPT) as a treatment for conduct problems in learners is well documented (Webster-Stratton in McKenzie & Hilgedick 1999:24). In their report on the development of a multimedia computer software programme for BPT, McKenzie and Hilgedick (1999:25) state that the *computer assisted parenting program* (CAPP) has several potential advantages with its emphasis on drill and repetition training, coupled with the use of simulated interactions and programmed instruction, which may facilitate knowledge and skill acquisition. CAPP's simulated user-learner interactions may further enhance treatment efficacy by reducing parental resistance to the implementation of the treatment procedures. Due to its impersonal nature the programme may also provide the parent with a less threatening teaching environment than one in which a therapist or learner is present. CAPP is also relatively brief and self-administered, making it potentially cost effective.

Bubble dialogue, another multimedia computer application, provides a video comic strip environment in which participants are invited to create the dialogue between, typically, two characters. A strength of this is that it offers a facility whereby both speech and thought 'bubbles' are created for the characters, thus allowing participants the opportunity to decide what the characters say publicly and think privately. According to Jones, Price and Selby (1998:67-69) bubble dialogue's use in

educational contexts suggests that it offers a new window into 'aspects of our most private worlds, into those aspects of our thinking which we have become experts at guarding'.

Lewis (in Wisick 2000:65) finds that for learners with attention deficit, literature-based CD-ROM multimedia software could provide appropriate accommodation in their education. Advanced features, such as *text-to-speech* make the text more accessible to the reader, and give learners many opportunities to interact with their reading tasks. The *text highlighting* feature could be helpful in assisting learners with emotional and behavioural disorders (EBD). This feature can provide a cue to focus on one word or a segment of a sentence at a time so that the entire text on a page would not be overwhelming. Wisick (2000:65) emphasises that in addition to text highlighting, other features recommended for reading software include text-to-speech capability, animation of pictures, and sound effects.

3.3.2 Video and multimedia intervention *findings* assisting LBP

3.3.2.1 Educator video intervention findings

In their research on *intersubjectivity*, Kaye et al. (2000:69-90) explore the effect of VIG on educator and learner communication and perceptions in the classroom, where challenging pupil behaviour was seen to be an issue. They find that VIG has a positive and empowering effect, enhances intersubjectivity, and would be more effective in supporting educator development than simply working on structure and organization. Kaye et al. (2000:71) find that VIG engenders an *intersubjective interaction style* based on the intersubjective experience of learners and the mediation of learning. This also ensures collaboration and respect when working with adults, and the use of positive *video feedback* is a powerful mechanism for self-modelling. Kaye et al. (2000:87) also report that after use of the VIG intervention, all educators were more able to focus on the individual learner's needs and valued the

opportunity that this had given them to see and reflect on their teaching style. The perceptions of the classes were significantly more positive than negative and the educators reported feeling more in control. According to Jansen and Wels (in Kaye et al. 2000:87), VIG appears to therefore support intersubjectivity, and more accurate perceptions of each other's expectations and needs.

Ellis in McQueen (2001:15) also finds that when a *video camera* is placed at the back of the classroom, it captures the majority of the space where the lesson will take place. This approach also reduces distractions by not having another person in the room observing. This allows the educator to be less self-conscious and the class to be more at ease. The video can then be viewed at any time by the educator to evaluate learner behaviour, personal successes and problem areas in the lesson. The videotaped lessons may also serve as a *portfolio* for the educator. A number of lessons can be videotaped at different times of the year. These lessons can be reviewed throughout the year to note areas of behavioural improvement and to show administrators and other educators particular lessons for various reasons.

Hitchcock et al. (2003:43) agree that school-based studies of *video self-modelling* improve learner targeted academic skills and behaviour outcomes. Video self-modelling may be used successfully to support learners' communication, desired classroom behaviour, and academic performance in educational settings. Inappropriate behaviour is also reported to have decreased. Increased motivation and positive reports by peers, educators, and parents is reported. Video self-modelling is also time and cost efficient and, being portable, video may be used to prevent deterioration of skills during the school holidays (Dowrick in Hitchcock et al. 2003:43). In studying audiotaped and videotaped interview transcripts, Ellis et al. (1998:143) found that learners with particularly high needs for inclusion and belongingness in the classroom were more likely to get less support than their more advantaged peers, and less encouragement and affirmation.

3.3.2.2 Learner video intervention findings

According to Embregts (2003:283), training in *video and graphic feedback* results in increased appropriate social behaviour for learners with internalising behaviour problems, and decreased inappropriate social behaviour for learners with externalising behaviour problems. The performance of direct-care staff also improves. The results of this procedure show a statistically significant decrease in the percentage of inappropriate social behaviour while the procedure was in effect (Embregts 2003:284). In a second study by Embregts a similar training procedure as in the first study is found to have successfully modified direct-care staff performance and interactions. The learners show an increase in the occurrence of appropriate behaviour; however, inconsistent changes were found for inappropriate social behaviour.

In their research on the effects of video feedback self-evaluation on inappropriate and appropriate peer interactions, Falk, Dunlap, and Kern in Embregts (2003:284) investigate learners with normal intelligence and either externalising or internalising behaviour problems. This study finds that video feedback indeed increases the rate of appropriate interactions and decreases the rate of both externalising and internalising negative behaviours.

3.3.2.3 Multimedia programme intervention findings

Ochoa (2002:39-45) finds that the *PBL CD-ROM* provides instructors with information from literature, experts in different fields, and practicing educators of LBP. The audio, video, still pictures, and samples of learner work help provide pre-service educators with information about the learner and the field of emotional and behavioural disorders in an engaging format, augmenting text-only mediums of information delivery. The multidisciplinary role strands and connected activities provide pre-service educators with simulated opportunities to work within a group of

professionals with different opinions and a knowledge base about disciplining LBP. Mayer, Heiser and Lonn (in Ochoa 2002:40) emphasise that multimedia technology represents the new learning and teaching frontier in teaching and learning for educator preparation purposes. The application of multimedia technology for teaching and learning purposes has many positives and holds great potential. Nevertheless, the process of introducing new teaching technologies is arduous for both educators and instructors. In their research Ochoa et al. (in Ochoa 2002:40) find that in using a *multimedia CD-ROM* to teach undergraduate and graduate students, more time was required to prepare for each activity. This raised the level of frustration of some students while they became accustomed to using the new technology.

In their research on *parenting wisely*, a multimedia programme similar to the PBL, O'Neill and Woodward (2002:66) affirm that this programme provides effective training for parents and families in learner management and relationship enhancement skills. *Parenting wisely* is self-administered and commences with a tutorial that teaches parents how to use the programme. Each case scenario opens with a video clip of two to three minutes showing a common family problem. Three possible solutions to the problem follow, both positive and negative. Parents then choose a solution, see a video clip of their chosen solution, and receive feedback on the advantages and disadvantages of their choice. Parents reported an increased use of effective parenting skills at follow-up intervals of two and four weeks. They also showed greater knowledge of parenting skills that were taught in the programme at two-week follow-up.

The advantages of the programme include the following:

It provides parents with non-judgmental feedback in a private setting; allows parents to proceed at their own pace and if desired to review aspects of the programme; is cost effective in terms of professionals' and parents' time; could be relatively easily incorporated into clinical practice, either as part of individual parent training sessions

or as a basis for group discussion; could be offered routinely to families on waiting lists for psychology services; and has the potential for widespread dissemination if made available to parents in schools, community centres and public libraries. Potential barriers to its widespread use include ethical objections to interventions being provided via a computer.

In another multimedia intervention Segel et al. (2003:453-467) states that with the *parenting adolescents wisely (PAW)* programme at-risk families show improvements on three types of evaluative criteria: reaction, learning, and behaviour. The problem behaviour of the learners whose parents used the programme improved significantly. In addition, the PAW programme showed a substantial cost benefit compared with other parenting interventions.

Studies by Burda, Starsky and Dominguez (in Segel et al. 2003:456) reveal that parents prefer to interact with a machine rather than a human therapist when instructional knowledge and its practice are a primary requirement for behavioural change. This preference may be attributed to the non-judgmental nature of computers, thereby encouraging parents to learn tasks thoroughly or repeat difficult segments of content according to their own pace. When the content matter is the subject of parenting, a topic that elicits defensiveness in virtually every parent, this may offer a substantial advantage.

In their research on the effectiveness of *self-administered videotape parenting programmes* Webster-Stratton, Kolpacoff and Hollinsworth (in Segel et al. 2003:456) also find self-administered videotapes compared well with more elaborate programmes that combine videotapes with therapist-led discussion groups or therapist consultation alone. Therefore, according to Cohen (in Segel et al. 2003:456), the interactive features accommodate different parents' responses and allow parents to choose different pathways throughout their learning process.

In their report on the *multimedia programme, CAPP*, McKenzie and Hilgedick (1999:24-25) find that this programme is associated with significantly increased knowledge of behavioural parenting concepts and high levels of consumer satisfaction, suggesting that CAPP may have positively affected aspects of parent-learner functioning. All parents rated CAPP as a user-friendly programme.

The development of practical and cost effective formats to increase CAPP treatment accessibility is, however, a challenge. Studies by Webster-Stratton (in McKenzie & Hilgedick 1999:24) show that there is a shortage of individuals qualified to implement the programmes. Treatment accessibility is increased, however, when parents participate in therapist led group discussions. CAPP was found to be cost effective and may be implemented in multiple settings.

The research of Phillips (in McKenzie & Hilgedick 1999:25) also find that *computer-assisted instruction (CAI)*, for example CAPP, provides users with individualised instruction and immediate corrective feedback. A high degree of repetition and drill may facilitate knowledge and skills acquisition. However, according to Lambert and Billings (in McKenzie & Hilgedick 1999:25) there are few CAI applications in psychology education that teach behavioural principles and, of those that do exist, none has established efficacy.

It is believed by Jones et al. (1998:69) that *bubble dialogue* may help in aiding learners' communication and expression of their feelings and views, especially where they find direct communication difficult. The element of role playing provides an emotional distance. Dialogue between the participants is mediated by the computer, and characters and situations in the learner's life can be represented without identification as having direct reference. Learners are thereby able to express themselves, while at the same time claiming and maintaining some distance from any action or emotion that they would rather not own or identify with too closely. These features suggest also that bubble dialogue may assist in providing the learner's

perspective of events, and provide a mechanism for discussing and reflecting on ways of dealing with conflict.

It is increasingly recognised that, in order to effectively assess and help a learner with emotional and behavioural difficulties, it is important to look at the individual history of the learner and to tailor treatment programmes to meet the specific learner's needs. Tools such as the 'bubble dialogue' can enable learners to communicate their views and help educators and parents gain insight into learners' perspectives.

In research on educators' views on *information technology* (IT) in schools by Hopkin's (in Jones et al. 1998:67), the educators surveyed were found to perceive IT as effective because it increases motivation, fosters self competition and confidence and improves self esteem. Thomas (in Jones et al. 1998:67) acknowledges the beneficial effects for EBD learners working with computers. However, there has been little work to date in using computers to directly assess and help develop learners' emotional and social understanding. Margalit and Weisel (in Jones et al. 1998:67), however, report on the success of a computer supported social skills programme. Yook (in Wisick 2000:65) also found that two learners with EBD had higher and faster improvements in their reading fluency and accuracy when using reading software than when using textbooks. The design features of the software that could have contributed to the overall improvement of the learners' reading skills were considered. These features include text that was read to the learners, animated pictures with corresponding text, and highlighted words or segments. In this study, both participants with EBD were on task most of the time. The animated pictures served as a prompt and motivation for learners with EBD to continue working on their reading tasks.

In the next section of this chapter, I review recent research on how appropriate audio-visual material may be selected and used to support LBP with reference to *the web* or *World Wide Web.*

3.4 USE OF *THE WEB* TO ASSIST PARENTS AND EDUCATORS IN SUPPORTING LBP

In this section, various authors highlight how and why *the web* is a useful audio-visual medium for parents and educators to support LBP:

3.4.1 Web-based training of the *educator* and the *parent*

In their research on a training and support website for educators of the all-stars problem behaviour programme, Bishop, Giles and Bryant (2005:3-14) describe how instructional tips were sent via e-mail. A discussion forum to share teaching ideas and a personalised teaching calendar were also offered. The e-mail teaching tips were automated, whereby receiving tips was contingent upon completion of an online teaching calendar available from the website. The discussion forum and other modes of support were less used by the educators.

In another study on the use of web-based instructional software, Ouellette and Sells (2001:101-116) describe how faculties from two separate universities collaborated to create a dynamic telelearning community working with troubled youth and their families. The course is based largely on the research of Scott Sells (in Ouellette & Sells 2001:101-116) wherein special youth problems are addressed by presenting a family-based model that articulates how to engage the uncooperative learner in a treatment process using age appropriate strategies.

According to Duhaney (2003:277), as most schools are linked to the internet, educators may access resources from the web to assist their learners in managing

their behaviours and developing their social skills. Educators may also assign learners to research information on behaviour management and social skills development, and then use the information when teaching lessons on these topics. Duhaney (2003:277) mentions the following *websites* where educators can access information related to class room behaviour management and social skills development:

http://www.usoe.k12.ut.us/sars/

This website provides several links related to behaviour management, for example, supporting learners with challenging behaviours and positive behavioural support.

www.behavioradvisor.com

This is an award-winning website that provides thousands of behaviour management tips. A bulletin board is included on which educators can post concerns and receive advice from colleagues around the world.

http://www.geocities.com/Athens/Styx/7315/subjects/behavior.html

Several classroom management links are presented on this website.

http://www.idonline.org/id_indepth/teachingtechniques/classmanage.html

A variety of resources are offered on this website, i.e. on adjustments in classroom management, educators' role in developing social skills, general behavioural interventions, environment arrangement and links to information on social skills training.

In addition to the abovementioned websites, educators and parents may find these other websites of use in supporting and assisting LBP:

http://www.discoveryeducation.com/

The website of Discovery Education provides engaging digital resources to schools and homes with the goal of making educators more effective, increasing learner achievement, and connecting classrooms and families to a world of learning.

http://www.teachers.tv/about/tvchannel

Teachers' TV is a free-to-air channel available on digital satellite and digital cable television 24 hours a day, seven days a week and on Freeview from 16:00 to 17:00 daily.

http://www.tes.co.uk/section/staffroom/list_threads.aspx?path=/behaviour

The behaviour website of the Times Education Supplement is where the teaching community lets off steam, swaps ideas and gets advice from TES experts.

http://www.supernanny.com/

'Supernanny' has advice for parents and educators of all age groups of learner.

3.4.2 Web-based learner support

Hurlbert (2001:19) describes how web lectlets may be used either as distance education courseware or to enhance traditional education in the classroom for LBP.

In their research on learner health and wellness, Wagoner and Wijekumar (2004:211) designed a web-based course to engage learners in journaling, reflection and changing their lifestyle choices. Learners created a private journal posted on the web, viewable just to their professor and the individual learner, neither of whom had met face-to-face. Reflections on personal and sensitive choices in relation to concepts covered in the course were used to make changes in learners' nutrition and lifestyle choices.

3.4.3 *Findings* of web-based learner support programmes

In research by Hurlbert (2001:15-20) lectlet-based distance education was compared to traditional education, concluding that lectlets effectively present content better than a traditional course in specific ways and are a useful ancillary to the traditional format. Hurlbert (2001:19) found that lectlets provided a better review of the immediately preceding material than is possible in the classroom and gave learners more control over the material. This is particularly useful for LBP, because learners may also revisit entire lectlets as they are asynchronous and potentially always available. Lectlet transcripts are also surprisingly useful, with availability of a word-for-word transcript of an entire lecture for which audio is readily available. This may effectively foster the acquisition of independent learning skills.

Wagoner and Wijekumar (2004:211) also found that the World Wide Web (WWW) can serve as the medium for fostering self-engagement, reflection, and change in health related choices of learners by engaging learners, disseminating information and reaching a diverse audience. The web has the added benefit of allowing greater privacy through anonymity than does face-to-face interaction.

3.4.4 The effectiveness of web-based interventions

The use of web-based interventions is increasing rapidly. In research by Wantland and Portillo (2004:1-3) a 12 fold increase in MEDLINE citations for 'web-based therapies' from 1996 to 2003 was found, with a total of 569 citations. There has been a steady increase in the number of citations in MEDLINE for the term 'web-based intervention', further indicating interest in this research area for web-based treatments in general and LBP in particular. Computerised health behaviour interventions are beneficial to clients/patients and health care providers. Balas and colleagues (in Wantland & Portillo 2004:3) also find that interactive patient instruction, education, and therapeutic programmes help individuals improve their

health. By inference, the use of web-based interventions will therefore also be useful in supporting LBP.

In the next section of this chapter, I review recent research on how appropriate audio-visual material may be selected and used to support LBP with reference to *television.*

3.5   THE USE OF *TELEVISION* TO ASSIST PARENTS AND EDUCATORS IN SUPPORTING LBP

This section highlights how and why *television* is a useful audio-visual medium for parents and educators to support LBP.

3.5.1 *Types* of learner television support programmes

In a study on the use of television and radio in treating *insomnia*, Oosterhuis and Klip (1997:1223-1229) describe a psycho-educational training course aimed at the treatment of sleep disorders that may be of assistance in supporting learners with insomnia. A similar training course of eight programmes was broadcasted by the Dutch educational radio and television station Teleac. About 200 000 people viewed the course, 23 000 of whom ordered the course material.

In their research on the effects of *anti-smoking* television advertising on smoking behaviour, McVey and Stapleton (2000:273-282) evaluate the effectiveness of the health education authority for England's anti-smoking television advertising campaign. The aim of the campaign was to motivate smokers to give up smoking and to prevent relapse in those who had already given it up. A prospective, controlled trial was conducted in four television regions in central and northern England. The television advertisements were screened in two phases over 18 months. A total of 5

468 participants (2 997 smokers and 2 471 ex-smokers) were selected for interviewing.

The national youth *anti-drug* media campaign, the Office of National Drug Control Policy (1999:206), stated that its primary goal was to educate learners to reject illegal drugs through anti-drug television advertisements.

In their research on the needs of learner expectant fathers, Hinckley, Ferreira and Maree (2007:461-478) investigate whether *parental guidance* television programmes can be implemented to provide useful information to South African learner expectant fathers during the transition into fatherhood. With the number of teenage pregnancies in South Africa, there is a need for information to prepare fathers for their role, as many of them may be school going teenage LBP themselves.

According to Stadler and Hlongwa (2002:365-376), *loveLife* is the largest endeavour ever launched in South Africa to change adolescent sexual behaviour with the aim of reducing the rate of human immunodeficiency virus (HIV) infection among 15 to 20 year olds by 50 percent, reducing other sexually transmitted diseases (STDs) and reducing the overall incidence of teenage pregnancy. The *loveLife* television programme combines a high-powered media awareness and education, including the use of television and radio, development of adolescent-friendly reproductive health services and outreach and support services. A five year research and evaluation plan includes a comprehensive observational study, tracking change in a range of behavioural indicators and in sexual health outcomes.

3.5.2 *Types* of educators' and parents' television support

According to Simpson (1997:83), little attention has been given to the nature or extent of the media's impact on parents or to ways in which media could be used more effectively. The report identifies strengths and weaknesses in the media coverage of parenting and emphasises that parental demand for media information is substantial, increasing and can have a significant impact. *Entertainment television* has been overlooked as an influence on parenting and as vehicle for supporting and informing parents.

In research by Polensky (2002:14-16) the various components of an effective campus security program are described, including the use of closed circuit television systems (CCTV), which may be of assistance in classroom and behaviour management of LBP. Lang (2002:29-36) also reviews the use of CCTV in school behaviour management.

3.5.3 *Findings* of learners' television interventions

In their research on the use of television and radio in treating *insomnia,* Oosterhuis and Klip (1997:1223-1229) found that training produced an estimated decrease in sleep latency of 25 minutes. The duration of sleep increased by nearly 40 minutes. Of the people using hypnotic drugs 40 percent ceased their use after the course. The training course broadcasted by Teleac was found to be an effective means of improving sleeping behaviour. The results of the course were comparable with interventions that use direct therapist-client contact, suggesting that the presence of a therapist in this approach may not be of crucial importance. The decrease in the use of hypnotics makes the approach cost-effective and may be of assistance in supporting learners with insomnia.

The findings of McVey and Stapleton (2000:273-282) conclude that the health education authority for England's *anti-smoking* television campaign was effective in reducing smoking prevalence. The campaign was found to encourage smokers to

stop and helped prevent relapse in those who had already stopped. They also found a lack of an effect after the first phase of the campaign, that indicates if advertising at this intensity is to have an impact, a prolonged campaign is necessary. The results support the United Kingdom government's recent decision to fund similar campaigns and suggest that anti-smoking television advertising should be undertaken routinely as an essential component of any population smoking reduction strategy. Although this study was aimed at an adult population group, its findings suggest that anti-smoking television advertising may be useful in the assistance and support of secondary school learners with this behavioural problem.

A report by the National youth *anti-drug* media campaign, the Office of National Drug Control Policy (1999:206), found that television, and particularly anti-drug advertisements, are an important source of information about the risks of drugs. There is a need to increase the reach and frequency of television advertisements targeting parents and educators, as well as to develop new programmes focusing on parent-learner communication skills and the facts about the dangers of drug use.

Hinckley et al. (2007:461-478), in their study on the needs of *learner expectant fathers*, also find that a knowledge of fatherhood, pregnancy and basic childcare skills can be provided effectively through the medium of television, thereby assisting and supporting these teenage LBP.

Stadler and Hlongwa (2002:365-376) state in their findings that in its first two years the *loveLife* television programme reached more than four million learners; 62 percent of learners and 59 percent of their parents/guardians recognise the brand, while the vast majority of parents (97 percent) and learners (89 percent) exposed to loveLife, identified loveLife as being positive. The challenges in the next years are the continued roll out of the programme and the development of institutional support and behaviour change.

3.5.4 *Findings* of educators' and parents' television interventions

According to Tanner (2006:28-30), programmes on *Teachers' TV* have inspired the educators attending workshops led by her. The video clips containing downloaded Teachers' TV programmes were found to be useful in providing ideas on various subjects relating to education. Many of the Teachers' TV programmes may also be of assistance to parents and educators in supporting LBP. In chapter four, as part of the empirical investigation, I collect data on Teachers' TV for later discussion in chapter five.

Tillman and Trier (2007:121-149) emphasise that the media play a major role in the construction of popular cultural 'texts', such as television programs. As 'public pedagogy', television has a great potential to educate parents, educators and learners about many educational issues. Tillman and Trier emphasise that the use of television can become an important strategy for developing critically reflective educators and parents of LBP.

This literature search has found a dearth of research material on the use of entertainment television in supporting LBP. Entertainment television talk shows such as *Oprah* Feb. 2008, *Dr. Phil* Feb. 2008, and *Noeleen* Feb. 2008 may, however, be particularly useful for today's teenagers, their parents and educators. In the empirical investigation (chapter five) I evaluate these television programmes in terms of listed criteria for suitable audio-visual media.

In the next section of this chapter, I review recent research on how appropriate audio-visual material may be selected and used to support LBP with reference to *radio.*

3.6 THE USE OF *RADIO* TO ASSIST PARENTS, EDUCATORS AND LBP

The literature search has found a dearth of research material on the use of *entertainment radio* in supporting LBP. The *SAFM* Feb. 2008 and *ECR* Feb. 2008 entertainment radio talk shows may, however, be particularly useful for today's teenagers, their parents and educators. In the empirical investigation of chapter five, I try to evaluate these radio programmes in terms of listed criteria for suitable audio-visual media. In this section examples of how and why *radio* is a useful audio-visual medium for parents, educators and LBP are discussed.

3.6.1 How *learners'* radio, interactive radio and podcasting may support LBP

Potter and Naidoo (2006:63-86) found a renewed interest in radio learning over recent years in developing countries and more broadly internationally. According to Potter and Naidoo (2007:159-165) equal access to quality education is a central principle in the South African Constitution. Interactive radio may be used, for example, in learners' life skills education to advance access and educational development in under-resourced schools with LBP.

According to Kurubacak and Yuzer (2004) and Kurubacak (2005:3), critical thinking skills among diverse learners can be developed through *interactive radio programmes* (IRPs), and with little cost these can integrate in distance education systems. The use of educational IRPs in learners' life skills education may provide assistance and support to LBP.

Chesney (2006:51-55) also found that a self-help radio programme on *VoiceAmerica*, 'maximizing life with Scott Chesney' assisted people to maximise their lives and facilitated self-discovery. By listening to support radio programmes of this description, LBP may be challenged to grow and learn more about themselves.

In their research on educating learners with emotional and behavioural disorders, Whelan and Kauffman (1999:67) confirmed that the *'car talk'* model of special education, based on the national public radio programme, reflects tenets of the 'circle of courage'. These researchers found that learner radio podcasts in the 'car talk' format may assist and support antisocial learners in life skills such as belonging, independence and generosity.

In their study on promoting learner sexual health through college radio, Van Haveren, Blank and Bentley (2001:186-189) review a sexual education programme that was aired by the *campus radio station* at Kansas State University. The use of radio in the life skills education of LBP is also emphasized.

In an investigation on stopping learners' smoking, researchers engaged adolescent learners in a contest to create *radio advertising messages* aimed at recruiting teenagers for stop smoking programmes (Croghan, Campbell, Patten, Croghan, Schroeder & Novotny 2004:325-328). Learners in eight middle schools of Rochester were invited to design media messages. These researchers found that teenagers can design media messages to encourage their adolescent peers to enrol in a program to stop smoking.

In another media programme, *The Shape We're In* (2003), a spotlight is placed on physical activity and obesity, aiming to promote public awareness and spark dialogue and action. This media initiative is an example of how obese LBP may be supported through use of radio and television.

According to Massey (1998:4), *comprehensive school health programs* (CSHPs) may promote stress management in adolescent LBP. This study found that community participation and focus can be achieved through various strategies including the use of radio and television.

In another study on the use of radio for educating learners, Uwamariya, Collens and Kyagambiddwa (2004:15) state that since 1998, *Health Unlimited* with the British Broadcasting Corporation (BBC) has broadcast a weekly radio health education drama series, Urunana (Hand in hand), targeting rural women and school learners in Rwanda. The aim of Urunana is to increase an awareness and discussion of sexual and reproductive health issues, including HIV/AIDS in target groups. In their knowledge, attitude and practice (KAP) study in a randomly selected sub-district administrative unit in Rwanda, relevant KAP levels among rural learners were identified. This informed the design of more effective health message delivery in future Urunana episodes. Uwamariya et al. (2004:15) emphasize that future Urunana health messaging and other health radio programmes should increase reference to both empowerment of rural girls for decision making, and of rural boys to cope with peer pressure and resist alcohol use.

According to Eash (2006:16-20), the *podcast* is a viable alternative for delivering lessons to learners who need remedial or extended support. A podcast is a digital recording of a radio broadcast or similar program made available on the web for downloading to a personal audio player. Auditory learners may benefit particularly when podcasts are incorporated into a teaching model. Librarians can assist learners and educators to find ways to creatively use podcasting. For example, personal, social and health podcast lessons in school libraries could assist and support LBP in their education. In their research on the value of podcasting, Lee and Chan (2007:85-105) also find that learners see podcasts as being especially effective in clarifying and enhancing their understanding of a subject; podcasts also assisted in reducing learners' anxiety caused by the isolation of distance study. According to Warlick (2005:70), podcasting employs elements of both radio and blogging, and has great potential for providing compelling learning experiences for learners. In an article Isakson (2006:79-80) presents resources for learning about podcasts, finding appropriate content, and exploring creative learner podcasts.

3.6.2 *Parents'* radio and interactive radio

According to Gadomski, Tripp, Wolff, Lewis and Jenkins (2001:266-277), the use of radio media in campaigning against domestic violence may be of assistance in the life skills education of LBP, their parents and educators. Radio advertising and mass media were used to address attitudes and behavioural intentions toward domestic violence in a rural county. They found that the radio campaign raised public awareness, increased stated intentions to intervene in a neighbour's domestic violence and increased hotline calls to a domestic violence agency.

3.7   CRITERIA FOR THE EVALUATION OF AUDIO-VISUAL MEDIA

3.7.1 Overview

According to Discovery Education (2008a), in the 21st century educators rely on and learners expect multimedia instruction. Educational media are being increasingly used as part of the classroom experience due to their popularity and effectiveness.

Educators of LBP have a variety of educational media formats to choose from including VHS videos, DVDs, CD-ROMs, streaming video from the web, television and radio, as well as emerging technologies that have yet to enter the education space. These various types of media may be integrated into classroom instruction, and used for assistance and support of LBP.

Discovery Education (2008a) state that incorporating educational media into the curriculum has become a *de facto* requirement and a vital element of ensuring all learners' success. A clear connection between media content and existing learning goals is required. To achieve that connection targeted teaching strategies are needed that may be adapted for all learners, including those with behaviour problems.

The selection of suitable educational audio-media content is a key teaching strategy. In section 3.7.2 I list criteria for *selecting* and *evaluating* suitable audio-visual media content. To ensure that the audio-visual media selected are relevant and of a high quality their content is evaluated and scored based on rubrics derived from the listed criteria (see 3.7.2). In the empirical investigation this is explained in more detail. Criteria for *evaluation* are discussed in depth, with specific reference to *Teachers' TV* and *Discovery Education* in the focus group discussions.

3.7.2 Criteria for *selecting* and *evaluating* audio-visual media

In this section *criteria for selection* and *criteria for evaluation* are considered as follows:

3.7.2.1 Criteria for *selecting* audio-visual media

As there is a great variety of educational media for the purposes of supporting LBP, the following *selection criteria* may be used. Most higher quality media will meet all of these criteria (adapted from the *Quality Assurance Statement,* Discovery Education 2008b):

1. **Content appropriateness:** All content will first be reviewed for its appropriateness in supporting LBP. Materials should not contain promotional or commercial content. Programming reflects and is connected to provincial, national and international standards in core-curricular content areas for secondary school classrooms and incorporates exemplary instructional methodologies and approaches.
2. **Content accuracy:** Materials are reviewed to verify accuracy of content and ensure that content is up to date and relevant for supporting LBP.

3. **Age/grade appropriateness:** The database is keyed to concepts and content appropriate for specific grade levels. The language of the programming is both age- and grade-level-appropriate.

4. **Representation of diverse populations:** Programming must represent a diversity of cultures and abilities and represent both sexes fairly.

5. **Production quality:** Programmes should include only content with the highest overall production quality.

The material is then scored based on rubrics derived from the criteria above. The overall impression may be quantified by 1 = very poor, 3 = average and 5 is very good.

Table 3.1   Scoring criteria

Criterion:	Content appropriate-ness	Content accuracy	Age/grade appropriate-ness	Diversity	Production quality
Rubric:	Is the audio-visual media content appropriate to the secondary school curriculum and supporting LBP?	Is the content accurate and up to date and relevant for supporting LBP?	Are the content and language grade-level appropriate?	Does the content present diversity of cultures, abilities, and genders?	Does the video have production quality that lives up to high educational standards?
Score:	1-2-3-4-5	1-2-3-4-5	1-2-3-4-5	1-2-3-4-5	1-2-3-4-5

By identifying audio-visual media that meet most, if not all, of these criteria, educators may actively use the best available resources. Audio-visual media that meet these criteria integrate better into the classroom; this makes integrated technology lesson planning more straightforward.

Having selected audio-visual media in terms of the criteria listed, media could then be evaluated for their usefulness in prompting responses or reactions from the LBP. These could be done in the form of reviews by educators, whereby this information is catalogued and made available in school libraries to support LBP.

3.7.2.2 Criteria for *evaluating* audio-visual media

In the empirical investigation *Teachers' TV* and *Discovery Education* video clips are selected for in-depth study and focus group discussion. Transcriptions of focus group discussions (Appendix C) are evaluated in detail to determine the extent that *learners* in these discussions demonstrate learning of the skills listed below. For evaluative purposes sufficient detail is provided.

The *criteria* that I list for *evaluating* audio-visual media in the empirical investigation are listed as follows. In other words, after viewing the audio-visual media (in this case selected video clips from Teachers' TV and Discovery Education) the LBP could react in the following way. Learners could:

1.   Ask educator relevant/appropriate (AQ) or inappropriate questions (IQ);
2.   Accept responsibility (LAR)or not (LNAR);
3.   Realise or freedom of choice (FC) or not (NFC);
4.   Understand consequences of negative behaviour (UC) or don't (NUC);
5.   Reflect or not(R) (NR);
6.   Employ metacognitive problem-solving skills or not (MPS) (NMPS);
7.   Display a positive attitude or negative attitude towards acceptable behaviour (PA) (NA);
8.   Pay attention, listen and concentrate (PALC) or don't pay attention, listen and concentrate (NPALC);
9.   Contribute to group discussion (CGD) or don't contribute to group discussion(NCGD);

10.   Give evidence of independent thinking (IT) or dependent thinking (DT); and/or

11.   Respect authority (RA) or disrespect authority (DA).

3.8   CONCLUSION

In this chapter, a number of audio-visual media that can help in the teaching of LBP were reviewed. From the literature review it may be concluded that the use of selected audio-visual media may indeed assist educators and parents in supporting LBP. The literature study shows how and why these media may facilitate support, leading to the conclusion that educators and parents should be made aware of the benefits thereof. For this reason the empirical investigation will specifically focus on selection and evaluation, as this would constitute a method educators can use in secondary school to address problem behaviour. In the next chapter the research design used in the empirical investigation is explained.

CHAPTER 4

RESEARCH DESIGN

4.1   INTRODUCTION

In this chapter I report on the research design that was used in the empirical investigation phase of this study. Herein I answer the main research question guiding this study, which was to *critically evaluate how parents and educators can select and use audio-visual media for supporting LBP.*

4.2   AIMS

The research was aimed at assisting school educators and parents in coping with learners' challenging behaviour. The focus was on secondary school learners, although it may be applicable to other age groups as well. A number of questions were advanced to direct the research:

- What are behavioural problems, their causes and manifestations?
- What are audio-visual media? What examples are there in the literature of audio-visual media providing support for learners with behavioural problems? Why and how are audio-visual media useful?
- How can appropriate audio-visual material be selected and used to support LBP?

4.3   RESEARCH DESIGN

The research design was in the form of a *case study* that aimed to provide an in-depth description of a small number of cases. A *qualitative design* was adopted for this research. With a case study, data analysis focuses on one phenomenon, which the researcher selects to understand in depth. In this study, the phenomenon was the *process* of how audio-visual media may be selected for supporting LBP.

The design was also eclectic, in that a *qualitative evaluation research* approach was used to describe and evaluate the performance of programmes in their natural settings, focusing on the *process* of implementation rather than on quantifiable outcomes (Mouton 2001:149-150; 161-162).

The mode of reasoning was inductive, a-theoretical. No hypothesis was formulated although certain 'general ideas' or 'expectations' acted to guide the empirical research. *Interactive* field research, calling for face-to-face interacting between the researcher and selected educators and learners was involved. Data collected was in the form of textual words or narratives, being quotes of transcripts from focus groups with these participants.   The advantage of this approach was that it aided me to obtain the essence of the participants' perspectives in their own words.

In addition to an *interactive* method of data collection, *non-interactive* methods of data collection were also used in this study, for example, gleaning information from documents, websites, observations and archival records. In this study, due to pragmatic considerations, just a limited number of cases were also selected for evaluation by *non-inductive* study.   The challenge was to arrive at logical conclusions within this constraint.

An account of the *research methods* employed is now given, which include: ethical measures in data access, measures to ensure trustworthiness, data collection and data analysis.

4.4   RESEARCH METHODS

4.4.1 Ethical measures

In collecting or gathering data certain issues were considered: technical accessibility, legal issues (classified documentation) and ethical issues. Whenever information was protected in some form or other, informed consent was requested. This aspect was addressed continuously as information became available through the research.

In conducting this research, I endeavoured to obtain *informed consent* from all the participants, whereby every learner or educator was informed regarding the reason for the study (McMillan & Schumacher 1993:398). All participants were advised that they were free to withdraw from the study if they would choose to leave, and were therefore in a position to make voluntary and informed decisions on their participation. Informed consent was essential in enlisting their cooperation and resolving any resistances to participation.

To assure *anonymity* and *confidentiality* it was important that the learning centre and participants would not be identifiable in print. The use of code names for people and places were employed to ensure anonymity (McMillan & Schumacher 1993:399). Participants in focus groups were also requested to sign a written statement confirming that they would maintain the confidentiality of all discussions (see Appendix B).

I endeavoured to *avoid deception* by protecting the privacy of participants and obtaining their informed consent. The knowledge and consent of participants was

obtained for all tape recordings of focus group discussions. All disclosures of information were voluntary and participants could withdraw if they chose to.

It was important that I would undertake the *research* as *competently* and responsibly as possible, be sensitive and objective and not make value judgements that might bias the research findings. I attempted to avoid bias and subjectivity in my relationship with the participants, by maintaining objectivity in my interactions with the learners and educators.

4.4.2 Measures to ensure trustworthiness

According to Poggenpoel (1998:348), the verifiability of qualitative research is assessed mainly according to its trustworthiness, and not in terms of reliability or validity, as in the case of quantitative research.

In this research Guba's model for trustworthiness was used to ward off biases in the results of qualitative analysis (in Poggenpoel 1998:349-351).

Within Guba's model four strategies were employed in this study to ensure trustworthiness in terms of the following criteria:

(1)   *Credibility* (truth value) demonstrates that the research was conducted in such a way that the phenomenon was as accurately described as possible.
(2)   *Transferability* indicates the extent to which the findings are applicable to another context, other groups or settings. To ensure comparability or transferability, I included sufficient detailed data that may be used in future research in similar contexts to provide for extension of findings.
(3)   *Dependability* refers to whether the findings would be consistent if the enquiry were replicated with the same subjects or in a similar context. To ensure consistency, I attempted to account for variables which may cause changes

due to the emergent nature of the research design (Guba in Poggenpoel 1998:350-351).

(4) *Confirmability* (neutrality) focuses on whether the results are a function solely of the participants and not of the biases and motivations of the researcher. I attempted to remain objective and guard against any subjectivity that might influence description and interpretation of data.

The trustworthiness of data was ensured by employing the following tactics within all four strategies to ward off bias (McMillan & Schumacher 1993:391-392; Kerr 2002:112-114; Schulze & Lessing 2002:5):

- triangulation of methods, for example: pilot study interviews, focus groups, document study and comparison of empirical findings to other research findings within the literature study phase;

- questioning other learners and educators whether they identified with the experience of audio-visual media described by the focus group participants;

- using a tape recorder and having professional verbatim transcriptions made of each conversation, recording direct quotes from documents, and presenting extensive direct quotations from the data to illustrate participant meanings;

- obtaining feedback from participants to clarify the meaning of their statements;

- circulating findings to participants to confirm that their views were correctly reflected, to modify any misrepresentation of meanings derived from the interview and focus group data;

- taking care when making sampling decisions and submitting all phases of the research process to continuous rigorous questioning and re-evaluation;

- having the supervisor check the data analysis to ensure an agreement with my interpretations and meanings ascribed in raw data.

4.4.3 Data Collection

4.4.3.1 Approach

The research strategy was that of an *instrumental* or a *collective case study* (Fouché 2002:275-276). The purpose was to facilitate and further gain a better understanding and knowledge about a social issue. The exploration and description of the case(s) were facilitated through in-depth data collection methods involving multiple sources of information that were rich in context such as cases, interviews, focus groups, documents and observations. A detailed record of the precise location of the data sources was kept.

4.4.3.2 The researcher as instrument

I served as an instrument in this study, meaning that the responses of participants were analysed by me. I endeavoured to counter biases by maintaining an awareness of how I was placed in relation to the respondents and their worlds. According to Sherrard (in Kerr 2002:116) awareness of researcher-respondent distance enhances qualitative research. Perceptiveness is increased by finding dimensions of researcher-respondent differences and similarities which have consequences for each others' unique situation and experiences.

The literature study provided me with positive impressions of the role of audio-visual media in assisting parents and educators to support LBP. The focus group interactions with the learners and educators in this study positively have reinforced this favourable perception.

To ensure that I was competent to conduct this research, I studied various qualitative research texts and consulted with my supervisor in planning my empirical investigation. In particular I studied techniques on focus groups and consulted my

supervisor throughout the research to ensure that the correct research procedures were adhered to in all phases of the study.

4.4.3.3 Pilot study

The research began with an action research *pilot study* project at one school in Kwazulu-Natal in 2006. In the pilot study I investigated the effects of behaviour problems on the educators at this school and their views on the use of audio-visual media for assisting in the support of LBP. The pilot study assisted in identifying the variables used to choose the different focus groups and the drawing up of an *interview guide* (see Appendix A).

4.4.3.4 Sampling and data collection methods

Phase one

In the first phase of the research, I selected and evaluated the following programmes that addressed a maximum variety of topics (addictive behaviours, alcohol and drug abuse, depression and suicide, internet or computer addiction, insomnia and sleep problems, juvenile delinquency, mental disorders, teenage pregnancies and sexually transmitted diseases):

- Discovery Education: http://www.discoveryeducation.com/ Archived tapes, transcripts, podcasts or video files available free of charge to online registered subscribers (30 day free trial).
- Dr. Phil: http://www.drphil.com/ Fee payable for archived online tapes, transcripts, podcasts or video files.
- Noeleen: http://www.sabc3.co.za/portal/site/sabc3/ Fee payable for archived online tapes, transcripts, podcasts or video files.

- Oprah: http://www.oprah.com/index Fee payable for archived online tapes, transcripts, podcasts or video files.
- SAFM: http://www.safm.co.za/portal/site/safm/ Fee payable for archived online tapes, transcripts, podcasts or video files.
- Supernanny: http://www.supernanny.com/TV-Show/Clips.aspx Archived tapes, transcripts, podcasts or video files available free of charge to online registered subscribers.
- Teachers' TV: http://www.teachers.tv/ Archived tapes, transcripts, podcasts or video files available free of charge to online registered subscribers.
- TES: http://www.tes.co.uk/home.aspx Archived tapes, transcripts, podcasts or video files available free of charge to online registered subscribers.

Each of these was evaluated using the criteria in section 3.7.2.1. The programmes were given scores on a five point scale for each of the categories (content appropriateness, content, accuracy, age appropriateness, diversity and production quality). The totals of the programmes were obtained by adding up each of the five scores (thus, the total for each programme was between 5 and 25). The two programmes with the highest scores were selected for phase two of the empirical investigation.

Phase two

In this phase four focus group discussions were conducted with two groups. According to Folch-Lyon and Trost in Schulze and Lessing (2002:3) participants have more confidence to express their honest opinions within a support group of peers than with individual interviewers. The group dynamic is also a synergistic factor in bringing information out. The groups were homogenous in terms of variables considered important, for example, age and grade level of education.

Articulate learners who were willing to participate were selected according to purposive sampling. Each learner had indicated their interest in taking part when initially approached to participate. Smaller groups were preferred as learners feel more comfortable in a small group. The following two groups were chosen and two focus group interviews conducted with each:

- a group of six grade ten learners (three boys and three girls between the ages of 15 and 17 years).
- a group of five grade 12 learners (three boys and two girls between the ages of 17 to 19 years).

The learners in the two groups had a wide variety of interests such as motorcycling, soccer, karate and swimming.

An interview guide was designed (see Appendix A), which focused on the two programmes selected in phase one. The following main questions were listed:

- What did you see?
- What was wrong/not wrong with the behaviour? Why/why not?
- What would you recommend?

In the interview guide, I listed other possible themes and issues that were likely to emerge from discussion of the main questions. These themes were identified during the literature review phase and from the pilot study. The themes served as prompts to explore meanings and experiences of the participants. As new themes emerged they were added to the interview guide for the subsequent focus group discussion.

The focus groups were scheduled for times convenient to all participants. A suitable venue was chosen which was quiet and accessible. A positive atmosphere was facilitated by explaining the purpose and aims of the research and thanking

participants for their involvement. Respondents were asked to maintain confidentiality by signing relevant consent forms (see Appendix B). The discussions of the focus groups were recorded and transcribed verbatim. Field notes were also made after each focus group with regard to how the learners paid attention and how well they contributed to the group discussion, among others. Other field notes included the researcher's observations within the pilot phase, information from the pilot study, participants' comments, and tentative interpretations of data within the data collection and analysis phases.

4.4.4 Data analysis

A cyclical process of data analysis was employed whereby collected data was analysed, additional data collected and then analysed. Inductive analysis was used and data firstly compiled from original sources. A descriptive narrative was given followed by an interpretation. Where possible, rich data was included such as extracts from documents, websites, transcriptions of audiotaped interviews and focus groups, and examples of other artefacts. Working hypotheses were formed during the empirical investigation ending in patterns. A broad bottom-up strategy was adopted, which involved beginning with the lowest level categories closest to the data in the following way (Johnson & Christiansen 2000:426-431):

Segmenting

This involved dividing the data into meaningful analytical units. This was done by carefully reading the transcribed data, one line at a time and reflecting: Is there a segment of text which is important for this research? Is it different from the text coming before or after it? Where does the segment begin and end? Such segments (words, sentences or several sentences) were *bracketed* to indicate where they started and ended. (See examples on the first two pages of Appendix C.)

Coding

The identified segments of data were identified by means of category names and symbols. For example, *learners with behavioural problems* was indicated by LBPs; *learner accepts responsibility* by LAR and *asks appropriate questions* by AQ. These category names were influenced by the evaluation criteria listed in 3.7.2.2.

Facesheet codes that applied to a complete transcript were also given to enable me to search for group differences. For example, groups one and two were G1 and G2 respectively.

Compiling a master list

I placed all the category names that were developed on a master list that included the symbolic codes. The codes on the master list were then reapplied to new segments of text each time an appropriate segment was encountered. New categories and codes were added as the need arose.

Checking for intercoder and intracoder reliability

In order to address intercoder reliability I checked for consistency about the appropriate codes between myself and my supervisor. My supervisor also checked my analysis for intracoder reliability to ensure consistency.

4.5   CONCLUSION

In this chapter I reported on the empirical investigation phase. The research design was described, ethical measures, measures to ensure trustworthiness, data collection and data analysis methods were accounted for. In chapter five I report on the findings of the empirical investigation.

CHAPTER 5

FINDINGS AND DISCUSSION

5.1   INTRODUCTION

In this chapter, I report on the findings of the empirical investigation. The findings of the two phases of the research are presented. In the first phase eight programmes were evaluated by means of five criteria as indicated in Table 5.1. The two programmes with the highest scores were then selected for the second phase of the research in which two groups of grade 10 and 12 learners viewed the two programmes. This was followed by a discussion of the issues presented in the programmes. The discussions and debates that followed are used as an indicator of the extent to which such programmes can be meaningful for supporting educators and parents that are confronted with LBP.

5.2   FINDINGS AND DISCUSSION

5.2.1 Selection of media/programmes

The results of phase one of the research, is presented in Table 5.1
(1 = very poor; 3 = moderate and 5 is very good).

Table 5.1 **SELECTION OF AUDIO-VISUAL MEDIA**

Pro-gramme	Topic	CRITERIA RUBRIC					Total score
		Content Appro-priateness	**Content Accuracy**	**Age/grade Appropri-ateness**	**Divers-ity**	**Product-ion quality**	
		Is the audio-visual media content appropriate to the secondary school curriculum and supporting LBP?	Is the content accurate and up to date and relevant for support-ing LBP?	Are the content and language grade-level appropriate?	Does the content present diversity of cultures, abilities, and genders?	Does the video have production quality that lives up to high educa-tional standards?	
Discovery Education http://www.discoveryeducation.com/ **	Add.Beh A&D ab D&S I/C add I&S JD MD TP& STDs	**5**	**5**	**5**	**5**	**5**	**25**
Dr. Phil http://www.drphil.com/ ***	Add.Beh A&D ab D&S I/C add I&S JD MD TP& STDs	**4**	**5**	**4**	**5**	**5**	**23**
Noelene http://www.sabc3.co.za/portal/sitte/sabc3/ ***	Add.Beh A&D ab D&S I/C add I&S JD MD TP& STDs	**4**	**5**	**4**	**5**	**5**	**23**

Oprah http://www.oprah.com/index ***	Add.Beh A&D ab D&S I/C add I&S JD MD TP& STDs	4	5	4	5	5	23
SAFM http://www.safm.co.za/portal/site/safm/ ***	Add.Beh *A&D ab* D&S* I/C add* I&S* JD* MD* TP& STDs	4	5	3	5	4	21
Supernanny http://www.supernanny.com/TV-Show/Clips.aspx **	Add.Beh I/C add I&S MD	2	5	2	5	5	19
Supernanny http://www.supernanny.com/TV-Show/Clips.aspx **	Add.Beh I/C add I&S MD	2	5	2	5	5	19
Teachers' TV http://www.teachers.tv/ **	Add.Beh A&D ab D&S I/C add I&S JD MD TP& STDs	5	5	5	5	5	25

TES http://www.tes.co.uk/ home.aspx **	Add.Beh A&D ab D&S I/C add I&S JD MD TP& STDs	4	5	4	5	3	22
TES http://www.tes.co.uk/ home.aspx **	Add.Beh A&D ab D&S I/C add I&S JD MD TP& STDs	4	5	4	5	3	22

Key

Add.Beh   Addictive behaviours

A&D   Alcohol and drug abuse

D&S   Depression and suicide

I/C add   Internet or computer addiction

I&S   Insomnia and sleep problems

JD   Juvenile delinquency

MD   Mental disorders

TP&STDs   Teenage pregnancies and sexually transmitted diseases

The two programmes with the highest scores addressed the following themes:

Teachers' TV video addressed challenging behaviour and teenage pregnancy while the Discovery Education video focused on alcohol and drugs. The learners' responses to the two programmes are presented in the next section.

5.2.2   Findings from the focus group evaluations

5.2.2.1 Teachers' TV programme

This programme focused on challenging behaviour and teenage pregnancy. In view of section 3.7.2.2, I discuss the learners' comments in terms of criteria that include: did the learners ask educator relevant/appropriate questions, indicate an acceptance of responsibility, express freedom of choice, understand consequences of negative behaviour, reflect, indicate meta-cognitive problem-solving skills, indicate positive attitudes towards acceptable behaviour, pay attention, listen and concentrate, contribute to group discussion, indicate independent thinking and show respect for authority.

- *Did the learners ask the educator relevant/appropriate questions?*

With regard to challenging behaviour, the video gave rise to remarks and questions such as 'What is a tribunal?' and:

> *Maybe they [LBP] should only be allowed in the class if the teacher is present, and if they are behaving?   Do you think that **everyone** should be punished [for the poor behaviour of some learners]?   Schools should have some kind of rules?   **One** teacher controlling **40** out of hand children?*

With regard to teenage pregnancies, the learners also asked various appropriate questions as follows: 'Don't you think he [the father] must look after the baby?' The subject of abortion was questioned in some detail by the learners:

> *You're only allowed to have an abortion if you've either been raped or something else ... it was on the radio the other day? ... No, you can have an abortion. Sir, can't we watch something on abortions? ... Only want to make abortion if you've been raped? ... Why don't they just have a caesar?*

Learners also enquired about circumcision:

> *Circumcised, I don't know. Apparently if you haven't been circumcised it's unbelievable. They say that, and they also say that if you are circumcised you have less chance of diseases. Hey Sir, what do you think of that?*

- *Did the learners accept responsibility?*

Watching the video clip facilitated some discussion on responsibility. Responsible attitudes with regard to challenging behaviour were displayed in the way the learners indicated that better discipline was necessary:

> *There should be some way of disciplining them [LBP]... It's the same thing as drugs. It starts with the little things and then moves on. We must stop it now ... by having more teachers, supervising children, better discipline, more rules, stricter rules.*

> *Good to see that they're actually doing something about those kids that are all out of control and badly behaved ... that they [the badly behaved children] are actually now working.*

However, some learners' reaction indicated that, even though they acknowledged that challenging behaviour was wrong, they thought that not all children would accept responsibility '...I think it's the thing of being naughty to have fun.'

On teenage pregnancies, one learner made the following comments indicating her recognition of the responsibilities involved and the role of peer pressure to be irresponsible:

> *James, yeah. He just wants to have sex with her and she's like, she's not ready for it, so he's there, and it's true, there's a lot of pressure on girls with their boyfriends, and yeah. I think that's how most teen pregnancies come about; it's because their boyfriends want to have sex, and yeah ....*

The use of contraception was recognized as responsible behaviour. One learner stated: 'Well, if you're going to have sex then you must use contraception, because I don't think he [the boyfriend] was thinking of that. He was just typical'. Another stated:

> *Yes, I think he [the father] must look after the baby, then he can see what Kate goes through when he's not there, and he must also realise that when*

they had sex or whatever, that they should have realised the consequences of that, and now he has to deal with it. He has to deal with the baby, he has to look after her.

The video clips helped to show learners how important it was to behave responsibly. This comment emphasizes the learners' acceptance of responsible behaviour:

Yeah, I think. Yeah, I mean like this on teenage pregnancy, it's good for us to actually like see video clips of situations where people have actually been and have to deal with it. It's good for us to see it. It showed us, you know, how hard it can be, if like you get pregnant...

- *Did the learners realise the freedom of choice?*

On challenging behaviour, learners emphasised that without discipline there would be chaos in the classroom. This is indicated by the fact that on the question of whether unruly children should be allowed in the classroom, considering their behaviour one learner stated that they should be sent out.' 'Yes, they should be, because why are they following in the other children's footsteps if they can see it's wrong?' another learner responded. The freedom to choose was seen as starting in the home, with the parents and/or guardians. Learners believed that if children were disciplined at home, they would choose to be disciplined at school.

The following comments on teenage pregnancies showed the girls' realisation they had the freedom to choose their sexual behaviour in having an equal relationship with no persuasion from the boy:

You must have a 50/50 relationship. If the girl doesn't want to have sex then she's entitled to not want to have sex and the boy mustn't push her, but, I mean it's fine if they both want to have sex then that's fine.

The use of contraception is recorded as an important choice in the following quote: 'Well, if you're going to have sex you then you must use contraception.'

Some teenagers believe that being wealthy, brought up in a good home and having a private school education are no deterrents to becoming pregnant. One said:

When you're wealthy and you have a good home, when you have a boyfriend and then it's easier for you to be able to have sex with your boyfriend at home or whatever. In that sense it's more likely that they would get pregnant. When you look at it, the statistics would show that probably more of the private school girls end up getting pregnant.

- *Did the learners understand consequences of negative behaviour?*

The learners all agreed that 'chaos' would prevail if challenging behaviour went undisciplined. The problem of challenging behaviour was seen by one learner as similar to the problem of drugs, starting with small transgressions but moving on to bigger violations. Learners therefore recommended stricter rules so that there would be consequences for LBPs actions. An interesting factor which emerged was that most participants hailed the aspect of corporal punishment as a solution for curbing negative behaviour. Others recommended suspension. Other suggestions on curbing challenging behaviour produced suggestions of detention, garden work, scrubbing floors and 'community service, yeah, community service'.

One learner had an interesting idea on the subject of tribunals for more independent assessment: 'They could give the children more independent assessment by sending them to tribunal' on which another responded by stating: 'Exactly, then it just carries on through generations, and then this problem isn't solved.'

Regarding teenage pregnancies, the learners showed they understood the consequences of negative behaviour. This included the pains of childbirth. Watching a video on birthing was recommended because 'that made them [the boyfriend and girlfriend] realise that they didn't want to have sex. I think we should watch something like that.' Another stated:

There are very many teenagers that think, ag it's not so bad, you have a baby and it will be ok. But when you watch something like that, it's actually coming out of you and you're screaming and it's painful, then you realise.

Other consequences involve the responsibilities of having to look after the child. Learners indicated that the responsibility of rearing a baby would be very difficult and negatively affect their lives:

> *Yes, I think he must look after the baby, then he can see what Kate goes through when he's not there, and he must also realise that when they had sex or whatever, that they should have realised the consequences of that, and now he has to deal with it. He has to deal with the baby; he has to look after her.*

The learners also understood how a teenage pregnancy would negatively affect their lives:

> *Yeah, I mean like this on teenage pregnancy, it's good for us to actually like see, video clips of situations where people have actually been, and have to deal with it. it's good for us to see it. It showed us, you know, how hard it can be, if like you get pregnant in your ...how hard it is for the girl*

Also, according to the learners, people are not very sympathetic towards teenage pregnancies and would be judgemental. They had this to say: 'They see someone like that's 16 walking and they have a huge stomach, the first thing they think is OMG, she's ... they don't really understand'.

Another stated:

> *It's tough eh, because my auntie in her marriage, she was pregnant at the age of 16 or 17 ... and she did her matric at home.*

- *Did the learners reflect?*

Learners' responses indicated their positive reflection on the topic of challenging behaviour. They understood the reasons for corporal punishment being discontinued after such a system was abused at times. Reflections included: 'People used to abuse it' and 'Yeah, used to go overboard'.

Through their responses on the video clip, learners also indicated that they were stimulated to reflect on teenage pregnancies, as already indicated by the before mentioned quotes.

- *Did the learners indicate metacognitive problem-solving, listening, independent and other thinking skills?*

In the group discussion, learners paid attention well, showing a positive attitude and meta-cognitive problem-solving skills. Some of their contributory responses illustrated that they believed the presence of an educator was essential for control of poor behaviour. Although some indicated a preference for 'smacking' ill-disciplined learners, another stated: "Oh no, you can't smack teenagers! You can smack kids, but not teenagers; that's when you [the teenager] get suspended or given detention or ground labour or something like that, but you can't smack teenagers!'

The learners contributed positively to the group discussion by their problem-solving suggestions. The responses to the problems presented in the video clip were encouraging, indicating independent thought. Some maintained that everyone should be punished for poor behaviour 'because why are they following in the other children's footsteps if they can see its wrong?' Others disagreed and questioned whether the whole class should be held accountable for the challenging behaviour and lack of discipline of some learners.

Once again the subject of discipline at home was discussed with more parental control and boundaries. Understanding the parents' difficulties was also a factor. Learners recommended that parents see the *Teachers' TV* video(s), because then they would be more likely to take positive action. The problem of implementing discipline in school was well illustrated by statements such as:

> *I think that you find this kind of … I don't know, I really don't, but I think that the discipline is more under control in private schools, than in government schools.*

> *I think it's showing off, I really think it's just to get attention. That's also probably one of the reasons that there isn't much chaos in a small school because each student gets individual attention.*

Learners' paying attention, independent thinking and problem solving were indicated by recommendations that these issues should be part of their school subjects, and that there should be more teachers with stricter rules. Isolation of misbehaving learners was also seen as a good strategy to encourage learners' better behaviour. The involvement of a sport psychologist was also recommended.

These teenagers were basically well informed on the subject of sex and its consequences but were obviously eager for more information. Media programmes would fill the gap between misinformation and parents' lack of guidance. Learners were prompted by the video to indicate their support for acceptable behaviour. A discussion on the use of contraception highlighted their independent problem solving thinking and positive attitude towards acceptable behaviour. One stated: 'If we got pregnant now you know, there's risks a lot, because it's hard for us to finish school and yeah it causes problems.'

A number of independent thoughts on the subjects of birthing and circumcision were recorded, as indicated. Another example include: 'They say circumcised people have less chance of getting AIDS ... I think they were saying that on *Carte Blanche*.'

Participants were enthusiastic in requesting information on certain subjects, showing their positive attitudes to contributing to the group discussion. The learners particularly mentioned teenage violence, abortions, depression and drugs such as Ritalin. Independent thinking and problem solving are evident from the following learner quote recommending use of audio-visual media:

> *Yeah, I mean like this on teenage pregnancy, it's good for us to actually like see, video clips of situations where people have actually been, and have to deal with it. It's good for us to see it. It showed us, you know, how hard it can be, if like you get pregnant...*

- *Did the learners indicate respect for authority?*

On challenging behaviour, the video prompted the learners to express awareness of respect for authority and awareness of the consequences of disrespect. After some

thought, they indicated the importance of respect in the home and of parental influence:

> *Yeah, I think where it starts is actually at home, if you bring the children up with discipline and self-worth and how to treat other people, then when they're at school they're obviously going to be better disciplined. So, I think that already starts at home.*

Learners indicated that if parents were to see the video this would bring about a more respectful approach in their children's behaviour. 'Show the parents ... they might take action.'

Learners suggested that male teachers were usually more respected than female teachers and that learners in private schools were disciplined:

> *I think that you find this kind of ... I don't know, I really don't, but I think that the discipline is more under control in private school, than in government schools ... because there's not as many children in private schools compared to government schools. The more children they are, the more chaos there's going to be.*

A learner stated how monitors can be used to encourage learners to be respectful:

> *In like, for example, when I was in junior school and I used to go to assembly. Then there would be monitors on each side of the rows, and then you dare not talk because it's the monitors there, all the teachers and the principal, so you dare not talk.*

Statements made by the learners indicated their respect of authority, for example, that if they became pregnant, they wouldn't be allowed to stay in school though they may be allowed to write matric exams from home.

5.2.2.2 Discovery Education programme

The Discovery Education programme focused on *Alcohol and drugs* (Grade 12s) *and Drugs* (Grade 10s). In view of section 3.7.2.2 I again discuss the learners' comments in terms of the criteria mentioned in 5.2.2.1. Briefly the findings are as follows:

- *Did learners ask appropriate questions, pay attention, listen and concentrate?*

The learners questioned the use of alcohol and drugs as follows, indicating their interest and attention: In recognition of the role of peer pressure to take drugs, questions asked included: 'What about saying no?', 'If you're at a party and you don't want to drink something?' and 'What about getting a new set of friends then?' Some learners in the younger group did not know the names of the various drugs and asked questions in this regard. Other questions that the video stimulated were: 'Have you taken speed?', 'What about steroids?' and 'Smoking?'

- *Did the learners accept responsibility, indicate realisation of freedom of choice, show metacognitive problem solving skills, a positive attitude towards acceptable behaviour and contribute to the group discussion with independent thinking?*

After watching the video, participants showed independent thinking and made responsible comments. These comments indicated their realisation of freedom of choice. They also recommended solutions to the problem of drinking and drugging at parties. Examples included the realisation that young people can say 'no' to drugs even if they experience peer pressure. One stated: 'There are still peer influences ... peer pressure. Peer pressure is still around. They want you to take drugs'. Responsible teenagers will therefore choose their friends carefully. One participant asked: 'Do you think it's worth being around those people?'

This stimulated discussion of the fact that teenagers have to make responsible choices and think carefully about asserting themselves if they do not want to drink

alcohol or take drugs at parties. 'You've got to be your own person and if you say "no" then it's "no".' 'Yeah, learn to say "no" and stick up for yourself.' However, peer pressure to conform can be a problem for many teenagers:

> *Yes, but most people find it difficult, because then their friends are going to say 'hey ... don't drink ... you know'. And then you get ribbed for the rest of your life.*

Discussing the video the learners related their own experiences with drugs, showing their realisation of freedom to choose their path, problem solving skills, taking responsibility and their positive attitude to refuse drugs and not be involved in crime. They agreed with their classmates to stay away from drugs and people who influence others to take them and commented 'don't do drugs'. However, one of the learners remarked: 'About 80 percent of teenagers have at least tried weed.' When learners were asked where they got their information, one said that they heard it on the news, the radio and got it from their parents. In this regard the learners agreed that at their age many teenagers have a rebellious attitude and don't want to accept responsibility in some respects. 'Teenage genes', one stated. Some learners don't accept responsibility in making the right choices:

> *Your parents always say, yeah I was a teenager once ... but times have changed. There were different things happening in their generation.*

- *Did the learners understand the consequences of negative behaviour?*

After watching the video, one learner showed his understanding of the consequences of alcohol abuse in mentioning that one of the effects of alcohol use was a false bravado and more confidence in one's abilities to 'get along with anyone'. The learners showed they understood the dangers and possible consequences by agreeing that alcohol was very addictive and that it was dangerous to mix drinks. When asked how prevalent mixing of drinks was they indicated some understanding of this. Another learner explained how she understood the negative consequences of making the wrong choices with regard to alcohol use/abuse. The learner stated that most teenage drinkers did not understand what they were doing when they used

alcohol. This could lead to overindulgence. The learner emphasised the importance of parent's influence in the home as important role models for children of problem households. These children learnt to emulate the behaviour of their parents and perpetuated the consequences of alcohol abuse:

Well, you [the person who abuse alcohol] generally turn to violence and then you can end up killing or beating up innocent people and, yeah it causes many family problems too, divorce and violence in the household. Your children learn from you and then they scheme alright, well its good, it's alright. It's alright, my parents drink so why can't I? And then they become alcoholics too.

This teenager seemed to understand the dangers of alcohol use and its consequences. She stated that those who had been abandoned and felt they had nothing to live for, tended to overindulge and become alcoholics. When asked if a link between the use of alcohol and juvenile delinquency and crime exists, the learner's responses were emphatically in the affirmative citing the negative home example:

Definitely, because like I said, if the child watches their Mom and Dad drinking everyday ... violence ... beating each other up ...swearing. What makes you say the child's not going to do the same thing to his peers and act like I said ...lunatics.

Learners were well aware of the effects of drug taking, but not necessarily convinced that it would damage their health. In fact, some expressed a wish to see more videos on this subject. They debated the drug, crystal meth, as being one of the most popular drugs. One learner discussed drug traffickers and indicated her awareness by relating the story of a 'pregnant' woman who was caught smuggling drugs in her body and the resultant horrific results of the cocaine bags bursting inside her stomach. This story elicited much debate and comments from the other learners. The learners' comments also suggested that some were well informed of the consequences, probably because of access to the media that provided them with up to date information. On the other hand, a few comments seemed to indicate that not all learners understood the consequences of negative behaviour.

- *Were the learners able to reflect?*

The video stimulated the learners to reflect on the use of alcohol and drugs. This is indicated by many of the examples already quoted.

- *Did the learners show respect for authority?*

From the comments given after the video was shown, it seemed that, if teenagers were in a situation where they didn't have the answers and didn't know what to do, they sought assistance from someone. Participants showed respect for the GP's advice ("You can speak to your GP"), yet parents' experiences were considered outdated. The learners were asked whether there was enough respect for the law. Their responses indicated a respect for authority, for example:

> *To a point, where you're rebellious to a point, but then you're also ... everyone has their own self-morals and all that. So, it lies basically on that ...*

They indicated a belief that the rebels were the ones that ended up committing crime and ended up in prison.

5.3   SUMMARY

The findings of the empirical investigation were presented in this chapter. The findings indicate how audio-visual media can be used to stimulate discussion and debate and thus support educators and parents in dealing with LBP.

In the next chapter, the conclusions, recommendations and limitations of this study are provided.

CHAPTER 6

CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS

6.1   INTRODUCTION

In this chapter the conclusions, recommendations and limitations of the research are provided. The conclusions are used to answer the main research question which is: *How can appropriate audio-visual media be selected and used to support learners with behavioural problems (LBP)?* The recommendations are used to reach the specific aim of this research, namely *to critically evaluate how parents and educators can select and use audio-visual media for supporting LBP.*

6.2   CONCLUSIONS

The conclusions identified important patterns from the literature review and empirical investigation*. Supporting LBP* was influenced by certain selection criteria (see section 3.7.1) and evaluation criteria (see section 3.7.2).

The extent to which learners responded positively or negatively in terms of the criteria allows educators to infer whether the audio-visual media (*Teachers' TV* and *Discovery Education*) were supportive or not. The conclusions from the literature study and empirical investigation regarding these criteria and the way in which the learners responded are now provided:

6.2.1 Selection criteria

The selection of audio-visual media was influenced by five criteria (see section 3.7.2.1 and 5.2.2). Conclusions from the selection of the media by these criteria are provided as follows:

'Dr. Phil', 'Noeleen', 'Oprah', 'SAFM', among others, had very interesting content often more geared towards general interest topics such as political, economic or social issues. In both the literature review (section 3.2.1) and the empirical investigation (section 5.2), it was found that the content of some of these programmes is sometimes less relevant or appropriate for supporting LBP, although in each case the programme archives cover the relevant topics extensively, as indicated (see section 5.2.1).

Although in some cases archival content was inaccessible, archived tapes, transcripts, podcasts or video files were available free of charge to online registered subscribers. In other cases a fee was payable for archived online tapes, transcripts, podcasts or video files.

6.2.2 Evaluation of the usefulness of the programmes

The evaluation of audio-visual media was determined by 11 criteria (see sections 3.7.2 and 5.2.2). After the learners had viewed a programme the conclusions drawn from the evaluation of the media by these criteria are as follows:

6.2.2.1 Teachers' TV programme

In the literature study (section 2.4.3) the influence of factors within the home, school or community that stimulates adolescents to *ask relevant/appropriate questions* were

indicated. The use of audio-visual media to educate learners to ask relevant/appropriate questions was indicated in sections 3.3, 3.4, 3.5 and 3.6. In the empirical investigation *Teachers' TV programme* was successful in stimulating learners to ask relevant/appropriate questions with regard to challenging behaviour (see section 5.3.3.1), for example, whether LBP should be allowed in the classroom, considering their behaviour. The learners also asked various appropriate questions about teenage pregnancies discussed in the video (see section 5.2.2.1), such as who should look after the baby. The subject of abortion was questioned in some detail by the learners, regarding the circumstances under which an abortion would be allowed. Participants also enquired about circumcision, asking if there is less chance of contracting diseases after circumcision.

In the literature study (section 2.4.3) the influence of factors within the home, school or community that promote *responsible behaviour* was indicated. The use of audio-visual media to model responsible behaviour was indicated in sections 3.3, 3.4, 3.5 and 3.6. In the empirical investigation responsible attitudes were displayed in many of the learners' comments on challenging behaviour (see section 5.2.2.1). These include that better discipline was necessary, recommendations for disciplining LBP; the need to improve discipline in the schools by having more teachers, supervising classes, more rules and stricter rules. Some comments indicated that not all learners had reached the stage where that they accepted responsibility for their behaviour.

One learner made the following comments indicating her recognition of the responsibilities involved with a teenage pregnancy. Peer pressure to be irresponsible was mentioned as an important factor. The use of contraception was also recognised as responsible behaviour if couples engaged in sex. Other comments indicated a responsible reaction to dealing with teenage pregnancy and the realisation that a teenage pregnancy would be difficult to deal with at their age. The video clips helped to show learners how important it was to behave responsibly. It was good for the

learners to see video clips of difficult situations people have had to deal with. It showed them how hard it could be if they became pregnant in their teenage years.

In the literature study (section 2.4.3) the influence of factors within the home, school or community that further a *realisation of freedom of choice* was indicated. The use of audio-visual media to encourage a realisation of freedom of choice was indicated in sections 3.3, 3.4, 3.5 and 3.6. In the empirical investigation learners emphasised that without discipline in a classroom where learners displayed challenging behaviour there would be chaos. The freedom to choose order instead of chaos was indicated (see section 5.2.2.1). The question was also asked if undisciplined learners should be allowed in the classroom, considering their behaviour; the view was that they should be sent out. The freedom to choose was seen as starting in the home, with the example set by parents and/or guardians. The video clips also succeeded in eliciting comments that show the learner's realisation of freedom to choose their behaviour and not to be pressurised by peers into teenage pregnancy (see section 5.2.2.1); the use of contraception was recorded as an important choice. The difficulty teenagers have in making decisions and their realisation of freedom of choice was indicated by a learner's comments suggesting that it was more common for teenagers brought up in a wealthy home to have sex as they had more access to privacy and contraceptives.

In the literature study (section 2.4.3) the influence of factors within the home, school or community that educate learners to *understand the consequences of behaviour* was indicated. The use of audio-visual media to encourage an understanding of the consequences of negative behaviour was indicated in sections 3.3, 3.4, 3.5 and 3.6. In the empirical investigation the learners all understood that chaos prevailed in the classroom where learners showed *challenging behaviour* (see section 5.2.2.1). An interesting fact that emerged was that most participants hailed the aspect of corporal punishment as a solution for curbing negative behaviours. Several remedies were suggested such as that badly behaving learners should be sent out of the class, be

suspended or given detention, or be compelled to do community service or garden work, among others. One learner indicated that authorities could give the children more independent assessment by sending them to a tribunal, a meeting with the governing body and principals.

The learners showed they understood the consequences of negative behaviour related to teenage pregnancy. This included the pains of childbirth they had seen on a birthing video. Watching a video on birthing made them realise that they didn't want to have sex. Other consequences of teenage pregnancies that learners became aware of through the video involved the responsibilities of having to look after a child, especially since people were not seen as being sympathetic towards teenage pregnancies (see section 5.2.2.1).

In the literature study (section 2.4.3) the influence of factors within the home, school or community that transfer *reflection skills* was indicated. The use of audio-visual media to model reflection skills was indicated in sections 3.3, 3.4, 3.5 and 3.6. In the empirical investigation learners' responses indicated their reflection on the topic of challenging behaviour; for example, they understood the reasons for corporal punishment being discontinued after such a system was abused at times. Reflection on teenage pregnancies was also indicated.

In the literature study (section 2.4.3) the influence of factors within the home, school or community that teach the various *cognitive skills and attitudes* was indicated. The use of audio-visual media to encourage these skills and attitudes was indicated in sections 3.3, 3.4, 3.5 and 3.6. In the empirical investigation learners were attentive and showed positive attitudes and meta-cognitive problem-solving skills during discussions on challenging behaviour. Some of their contributory responses that illustrate this were (see section 5.2.2.1): whether the whole class should be accountable for the challenging behaviour; that age should be considered in disciplining learners and that the foundation for good discipline was in the home.

Thus they recommended that parents see the video *Teachers' TV*, because then they would be more likely to take positive action. They were also able to compare the discipline of smaller classes in private schools compared to larger government schools where chaos prevails. Learners' positive independent thinking was indicated by the recommendation that such issues should be part of the curricula and one the possible role of a sports psychologist.

These teenagers were basically well informed on the subject of sex, and consequences of teenage pregnancies, but were obviously eager for more information. Media programmes would fill the gap between misinformation, and parents' lack of guidance in this regard. Learners indicated their support for acceptable behaviour. Similar skills were indicated in the discussion on the use of contraception, birthing and circumcision. For example, one stated that circumcised people had less chance of getting sexual diseases.

In the literature study (section 2.4.3) the influence of factors within the home, school or community that ensure a *respect for authority* was indicated. The use of audio-visual media to educate learners to respect authority was indicated in sections 3.3, 3.4, 3.5 and 3.6. In the empirical investigation comments showed how the video facilitated reactions that indicated respect by the learners for authority and an awareness of the consequences of disrespect. The importance of respect in the home and the parental influence is where it all starts, according to participants. Learners indicated that if parents were to see the video this would bring about an insistence on respect from their children with challenging behaviour (see section 5.2.2.1). Learners suggested that male teachers were usually more respected than female teachers.

Statements made by the learners on teenage pregnancies indicated their respect for authority, for example, that if they became pregnant, they wouldn't be allowed to

stay in school but would possibly need home tuition. Respect for the law was also illustrated by their comments.

6.2.2.2 Discovery Education programme

Watching a video clip that focussed on the use of drugs and alcohol followed by discussion and debate on it, led learners to *ask appropriate questions, to pay attention, listen and concentrate.* In the literature study (section 2.4.3) the influence of factors within the home, school or community that encouraged the asking of relevant/appropriate questions and paying attention, listening and concentrating were indicated. The use of audio-visual media to facilitate the asking of relevant/appropriate questions and paying attention, listening and concentrating was indicated in sections 3.3, 3.4, 3.5 and 3.6. In the empirical investigation this group questioned the use of alcohol and drugs, indicating their interest and attention (see section 5.2.2.2) by asking appropriate questions such as "what about saying no?" The discussion led to the realisation that peer pressure was considered to be an important influence with teenager alcohol and drug use (see section 5.2.2.2). After viewing the video clips, participants asked various questions about different drugs, such as what the names of particular drugs were. The learners were attentive.

In the literature study (section 2.4.3) the influence of factors within the home, school or community that promote skills and attitudes such as *acceptance of responsibility, realisation of freedom of choice, problem solving skills, positive attitudes towards acceptable behaviour and independent thinking* were indicated. The use of audio-visual media to encourage these skills and attitudes was shown in sections 3.3, 3.4, 3.5 and 3.6. In the empirical investigation participants recommended problem solving solutions related to resisting peer pressure to drink and use drugs at parties. The video clip stimulated discussion about making responsible choices and thinking carefully about drinking alcohol or taking drugs at parties. Learners concluded that responsible teenagers should choose their friends carefully. Discussing the video, the

learners related their own experiences with drugs. They showed realisation of freedom to choose their own path and be responsible to refuse drugs.

In the literature study (section 2.4.3) the influence of factors within the home, school or community that promote an *understanding of the consequences of negative behaviour* were indicated. The use of audio-visual media to further an understanding of the consequences of negative behaviour was indicated in sections 3.3, 3.4, 3.5 and 3.6. In the empirical investigation one learner showed his understanding of the consequences in mentioning that one of the effects of *alcohol* use is a false bravado and an inflated confidence in one's abilities (see section 5.2.2.2). The learners showed they understood the dangers and consequences of mixing drinks or drinking too much. The learners emphasised the importance of parents' influence in the home as important role models for children of problem households. They also expressed the view that alcohol was linked to juvenile delinquency and crime.

In the literature study (section 2.4.3) the influence of factors within the home, school or community that teach *reflection skills* were indicated. The use of audio-visual media to hone reflection skills was indicated in sections 3.3, 3.4, 3.5 and 3.6. In the empirical investigation, the partaking of alcohol and drugs was reflected on by the learners (see section 5.2.2.2) as also indicated by all the quotes above.

In the literature study (section 2.4.3) the influence of factors within the home, school or community that help develop *a respect for authority* were indicated. The use of audio-visual media to increase respect for authority was indicated in sections 3.3, 3.5 and 3.6. Teenagers knew they could seek assistance from someone on alcohol and drug problems. In the empirical investigation participants showed respect for the GP's advice, yet parents' experiences were considered outdated (see section 5.2.2.2). The discussion also seemed to stimulate respect for the law.

6.2.3 General conclusion

On the basis of the empirical investigation and literature review I conclude that audio-visual media can be rated in terms of the following five selection criteria: (1) content appropriateness; (2) content accuracy; (3) age/grade appropriateness; (4) representation of diverse populations; and (5) production quality.

On the same basis I also conclude that the usefulness of audio-visual media can be evaluated by means of the following 11 criteria. To what extent does the medium stimulate learners to:

1. Ask educator appropriate questions;
2. Accept responsibility;
3. Realise freedom of choice;
4. Understand the consequences of negative behaviour;
5. Reflect;
6. Use their problem-solving skills;
7. Display positive attitudes towards acceptable behaviour;
8. Pay attention, listen and concentrate;
9. Contribute to group discussion;
10. Think independently; and
11. Respect authority.

By considering the above mentioned criteria, parents and other educators can select and implement audio-visual media to support LBP.

6.3 RECOMMENDATIONS

In view of the conclusions the following recommendations are made:

6.3.1 Recommendations for parents and educators

Parents and educators can select and use audio-visual media for supporting learners with behavioural problems as follows:

(1)   In order to *motivate the educators* to provide this support to LBP the following recommendations are made:

- Parents and educators need to be made more aware of ways by which they can actively use the best possible resources (see sections 3.7.2.2 and 5.2.1).

- Having selected audio-visual media in terms of the criteria listed (see section 3.7.2.2), media could then be evaluated for their usefulness in prompting responses from the learners and stimulating critical dialogue on various important issues related to the life-worlds of LBP.

- If the dialogue of the selected media is in English, I would suggest that subtitles in other languages be used in order to be more relevant for South Africa's learners, Afrikaans (*Afrikaans*), Ndebele (*isiNdebele*), Northern Sotho (*Sesotho sa Leboa*), Sotho (*Sesotho*), Swati (*siSwati*), Tsonga (*Xitsonga*), Tswana (*Setswana*), Venda (*Tshivenda*), Xhosa (*isiXhosa*) and Zulu (*isiZulu*)

(2)   The audio-visual media should include content on:

- *Discipline* – better disciplining of learners in the home and school (see sections 5.2.2.1 and 6.2.2.1).

- *The parent-child relationship* – improving the parental-learner/child relationship (see sections 5.2.2.1 and 6.2.2.1).

- *Peer pressure* – responding well to peer pressure (see sections 5.2.2.1, 5.2.2.2 and 6.2.2.1).

- *Various topics* – more videos on various topics of interest to the learners such as abortion, birthing, steroids (see section 5.2.2.1 and 5.2.2.2).

6.3.2 Recommendations for further study

Recommendations for further study include:

(1)   The development of an *audio-visual media information catalogue*, reviewed by educators, on the selection and evaluation of appropriate audio-visual media for supporting LBP.

(2)   Investigation of the use of *other language subtitles* in audio-visual media with English dialogue used to support LBP.

(3)   The study needs to be followed-up with educators and LBP over a longer time period.

6.4   LIMITATIONS

The participants in this study were selected from a particular learning centre in one city in South Africa. In addition, they were not LBP but were selected for being eloquent and willing, since this was an exploratory study only. As indicated, the study needs to be followed-up with educators and LBP over a longer time period. The study was also limited by the fact that some international websites were inaccessible. For example, for some websites rights have not been granted for international and downloading of programmes outside of the United Kingdom.

6.5   SUMMARY

This chapter ends the research. The conclusions from the literature study and empirical investigation were provided in the form of an integrated report. This report strived to answer the research question: *How can appropriate audio-visual media be selected and used to support LBP?* The report also made an effort to fulfil the specific aim of the research which was to critically evaluate how parents and educators can select and use audio-visual media for supporting LBP. Lastly the report offered recommendations for further research and reviewed limitations of the study.

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INTERVIEW GUIDE

1. What did you see?

Themes identified in the literature study and pilot study:

- **Classroom chaos** – challenging behaviour (eg. peer pressure, school influences, parental relationship in the home, conduct disorder, discipline).
- **Teenage Pregnancies** - (eg. peer pressure, school influences, parental relationship in the home, single parenthood).
- **Alcohol and drug abuse** – (eg. peer pressure, school influences, alcohol abuse in the home, delinquent behaviour).
- **Audio-visual media –** the use of video and multimedia interventions to assist learners with behaviour problems (LBP).

2. What was wrong or not wrong with the behaviour? Why/why not?

Themes identified in the literature study and pilot study:

Conduct disorder – manifestations of oppositional defiance disorder (ODD), conduct disorder (CD) and attention deficit hyperactivity disorder (ADHD).

Teenage pregnancies – manifestations of sexually transmitted diseases (STD's), contraception, the personal, the social and economic effects of single parenthood and difficulties.

Addiction – manifestations of adverse academic, physiological, emotional and social consequences (eg. alcoholism, juvenile delinquency, criminal activities).

3. What would you recommend to overcome behaviour problems?

Themes identified in the literature study and pilot study:

Challenging behaviour:

- identification and description of the problem (situation analysis).
- medication to calm hyperactive learners, such as Ritalin.

- providing structure and a consistent routine, definite rules and applying them consistently, learners must know what the consequences will be if they break the rules.
- well organised class activities.
- good communication between the school and the home.
- positive reinforcement of non-disruptive behaviour.

Teenage pregnancies:

- *moral and ethical behaviour* – what is right and what is not; birth control; sexual urges; how to behave on a date; how to say no.
- *physical and sexual health* – sexually transmitted diseases, contraception, the implications of pregnancy.
- *self-assertiveness skills* – self-esteem, making decisions.
- *communication skills* – role playing communication skills.

Alcohol and drug abuse:

- schools must have clear rules on the use, possession or sale of these substances.
- consistency in applying rules and disciplinary measures.
- give learners correct and honest information about alcohol and drugs, and the consequences of using them.
- involve the police and other services to ensure that learners recognise the seriousness of the problem.
- organise the necessary support for learners who have experimented with alcohol and / or drugs or other learners at risk.
- make parents aware of the problem by holding parent-educator meetings.

4   Closing summary: Any thoughts as to what you've seen, any reflections to add to your initial comments, as a result of seeing the rest of the video?

PARTICIPANT INFORMATION AND CONFIDENTIALITY PLEDGE

FOCUS GROUP _____   GROUP _____

Name: _____

Grade level of education: _____

Age: _____

Interests: _____

Number of years in Pietermaritzburg: _____

Postal address: _____

PLEDGE OF CONFIDENTIALITY

I, _____ a participant in this focus group held in Pietermaritzburg on the
____ day of _____ 2007, promise to maintain the confidentiality of this discussion.

_____
Signature

_____
Date

APPENDIX C

TRANSCRIPT OF A FOCUS GROUP

GRADE 12's – TEACHERS' TV – CHALLENGING BEHAVIOUR

Key
Italics – Interviewer.
A line space is skipped after each participant response.

"Behaviour in the classroom was already high on the government's agenda when *Channel five* broadcast 'Classroom chaos' earlier this year. Hidden cameras followed a supply teacher; pupils faces had to be blurred. The report gave ammunition to those demanding tough action. Soon after, Ruth Kelly set up a working group to recommend solutions which could be applied in all schools. In this film we find out from five head teachers about the real state of school behaviour in Britain today, and we look at the different ways they are tackling the problem".

Right, I am going to stop the video at that point, and I'd like to ask a few questions which will follow the group discussion. The first question is: what did you see?

[Chaos]
Chaos. People fighting, challenging behaviour in the classroom. What was wrong or not wrong with the behaviour?

[It was out of control.]
The behaviour was out of control. Any other comments as regards what was wrong with the behaviour or not wrong. It was unacceptable behaviour.

Yes.

So, it wasn't acceptable behaviour. Why was the behaviour unacceptable?

[No discipline.]

Why not? Indiscipline is unacceptable for what reasons? Why is it necessary to have discipline?

So that there won't be chaos.

So that there won't be chaos, that there will be order in the classroom. And, [what would you recommend with regard to this type of thing?

Corporal punishment].

In other words, what redress? Corporal punishment? What other forms of sanction? What means of instilling control? What answers are there in a situation such as that? Ok, that's the kind of questions that this video is focusing on. That was just the introduction to the video, and then a few questions just to create a sense of an overview of the topic.

Do you think they should be allowed in the classroom, considering their behaviour?

No.

No, [they should be sent out.

Principal's office.

Could be.

Or the whip!
(Laughter)

Suspended! Suspended!

Corporal punishment.]

Maybe they should only be allowed in the class if the teacher is present, and if they are behaving.

Yes, that might work.

Mmm.

I agree.

Yeah.

Do you think that teachers could use videos of this description to create an awareness of behaviour in the classroom?

Mmm, yeah.

Alright, we have only covered the introduction at this stage.

In England, I don't think that they're allowed to actually hit the kids or something like that, so that's why they think ok, well, we can do whatever we want because they're not going to be able to do anything about it.

And also no discipline from home.

Yeah.

There should be some way of disciplining them.

Yeah, smack the kids.

Yes, reason to get smacked.

Yeah.

Yeah.

I got smacked sometimes.

Oh no, you can't smack teenagers! You can smack kids, but not teenagers, that's when you get suspended or given detention or ground labour or something like that, but you can't smack teenagers!

Labour.

Yeah.

Detention.

Community service.

Garden work, cleaning something.

Scrubbing floors.

In my day, when I was at school, the cane was the method of treatment.

It should ...

It should still be that.

If there were any transgressions, there would be redress in that form, whereas today, alternative forms of ...

People used to abuse it.

Yeah, used to go overboard.

They must have.

Yes, that's why they stopped that.

They stopped them.

Essentially, what we have seen is unacceptable behaviour and the recommendations.

Community service.

Yeah, community service.

Who's going to organize that?

The teachers and the school.

They should learn to control their kids, so ...

One teacher controlling 40 out of hand children?

Mmm.

They could give the children more independent assessment by sending them to tribunal.

What's tribunal?

It's like a meeting with the governing body and principals.

Do you think that everyone should be punished?

Yes, they should be, because why are they following in the other children's footsteps if they can see it's wrong?

Yeah, I think where it starts is actually at home, if you bring the children up with discipline and self-worth and how to treat other people, then when they're at school they're obviously going to be better disciplined. So, I think that already starts at home.

The example within the home is the starting point. If the parents and guardians provide the relevant example, then that instills a sense of self-worth, which then results in the interest in learning and the interest in education.

They let their children do whatever they want.

Chaotic, yeah, with that kind of attitude I don't want to care.

The kind of parents that just go to work, come home from work, leave their children to do whatever they want.

No boundaries.

Yeah, because they get home and they're so tired, they don't really care.

Yes.

That should be part of subjects*.*

A subject at school, yes.

Yeah.

Yeah.

Exactly, then it just carries on through generations, and then this problem isn't solved.

Then, what we've just seen is the result of what?

Of the ...

The behaviour is the symptom, but the cause, there is always the cause and then the symptom. So, you see all the problems, but the problems are the result of something else. So, the problems exist as a result of this, this or that ...

Mmm

... can be related to many different things. It could be just inner rebelliousness in teenagers, because there are many teenagers from families that have all the support. Teenagers on occasions have all the support, and yet, nevertheless, they are rebellious. Then there are other teenagers who do not have the family support, but they might be model students, so where do you, how do you determine what is the cause, and how do you address the cause, because the education system would like that education should be facilitated?

Schools should have some kind of rules or ...

I think that you find this kind of ... I don't know, I really don't, but I think that the discipline is more under control in private schools, than in government schools.

Because there's not as many children in private schools compared to government schools. The more children they are, the more chaos there's going to be.

Then, just the weight of numbers, as when you have classes with 30 or 40 children, then that in itself produces the chaos, or not necessarily, but...

They should have more teachers then.

The ratio of teachers to learners is 35 to one in the government schools, so, then one facilitator has to ...

They should have more male teachers, like big male teachers, because a lot of students are scared of male teachers.

Yeah.

Bouncers.

That's an interesting comment.

Male teachers are more respected than female teachers?

Much more.

Because your mom acts so softly, but your dad is the one that smacks you and scares you.

Yeah.

Yeah.

OK now, thanks for the opinions. We have quite a wide cross section of opinions. But, in addition to the opinions, what you've seen is a video clip of challenging behaviour. It's a video clip showing what isn't wanted in the schools. What they would like is order and discipline, that's what the schools would like, but what exists is the problem, the problem is chaos. So, we have various opinions as to why there is chaos in the schools. How about the video clip itself, ok? We have a video clip showing the pupils with challenging behaviour. We have a video clip that demonstates visually what the problem is. So, you've seen, do you think that if learners in these challenging classrooms had to see a video like this, if their teachers had to show a video like this, so that they could then see...

What they're like?

What they're actually like. Do you think that that in itself would be an instructive way of bringing them to the realisation, as to the fact that they are creating problems?

Yes.

No.

If they see that, will it help them?

I don't think so.

They will just laugh at it.

Yeah, they will ...

They will just laugh at it? And. do you think, for example, what other means can one look at to address the problem here of challenging behaviour? Challenging behaviour is the result of, I suppose, many causes. Any other thoughts? Is there any other way by which this type of thing could be used in some useful way?

Show the parents.

The parents, let the parents see. So, if the parents become aware of the fact that their children are like this ...

They might take action.

Then they will take action on their children?

They will then, yeah ...

So, if the teachers show it to the children, the children won't respond positively ...

Yeah*.*

But, if the parents become more aware, by seeing this kind of thing ...

Yes.

Then, if the parents have this as a resource, it will bring them to an awareness of the fact that there is a problem.

Yeah.

Then, the parents will realise that they have to do something about it from their point of view.

Maybe there's problems at home and they are just taking it out on the children.

I think it's the thing of being naughty to have fun.

New tricks.

Never get bored...

Yeah.

Attention, attention, from your peers ...

... the teacher.

Yeah, I think...

Yeah, that's why they do it.

Yeah.

If they were allowed to do it, then they would sit in class and actually listen, but because they're not allowed to do it, they'll do it.

Yeah, that's true.

Then, the opposite, ok that's on one end of the continuum. On one end you've got everything chaos, on the other end you've got order where everything is in its place. You've got like a filing system where everything and every book is in its place and everything you know everything from A to Z is where it should be so, that's the opposite. So, the thing is, if everything was in its place and if everything worked in a complete sense of order, which would be the opposite, would that be something good?

Yes.

That would be good, because then if everything had to occur in with order and that type of thing?

Yes, definitely.

But, then why do teenagers see the opposite as a good thing? Why do they see chaos and disorder as preferable to order? Why do they find disorder and chaos better than order?

I think it's showing off, I really think its just to get attention. That's also probably one of the reasons that there isn't much chaos in a small school because each student gets individual attention.

Yeah.

Yeah.

So, then, the missing ingredient is the lack of individual attention, the fact that the learner doesn't feel supported in a larger school environment and there is insufficient support. Do you think that perhaps if there were more teaching assistants in the classroom, for example, if there was one teacher in a class of 40 children, but then, maybe there are additional teaching assistants who can help? Where they can help to speak individually, and help in that way? Maybe more teaching assistants?

Yeah.

Yeah, that does work. That probably would work, because....

Because overseas they have teaching assistants ...

In like, for example, when I was in junior school and I used to go to assembly. Then there would be monitors on each side of the rows, and then you dare not talk because it's the monitors there, all the teachers and the principal, so you dare not talk.

Then, in the cases of the government schools, where the teacher-pupil ratio is what it is, then, for as long as it is like that, there's probably going to be less order and control and will just continue to be like that. Unless there can be some form of other intervention, teaching assistants being one alternative.

It's the same thing as drugs. It starts with the little things and then moves on.

We must stop it now.

By having more teachers, supervising it. Better discipline, more rules, stricter rules.

Consequences for their actions, parental control over their kids.

Do you think that, considering that the government is saying that there's an insufficient number of teachers, and that for the foreseeable future, there's going to be insufficient number, and too many children in the classes, from here onward that is what it is going to be like? Are there any other ideas that you might have, I am just thinking? The thing is that in the private schools, obviously, then the ratio is favourable. We have covered quite a lot of explanations and ideas already.

Video insert … Teachers' TV

Any thoughts as to what you've seen, any reflections to add to your initial comments, as a result of seeing the rest of the video?

Good to see that they're actually doing something about those kids, that's all, out of control and badly behaved, that they're actually working.

The isolation was a very good idea.

Yeah, I think that helps.

Oh yeah, that was the pre-primary, and also the sports, the sports psychologist.