

**THE ATTITUDESⁱ OF NOVICE FOUNDATION PHASE EDUCATORS TOWARDS
CHILDREN DIAGNOSED WITH ATTENTION DEFICIT HYPERACTIVE DISORDER
(ADHD) IN MAFUKUZELA GANDHI CIRCUIT**

**Submitted in partial fulfillment of the requirements for the degree of
Masters of Education (Education Psychology)**

in the

College of Humanities

at the University of KwaZulu –Natal (Edgewood campus)

By

Rosemary Nozizwe, Nonhlanhla Sibiya

Supervisor: Dr Henry Muribwathoho

Co - supervisor: Mr Patrick Mveli

March 2017

DECLARATION

I, **Rosemary Nozizwe, Nonhlanhla Sibiya** declare that this research study entitled “*The attitudes of novice foundation phase educators towards children diagnosed with attention deficit hyperactivity disorder (ADHD) in Mafukuzela-Gandhi circuit*” is my own work and has not been submitted before in any degree or examination at any other university.

.....

Researcher,

KWAZULU-NATAL, 2016.

We hereby declare that this thesis has been submitted for examination with our approval

Signed.....

DATE.....

Supervisor: Dr Henry Muribwathoho

Co - supervisor: Mr Patrick Mveli

TITLE PAGE

THE ATTITUDES OF NOVICE FOUNDATION PHASE EDUCATORS TOWARDS CHILDREN DIAGNOSED WITH ATTENTION DEFICIT HYPERACTIVE DISORDER (ADHD) IN MAFUKUZELA GANDHI CIRCUIT

DEDICATION

To

I will like to dedicate this work to my parents, Late Mr. E.Q Nxumalo and Late Mrs D.B Nxumalo for the big role they played in my life. Their moral support has kept this dream alive.

To my Husband, my children and some of my colleagues.

Your patience and understanding helped me endure the journey toward this academic achievement.

May God's blessings never leave your side!

ACKNOWLEDGEMENT

I wish to thank my supervisors Dr Henry Muribwathoho and Mr Patrick Mweli for their continuous support and encouragement, which enabled me to explore this field with keen interest.

I dedicate this work to my family especially my husband Dumsani, my children and granddaughters, Afika and Akhona, who made my academic journey bearable and meaningful.

I thank God Almighty for making it possible for me to be alive to witness this day and for his divine inspiration that helped me complete this research work.

I also wish to express my sincere gratitude to all the novice educators whose valuable contributions made this study possible. God bless!

ABSTRACT

With mainstream classes having many barriers to learning, such as having a large pupil-teacher ratio and poor teaching resources, children with Attention Deficit Hyperactive Disorder (ADHD) are often not looked after by novice Foundation Phase Educators. It is on this premise that this study is aimed at investigating the attitude of novice Phase Educators towards learners diagnosed with ADHD.

This is a case study qualitative research carried out to understand the attitudes of novice educators to learners diagnosed with ADHD in our six schools located in Mafukuzela Circuit. This circuit is composed of districts such as Tongaat, Verulam, Mzinyathi, Phoenix, Amaoti and Inanda, most of which are situated in rural/semi-rural areas where essential amenities such as electricity, pipe borne water and hospitals are not readily available. A sample of 15 novice educators were purposively selected in six secondary schools and semi-structured interviews were scheduled and conducted.

The study found out that most of the novice educators admitted that they perceived of learners diagnosed with ADHD as troublesome, disruptive and difficult to teach and that they would only pay attention in class if sedated with medication. The majority of educators confessed that they had no pre-service training on how to manage such learners in their classrooms. Most of them expressed frustration and disillusionment for the lack of support from the Department of Education (DoE) for the fact that there was no specialized professional support in their schools. Support services from registered psychologists and school counsellors who would conduct workshops with educators would empower novice educators with knowledge and skills to handle learners diagnosed with ADHD.

This suggests that there is room for change in their attitude if they are adequately trained with the help of school psychologists who can diagnosed these cases in learners.

Acronyms

ADHD --- Attention deficiency Hyperactive Disorder

DOE ----- Department of Education

HOD ----- Head of Department

UNESCO ----- United Nation Education, Scientific and cultural organisation.

Table of contents

DECLARATION	ii
TITLE PAGE.....	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vi
Acronyms.....	vii
Table of contents.....	viii
CHAPTER ONE	1
BACKGROUND AND ORIENTATION TO THIS STUDY	1
1.1 BACKGROUND	1
1.2 RATIONALE FOR THE STUDY	2
1.3 LOCATION OF THE STUDY	3
1.4 THE OBJECTIVES OF THIS STUDY ARE:.....	3
1.5 RESEARCH QUESTIONS/PROBLEM	4
1.6 LITERATURE REVIEW	4
1.7 THE RESEARCH METHODOLOGY	5
1.8. FOCUS AND THE AIM OF THE STUDY	9
1.9 DEMARCATION OF THE STUDY	9
1.10 ORGANISATION OF STUDY	9
1.11 CHAPTER SUMMARY.....	10
CHAPTER TWO	12
LITERATURE REVIEW	12
2.1 Introduction.....	12
2.2 Conceptualisation of Attention Deficit Hyperactivity Disorder (ADHD).....	14
2.3 Causes of ADHD	16
2.3.1 Treatment and Intervention strategies for children with living with ADHD	18
2.3.2 International Perspectives.....	20
2.3.3 National Perspective	21
2.4 How does the intervention take place in schools?	24
2.4.1 Intervention through curriculum and classroom practices	25
2.5 Attitudes of educators towards children with ADHD.....	26
2.6 Educating children with ADHD.....	28
2.7 Management of learners with ADHD in the classroom.....	29
2.7.1 School Counselling services	32
2.7.2 Remedial/rehabilitation services	33
2.7.3 Mentoring program	33
2.7.4 School development and ADHD	35
2.8 School Culture	36
2.8.1 External context.....	36
2.8.2 Human and material context	36
2.9 Implication ADHD for learning and development	38
2.9.1 Empowerment of teachers	38
2.9.2 Empowerment of learners	39
2.9.3 School support services	41
2.9.4 Collaborative intervention.....	41
2.9.5 Teacher – parent partnership	43

2.10 Environmental condition for learning.....	44
2.10.1 Advice to a novice teacher.....	46
2.11 THEORETICAL FRAMEWORK.....	48
2.11.1 Ecological systems theory.....	49
2.12 Conclusion.....	55
CHAPTER THREE.....	56
RESEARCH METHODOLOGY.....	56
3.1 Introduction.....	56
3.2 Research Methods.....	57
3.3 Context of the study.....	60
3.3.1 Definitions of Case Study Research.....	62
3.4 Relevance of Case Study.....	63
3.5 Strengths of case study Research.....	64
3.6 Limitation of Case Study Research.....	64
3.7 Research Paradigm: Interpretive Paradigm.....	65
3.8 Sampling and Participants.....	66
3.8.1 Methods of Data Production.....	67
3.8.2 Interviews.....	69
3.8.2.1 Semi-Structured Interviews.....	70
3.8.2.2 Focus Groups Interviews.....	70
3.8.2.3 Advantages of using Focus Groups Interviews.....	71
3.8.2.4 Disadvantages of using Focus Groups Interviews.....	71
3.9 Data Analysis.....	73
3.9.1 Trustworthiness.....	74
3.10 Ethical Issues.....	75
3.11 Conclusion.....	76
CHAPTER FOUR.....	76
PRESENTATION AND ANALYSIS OF FINDINGS.....	77
4.1 Introduction.....	77
4.2 Themes of the Case Study.....	78
4.3 Attitude of Educators Towards Learners With ADHD.....	78
4.4 Causes / Reasons for Holding the Attitudes.....	81
4.5 Impact of Teachers' Attitudes on Teaching and Learning.....	84
4.6 Conclusion.....	93
CHAPTER 5.....	94
CONCLUSIONS AND RECOMMENDATIONS.....	94
5.1 Introduction.....	94
5.2 Summary.....	94
5.3 Limitations of the story.....	95
5.4 Recommendations.....	96
5.5 Recommendations of further research.....	99
5.6 Conclusion.....	100
REFERENCES.....	101
Appendix A: Ethical Clearance.....	108
Appendix B: DoE Permission.....	109
Appendix C: Informed consent Letter.....	110
Appendix D: Interview schedule interviews with novice educators.....	112
Interview Schedule with ahead of departments (HoDs).....	113

Appendix E: Turnitin Report.....	114
Appendix F: Language Clearance Certificate	115

CHAPTER ONE

BACKGROUND AND ORIENTATION TO THIS STUDY

1.1 BACKGROUND

According to American Psychiatric Association (2000), Attention Deficit Hyperactive Disorder (ADHD) is the most commonly diagnosed psychiatric children's disorder. The prevalence rate in the USA is estimated to be 5% to 8% (Spencer, Biederman & Mick, 2007). However, Rowland, Lesesne and Abramowitz (2002) hold that prevalence estimates of between 2% and 18% vary due to race/ethnicity, sex, age and socio-economic factors. Although the prevalence rate in South Africa has not yet been determined officially, the ADHD support group in this country estimates that 10% of South African children experience symptoms associated with ADHD (Muthukrishna, in Lloyd, Stead & Cohen, 2006). Contrastingly, Flischer, Hatherill, Lund, Funk and Patel (2009) state that the prevalence of ADHD in South Africa corresponds with that of the United States and Europe.

Children with Special Needs are being mainstreamed into a system where novice teachers do not have the necessary experience to cope with the idea of having them in their classes. Many novice Foundation Phase Educators seem not to understand obvious disabilities such as blindness, hard of hearing and other physical disabilities, and appear almost sympathetic toward those children. They seem to have a preconception about children with Attention Deficit Hyperactive Disorder believing them to be lazy or deliberately disruptive. With mainstream classes having many barriers to learning, such as having a large pupil-teacher ratio and poor teaching resources, children with ADHD are often not looked after by novice Foundation Phase Educators. It is on this premise that this study is aimed at investigating the attitude of novice Phase Educators towards Attention Deficit Hyperactive Disorder. In the context of this study, a novice educator is someone who has been teaching for less than five years.

1.2 RATIONALE FOR THE STUDY

The reason to embark on this study is that it is based on my professional role as an educator and due to existing gap created in the literature. In the context of a professional, it is worthy to note that these children exhibit unacceptable behaviour within and outside the classroom. In fact, it is very common to see these children not only paying little attention to their studies, but they find it extremely very difficult for them to remember things and follow instructions in the classroom. Again, children diagnosed with ADHD try to do several things at once, bouncing around from one activity to the other. Even when they are forced by the educator to sit on many occasions is very difficult for them, their foot may be tapping and their legs may be shaking, or their fingers are drumming. With this unruly behaviour displayed by these children, the novice educators who are charged with the responsibility of teaching and taking care of them developed certain attitudes towards them. Therefore, it is the attitude of the novice educators towards children that prompted me to embark on this study.

Available literature indicates that a lot of work has been done on children with ADHD nationally and internationally. For instance, Engelbrecht (2003) researched on South African perspective on cognitive control therapy for learning disabled Children. Mayer and Sagvolden (2006) worked fine motor skills in South African children with symptom of ADHD, Alberda (2008) explore how grade three learners with attention deficit hyperactivity disorder experience the support provided by their educators in an inclusive education context and Ntombela (2012) researched on the teaching the intellectually impaired: challenges experienced by non-specialist educators in Pietermaritzburg special schools. Internationally, Jones (2000) worked on hyperactivity: what is the alternative, Jobling and Moni (2004), conducted a study entitled "I never imagined I'd have to teach these children: providing authentic learning experiences for secondary pre-service teachers in teaching students with special needs." From an array of research conducted on children diagnosed with Attention Deficit Hyperactive Disorder, I have seen that none has been done on the attitudes of novice foundation phase educators towards children with Attention Deficit Hyperactive Disorder (ADHD). It is worth saying that investigating the attitudes of novice educators; a gap created in the literature gives me the curiosity to embark on this study.

In this study, the theoretical framework that will be used is ecological system theory. Urie Bronfenbrenner developed this theory in 1972, and it focuses on the impact that environment play on the growth and development of an individual. Bronfenbrenner in his view believe that, there are five environmental factors that influenced an individual's growth and development. These factors are as follows: the mesosystem; the exosystem; the microsystem; the chronosystem and the macrosystem. From all indications, each of these systems influences the individual's psychological development in its own way (Rothery, 2001 Bruno, Stachowicz, & Bertness, 2003, Santrock 2011).

The selection of the theory was based on the understanding that the study is to explore how the novice educators behave towards learners Diagnosed with Attention Deficit Hyperactive Disorder (ADHD). Finally, I started teaching in the year 2002. Between 2002 and today, I have been exposed to so many children with ADHD.

1.3 LOCATION OF THE STUDY

This study is located in Mafukuzela Circuit. This circuit is made up of areas such as Tongaat, Verulam, Mzinyathi, Phoenix, Amaoti and Inanda. It is worthy to mention that Mafukuzela circuit is situated in rural/semi-rural areas where essential amenities such as electricity, pipe borne water and hospitals are not readily available. Since this circuit is located in these areas, most of the inhabitants are faced with poverty. Official government figure indicates that there are 50 000 inhabitants in the Mafukuzela. Additionally, there are about 65 primary schools in the area with the pupils' population of approximately 8500 and with the staff strength of 650.

1.4 THE OBJECTIVES OF THIS STUDY ARE:

1. To examine the attitudes of novice educators in the Foundation Phase towards ADHD children.

2. To investigate why novice educators, have these attitudes.
3. To investigate the impact of educators' attitudes on teaching children diagnosed with ADHD.

1.5 RESEARCH QUESTIONS/PROBLEM

My key research questions are:

1. What are the attitudes of novice educators in the Foundation Phase towards learners that are diagnosed with ADHD?
2. Why do they have attitudes that they have?
3. How do their attitudes affect teaching/support that they give to learners diagnosed with ADHD?

1.6 LITERATURE REVIEW

A literature review is an integral part of research, which gives “credibility and legitimacy”, to the study by showing that the researcher has sound knowledge of key “theoretical, conceptual [and] methodological” issues in the field (Cohen, Manion & Morrison, 2011, p. 112). In the “traditional” type thesis, the literature review is “presented in more detail and earlier on” in the study report (Paltridge, 2002, p. 134). However, I decided to deviate from the traditional approach and demonstrate my engagement with the literature within the Educators attitudes towards learners diagnosed with ADHD. I will therefore present subtopics to deal on two issues related to the topic.

- Educators' attitudes towards learners diagnosed with ADHD.
- Why the novice educators have that attitudes.
- Impact of educators' attitude on learners' wellbeing

1.7 THE RESEARCH METHODOLOGY

The study will be a *case study*. It is deemed appropriate in this study because exploring the attitude of novice educators towards Attention Deficit Hyperactive Disorder (ADHD) children fits a case study mode of inquiry. A case study is a qualitative research method used to examine contemporary real-life situations and provide the basis for the application of ideas (Yin, 2004). Yin (2004) explains that a case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and in which multiple sources of evidence are used (Yin, 2004, p. 23).

Similarly, Cohen, Manion & Morrison (2011) believes that case studies can establish cause and effect of how and why in real contexts, recognising that context is a powerful determinant of both causes and effects, and that in-depth understanding is required to do justice to the case. It is appropriate for this study because as Yin (2009) puts it, a case study can enable readers to understand how substance and intangible principles can fit together. In a deeper sense, Thomas, (2005) believes that case studies are analyses of persons, events, decisions, periods, projects, policies, that are studied holistically by one or more methods. The case that is the subject of the inquiry will be to understand the attitudes of novice educators towards learners diagnosed with ADHD.

In the light of all these definitions, it can be said that case studies emphasize detailed contextual analysis. It will give insight into a relatively new phenomenon, exploring the attitude of novice educators towards Attention Deficit Hyperactive Disorder (ADHD) children.

The nature of the research questions necessitated the use of a qualitative methodology necessary to get insights on the subject in question. In qualitative research, the perspective of the researcher matters and is not far removed from the research (Clandinin & Connelly, 2000; Eisner, 1991; Shank, 2006). Secondly, in order to answer the research questions, there is a need to offer a

detailed account of the experiences being studied, in this case, exploring the attitude of novice educators towards Attention Deficit Hyperactive Disorder (ADHD) children (Creswell, 1998; Denzin & Lincoln, 2000). Thirdly, qualitative inquiry embraces new ways of looking at the world (Shank, 2006, p. 11). Merriam (in Hale, 2005, p.23) states that the founding assumption for qualitative research is that individuals assemble their own realities through their interaction with the world (Merriam, 1998). In this regard, the attitudes of novice teachers will offer potentially a different approach to understanding what it means to teach Attention Deficit Hyperactive Disorder (ADHD) children.

According to Creswell (2013), the choice of the research approach is a critical important decision. This is because a research approach does not simply inform the researcher how the research would be conducted, but it also gives the researcher the opportunity to critically consider how each of the various approaches may contribute to, or limits the study. The research approach allows the researcher a chance to satisfy the articulated objectives and design an approach which best satisfies the research's requirements (Creswell, 2013).

Qualitative research approach is best suited for this study because it an inquiry process of understanding where the researcher develops a complex, holistic picture, analyses words, reports detailed views of informants, and conducts the study in the natural setting (Creswell & Clarke, 2007). Similarly, McMillan and Schumacher (2006) suggest that qualitative research methodology examines a bounded system or a case in detail, employing multiple sources of data that is found in a setting. The main strength of this qualitative methodology lies in the depth of understanding that it allows (Cohen, Manion & Morrison, 2011). Therefore, qualitative approach will help me to get a deeper understanding of the issues being investigated. An approach has enabled the research questions to be answered by providing a rich picture on the actual conditions surrounding the attitudes of newly appointed Foundation Phase Educators towards Attention Deficit Hyperactive Disorder (ADHD) children.

Therefore, within this qualitative framework, an interpretive approach will be most appropriate. Schwandt (in Shikukutu, 2012) states that this method allows a deep insight into “the complex

world of lived experience from the point of view of those who live it.” Interpretive research assumes that reality is socially constructed and that the researcher becomes the vehicle by which this reality is revealed (Cavana, Delahaye, & Sekaran, 2001). Guba & Lincoln (in Antrade, 2009) point out that the interpretive researcher’s ontological assumption is that social reality is locally and specifically constructed by “humans” through their action and interaction. According to Merriam (in Shikukutu, 2012) interpretive qualitative approach, first, is concerned with the researcher’s interest in understanding what those meanings and interpretations are for the participants at a particular point in time and in a specific context.

Based on this, as a researcher, I will strive to understand the attitudes of novice educators towards learners diagnosed with Attention Deficit Hyperactive Disorder (ADHD) in the social context in which they construct their professional. Secondly, this approach focuses on the researcher as the primary instrument for data collection and data analysis. Lastly, the product of this study is richly descriptive and will be in the form of quotes from participant’s interviews rather than numbers; given that the study will be interested in participants’ interpretations at a particular point in time and in a particular context.

The sample size for this study is 15 participants, those are 10 (novice educators) and 5 Heads of Department(HoDs) in Foundation Phase who are directly in charge of the novice educators purposively selected from 5 different schools. I want to state that I would select 2 educators from each of these 5 schools so selected. The reason for the selection of these schools is to gather a wide spread of the participants from all the Mafukuzela Gandhi circuit. In the context of this study, a novice educator is someone who has been teaching for less than five years.

To answer critical questions that were earlier developed, data was collected from participants through a semi-structured interview and questionnaires. In semi-structured interview, the researcher has a list of questions or specific topics to be covered, which is often referred to as an interview guide, while the interviewee has a great deal of advantage in how to reply.

Furthermore, the semi-structured interview, therefore, not only gives interviewers some choice in the wording to each question but also in the use of probes (Hutchinson & Skodol-Wilson 2013). This involves face-to-face interaction. Semi-structured interviews is be used in order to gain an in-depth knowledge on newly appointed foundation phase educators and head of departments towards Attention Deficit Hyperactive Disorder (ADHD) children.

Empirical data collection methods is largely based on interviews. An interview is an art of urging respondents to detail answers to pertinent questions. Interviewing is the ability of the researcher to utilise his skill in asking questions, that will elicit the desired information, and intently listening to the response (Denzin & Lincoln, 2003). There is a situated understanding between the interviewer and participants in an interactive environment. However, this method is largely influenced by the interviewer's personal attributes such as gender, class, race and ethnicity.

The questionnaires I will use will have two sections: Respondents (HODs) will complete the first part of the questionnaire giving their personal details. The rest of the questionnaires will be directed at understanding the attitudes of novice educators towards learners diagnosed with Attention Deficit Hyperactive Disorder (ADHD).

I will follow these steps in this research. Firstly, I will determine and define the research questions, and then I will select the cases and determine data gathering and analysis techniques. Furthermore, I will prepare to collect the data, collect data in the field, evaluate and analyze the data before I will prepare the report. After this, I will further investigate the object of the case study in depth using a variety of data gathering methods to produce evidence that leads to understanding of the case and answers the research questions.

1.8. FOCUS AND THE AIM OF THE STUDY

The focus and the aim of this study is to investigate the attitude of newly appointed Foundation Phase Educators towards Attention Deficit Hyperactive Disorder (ADHD) children. In the light of the above, however, the main purpose of the study is to investigate the attitudes of newly appointed foundation phase educators towards children who are diagnosed with ADHD.

1.9 DEMARCATION OF THE STUDY

The study is located in Mafukuzela Circuit. This circuit is made up of areas such as Tongaat, Verulam, Mzinyathi, Phoenix, Amaoti and Inanda in KwaZulu- Natal and will be conducted from June 2015 to August 2015.

1.10 ORGANISATION OF STUDY

This study is divided into five chapters and each chapter deals with a different aspect of the research process.

In Chapter One the outline of the study is provided. The brief background is given in the introduction, which provides the problem statement for the study. The rationale and motivation and the significance of the study is given. The aims, objectives and the key research questions are provided. The key terms are defined and the review of literature is outlined. There is a brief mentioning of the research methodology. The delimitation of the study and the chapter outline are presented. The chapter concludes with the chapter summary.

In Chapter Two, the literature review and theoretical framework are presented. The review commences with the introduction. Both the International and South African studies are reviewed to find the gaps that led to this study. It reviews relevant literature on management practice. The

review starts with the theoretical framework that underpins the study, is followed by an overview of management role in staff development, and is followed by an overview of international, continental and local review of studies related to the critical questions of this study.

In Chapter Three the research design and methodology is unpacked. The chapter gives the introduction. It outlines the research paradigm and the methodology. It details the method of data collection used that include the semi-structured interviews, focus group interviews as well as the document analysis. The chapter identifies the sampling procedures used and the participants. It explains in details how data is analysed. The trustworthiness and the ethical issues are adhered to. The limitations of the study are tackled. The chapter closes with the summary.

In Chapter Four data presentation and discussion are presented. The chapter commences with the introduction and the analysis of findings and discussion of the data according to the participants' point of view. The successes and obstacles that exist in schools under study are discussed. The chapter closes with the summary.

In Chapter Five the study is brought to an end by providing the summary of the main findings, conclusion and possible recommendations of future research to contribute to the development of learning in schools.

1.11 CHAPTER SUMMARY

This chapter is chiefly an orientation to the rest of the study, which encompasses a research problem, context and focus. Followed by the rationale and motivation for the study; importance and purpose of the study; research questions; definition of concepts; an overview of the literature review; delimitation of the study as well as the demarcation of this study. Furthermore, the key research questions were put forward together with the definitions of terms. It gave a detailed briefing of research methodology and touched on delimitation, chapter outline and the chapter summary. In the next chapter, the review of related literature and the theoretical framework as a foundation of the study is presented. It is dedicated to the literature review and theoretical framework that underpin this study. The literature review, drawn from a diverse spectrum of research work.

The aim of outlining all aspects, which are an integral feature of the study, is to provide meaning and direction of the research project.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

According to Grix (2004), literature review is an account of what has been published on a topic by accredited scholars and researchers. Fox and Bayat (2007) conceptualise literature review as a critical assessment and summary of the range of past and contemporary literature in a given area of knowledge. It may be restricted to formal documents or papers and books written on one discipline or sub-discipline, or it may be wider ranging within another discipline or sub-discipline. In the light of the above, in my literature chapter, therefore, it will look at the conceptualisation of ADHD, the causes of ADHD, treatment and intervention strategies of children with ADHD, attitudes of educators towards children with ADHD, educating learners with Attention Deficiency Hyperactive Disorder and Management of children with Attention Deficiency Hyperactive Disorder in the classroom.

The education system is facing many challenges that militate against the effective delivering of teaching and learning in the classrooms. Some of the socio-economic factors within the context of school which can be identified as barriers to learning effectively, teachers facing tremendous difficulties on attending to most of the issues like conduct disorders, physical and sexual abuse, HIV/AIDS, poverty and more related problems that can affect learners socially, emotionally, academically, physically, psychologically. Inclusive education, of all learners on the other hand, advocates for the placement of students, regardless of the problems encountered or disabilities, in the regular classroom. Any special services or supports required are brought to the child and all aspects of a child's specialized educational program are carried out in the classroom setting. According to Mitler (2000), this is based on a value system that welcomes and celebrates diversity arising from gender, nationality, and race, language of origin, social background, and level of educational achievement or disability. The underlying premise of inclusion is one that stems from a human rights perspective for all the children with disabilities or problems.

According to Hardcastle (2000), “education has been the primary focus of different governments for centuries. From the dynastic and feudal era wherein scholars emerged to build-up the European Renaissance, to the uprising of civil rights movements in the industrial era, education has been proven as a tool that can make, or break, a whole society. In the Third World setting, governments work hard to make sure that their universities, colleges, and basic education centres continue to provide a mechanism that can make its citizens intellectually capable, to contribute to the national economy. Although, many have succeeded in their crusade. However, many perceive that quality schooling comes with a price many poor families cannot afford to pay. Developing countries such as India, Brazil, Egypt, South Africa, Malaysia, and Thailand have superb educational systems that contributed much in the welfare of their people” (Hard castle, 2010).

UNICEF (2001) believes that education is a primary human right. They said it is mandatory for every child as an entitlement. It is important to our progress as individuals and as societies, and it helps give way to a booming and creative future. When we guarantee the accessibility to a mandatory, quality based education that is rooted in gender equality, we can create a ripple effect of opportunity that affects generations to come. Research has shown that Education helps people become more proactive, gain control over their lives, and widen the range of available choices. In fact, the opposite of marginalization is empowerment, and basic education is one of the keys to empowerment, both for individuals and groups. In fact, education is the primary vehicle by which economically and socially marginalized and handicapped learners can lift themselves out of poverty and obtain the means to participate fully in their communities (United Nations, 1999).

One of the key objective of every democratic government is to uphold in its policy that education is a fundamental human right which extend to all learners and so aim in the provision of quality education for all learners so that they will be able to reach their full potential and contribute meaningfully to the development of the society at large. The inclusive education in the South African context is about assuring access, permanence, quality learning and full participation and integration of all children and adolescents, particularly for members of disabled, disadvantaged

and poor societies, those with disabilities, those who are homeless, and those who are workers, those diagnosed with ADHD. According to the Dakar Framework for Action, (2000), protection against discrimination based on culture, language, social group, gender or individual differences is an inalienable human right that must be respected and fostered by education systems.

The policy on Inclusive Education as put forward in Education White Paper 6 (2011) hammered on the important link between “Education for All” and “Inclusive Education” by stating that: Central to challenges for quality education for all are to recognise and address the diverse needs of the entire learner population in order to promote effective learning for all. Barriers to learning and development are resident within the curriculum, the centre of learning, the education system or broader social context. The central role of support services is to minimise, remove and prevent these barriers by developing the mechanisms that make the curriculum responsive to the needs of all learners and ensure that these learners actively participate equally in the education process.

School are facing series of challenges related to learning difficulties in learners most especially with underline situation in the child’s family background, parental influences, peer pressure, environmental conditions, socio-economic status of the learners, marital status and so on. According to Lomofsky and Lazarus (2001), some barriers to learning and development include: socioeconomic barriers, discriminatory negative attitudes and stereotyping, inflexible curricula, inappropriate language of teaching and learning, lack of enabling and protective legislation and policy. They also believed that barrier to learning can be because of lack of parental recognition and involvement, disability, and lack of human resource development strategies.

2.2 Conceptualisation of Attention Deficit Hyperactivity Disorder (ADHD)

In 1798, Sir Alexander Crichton was the first scientist and physician to discover Attention Deficit Hyperactivity Disorder (ADHD) (Michielsen, Comijis, Semeijn, Beekman, Deej & Kooij, 2012). Before the term ADHD was used, the disease was referred to as Hyperkinesis, or Hyperkinetic Syndrome which means ‘overactive’ in Greek. Tannock (1998) says that ADHD is

a behavioral disorder that is associated by problems with attention, impulsive behaviour and excessive motor activity. Furthermore, Modesto-Lowe, Yelunina, and Hanjan (2011) states that attention deficit/hyperactivity disorder (ADHD) is a neuro-behavioural disorder with onset in childhood, which is characterized by developmentally inappropriate hyperactivity, inattention and impulsivity. From all indications, this disorder is most noticed among school-aged boys, although it is also seen among females, adolescents and adults (Mannuzza, Kevin, Bessler, Malloy & LaPadula, 1998). However, the Freudian idea of dysfunctional parenting as the cause of hyperactivity was somehow popular and the treatment involved a combination of stimulant medication, psychotherapy and parent counselling. In the early part of 1970s, the concept of Minimal Brain Damage (MBD) faded away, and in the 1980s, over-activity was no longer construed as significant, instead, the focus shifted from the primary problem was now on inattention and attention deficit (Diller, 1998). However, ADHD is a chronic early childhood developmental disorder with reported prevalence estimates of 5.0% among children (Polanczyk, de Lima, Horta, Biederman & Rohde ,2007), 4.4% among adults (Kessler, Aller, Barkley, Biederman, Conner, Daimler & Greenhill (2006), and 2.8% to 4.2% among older adults (Michielsen, Comijis, Semeijn, Beekman, Deej & Kooij ,2012).

ADHD is fully represented as “Attention Deficit Hyperactivity Disorder”. There are three types of ADHD. They are in the category of inattentive, impulsive and hyperactive. ADHD is extremely misunderstood. The child is often considered lazy, a dreamer, naughty or having low potential. An ADHD child is the contrary. These children feel as though they have a dormant volcano of information that desperately requires erupting. Sadock, Sadock & Ruiz, (2015) classified a persistent pattern of inattention and/or hyper-activity-impulsivity that interferes with functioning or development as characterized by at least six symptoms from either (or both) the inattention group of criteria and the hyperactivity and impulsivity criteria. They noted that these symptoms have persisted for at least 6 months to a degree that is inconsistent with developmental level and that negatively affects directly on social educational and work settings. Furthermore, another research concludes that the teacher who is important in providing the information for diagnosing ADHD (Wolraich, Lambert, Baumgaertel, Garcia-Tornel, Feurer,

Bickman & Doffing, 2003). This clearly demonstrate that the educators in important in finding out which learner is showing the symptoms of ADHD.

2.3 Causes of ADHD

According to Mash and Wolfe (2005) literature on the history of ADHD emphasis on the continuous change in this field, as well as the complexity, the debates and many myths about this disorder Barkley et al., (2008) believes that apart from the three primary problems of inattention, impulsivity and hyperactivity at the core of ADHD, numerous studies have shown that most children diagnosed with ADHD are of normal overall intelligence or brighter, yet they have trouble in applying their intelligence to everyday situations. It is also more likely that they will have learning disabilities that can result in poor academic performance, while 30% to 60% of them have speech and language problems, they talk more, shift often in conversations, interrupt other people's conversations and start a conversation inappropriately. Mash & Wolfe, 2005; DuPaul and Stoner, 2003 believes that children diagnosed with ADHD often also experience interpersonal problems with family members, teachers and peers. Their behaviour can be unpredictable, hostile and confrontational and it seems they do not learn from their past mistakes. They show a great variability in their symptom severity and performance in different situations and across tasks (Mash & Wolfe, 2005). Situational factors also influence the performance of children diagnosed with ADHD (Barkley, in Mash & Wolfe, 2005). Mash and Wolfe (2005) also added that co-morbid psychiatric disorders, which often predict the development of even more serious problems and a poor outcome in adolescence and adulthood, may also be diagnosed.

It is the duty of the psychologist or a medical practitioner to normally make a diagnosis of ADHD. American Psychiatric Association, (2000) require that the hyperactive-impulsive or inattentive symptoms should be present in two or more settings (e.g. at school and at home). According to Wolraich, Lambert, Baumgaertel, Garcia-Tornel, Feurer, Bickman & Doffing, (2003) this requirement emphasizes the prominence of teacher information in making the diagnosis). The goal of diagnosis is not just the diagnosis itself, but also, based upon the information gathered, to plan interventions that are likely to succeed (DuPaul & Stoner, 2003). The teacher is most often the first person to make a referral for assessment for ADHD, because the structured school environment means learners with problems of inattention, hyperactivity and impulsivity exhibit behaviours with which the other learners and their educators cannot cope.

Educators also play an important role in the assessment process, providing information on academic history and performance, social relations and general everyday functioning, thus playing a very important part in the screening for ADHD (Zentall, 2006; Lawson, 2004; Snider, Busch & Arrowood, 2003; Sciutto, Terjesen & Bender Frank, 2000).

Literatures indicate that the main cause of this disease is not yet known since there are no specific laboratory tests or x-rays to diagnose it. However, what is identifiable is a variety of symptoms resulting from causal mechanisms and their effects (Barkley, 2000). According to Lilly (2004), scientific evidence strongly suggests that hereditary and neuro-biological factors have received the greatest attention as major causes of the disease. Additionally, Martin (2010) argues that genes, nutrition and food, environment and brain injury are the possible causes of the disease. Barkley (2000) reported that about 40% of ADHD children have at least one of their parents with ADHD symptoms, 35% have an affected sibling, and 80 - 92% of identical twins are affected.

Once a child is diagnosed with ADHD, available treatments for this ADHD are psychostimulant medication, educational interventions, behavior modification procedures, diet manipulation and supplements. This makes the management of the disorder to then become important, because the performance effects of the intervention strategies require close monitoring and feedback to all relevant role-players to improve the child's behavior (DuPaul & Stoner, 2003). Behavior therapy and classroom behavior interventions training for parents have been shown to have positive results when it comes to the treatment of ADHD (Anastopoulos & Farley, 2003). This would then mean that the training of teachers to manage the behavior of the child diagnosed with ADHD ought to be an important first step for classroom management. This training would need to include knowledge of symptoms and treatment of diagnosing ADHD, as well as managing the behavior of the child in the classroom.

According to the White Paper 6 (Department of Education, 2001) on Inclusive Education, learners who have special needs, such as having a diagnosis of ADHD, should have a differentiated curriculum and evaluation system that might enable them to progress at their own rate and at their own level, while placed in mainstream classes. Mainstream educators, however, lack the understanding, tolerance and knowledge of ADHD learners (Dore, 2010). They therefore pretend not to see behavioral problems, or sometimes to shut the learner out from class lessons (Ramphal, 2010). Perold, Louw and Kleynhans (2010) found that there was substantial lack of knowledge among teachers in certain key areas of ADHD. Furthermore, teachers also indicated that they had very little or no training in ADHD and the management of ADHD in the classroom. Similarly, Hariparsad (2010) found that teachers required more training on teaching children diagnosed with ADHD, as in-service training on the matter had not been provided by the Department of Education. Research in South Africa suggests that teachers, as a means of managing their classrooms, engage learners who may have ADHD in alternative tasks such as sweeping the classroom, taking messages to other teachers or additional academic work in class (Lopes, Eloff, Howie & Maree, 2009). In the context of an inclusive classroom, teachers need to ensure that children with ADHD participate in the curriculum and classroom activities. In an emerging economy like South Africa, where there may be limited public knowledge of ADHD, teachers have a great role to play in recognizing ADHD symptoms (Davies, 2010) as well as managing and supporting the learners with ADHD in the classroom. In the present study, we were therefore interested to: 1) assess primary school teachers' knowledge of the symptoms and treatment of ADHD; and 2) determine strategies primary school teachers use to manage children in their classrooms diagnosed with ADHD.

2.3.1 Treatment and Intervention strategies for children with living with ADHD

Based on research, "treatment of choice" for ADHD is psychostimulant medication, educational interventions, behavior modification procedures, as well as diet manipulation and supplements (Banaschewski, 2009; Venter, 2009). Performance effects on these intervention strategies require close monitoring and feedback to all relevant role players to improve the child's behavior (Zentall, 2006; DuPaul & Stoner, 2003). When stimulation medication forms part of the treatment, educators should be asked to give regular feedback to the medical practitioner. This

information could be vital in determining the child's responsiveness to the medication and optimizing the efficacy and minimizing the side effects of the medication (MTA Cooperative Group, 1999).

Inclusive education is struggling to become a reality in South Africa (Department of Education, 2001). This means that educators have to cope with more learners in their classes and with more learners with diverse needs, such as those who have ADHD. To be able to put inclusive education into practice a teacher needs to accommodate and recognise the unique diversities of the learners in class. To do this effectively the educator needs to be fully informed about these diversities (Decaires-Wagner & Picton, 2009). In creating welcoming and accommodating classrooms for all learners, it is important for teachers to organise their environments according to the diversity of needs of the learners in the class. Therefore, the knowledge teachers have about ADHD may also influence how they communicate with and teach learners diagnosed with ADHD. Having a better understanding may prevent them from developing negative views of these learners or labeling them (Holz & Lessing, 2002). Understanding ADHD will thus enable educators to change their classroom management, to adapt the curriculum, to have realistic expectations and to use a variety of teaching strategies in order to create a positive learning environment that are conducive to the academic, social and emotional success of learners diagnosed with ADHD (Zentall, 2006; DuPaul & Stoner, 2003; Holz & Lessing, 2002). Collaborating with and advising parents and other role players effectively also demand extensive knowledge on the teacher's part (Louw, 2009a; DiBattista & Shepherd, in Kos, Richdale & Jackson, 2004).

According to Karande (2005), three intervention strategies are reportedly successful in eliminating the effects of ADHD in children. The three methods consist of the following, medication management, behavior modification and a multimodal method. In the area of medication, the use of Ritalin (Methylphenidate hydrochloride) in managing ADHD is very common place. It is worthy to note that medication does not cure ADHD, rather it does improve the person's ability to be calm and concentrate. Behavioral modification involves the point in

which a therapy and counseling is given to the child to learn on how to adapt to the new behavior (Sidley, 2008). Karande (2005) argue that the most successful type of therapy is multimodal approach, because it allows the children with ADHD to reduce the daily dosage of medication, as he/she masters appropriate ways in which to act and behave, rather than simply relying upon medication to correct or alter his/her behavior. According to Barkley (2000), the use of the multimodal methods for children with ADHD is very effective because it prevents the child from relying solely on medication.

Subsequently, the intervention can come into play when the symptoms are identified in a learner in the school system, perhaps urgency of support service is needed to enhance the smooth required outcomes in a particular time. There is overwhelming evidence that support and remediation, rather than punishment for poor achievement, is most likely to lead to better results. Stigmatisation, labelling, ignoring learners who have performed badly and grouping by intelligence should never be practiced in the classroom. Rewards to groups and to the whole class for achievement are also important (Craig et al. 1998, p. 19). Parent-training programs, often one component of parent-support programs, teach parents strategies they can use to improve their child's behaviour, such as providing positive reinforcement for good behaviour and clear instructions so that the child knows exactly what he or she should be doing (McMahon et al., 2006). Therefore, training program can be of much help to educate parent when creating awareness to child's needs in and out of school.

2.3.2 International Perspectives

Many novices' educators' express apprehension concerning their ability to teach learners with diverse needs in the mainstream classrooms and apportion blame on their preparation for inclusion in Austria (Jones, 2002). In India, Chong (2007) claims that both males and females' pre-service teachers indicated more ease in their connections with people with disabilities. However, female respondents indicated more positive attitudes towards the idea of inclusion in

terms of learners with disabilities but there is also an increased awareness of the challenges when having to include students with disabilities.

Forlin (2001) claims that, newly qualified or teacher trainees are not ready for inclusion because they do not have the necessary knowledge, skills and attitude to execute tasks in inclusive settings. In Botswana, a teacher trainee mentioned that she did not feel prepared, but during the practicum she discovered that much of the implementation is common sense, adapting material is something she found to be creative and imaginative (Molosiwa, 2010). Another teacher trainee mentioned that she was looking forward to teach in the mainstream classroom but was disappointed because she did not have the opportunity to develop course adaptations for learners with special educational needs. Some participants acknowledged that while they may not have felt prepared entering the practicum; they felt that they came away from the practicum with enough experience to engage in the mainstream classrooms (Soudien, 2004).

In Austria, Lorman (2007) discovered that novice educator's loose hope in implementing inclusive education because resources are lacking and this emerged as the most highly ranked concern for implementation. Teacher trainees also felt that, it is still tough to implement inclusion because most classes are still over crowded, and therefore they are not ready for inclusion. They claim that successful inclusion is reliant on the support of classroom assistance (Lambe & Bones, 2006).

2.3.3 National Perspective

As part of reforms designed to change the South African education landscape, the new democratic government established guidelines in the Education White Paper 6 (Department of Education, 2001) that state: "all children and youth can learn and need support and that learners' individual strengths need to be encouraged" (Nel, Nel & Hugo, 2013). The main aim of these reforms is to ensure that the country establishes an education system that is inclusive, in order to

achieve a society that is based on social justice (Department of Education, 2001). Given the country's history of racial strife and injustice, the education reforms are key to redressing historical imbalances, and to the promotion of ideals of the new political dispensation. Key to education reforms would be the training of teachers in classroom management. Classroom management becomes paramount, specifically with children who have been diagnosed with ADHD, as part of their treatment regime (Schultz, Storer, Watabe, Sadler & Evans, 2011).

According to American Psychiatric Association (2013, p.103-106), Attention Deficit Hyperactive Disorder (ADHD) is linked by "a chronic and pervasive pattern of developmentally inappropriate levels of inattentiveness, hyperactivity and impulsivity manifesting in early childhood". This then may continue into adulthood. Children with ADHD often exhibit deficits in one or more areas of executive functioning, including verbal working memory, emotion regulation, behavioural inhibition, motivation, planning, strategy generation and implementation, and self-monitoring (Barkley, 2005; Willcutt, Doyle, Nigg, Faraone & Pennington, 2005). The prevalence rates of ADHD are variable. For example, a systematic review reported a worldwide prevalence rate of ADHD as 5.29% (Polanczyk, De Lima, Horta, Biederman & Rohde, 2007). Cross-cultural studies suggest that ADHD is increasing in developing countries as much as 6% to 10% in Africa (Kashala, Tylleskar, Elgen, Kayembe & Sommerfelt, 2005; Ofovwe & Meyer, 2006). In South Africa, the prevalence rates were reported retrospectively in a study as 37.9% of 58 adult participants diagnosed with childhood ADHD (Mahomedy, Van der Westhuizen, Van der Linde & Coetsee, 2007). And the Attention Deficit and Hyperactivity Support Group of Southern Africa (ADHASA) puts the prevalence rate at 8% to 10%. However, Muthukrishna (2013) states that the prevalence of ADHD is not officially presented in South Africa.

Oswald and Swart (2011) claims that most novice educators from higher education institutions in South Africa are prepared to implement inclusive education in schools, but they are worried about the resources to support inclusion in terms of the reality of large classes and their workload. Sallivans (2002) claims that the pre-service teachers have indicated an increase in knowledge and skills which is required to teach learners with disabilities but they have shown

some concerns about implementing inclusive education in an environment where support and resources are limited and classes are large.

On the contrast, Jenkins (2002) view is that novice educator show concerns about the limited knowledge on various aspects of providing the learning needs of various categories of learners with disabilities in South Africa. Novice educators also lack skills needed for inclusive classroom setting (Jackson, 2000). During their teaching practice, teachers expected teacher trainees to be masters of all, yet the skills are limited. They had learners for example with hearing impairment in their classes and they did not know how to handle learners with hearing impairment (Benjamin, 2003). Rosenberg (2005) claims that some novice educators in South Africa are not yet ready to function in an inclusive education set up fully. These novice educator's claims that they do not have in-depth knowledge about other areas, for instance, they were not taught how to deal with learners with mental problems and yet these are kind of learners that were in their classes (Hang, 2003). Rosenberg (2005) claims that novice educators do not have adequate support service facilities such as speech therapy to help learners with such needs. Regular and special education teachers often feel that they are inadequately prepared to address the needs of learners with various categories of exceptionalities (Jenkins, Pateman & Black, 2002).

Hang (2003) claims that the views of novice educators in South Africa about partially being ready to implement inclusion were further affirmed by another teacher trainee who claims that, they have seen learners with autism during their teaching practice, but they did not know how to manage such learners because they have acquired limited information in dealing with learners with special needs. Hang (2003) also claims that novice educators are taken as education specialist in their communities and they are expected to know how to deal with disorders such as autism, dyslexia and fetal alcohol syndrome, but they are unable to help because they had limited or no information regarding how to teach a learner with these disorders (Miller, 1999).

2.4 How does the intervention take place in schools?

In any practicing schools, the departments or offices are allocated to the counselling team and psychologists whereby all the learners who need counselling or support will come for prognosis in their performances, meanwhile other learners can come based on referrals by their classroom teacher for further related observation militating against their activities in school work, that establish the support of psychologists (Holowinsky, 2007).

School psychologists have a foundation knowledge bases for both psychology and education, including theories, models, research, empirical findings, and techniques in the domains, and the ability to explain important principles and concepts. School psychologists use effective strategies and skills in the domains to help learners succeed academically, socially, behaviourally, and emotionally. Institute of Guidance Counsellors (2009) states in the code of practice for both supervisors and counsellors in collaboration with psychologist as below mentioned duties assisting the learners gaining wider acquisition of knowledge. Therefore, school psychologists can apply their knowledge and skills by creating and maintaining safe, supportive, fair, and effective learning environments and enhancing family school collaboration for all learners especially learners diagnosed with ADHD. School psychologists should demonstrate knowledge and skills relevant for professional practices and work characteristics in their field.

School psychologists ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all children, families, and schools. School psychologists integrate knowledge and professional skills across the 10 domains of school psychology in delivering a comprehensive range of services in professional practice that result in direct, measurable outcomes for learners, families, schools, and/or other that need their services. Ethics of conduct (2009) for psychologists stated the following: The domains are highly interrelated and not mutually exclusive. The brief descriptions and examples of professional practices in each of the

domains provided below outline major areas of knowledge and skill, but are not intended to reflect the possible full range of competencies of school psychologists.

School psychologists aim at performing some counselling, health, social and academically guidance rather than venture into administrative roles (Thomas et al., 1992). In most cases, the work of psychologist gives broader light to the learners' performance in all rounds of life activities mentally, physically, socially and emotionally whose may in turns need intervention. Apparently support may be requested by the teacher on a special education of the child from the psychologist to enhance the full service delivery on the standard of learning of a learner (Beauchamp, 1994), whereby service assessment is needed from the psychologist while assisting the learners. Hagemeyer et al. (1998) teachers' parents' collaborations is valued to pose a quality intervention strategy on the learners' achievements based on record aimed at creating a positive behaviour on the learners' assessment related activities (Brown et al., 1998), this may be a common place.

2.4.1 Intervention through curriculum and classroom practices

Quality of teaching and learning instructions has a strong impact on student learning (Brophy & Good, 1986; Stigler & Heister, 1999). This is a widely accepted generalisation. The following strategies have been identified as effective by major research studies (Darling-Hammond, 1996; Hattie, Biggs, & Purdie, 1996): The interdependent nature of interventions supports the holistic approach to school reform that is associated with achievement gains. Dickinson and Butler (2001) described this as interdependency of the ecological nature of the middle school concept that integrates multiple conditions, beliefs, processes, and goals. Wenglinsky, (2002) believes that schools provide the context that enables and supports effective classroom practices Aspects of the holistic approach are as follows: an alignment of all parts, high implementation of the school design, combination of academic focus and supportive relationships, a focus on academic achievement and a School's Capacity for Change

The school's capacity for change emanate from a combination of factors that enable educators and administrators to problem-solve and implement decisions that help learners learn. Various research studies have investigated these factors. The principal viewed as a strong leader is associated with articulation of the school's mission, a safe learning environment, and instructional improvements (Edmonds, 1979; Berends, 2002; Clark & Clark, 2001). Principal should act on high level of trust so that curriculum can be followed by educators, flow to learners.

2.5 Attitudes of educators towards children with ADHD

According to Hogg and Vaughan (2005), an attitude is a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols. In other words, attitudes refer to the evaluation of people, events, objects, or issues as either favourable or unfavourable. It is worthy of note that only a few studies have coherently evaluated the attitudes educators has towards children with ADHD. Prior research has pointed out that teachers' attitudes toward ADHD mainly derive from the media or friends and relatives instead of from scientific resources (Kos, Richdale & Hale, 2006).

Additionally, parents of children with ADHD frequently complain about not getting appropriate assistance at school, due to the deficiency in positive attitude by teachers (Kypriotaki & Manolitsis, 2010). Assumptions from this review advise the need for training availability, adapted curriculum, positive attitude, and responsibility from teachers.

The role of a qualified good teachers and educators cannot be under-estimated or over-emphasized to improve classroom activities and learners access to learning experiences meaning cooperate working. Jordan and Stanovich (2002) show that the role of classroom teacher is a key variable to the successful Inclusion of students with sexual abuse; which may in turns be a referral procedure to school services support team to assist such learner hence the success of

students with sexual abuse who are included in same class with others depends on the part of teaching factors and teacher ability to identify the learner problem.

The results indicate that learner may fare better in classrooms than in others who are not abused depend on the teacher capacity to address the case, in part as a result of different methods of counselling interactions and of teacher beliefs and attitudes towards students with learning difficulties (Jordan & Stanovich, 2001).learning problems that may occur due to the learners experiencing one kind of the socio-economic problems as obstacles hindering the learner better performances in the classroom activities. Despite the fact that there is this well-established link between what teachers believe and what they practice, the perspectives of general educators on inclusion of learners with special needs “has been conspicuously omitted from discussions of changes in policy and practice” (Soodak, Podell, & Lehman, 1998, p. 495).

Similarly, Scruggs and Mastropieri (1996) examined the attitudes of general education teachers towards Inclusion. Educators are the agents of change to stimulate the learners while they demand attention or special need to attend to in fulfilling the aim of inclusion within the classroom. According to their analysis, the majority of teachers agreed with the concept of Inclusion in general and a slight majority was willing to include students with special needs in their classes. However, willingness aside, less than one third of respondents believed that they had adequate expertise or training to teach in an Inclusion model classroom. Willingness aside, less than one third of respondents believed that they had adequate expertise or training to teach in an Inclusion model classroom. Meanwhile allowing free participation of all learners showing problem solving skill. Herbert et al, (2001) found that elementary school-aged children identified better ‘appropriate behaviour’ when confronted with situations beyond their controls. School psychological services under counsellors, psychologists and social worker will emerge a greater significant once is collective effort of teachers and personnel.

Support for teachers in their increasing demanding roles within a whole – school approach is vital. Many teachers feel that they do not have sufficient training and support to meet many of the challenges presented by the learners in their classes and the general problems facing the school as a whole. The development of collaboration relationship among teachers so that expertise may be shared is crucial to the success in the meeting the diverse needs of all learners in an inclusive education setting (Thousand & Villa, 1990).

2.6 Educating children with ADHD

Many specialists who have mastered the art of teaching and undergone an extensive research on this vital vocation know that it is logical to say that talented people are born and not necessarily taught before their talent can be displayed. One can view the philosophy of teaching as a process of knowledge delivery. However, a teacher was trained to become successful in the pedagogy of teaching. There are varieties of ways in which educators can incorporate when teaching children with ADHD. There is a great deal of literature which provides guidelines for teaching learners with ADHD but as no two learners are the same, a variety of options may need to be explored and tried (Alberda, 2008). United States of America, The Department of Education (2004) reported that educators who are successful in educating learners with ADHD use a three-pronged approach. In the first instance, the unique need of the learner is identified. Here, the educator determines how, when, and why the learner is inattentive, impulsive and hyperactive. In the second instance, the different educational practices associated with academic instruction, behavioural interventions, and classroom accommodations appropriate to meet that learner's needs, are selected. Lastly, the educator combines these practices into an individualised plan and integrates this with educational activities provided to other learners in the class. More on educating children with ADHD will be discussed in the thesis.

Effective educators care about their learners, but in large classes, learners with special needs and the daily requirements of classroom “survival” can cause frustration, even vindictiveness, in the most caring teacher. Effective teachers’ pay special attention to students’ interests, problems and

accomplishments. They encourage students to develop creativity and use higher-order thinking skills, and to develop responsibility and self-reliance, combined with a commitment to collaboration and communal learning (Craig et al., 1998, p. 15; Pasigna, 1997). High expectation High expectations play a critical role in student motivation, confidence, and success. There is strong evidence that a school environment and teachers who communicate the expectation that all students can and will do well contribute strongly to positive and effective teaching and learning. There is a tendency in many schools for teachers to communicate low expectations, particularly in the case of female students. Newly industrialized Asian nations provide good examples of the importance of school cultures that set high standards for learning and expect students to achieve them (Craig et al. 1998, pp. 14-15). Vergani states that (1991, p. 35) “interaction in the classroom is unsuccessful due to an excessive amount of learners or students sharing the same learning facility, and the school possessing less resources than it should”. However, the responsibility lies with the education department in making sure that each child in South Africa acquires adequate education through building more classrooms in schools.

2.7 Management of learners with ADHD in the classroom

Children with ADHD are managed in many ways. Rief (2005) listed educators, classroom, learner, lesson and psychological intervention as ways of managing learners with ADHD. For effective management of children with ADHD to be achieved, it is important that educators have a good understanding of ADHD. Swanberg, Passino and Larimore, (2003) argues that teaching children with ADHD does not have to be threatening or frustrating to educators, instead, educators need to know that this disorder is developmental and appears with a variety of symptoms. It is not a reflection of poor parenting and can most often be managed in the classroom. Additionally, educators need to learn practical techniques that promote the self-confidence and encouragement of these children. Again, educators who are patient and who understand the unique learning styles of learners with ADHD make a considerable difference in their development and self-image. In the context of learner, children with ADHD need to be seated in the front of the class all the time. Children should be seated between two peaceful classmates, and if possible, a U-shaped seating plan is reported to yield good results.

Furthermore, Ingersoll, (1998) argues that should be seated away from noisy areas such as busy traffic and doorways. The ideal learning environment would be a full-time tutor and classrooms with the least amount of distractions; however, this is an unrealistic possibility for most learners as private tuition is expensive (Green & Chee, 1997).

It is believed that roughly, at the age of six, most children are ready to attend school and engage in age-appropriate behaviour. This includes being able to sit still and pay attention to instructions and to the person controlling the environment, such as a teacher or parent. If your child cannot contain him or herself due to impulsivity, hyperactivity and/or inattention, there is a higher tendency of the learning barrier referred to as ADHD. Sometimes mothers and teachers will say to the child: “try harder”, “concentrate”, “stay focused”, and “behave”, but bear in mind that children with this issues are in fact trying their hardest, cannot concentrate and their mouths are working too quickly for their brains to comprehend that certain behaviour is considered inappropriate. Attention Deficit Hyperactive Disorder is extremely misunderstood. In the schooling environment, the learner is often considered lazy, a dreamer, naughty or having low potential. An ADHD diagnosed learner is the contrary. These learners are highly intelligent and have thought about more information on waking than we think in a whole morning. These learners feel as though they have a dormant volcano of information that desperately requires erupting.

The best way to manage learners diagnosed with ADHD is through the services of the school psychologist. Apparently, in the psychological work learners who encountered intervention support cannot be overlooked after administer a counselor support to gain maximal results from the exercise. Monitoring of progress for the purpose of feedback to learners is a high important aspect of every learner’s motivation. This is true because without feedback, learners will not know whether they are on the right track or not. Continuous assessment also provides an essential assessment tool for educators to assess whether or not learners are learning. It also enables educators to provide support for learners who are falling behind (Craig et al. 1998, p. 18; du Plessis et al. 2002). Honestly, day to day monitoring cannot be under estimated during and

after supporting learners. According to Zhdanova (2010, p. 251) “teaching should be authentic and learner-centred, however, many educators still rely on direct instruction lessons. Through learner-centred teaching less energy is expended and learners get to voice out their own decisions”.

For the school to have a quality design for administering of school psychology systems (Anthon, 1999) there is a need for potential in psychological services. The school psychologists provide effective services to help learners succeed academically, socially, behaviourally, and emotionally. The school psychologists provide direct educational and mental health services for learners, as well as work with parents, educators, and other professionals to create supportive learning and social environments for all learners. Their duties are dual in nature. The school psychologists apply their knowledge of both psychology and education during consultation and collaboration with others. They conduct effective decision-making using a foundation of assessment and data collection.

There are a lot services that a school psychologist can provide. The school psychologists engage in specific services for students, such as direct and indirect interventions that focus on academic skills, learning, socialization, and mental health. (Baginsky, 2003). School psychologists provide services to schools and families that enhance the competence and well-being of children, including promotion of effective and safe learning environments, prevention of academic and behaviour problems, response to crises, and improvement of family–school collaboration. The key foundations for all services by school psychologists are understanding of diversity in development and learning; research and program evaluation; and legal, ethical, and professional practice.

Actually, many related facts are connected to underpin the explanation giving to psychological services that serves as a role model to quality improvement on school performances services on learners (Dawson, 1994) whereby changes can take place. According to my experience, many

learners can err if the service takes no effect to duty of guidance and counselling which may tend to unfulfilled destiny regarded academics. There may also be differences among school staff in countries in which school psychological services have historically been part of the educational system in comparison to those countries in which school psychological services have recently been established or not established at all (Holowinsky, 1997).

2.7.1 School Counselling services

Another way of controlling or managing learners diagnosed with ADHD is through the school counselling services. Counselling services in schools is a great input for school development, any school that can engage in guidance and counselling for learners, will develop good self-esteem towards learning. Obesity learners needs counselling services to change their stimulus to physical activities reduce their weight. Counselling services includes all the guidance giving to attending to the learner's placements, needs and problems. Nwachukwu (2007) describes these services as information services, placement services, appraisal services, vocational guidance services, counselling services, referral services, evaluation, follow-up, and consultancy and research services. Of which guidance plays a vital role in preventing educational, personal, social, mental emotional and other similar problems among secondary school students.

According to the UNESCO module on guidance and counselling (2000), guidance and counselling is a professional area of interest which has a broad range of activities, programmes and services geared toward assisting individual's learners to understand themselves, their problems, their school environment and their world views and also help them to develop adequate capacity for making wise choices and decisions in school. This includes services like choosing a future career, lifestyle and other vocational decisions. I believe this this will help in providing focus and direction to learners who are not always focusing in their class work.

2.7.2 Remedial/rehabilitation services

White Paper 6 (DoE 2005) explained that remedial/rehabilitation in school should be carried out by inclusive education of all learners. The core principle of making use of existing scarce resources in a more cost-effective way, which underlies the conversion of special schools into resource centers, is also applicable to special/remedial/aid classes.

There is an incremental steps for the conversion of these classes and the creation of new roles for educators with specialized training in this area should be introduced over the next few years:

- All remedial aid classes will be converted into learning support services;
- Educators will not be attached to permanent classes but will provide a learning support service for every learner in the school whether abled or disabled.
- The focus of such a learning support service will be to provide support to educators in all areas of curriculum and assessment adaptation, learning material development and advice on how to identify and address barriers to learning; these are grants, aids, and motivation in supporting diversity of learners.

2.7.3 Mentoring program

Another way to manage learners diagnosed with ADHD is through mentoring. Mentoring is a very important tool in learners with ADHD. Mentoring provides support, opportunity and guidance to learners, young people and those engaged with them. This helps to remove barriers to learning in order to support effective participation, enhance individual learning, raise aspirations and achieve full potential. Mentors are skilled practitioners who work from a strengths based, person centred perspective. Mentoring can promote community-based opportunities (Herrera, 2004). This could help the children to behave properly if they are properly mentored.

A well-structured mentoring service should strive to match volunteers with participants for the specific purpose of building a relationship of trust and respect. At the same time, mentors and program staff often provide support and guidance to the mentee, and this is sometimes accomplished by integrating a variety of program themes such as conflict resolution, pregnancy prevention, goal setting, tutoring, career development, and involvement in sports, computers, camping or a number of other areas.

Therefore, educators should take this task as a part of voluntary intervention to support a learners' level of improvement about any problem against their education and keep a sustained parents collaboration to achieve a greater outcome in terms of improvement or decrease on health level or conduct.

These school -based programs have shown the ability to improve youth behaviors and attitudes. Evaluation results provide clear evidence that involvement in consistent, long term, well-supervised relationships with adults can yield a wide range of tangible benefits for youth, including improved grades and family relationships and decreased alcohol and drug use (Sipe, 1996; Tierney & Grossman, 2000).

With these positive outcomes for learners, and the enormous number of learners who might benefit from the support of a caring adult, youth-serving organization are eager to implement new mentoring programs or expand their current ones.

- Schools or districts that wish to design and staff their own stand-alone mentoring programs.
- Programs that wish to implement an older learner–younger learner model, as much of the research that has informed this guide examined peer mentoring models in school settings, in addition to the more traditional adult-youth structure.
- School based mentoring programs are more likely than non-mentored peers to report having a non-parental adult who “they look up to and talk to about personal problems,

who cares about what happens to them and influences the choices they make” (Herrera et al., 2007).

Additional research into school-based mentoring outcomes found that mentored students developed more positive attitudes toward school, were more likely to trust their teachers, and developed higher levels of self-confidence and a greater ability to express their feelings (Curtis & Hansen-Schwoebel, 1999; Karcher, 2005; Karcher, Davis, & Powell, 2002).

The most recent research on the school-based model found no impact on such non-school related issues as drug or alcohol use, stealing and other misconduct outside of school, self-worth, and relationships with parents and peers (Herrera et al., 2007). However, earlier, non -experimental evaluations of school-based programs have found evidence of positive benefits in some out-of-school areas, such as increased self-esteem and connectedness to parents (Karcher, 2005). While future research may demonstrate a connection between school-based mentoring and out-of-school behaviors, for now practitioners should note that the primary benefits appear to be in the school-related areas described above.

2.7.4 School development and ADHD

School development and curriculum development are the ways in which one can uphold the school structure, meanwhile educators, curriculum and school cannot be undermined for the effectiveness of the school development. School development can be observed by the growth and outcomes generated by the teaching and learning process base on the full implementation of curriculum on the learner’s ability on creativity. This means that if the school is highly developed structure, it will put in place adequate infrastructure to cater for learner diagnosed with ADHD.

2.8 School Culture

School culture to me is a tradition lay down by the school governing body to be followed by the staff and the learners. It is constantly being constructed and shaped through interactions with internal and external factors and through reflections on life and the world in general (Finnan, 2000). School culture develops as staff members interact with each other, the learners, and the community. It becomes the guide for behaviour that is shared among members of the school at large. Culture is shaped by the interactions of the staff, and the actions of the staff become directed by culture. It is self-repeating cycle because it does not stop, According to (Finnan, 2000). Therefore, school educators should be flexible to allow a change for positive outcomes and reflect the culture of their various school hence, school culture promote school image. This means that educators with negative attitudes concerning the welfare of learners diagnosed with ADHD will be changed through the school culture.

2.8.1 External context

Apart from the school culture which is internal context, there is an external factor that determines school culture. External context are the assistances gained outside the school for the learning outcomes advancing teachers variables, this includes governmental supports, Non-Governmental Organisations', voluntary organizations, grants from larger communities for school based support programmers and parental contributions aimed at promoting school development for learners with any form of disability including ADHD.

2.8.2 Human and material context

The development of any society is, therefore hinged on the development of its human resource. Non-human resources; physical material, and financial resources are to be mobilized by the available human resource, to accomplish set organizations or a nation's human resource is a

major determinant of the success or level of development of such an organization or nation. The importance of human resource can therefore undermine or jeopardize the future of an organization, describe the combination of traditionally administrative personnel function with performance, employee relations and resources planning.

According to Education White 6 (p, 18), educators should be the primary resource for achieving our goal of an inclusive education and training system where learners with disability will be catered for. This means that educators will need to improve their skills and knowledge, and develop new ones when it comes to managing learners in the classroom. This also means that staff development at the school and district level will be critical to putting in place successful integrated educational practices that improve learner development.

Material resource on the other hand, refers to the totality of non-human resources that is to be used for the attainment of organization goals (Adeyanju, 2010). These can also be referred to as the infrastructural facilities available for use by the human resource within the organization. Material resources in school to be installed for learners are, projector, computer system, equip library, playing grounds, and more for intervention and extra curricula activities. It has equally determined the level of success or failure of the school or organization.

Hence, education is the bedrock of any society and is believed to be the most powerful and dynamic instrument for social, economic, political, scientific and technological development of nations (Fadipe 2000; Aghenta, 2001. As enunciated by Egbehele (2000) education is universally recognized capital, which in turn yields economic benefits and contribute to a country's future wealth by increasing reproductive capacity of its people.

2.9 Implication ADHD for learning and development

Occasionally, there are viewpoints selected to be an implication for learning and development, similarly, it is mandatory for the school to build an inclusive school, which will reflect the principle and value of development to be targeted within the organizational development framework (Davidoff & Lazarus, 1997, p. 35). School development should be handled seriously to promote good image of the school standard. Points can be explained as follows:

2.9.1 Empowerment of teachers

Leadership is an ability to coordinate, direct, and piloting a group of people to achieve a prominent goal. While management is the way of controlling, financing a project to towards a targeting responsibility. School should have leadership and management intact for a desirable end resort. Leithwood et al. (1999, p.14) defined Managerial leadership as focus of leaders to functions, tasks and behaviours and that organization should be facilitated when functions are carried out competently. Most approaches to managerial leadership also assume that the behaviour of organizational members is largely rational. Authority and influence are allocated to formal positions in proportion to the status of those positions in the organizational hierarchy. Novice educators are preferably to have a support from the head of school for efficiency. I think that if this support is provided, it will go a long way to equip the novice teachers on how to understand to deal with learners with ADHD in their classes. This support must come from the school management.

Michele and Browne (2000, p.89) explained that empowerment "is the corner stone upon which quick reform can be built". The task of management at all levels in the education system is to create sustainable conditions under which teachers and learners are able to achieve learning. According to Rood (1997), empowerment can be seen as a goal aimed at cooperation, based on mutual respect, discovery of perspectives, development of vision, and provision of options for reaching creative solutions. Therefore, the active learning strategy in the classroom is a method

that can lead the task of helping learners with any problem against their performances on learning by educators. It can also promote the empowerment of the teacher, and change his experience; these aspects are manifested in how he deals with his learning and his work (Faust and Paulson, 2000; Silberman, 1996). This could help the attitudes of the novice educators toward learners diagnosed with ADHD.

Steyn (2001, p.146) postulates that staff empowerment has become a managerial buzzword, evoking images of positive commitment and participation in the workplace or school. Staff empowerment is because people feel good about and proud of what they are doing. Staff empowerment is, however, often confused with task allocation. Whenever the teachers and staffs are empowered for effective practice, learners are liable to enjoy warmth and caring friendships (Bogdan and Taylor, 1989). This means that educators should be equipped with sound knowledge of ADHD to be able to manage learners who are already diagnosed with it in their class.

2.9.2 Empowerment of learners

Michele and Browne (2000, p.89) rather believe that empowerment "is the foundation stone upon which radical reform can be built". The task of management at all levels in the education system is to create and sustain conditions under which teachers and learners are able to achieve learning. Irwin (1996, p.87) highlight the recent shift in educational circles from considering learners as objects, to responding to them as subjects who can manage their own lives. A suitable environment should be created in which authority is shared with learners by allowing them to determine their own goals, progress and achievement. A negotiated curriculum should be established between management, staff and students. Caring, as an educational ideal should be fostered one needs to step out of one's own reality to feel or empathize with learners.

According to the Department of Education (2000), there are four discipline approaches. First, one is the Democrat; it is based on the formation and maintaining of the rules. In every learning environment, learners are consulted on subjects that occur between themselves and the teacher. The importance of this approach is on the involvement of all the learners in class as the rights and responsibilities are understood in the code of corrective. The code must be ensured that it fits with other process of the school. The formation and implementation of the corrective codes and the results of violating the rules are the entire school's process including learners, teachers, parents and caregivers. According to Dewey (1956) there must be fairness, participation, informed decision-making, everyone in class be given the chance to explore their own ideas and emotions about certain actions. Democrat is formed to give courage to the learners, to respond for basic and moral reasons. By using this form of discipline, you are letting learners to copy from you as a teacher, if you care for them they will be able to care for others.

The community builder deals with the process of creating a learning environment on respect, care, dignity and commitment. Its purpose is to build togetherness in the classroom as a whole. By using this form, the teacher will be producing self-discipline to the learners. The Department of education (2000) also emphasizes that the community builder takes time to happen because of step by step procedure, as learners feel that they are respected it will be easier for them to respect adults. The communication learners must be good and open, teacher be the good listener and enjoy personal conversations with them. Learners must be taught to discuss issues that affect them as a community and be taught skills associated with the conflict resolutions.

Empathizer is based on the idea of looking at the way a child behaves and then trying to find out what could be the cause of that behavior in the child's real life. The educator is not allowed to act psychologists but their responsibility is to work with the learners, understand the nature of the problem and find possible help for the learner.

2.9.3 School support services

Support service like organization of counselling departments for the affected learners within the school. These are the input giving when responding to learner's individual needs or problems by the school, educators and curriculum, services that brings about changes to learners' competences with no stress in learning and teaching related activities. Collaborative functions fall into the domain of communication and collaboration planning, and include exchanging and sharing information, jointly responsibility and accountability, thus creating positive interdependence and making unique contributions (Bradley et al., 1997; Idol & West, 1987). School support services in some resource school entails, the office of the councillors, social workers and sometimes psychologist in time of any emergence of those personnel which responding to some of the crucial barriers to learning and learners' performance in mental health and intellectual domains by creation a conducive environment to teaching and learning.

This are service learning programmes that include school based volunteer service and curriculum-based discussions and activities, designed to promote healthy behaviour for successful achievement in school attainment of life-long goals. The volunteer service helps to teens to take on adults' roles, build personal responsibility and acquire valuable life skills (NCPTP, 2006). This kind of policy will to change educators attitudes towards learners diagnosed with ADHD.

2.9.4 Collaborative intervention

Collaborative support is the efforts combination when assisting a learner responding to his or her problems, which are liable to sabotage the learning process on performances. Therefore, there can be teacher-parent collaboration, societal help and more effort in this regard. School psychological services function of personnel's may be void if there is no collaboration to ascertain an adequate result while engaging learner. Friend and Cook (2003, p.5) define

collaboration as “a style of direct interaction between at least two co-equal parties voluntarily engaged in shared decision making as they work towards a common goal”. Strage and Brandt (1999) after examining the role of parenting styles in the lives of college students, and found that previous parenting behaviours continue to be important in the lives of college students as with children and adolescents. They found that the more autonomy, demand, and support parents provided, the more students were confident and persistent academically. Notwithstanding the effort of the school and teachers will be fruitless if parents are not included in the follow up exercise to help such learners. Also in the words of Brehomy and Deem (1995), parents should thereby gear towards the education of their children working with the learners for effective support service. Peradventure constant assessment monitoring should enhance the success of the exercise.

School psychological services serve prominent roles in the lives of learners across the world either directly or indirectly. Its outcomes for the assistance on learners cannot be over emphasized wherefore is very crucial to make it efficiency in the school services. Educational change is a gradual process. This can be due to a lack of self-confidence (Bontrager & Wilczenski, 1997), even reluctance, to change on the part of the school psychologist or a feeling of being powerless to implement changes in the schools (Dawson, 1994). Practitioners must continue to strive for balance between what they are required to do in the schools and what they need to do, principally to better serve children but also to protect the very existence of school psychology as a separate discipline (Bardon, 1994; Dawson, 1994). Though the profession of school psychology has traditionally reflected the role of testers and gatekeepers for special education, it has shown increased emphasis on innovation and change (Bontrager & Wilczenski, 1997). This emphasizes the collaborative role of the school psychologist in changing the attitude and providing support to educators in dealing with cases such as ADHD in schools.

Almost every secondary school across the globe cannot under-estimate the counselling related to psychological services in developmental stages of learners’ choice of study and carrier guide towards individual capacity that can be generated within the educational cycle. Meanwhile it

serves as a grading agents to unveil the hidden vocational and potentials of all learners with relevant guidance to rightly choose the field of profession in lifestyle. Therefore, there should be a well understanding of psychological services in secondary schools, which are they and their function to learners' development on education. Accordingly, systems of accountability that measure the effectiveness of prevention and intervention programs are lacking (Conoley & Gutkin, 1995).

Apparently, psychological services are not fully efficient in most of the secondary schools whereby the management of the school is not relying on the modern ways of improvising and learners' empowerment to the future preference. Collaborating effort is aimed at working in agreement with school psychologist and counsellor to carry out designed outcomes. School psychological services are the body that are meant to provide support services to the developmental stages of learners within and outside school environments to promote sound knowledge in the areas that can militate against the good performances in all faculty of life. School psychological services have many organs that work together to achieve a relative goal. They include; counselling, mentoring, tutoring, coaching and guidance to mention a few these are embodied to reflect the school psychological services for learner's support aimed at promoting and strengthen the learners to a more contestable levels of carrier, social, mental, emotional, physical, psychological and intellectual capacities. These include, teachers, psychologists, psychiatrists, etc.

This implies that no educator, parent, education support professional, learner or volunteer should have to handle significant challenges alone. Collaboration is an important strategy of support inclusive education and according to Sands et al. (2000, p.120), "it is at the heart of the school community".

2.9.5 Teacher – parent partnership

According to Swick, (2001, p.1), the primary purpose of the teacher-parent partnership for the enhancement of school success was to "implement a school and home based program for young

children which raises student achievement and increases educational opportunity". Educational psychologists have studied these relationships and others, such as the relationship between family disruption and learner behaviour problems in school (Christenson & Conoley, 1993), the number of changes in children's lives and their learning and adjustment to school. It included training activities for teachers, parents, and children; intensive parent involvement activities; home-school workers; and a summer enrichment program (Swick, 1991). Program planning that work rely of parental involvement in child's development.

It is a common knowledge that the family is a highly influential context for children's development, however, peers and other extra-familial influences become increasingly important during early and middle childhood, and adolescence (Parke and Buriel, 1998). This is because parents provide a critical environment for children's development, the influence of parenting processes and the quality of parent and child relationships have been a key focus of family research. Furthermore, changes in the demography of the family in many Western societies, coupled with increasing levels of childhood problems, have continued to fuel intensive interest in the topic of effective and responsible parenting (Ramey, 2002) outcomes collaborative work.

2.10 Environmental condition for learning

Learners learning poses-influence of learners' environment (e.g. classroom atmosphere and peers) on their learning (Vygotsky, 1986). Vygotsky studied the role of the social environment as agents in developing students' thinking. His idea of the zone of proximal development particularly influenced developmental psychology (Bransford et al., 2000). Student's level of reasoning when problems have is conceptualized beyond the scene of incidence; children imagine more than adults do.

School operational segments allows cooperate functioning in step by step manner while addressing a barrier and making learning experiences more benefiting type for all learners.

Learners has their own role to play in making teaching and learning more tolerated in teachers-learners' relationship chain creating atmosphere for the victim fellow within and outside the school. Therefore, playing individual roles in school will generate greater success while assisting learners to over one barrier to learning or the other (Wilkinson, 2008). According to Bozdogan (2012, p.1062) "these trips are one of the leading and effective education strategies which attract the attention of students, they provide students with unique opportunities to understand and promote sustainable education". Through going on the field trips we were not trapped in the classroom, but also got to explore the outside environment and familiarised ourselves with the different ways of acquiring knowledge.

Therefore, build an inclusive environment in schools entails our joint effort, meeting diversity needs of all learning in our schools. Learning support: comprises those activities that increase the capacity of the system to respond to the diverse needs of all learners (Booth, Ainscow, Black – Hawkins, Vaughan & Shaw, 2000). The activities are aimed at developing learning and participation, and could include well – planned educators' development and continuous support activities, parent involvement, collaboration of adaptation, peer support, therapy and counseling. (The term is not to be confused with 'learner support', which attempt to change the learner to fit into the traditional system.)

The practice and process of involving and meeting the diverse needs of all learners – regardless of age, ability, socio – economic background, talent, gender, language, HIV status and cultural origin in supportive classrooms and schools making inclusive education a reality (Sands et al,2000). It therefore reflects a deep commitment to create an education system that values and respects diversity and supports all learners, educators, and schools' communities to maximize participation and development of their full potential. In the process of accommodating diversity, the education transforms by developing ways of making the same curriculum assessable to all learners. Inclusive education provides children with opportunity to learn to live in a diverse democratic society, and is 'a positive force in bringing about more equitable and participatory responses to diversity'. (Dyson & Millward, 2000:170).

2.10.1 Advice to a novice teacher

A teaching profession is a very demanding profession. When you choose the teaching stream then you should be a person of vision not only be the as means of making money. We get children from all over with different visions, as Plato (2010) says that education leads man to the truth, this shows that he will be bring about change in the school environment since he has a vision in seeing learners somewhere one day and he will definitely encourage learners to be active and conduct on researches. As learners carry out their own researches, they will be able to understand more things regarding life as whole. This will make it easier for them to gather the truth from whatever statement that they are given and not accept anything easily which will bring positive influence in the school.

Being a professional teacher is very important, because professional teachers are always patient and organized. They never rush their students or explain randomly. So, to move one stair upwards success, plan everything before you go to class. Set all things according to a logical order and introduce your lesson step-by-step taking into consideration your students learning strategies. Besides, a successful teacher shows an interest in the subject as well as the students. Therefore, be patient with and show a great interest in your students.

Furthermore, professional teachers enjoy their job and vary their roles in the class. You may want to be the person who provides the students information, but besides being information deliverer, you can be a close friend of them, a parent and a promoter. You can enjoy and vary your role in the class in a way that interests both, your students and you. You never can better when you enjoy your job. Creating a relaxed environment helps you successfully cover a great amount of the content. Besides, you will realize better participation of your students with time and therefore learning will happen.

One more thing, students have different learning strategies, so successful and professional teachers vary their teaching techniques. Using the same method every time does not help

reaching the goal. Some of your students cannot react to a specific method but they can do much better with another one. From the other hand, the used method can be suitable for a specific content of a lesson but not for another one. Using the GTM or Direct method, for example, can be good in a lesson but not in another. Some students may react to TPR while others may not show clear reaction or great interest in the method. Choosing good activities or practice tasks is another factor here. Think carefully how you can assess your students' new language and set the best activity for that. You can use pair or group work one time, and oral discussion other time, and many more activities.

To sum up, being a good and successful teacher is not a talent, but a skill you learn and acquire through time. Professional teachers know their students well, enjoy their job, joke with their students and create relaxed class environment, are always patient with students, plan everything before they come to the class, never waste time, vary and use different teaching techniques, look for the most suitable activities for students, show interest in students and subject, give their students enough time to learn and practice and focus on the goal.

Considering greater challenges in the learners lives it should be noted by all educators/teachers to acknowledge closely to the student/learners needs within the classroom not limited to teaching alone rather taking care of the unusual symptoms of insecurity among the learners before embark on the daily work. School achievements monitoring far home and society not limited to classroom intervention (Caldwell and Spinks, 1998). Also in case of any sudden changes in learners' attitude which or may not relevant to the normal behavioural aspect of the learner should not be overlook rather seek to investigate the action for clarity to the next action on the challenge. Lastly, parental involvement is very significant to ensure total support working in terms of any causality occurrence both in school and in home, collaborating network to child's educational and social development without a menace on the level of intervention. Adequate listening to (Howieson, & Semple, 2000) child's point of views during guidance and counselling exercise is important.

2.11 THEORETICAL FRAMEWORK

According to Omirin and Falola (2011), a theoretical framework in research study is a structure that guides the research by relying on an existing formal theory. In other words, a theoretical framework is an attempt to develop a general explanation for some phenomenon. In this study, the theoretical framework that will be used is ecological system theory. Urie Bronfenbrenner developed this theory in 1972, and it focuses on the impact that environment play on the growth and development of an individual. Bronfenbrenner, in his view, believes that, there are five environmental factors that affected an individual growth and development. These factors are as follows: the mesosystem; the exosystem; the microsystem; the chronosystem and the macrosystem. From all indications, each of these systems influences the individual's psychological development in its own way (Rothery, 2001 Bruno, Stachowicz, & Bertness, 2003, Santrock 2011).

The selection of the theory was based on the understanding that the study is to explore how the novice educators behave towards learners Diagnosed with Attention Deficit Hyperactive Disorder (ADHD). This theory will help me immensely to understand the attitude of newly appointed foundation phase educators towards children diagnosed with the condition.

The theoretical framework chosen for this study of investigating the attitudes of the novice educators in teaching ADHD learners is Bronfenbrenner's ecosystemic theory (or ecological theory) of child development. This theory is relevant to my study because the study is looking at the interaction between two main systems, the school, and the home and how they influence each other. Ecological theory is based on the interdependence and relationship between different organism and their physical environment.

The theoretical framework chosen for this study is Bronfenbrenner's ecological theory of child development. According to Bronfennbrenner (1979), child development should be seen as

happening within five nested systems: the microsystem, mesosystem, exosystem, macrosystem and chronosystem. It is usually much more productive to examine external factors to the learner such as quality and type of instruction given, educator expectations, relevance of the work set, classroom environment, class, social group and rapport with teachers (Mtambo, 2011).

2.11.1 Ecological systems theory

Microsystem- This system constitutes a pattern of activities, roles and interpersonal relations experienced between individual (learner) and the systems in which they actively participate, such as the family or the school or the peer group. In this system, parental involvement and commitment are needed because parents share special relationships and have a deep understanding of their children's needs (Swart, Engelbrecht & Oswald, 2004).

Mesosystem- At this level, peer group, school and family system interact with one another. Thus, what happens at home or in the peer group can influence how learners respond at school. For example, a learner who is unsupported at home may end up experiencing care and understanding from a neighbor, peer or an educator at school (Mtambo 2011).

Exosystem. This level includes other systems in which a child is not directly involved, but which the people who have a relationship with him in the microsystem source may influence. For example, parents place of work, church or other local community organizations. The child might not feel directly involved in this level but he feels the positive force involved with the interaction with his system (Berk, 2000).

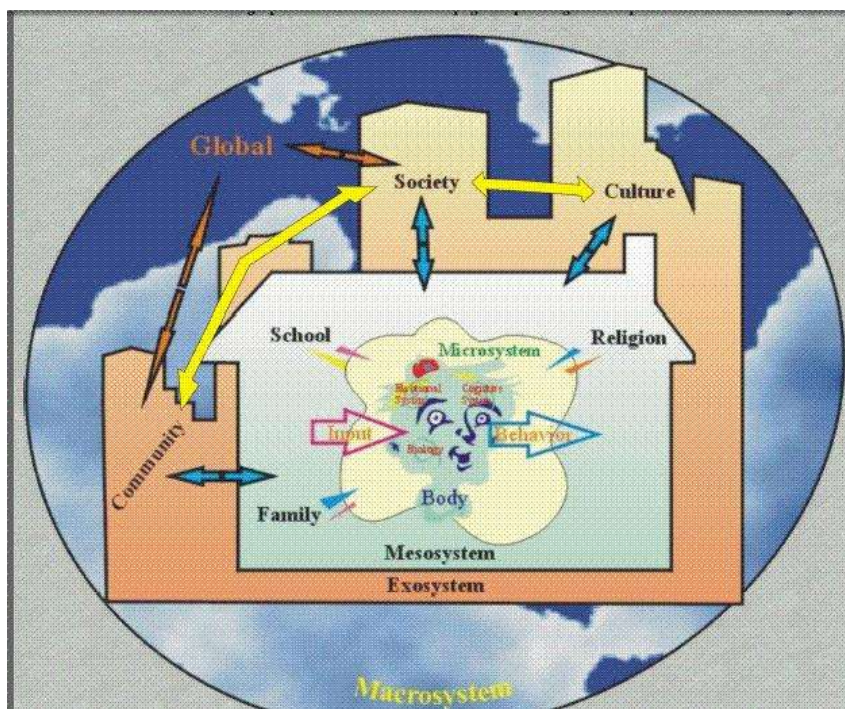
Macrosystem- This system involves dominant social structures, as well as beliefs and values that influence and may be influenced by all other levels of the systems source. For example, a cultural value may include developing obedience to authority and respects for senior members of the community. This in turn affects the structures in which the parent functions (Mtambo 2011).

The parents' ability or inability to carry out the responsibility towards their child with learning difficulties within the context of the child's microsystem is likewise affected (Berk, 2000)

Furthermore, in relation to my study, Bronfenbrenner's ecological and Bio-ecological models are very vital theories in the implementation of inclusive education, whereby these educators can understand and include ADHD children in their classroom. According to Bronfenbrenner and Morris (2006), the major challenge of educational systems is to understand the complexity of the influences, interactions and the interrelationship between an individual learner and a multiplicity of other system that are connected to the learner through ecological systems theory or systems change perspective. It is therefore, expedient for the educators to understand these orphans and vulnerable children in all layers as stipulated by Bronfenbrenner (2001).

Bronfenbrenner's model (2001) is an example of a multi-approach model of human development, which involves other kind of changes. Such changes include qualitative and transformative changes, such as manifested in the change from an exclusive to an inclusive educational system. This theory is appropriate for understanding inclusive education because it can help educators to focus on how things might change, developed and if necessary. After understanding, these vulnerable children in all layers then the educators now need to focus on some levels of systems of priority more than addressing the issues of learners diagnosed with ADHD in the classroom.

Urie Bronfenbrenner ecological System theory maintains that the child's environment is made up of different systems, and that all of the systems play an influential role in the learner development. Bronfenbrenner believed that environmental influences play a pivotal role in the development of a learner domains. In order to foster development of the child's domains, the environment should be one that provides rich opportunities for growth. Teachers and parents have directly influential roles for the children in their lives. He identified five environmental systems, which are:



(Bronfenbrenner's ecological systems theory. Retrieved March. 26, 2013, from

<http://pt3.nl.edu/paquetteryanwebquest.pdf>)

According to Bronfenbrenner (1979), child development has to be portrayed as happening within four nested systems: microsystem, the mesosystem, the exosystem and the macrosystem. However, all are seen as a whole.

Microsystem is a system of the family, the school, and the peer group in which learners are closely involved in continuous face-to-face interactions with other family people (Donald, Lazarus & Lolwana, 2002). In this layer, relationship has impact in two directions- both away from the child and towards the child. For instance, a child's parents may affect his beliefs and behaviour, nevertheless, the child also affect the behaviour and the beliefs of the child. Bronfenbrenner (2001) describes these bi-directional influences, which means two ways. According to Bronfenbrenner (2005) "the family influences the child's school life through what many writers has called the curriculum of the home, this type of curriculum helps the child to develop habits and attitudes that makes the child ready for school instruction" (Novak & Pelaez, 2004). Novak and Paleaz (2004) therefore, emphasis that since the family exhibits such powerful influences on the child's development, this layer is so related to my study because it is vital for the educators to enlist the cooperation of the parents, guardians of their student. Supporting the

above, Sigelman and rider (2009) maintain “that it is important to note that sometimes when families are dysfunctional, schools can provide a safe and nurturing environment to protect these vulnerable children from negative values in their environment”.

This ecological theory of Bronfenbrenner relates to my study by considering what sigelman and rider (2009) emphasis that it is now the responsibility of the educators not only to play an educator’s role to these vulnerable children but also a parental role especially where the child is from a dysfunctional home. This refers to the immediate surroundings of the individual. These contexts include the person's family, peers, school, and neighbourhood. It is in the microsystem that the most direct interactions with social agents take place; with parents, peers, and teachers, for example. The individual is not merely a passive recipient of experiences in these settings, but someone who actually helps to construct the social settings.

Mesosystem: This refers to the relations between the different microsystem and connections between contexts. Some common examples are the connection between family experiences and school experiences, school experiences to church experiences, and family experiences to peer experiences. For example, children whose parents have abandoned them may have difficulty developing positive relations with their teachers, friends or peers. This is the level where peer group, school and family systems relate with one another, therefore, what happens at home or in the peer group can influence how learners respond at school. Here Bronfenbrenner (1994, p.54) refers to this as “the relations between home and school, school and workplace which is in other words, a mesosystem is a system of microsystems.” This theory is in relation to my study because the ADHD may not find adequate care and support at home since some of them do not live with their parents. However, the educators at school may offer such care and support. However, the challenges attached to these new experiences of parental roles played by the educator towards the ADHD diagnosed learner is a demanding one of which only the well-equipped, resourced and supported educators will be able to fulfil and perform these roles effectively. In this regards therefore, using this theory of Bronfenbrenner, I will be investigating

the attitudes of the novice educators in teaching and caring for these learners diagnosed with ADHD.

Exosystem: This level includes other system in which the child may not be directly involved, but he does feel the positive or the negative force involved with the interaction with his own system.” E.g., it is in this level that the child will be indirectly influenced either negatively or positively depending on the influence brought into the child by the new authority figure after parents’ death, e.g. the educator influences from his/her place of work. Therefore, in relation to my study, the educator as a role model and as someone has a proximal relationship with the child in his /her microsystem. The structure at this level impact on the child’s development by interacting with some structure in his/her microsystem. Furthermore, the vulnerable children may not feel directly involved in this level, but he/she does feel the positive force involved with the interaction with his/her own system. (Berk, 2000).

The exosystem level includes the other people and places that the learners herself may not interact with often herself but that still have a large effect on her, for example, a wife's or child's experience at home may be influenced by the husband's experiences at work. The father might receive a promotion that requires more travel, which might increase conflict with the wife and affect patterns of interaction with the child. Again, suppose a child is more attached to his father than his mother. If the father goes abroad to work for several months, there may be a conflict between the mother and the child's social relationship, or on the other hand, this event may result to a tighter bond between the mother and the child.

Macrosystem: This is the fourth layer considered as the outermost in the child’s environment. Bronfenbrenner (2006) explains that “macro-system consists of the overarching pattern of micro-, meso- and exosystems characteristic of a given culture...or subculture, with particular reference to the belief systems”. In relation to my study, I will say that the parental role of the educator towards these learner diagnosed with ADHD s in this level coupled with their ability to take

responsibility over these learners is of high priority and the cultural value of these ADHD learners, which may include developing obedience to authority and respect to senior members of the community. This in turn affects the structures in which the authority figures function.

If culture is used to describes the culture in which individuals live. Culture means the ways of people. The cultural contexts involve the socioeconomic status of the person and/or his family, his ethnicity or race and living in a still developing or a third world country. For example, being born to a poor family makes a person work harder or less every day.

Chronosystem: Refers to the patterning of environmental events and transitions over the life of individual as well as socio-historical circumstances. For example, divorce is one transition. Researchers have found that the negative effects of divorce on children often peak in the first year after the divorce. Two years after the divorce, family interaction is less chaotic and more stable. An example of socio-historical circumstances would be the increasing opportunities for women to pursue a career than to stay at home.

Therefore, this theory has influenced many psychologists and educators in terms of the manner of analyzing the person and the effects of different environmental systems that he encounters. The ecological systems theory has since become an important theory that became a foundation of other theorists' work. Therefore, build an inclusive environment in schools entails joint effort, meeting diversity needs of all learning in our schools. Learning support: comprises those activities that increase the capacity of the system to respond to the diverse needs of all learners (Booth, Ainscow, Black Hawkins, Vaughan & Shaw, 2000). The activities are aimed at developing learning and participation, and could include well planned educators' development and continuous support activities, parent involvement, collaboration of adaptation, peer support, therapy and counselling. These factors dramatically influence educators and the provision of psychological services for children diagnosed with ADHD. In order to improve their own services, educators as a group need a clear picture of what they and their colleagues are actually

doing, agree what they should be doing, and commit to a plan for improvement that impacts educational policies governing providing inclusive education.

Novice educators serve, as an intervention of a learner is synonymous to all round advancement in educational system to develop a strong mind-set for future challenges and occurrences. Therefore, the attitude of the novice educators' support is the cornerstone of successful inclusive education as one of the remedy of assisting learners with ADHD in our classrooms.

2.12 Conclusion

In this chapter, I have discussed the concept of ADHD, causes, its challenges of educating a child with ADHD and the school-based intervention. The theory that underpins the study was discussed. In the next chapter, I will discuss the research methodology used in the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The previous chapter dealt with the literature review and the theoretical framework that informed the study. This chapter however will discuss the research methodology used in this study. Methodology refers to the steps involved in a given approach.

The various qualitative research strategies, approaches, and techniques will be explained. Types of interviews conducted will be described, and the chapter will identify and discuss the type of research method the researcher adopted for the study. This chapter addresses the specific problem being researched in this study, which is entitled: Exploring the attitudes of novice foundation phase educators towards learner diagnosed with Attention Deficit Hyperactive Disorder (ADHD). The objectives of the research are namely to:

1. To examine the attitudes of novice educators in the Foundation Phase towards ADHD children.
2. To investigate why novice educators, have these attitudes.
3. To investigate the impact of educators' attitudes on teaching children diagnosed with ADHD.

My key research questions are:

1. What are the attitudes of novice educators in the Foundation Phase towards learners diagnosed with ADHD?
2. Why do they have attitudes that they have?
3. How do their attitudes affect teaching/learning of children diagnosed with ADHD?

To answer the research questions, a qualitative research design has been selected. It will be explained in the next session.

3.2 Research Methods

The study is qualitative in nature. According to Maree (2012), qualitative research is based on a naturalistic approach that seeks to understand phenomena in context (real world settings). Further, in general the researcher does not attempt to manipulate the phenomena of interest. In other words, research is carried out in real-life situations and not in an experimental (test-retest) situation.

The qualitative approach enables me to gain insights into the second language acquisition by students in the university. I was able to discover the problems that exist in the schools pertaining to learning about novice educators' attitude to ADHD children. According to Barbour (2007, p.13) the qualitative approach, "seeks to unpack how people construct the world around them, what they are doing or what is happening to them in terms that are meaningful and which offer rich insight." Further Barbour (2007, p. 23) states that, "the approach takes context and cases seriously for understanding an issue under study." This approach provided the study with the richness and depth of descriptions from the participants' point of view (Maree, 2007). It enabled me to describe individual and collective social actions, beliefs, thoughts and attitude of novice educators towards ADHD children.

In qualitative research, subjective and personal views and experiences are acknowledged. Qualitative research, therefore, is concerned with exploring people's life history or everyday behaviour in the context in which they make meaning of their lives (Silverman, 2000, p.1). This type of research allows the researcher to study selected cases (defined later in this section) in depth (Denzin & Lincoln, 2003, p.5), and draws on a variety of methods to understand the phenomenon. To Strauss and Corbin (1990), qualitative research is best for when we want to know the experiences, attitudes, beliefs, and perspectives of the target population. It allows the research participants to speak and makes it easier to access the meaning that people have constructed (McMillian & Schumacher, 1993). Working within a qualitative research design enables the researcher to participate in the world of the individual to understand the experiences

and perspectives from the participant's points of view (Cantrell, 1993, Creswell, 1994, Fields, 1995, Savin-Baden, 2000, and Merriam, 2002).

Within qualitative research, an interpretivist approach was most relevant since it allowed me to apply reflective interpretation of the phenomenon (Gall, Borg, & Gall, 1996). Erickson (as cited in Gall *et al.* 1996) defines interpretive research as the study of the immediate and local meanings of social activities for the actors involved in them. Kirkegaard (2001, p.27) describes the interpretive paradigm as "... a search for deep perspectives on particular events and for theoretical insights. It may offer possibilities, but no certainties as to the outcome of future events".

The nature of the research questions necessitated the use of a qualitative methodology necessary to get insights on the subject in question. In qualitative research, the perspective of the researcher matters and is not far removed from the research (Clandinin & Connelly, 2000; Eisner, 1991; Shank, 2006). Secondly, in order to answer the research questions, there is a need to offer a detailed account of the phenomenon under studied, in this case, exploring the attitude of novice educators towards Attention Deficit Hyperactive Disorder (ADHD) children (Creswell, 1998; Denzin & Lincoln, 2000). Thirdly, qualitative inquiry embraces new ways of looking at the world (Shank, 2006, p. 11). Merriam (in Hale, 2005, p.23) states that the founding assumption for qualitative research is that individuals assemble their own realities through their interaction with the world (Merriam, 1998). In this regard, the attitudes of novice teachers will offer potentially a different approach to understanding what it means to teach Attention Deficit Hyperactive Disorder (ADHD) children.

According to Creswell (2013), the choice of the research approach is a critical important decision. This is because a research approach does not simply inform the researcher how the research should be conducted, but it also gives the researcher the opportunity to critically consider how each of the various approaches may contribute to, or limits the study. The research approach allows the researcher a chance to satisfy the articulated objectives and design an approach which best satisfies the research's requirements (Creswell, 2013).

Qualitative research approach is best suited for this study because it an inquiry process of understanding where the researcher develops a complex, holistic picture, analyses words, reports detailed views of informants, and conducts the study in the natural setting (Creswell & Clarke, 2007). Similarly, McMillan and Schumacher (2006) suggest that qualitative research methodology examines a bounded system or a case in detail, employing multiple sources of data that is in a setting. The main strength of this qualitative methodology lies in the depth of understanding that it allows (Cohen, Manion & Morrison, 2011). Therefore, qualitative approach will help me to get a deeper understanding of the issues under investigation. An approach has enabled the research questions to be answered by providing a rich picture on the actual conditions surrounding the attitudes of newly appointed Foundation Phase Educators towards Attention Deficit Hyperactive Disorder (ADHD) children.

Therefore, within this qualitative framework, an interpretive approach will be most appropriate. Schwandt (2002) (in Shikukutu, 2012) states that this approach provides a deep insight into “the complex world of lived experience from the point of view of those who live it.” Interpretive research assumes that reality is socially constructed and that the researcher becomes the vehicle by which this reality is revealed (Cavana, Delahaye, & Sekaran, 2001). Guba & Lincoln (in Antrade, 2009) point out that the interpretive researcher`s ontological assumption is that social reality is locally and specifically constructed by “humans” through their action and interaction. According to Merriam (2002) (in Shikukutu, 2012) interpretive qualitative approach, first, is concerned with the researcher`s interest in understanding what those meanings and interpretations are for the participants at a particular point in time and in a specific context.

Based on this, as a researcher, I will strive to understand the attitudes of novice educators towards learners diagnosed with Attention Deficit Hyperactive Disorder (ADHD) in the social context in which they construct their professional identity. Secondly, this approach focuses on the researcher as the primary instrument for data collection and data analysis. Lastly, this study is richly descriptive and will be in the form of quotes from participant`s interviews rather than numbers; given that the study will be interested in participants` interpretations at a particular point in time and in a particular context.

3.3 Context of the study

Qualitative research method was used in this thesis to gather record and analyse the data. A case study design was used to unpack the attitude of the novice educator. I am of the opinion that the case study design is appropriate for this project, for the aim is to obtain rich description of novice educators' view on the issue. The aim is consistent with the qualitative research, which is concerned with understanding the social phenomenon from the participants' perspective (Babbie, 2004, p45).

The study will be a *case study*. It is deemed appropriate in this study because exploring the attitude of novice educators towards Attention Deficit Hyperactive Disorder (ADHD) children fits a case study mode of inquiry. A case study is a qualitative research method used to examine contemporary real-life situations and provide the basis for the application of ideas. Yin (2004) defines the case study research method as an “empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not evident; and in which multiple sources of evidence are used”.

According to Durrheim (2006, p.34), “the research design of a study can be better understood as a strategic framework for action that serves as a bridge between the research questions and the execution or implementation of the research”. Durrheim (2006) further postulates that the importance of a research design is first to describe how a study should be conducted, then what critical aspects the study ought to focus on; this can include when, also from whom and under what conditions the data were gathered and collected, and how the data were analyzed and interpreted. Following Durrheim's approach, this study describes the focus as being the exploring the attitude of novice educator. This study also describes how data was collected from novice educator by using semi-structured interviews and focus groups interviews. A qualitative research design was considered appropriate in the light of the research problem. According to Creswell (2003, p.14), “qualitative researchers deal with socially constructed realities and qualities that are complex and indivisible into discrete variables”. Furthermore, Merriam (2002,

p.29) view the task of qualitative research as the one of attempting to describe, to understand and to interpret how various participants in a social setting construct the world around them.

Accordingly, I have based this study on a qualitative design because it employs an inductive strategy which Creswell (2003) describes as “being not based on predetermined or preconceived ideas but rather based on perspectives that emerge from the data itself”. This shows that qualitative research aims at the development of perspectives and understanding, for the purpose of this study which is to investigate the attitude of the novice educator to learners diagnosed with ADHD.

In the same vein According to Cohen, Manion and Morrison (2011) “case studies can establish cause and effect (‘how’ and ‘why’); indeed, one of their strengths is that they observe effects in real contexts, recognizing that context is a powerful determinant of both causes and effects, and that in-depth understanding is required to do justice to the case”. It is deemed appropriate for this study because according to Yin (2009) “a case study can enable readers to understand how ideas and abstract principles can fit together”. In a deeper sense, Thomas, (2005) explained that case studies are analyses of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more methods. The case that is the subject of the inquiry will be an instance of a class of phenomena that provides an analytical frame an object within which the study is conducted and which the case illuminates and explores.

In the light of all these definitions, it can be said that, case studies emphasize detailed contextual analysis. They can penetrate situations in ways that are not always susceptible to numerical analysis. It will give insight into a relatively new phenomenon, exploring the attitude of novice educators towards Attention Deficit Hyperactive Disorder (ADHD) learners.

3.3.1 Definitions of Case Study Research

From some of my readings on case study research, in a broad definition, it is a process of conducting systematic, critical inquiry into a specific phenomenon of the researcher's choice to generate data to contribute to the wide knowledge of the specific knowledge. Yin (2003, p. 2) defines the case study as, "an approach allowing investigators to retain a holistic and meaningful characteristics of real-life events." However, according to Maree (2007), a case study provides the richness and depth of descriptions from the participant's point of view. Leedy and Ormrod (2005) argue that a case study allows for the pursuit of an in-depth data gathering for learning more about an unknown or poorly understood situation over a defined period. Further, it is very instrumental when one wants to unearth new and deeper understanding (Lapan, Quartaroli & Riemer, 2012).

In conducting a qualitative inquiry, a case study approach is one method that can accommodate a variety of research designs, data collection techniques, epistemological orientations and disciplinary perspectives. I used a case study approach since it "provides unique examples of real situations" (Cohen, Manion & Morrison, and 2000, p.181). A case study enables a researcher to "penetrate situations in a way that are not always susceptible to numerical analysis" (Cohen *et al.* 2000, p.181).

In the same vein according to Cohen, Manion & Morrison (2011) case studies can establish cause and effect ('how' and 'why'); indeed, one of their strengths is that they observe effects in real contexts, recognizing that context is a powerful determinant of both causes and effects, and that in-depth understanding is required to do justice to the case. It is appropriate for this study because as Yin (2009) puts it, a case study can enable readers to understand how ideas and abstract principles can fit together.

A case study was used in this research due to the following reason; it can be said that case studies emphasize detailed contextual analysis. They can penetrate situations in ways that are not always susceptible to numerical analysis. It is deemed appropriate in this study because assessing the attitude of how and why the novice educator feels about ADHD children in their classes fits a case study mode of inquiry. It will give insight into a relatively new phenomenon, the reception previously marginalised at our schools. These are my reasons for choosing case study design for this research project. I agree with Creswell (2007) who explain that case study provides a comprehensive examination of a single example and delivers a unique illustration of real people in real situations. It involves the study of an issue, through one or more cases in a bound system, with the goal of developing a full understanding of each case as possible.

From my reading of Merriam (2008), I have learnt that a case study does not have any particular method of data collection therefore any method of data collection maybe employed to address the research question posed. Indeed, case-based research leads to detailed data about phenomenon being studied, no matter what particular research methods have been employed.

3.4 Relevance of Case Study

According to Gillham (2000) a case study is founded on the basic philosophical assumption that human behaviour, thoughts and feelings are partly determined by their context and that how people behave, feel and think can only be understood if one gets to know their world and what they are trying to do in it. Yin (1994, p.13) describes a case study as an empirical enquiry that “investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident”. It can be said, that case studies also take into consideration other contextual conditions such as the classroom, the culture of the school and other surrounding social factors. In this study the classroom, the culture of the school and other social factors were taken into consideration because of the critical role they play in the everyday lives of the participants. Yin (2009) further argues that all social aspects may be highly significant to the phenomenon under study. Yin (2009) also distinguishes the three main

types of case studies, which are exploratory, descriptive and explanatory. The study under investigation was predominantly a descriptive and explanatory case study in that it aims to describe the context and then answer the questions of 'how' the novice educator views ADHD children.

3.5 Strengths of case study Research

Simons (2009, p.23) outlined some of the strengths of using a case study research design as follows:

- ✓ “It can allow the researcher to document multiple perspectives, explore contested viewpoints and to explain how and why things happened.
- ✓ It is useful in exploring and understanding the process and dynamics of change, through closely describing, documenting and interpreting events as they unfold in the ‘real life’ setting, it can determine the factors that were critical in the implementation of programme or a policy and can help analyse pattern and link between them.
- ✓ Case studies are flexible, that is, neither time dependent or constrained by method. It can be conducted in a few days, months or several years and can be written up in different forms and length appropriate to time scale.
- ✓ It has the potential to engage participants in research process. By this it meant, that there is a shift in the power base of who controls knowledge and it recognises the importance of co-constructing perceived reality through relationships between the researcher and participants”.

3.6 Limitation of Case Study Research

It is important as a researcher to acknowledge some potential limitation that case study research present. Simons highlight these (2009, p.24) as follows:

- ✓ “The subjectivity of the researcher is a concern for too much personal involvement in the research process can be problem.
- ✓ The reports we write cannot capture the reality as lived, because there is much we can do to highlight the timing of the study and the partial nature of interpretations, so the readers can make their own judgements.
- ✓ The usefulness of the findings for policy determination is partly dependent upon the acceptance of different ways in which the validity is established and the findings are communicated in case study research.
- ✓ It is very important to mention that a case study research form generalisation for policy-making is not the aim. Nevertheless, the aim is to present a rich portrayal of a single setting to inform practice, establish the value of the case and to add to the knowledge of a specific topic”.

According to Simons (2009) “the question of generalisation in case study research is an on-going debate. It must be noted, that some writers have claimed that case study of a single case, is limited because its findings cannot be generalised to other cases”.

3.7 Research Paradigm: Interpretive Paradigm

An interpretive paradigm provides opportunities for looking deeply into the world of participants; their experiences and actions. Such an orientation accepts the inseparability between values and facts and attempts to understand reality, especially the behaviour of people, within a particular social context (Cantrell, 1993). According to Cantrell (1993), interpretive researchers are keen to understand the meaning people make of daily occurrences and how they interpret these within the contextual social and natural setting that they find themselves. Interpretive research regards people as agents of creation of meaning in their settings and these meanings are valuable and useful for research (Janse van Rensburg, 2001 p.16). Such an approach acknowledges that people’s interpretations and interactions with their situations create reality.

The epistemological assumption in this paradigm is that events are understood through the “individual’s mental process of interpretation, which is influenced by and interacts with social context” (Cantell, 1993 p. 83). Cantell maintains that reality within the boundary of the perspective of interpretivism is “multiple and divergent” (Cantell, 1993 p.83). This means that reality is not only situated and contextual but also that people may experience the same phenomenon differently. According to Terre Blance and Kelly (2004), interpretive research makes sense of data within a particular context. The central endeavour in context of the interpretive paradigm is to understand the subjective world of human experience (Cohen, Manion and Morrison, 2007, p.32).

3.8 Sampling and Participants

McMillan and Schumacher (2006) view subjects, sometimes referred to as participants, as the individuals who participate in the study and from whom data are collected. The sample was drawn from an independent school, which consisted of educators from different social backgrounds. A small sample of 10 educators was selected. In this case, I am interested in understanding the attitude of novice educators from diverse cultures, ages and genders and how they perceive the behaviour of ADHD learners in their classes. I will make use of purposive and convenient sampling method.

A purposive sampling method was used to select participants, because it allowed for the use of the pre-selected criteria relevant to the study (Maree, 2007). According to Creswell (2012) in purposive sampling, the researchers intentionally select individuals and sites to learn or understand the central phenomenon. It allows for the use of people or units who are appropriate for the study (Leedy and Ormrod, 2005). It allowed me to select the information-rich participants and groups for the study (McMillan & Schumacher, 2006). Cohen *et al.*, (2011, p.156) state that in purposive sampling, “the researcher hand-picks the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristics being sought”.

The novice educators were interviewed using semi-structured interviews. For sampling, my opinion is that sample size does not matter much and is not a major consideration in case study research as “*the concern is not so much for representative sample* (indeed the strength of case study approach is that the case only represents itself). (Cohen et al, .2011, p.294). The ease of access to this sample is an advantage in that it allowed for easier process.

For the purpose of this study, I will adopt a purposive sampling technique. Qualitative researchers on acceptable meaning of purposive sampling have given many definitions. According to Terre Blanche, Durrheim and Painter (2006) in a purposive sampling, specific elements, which satisfy some pre-determined criteria, are selected. In a similar vein, a purposive sampling technique, also called judgment sampling, is the deliberate choice of an informant due to the qualities the informant possesses (Cohen, Manion & Morrison, 2011). This non-random technique does not need underlying theories or a set number of informants. Putting it differently, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience (Bernard 2002, Lewis & Sheppard 2006). The sample size for this study is 15 participants, namely 10 novice educators in foundation phase and 5 Heads of Department (HoDs) who are directly in charge of the novice educators. I want to state that I would select two educators from each of these five schools so selected. The reason for the selection of these schools is to gather a wide spread of the participants from all the Mafukuzela Gandhi circuit. In the context of this study, a novice educator is someone who has been teaching for less than five years. I selected the five schools because they are proximity to my work place and they are within the same circuit.

3.8.1 Methods of Data Production

The data production techniques that were used in the study are semi-structured interviews and observation. In the context of data generation, good research relies on strong data. In this case, systematic organization of the data is important. This study collected and stored multiple sources of evidence comprehensively and systematically, in formats that can be referenced and sorted, so

that converging lines of inquiry and patterns were uncovered. It involved deciding what information to gather and why, and the best way to gather it: when, how and from whom. In gathering and interpreting the information, this research will make use of interviews and observations in data collection because in a case study the researcher has to engage fully with the participants to gain fully knowledge of the issue at hand. According to Creswell (2009) data generation in a case study, occur over a "sustained period of time.". Case studies bring interesting, real-world situations into the classroom study of classroom management. By discussion with students, I learned that decision-making is often a confrontational activity involving people with different points of view.

Firstly, I determined and defined the research questions, and then I selected the cases, determined data gathering, and analysis techniques. Furthermore, I prepared to collect the data, collect data in the field, evaluated and analyzed the data before I prepared the report. After this, I further investigated the object of the case study in depth using a variety of data gathering methods like interviews and questionnaires to produce evidence that leads to understanding of the case and answers the research questions.

Empirical data collection methods were based on interviews. An interview is an art of urging participants to detail answers to pertinent questions. Interviewing is the ability of the researcher to utilise his skill in asking questions, that will elicit the desired information, and intently listening to the response (Denzin & Lincoln, 2003, pp.56-57). There is a situated understanding between the interviewer and participants in an interactive environment. However, this method is influenced by the interviewer's personal attributes such as gender, class, race and ethnicity.

The interview schedules, I used had two sections: Participants completed the first part of the questionnaire giving their personal details. The rest of the questionnaires were directed at assessing novice educator attitude towards children with ADHD. In this dissertation, qualitative information was collected by data gathering tools, which included the following:

- Interviews

- Semi- structured Interviews

3.8.2 Interviews

I used interviews as the means to generate data. An interview occurs when researchers ask participants questions and record their answers (Creswell, 2012). In addition, according to Cohen et al. (2007) an interview is an exchange of views between two or more people on a topic of mutual interest for production of knowledge. The interview was conducted with the purpose of providing contextual information on novice educators' attitude. The interviews enabled me to get rich descriptive data and to view the world through the eyes of the participants (Maree, 2007). They allowed the participants to discuss and interpret the world in which they live, and express their own points of view regarding the situation (Cohen *et al.* 2011). They are very useful since they yield a great deal of useful information (Leedy & Ormrod, 2005). I uses both semi-structured and focus group interviews.

From my reading of Simons (2009, pp.43-44) these are some of the purposes of interviewing. Firstly, 'it is to find out what is in and on someone else's mind.' Secondly, it is the active engagement and learning it can promote in identifying and analysing issues. Lastly, it has the potential for uncovering and representing unobserved feeling and events that cannot be observed. The interview questions in this study consists of open-ended questions. Sarantakos (1998, p.255) believes that "one of the distinguishing criteria for qualitative interviews is that they use open-ended questions. Unlike closed-ended questions, open-ended questions give no possible responses". In this study, there were 20 interview questions and all these interviews were tape-recorded for later analyses.

3.8.2.1 Semi-structured Interviews

I used the semi-structured interviews, because they are ideal for interviewing participants who are not hesitant to speak and who can share ideas comfortably (Creswell, 2012). I also used it because of its flexibility. They allowed for the use of probes and required the participant to answer a set of predetermined questions (Maree, 2007). The probing technique allowed for the use of standard questions that are individually tailored to get clarification or probe a person's reasoning (Leedy & Ormrod, 2005). They are best suited for the study because they allow the use of the phrase to accommodate individual response (McMillan and Schumacher, 2006). One semi-structured interview was conducted with each student. The challenge of using semi-structured interviews is that it can get side tracked by issues that are not related to the study (Maree, 2007). As a researcher, it is my duty to always guide the participants back to the focus of the research.

3.8.2.2 Focus Groups Interviews

Focus groups are a research technique that collects data through group interaction on a topic determined by the researcher (Morgan, 1996: 130). Focus groups interviews were used in this study to collect data through group interaction where the group discussed their responses towards their attitude towards learners with ADHD. De Vos et al. (2005, p.299) on the other hand describe a focus group interview "as a way of obtaining a better understanding of how people feel or think about an issue, product or service". This means that the focus group interviews allowed the researcher to have a better understanding of the participants' feelings and thoughts about being ADHD children. Focus group interview also creates a process of sharing and comparing among the participants, and according to De Vos et al., (2005, p.299) focus group interviews are powerful means of exposing reality and investigating complex behaviour and motivation. Furthermore, Morgan (1996) suggests that the interaction among participants often consists of their efforts to understand each other, as they convey a willingness to listen without being defensive, which is uniquely beneficial in an emotionally charged environment.

The focus group interview allowed for an open conversation and deeper relationship between the interviewer and the interviewees, with the opportunity to clarify questions and answers in order to ensure accurate responses. Each participant was able to comment, ask questions and respond to comments by others. The group discussion was conducted for an hour per session.

3.8.2.3 Advantages of using Focus Groups Interviews

According to Kitziener (2005), focus groups interviews have an advantage of providing participants with an opportunity to engage in a group discuss. Focus groups can encourage participation from those who are reluctant to be interviewed on their own. Focus groups do not discriminate against those who cannot read or write, which may be challenges, participants, can find when using questionnaires.

Kitziener (2005) further argues that focus groups advantage is that they provide insight into sources of complex behaviour and motivations. A comparative advantage of focus groups interviews is its ability to enable the researcher to identify quickly the full range of perspectives held by the participants. Focus groups interviews also allow participants to clarify or expand upon their contributions to the discussion in the light of points raised by other participants, thus expanding on contributions that might be left underdeveloped in an in-depth interview

3.8.2.4 Disadvantages of using Focus Groups Interviews

Focus groups interviews are less effective as an investigative tool for the disclosure of personal and sensitive information. As a researcher, going in I was aware of this shortfall, hence the questions were not personal or sensitive in nature. Focus groups interviews are not effective when dealing with sensitive topics. It can sometimes be difficult for participants share their real feelings towards some sensitive topics publicly. This can in turn influence the output data. Another disadvantage of focus groups interviews is that, focus groups draw upon spontaneous rather than carefully considered responses. This in turn may influence the results of the study. A

focus groups interview can also tend to become influenced by one or two dominant people in the group discussion. This can influence the results to be very biased.

I need to state here how recorded my observations in my reflective diary and made entries after each visits to the participants, from the beginning until the end of the research. I made notes including any change, what needed to be done on what I had learnt in the process. During the writing of my dissertation I read and re-read my personal raw data so as not to leave out any information that maybe vital to draw up conclusions to this study. I repeatedly refer back to the purpose of the study in order to focus attention as it involves using multiple sources and techniques in the data gathering process. Data gathered in this study is normally largely qualitative. I followed these steps in this research. Firstly, I will determine and define the research questions, and then I selected the cases and determine data gathering and analysis techniques. Furthermore, I will prepare to collect the data, collect data in the field, evaluate and analyze the data before I prepare the report. After this, I further investigated the object of the case study in depth using a variety of data gathering methods like interviews to produce evidence that leads to understanding of the case and answers the research questions.

To answer critical questions that were earlier developed, data was collected from participants through a semi-structured interview and questionnaires. In semi-structured interview, the researcher has a list of questions or specific topics to be covered, which is often referred to as an interview guide, while the interviewee has a great deal of options in how to reply. Furthermore, the semi-structured interview, therefore, not only gives interviewers some choice in the wording to each question but also in the use of probes (Hutchinson & Skodol-Wilson 2013). This involves face-to-face interaction or relationship. A semi-structured interview was used in order to gain an in-depth knowledge on newly appointed foundation phase educators and head of departments towards Attention Deficit Hyperactive Disorder (ADHD) learners.

An empirical data collection method was based on interviews. An interview is an art of urging respondents to detail answers to pertinent questions. Interviewing is the ability of the researcher to utilise his skill in asking questions, that will elicit the desired information, and intently listening to the response (Denzin & Lincoln, 2003). There is a situated understanding between the interviewer and participants in an interactive environment. However, this method was influenced by the interviewer's personal attributes such as gender, class, race and ethnicity. The interview questions used have two sections: Respondents answered the first part of the questionnaire giving their personal details. The rest of the questions was directed at understanding the attitudes of novice educators towards learners diagnosed with Attention Deficit Hyperactive Disorder (ADHD).

3.9 Data Analysis

The qualitative data will be analysed according to the content of the interviews and responses was grouped according to themes. In addition, individual interpretations, judgments, opinions and conclusions was made and drawn and some of these will be complemented with quotations from the qualitative primary data in order to give it more meaning. Bogdan & Biklen (in Tutaundu, 2009, p.33) defines data analysis as the process of systematically searching and arranging the data transcripts, field notes and other materials which were garnered by the researcher to increase his or her understanding, which enable him to present what was discovered. The research will employ in-depth interviews and since it will include participants from different schools, triangulation will be possible because data that will be analysed will come from secondary sources, interviews and literature among others.

The data collected from the field would be subjected to transcription. However, because qualitative studies such as the one under investigation do generate large amounts of textual data, which can therefore be difficult to analyse, I intend using a coding technique, which will make the data more manageable to analyse and interpret. Finally, the coded data will be subjected to thematic analysis. Thematic analysis is the use of themes to make sense of data. Braun and

Clarke (2006) argue that a thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data.

3.9.1 Trustworthiness

The aim of trustworthiness in the study pursuing the qualitative approach is to support the argument that the findings of the study are very crucial to pay attention to (Lincoln & Guba, 1985). In the study, four issues of trustworthiness were attended to: that is the credibility, transferability, dependability and confirmability (Lincoln & Guba, 1985). According to Lincoln and Guba (1985, p.296), “credibility is an evaluation of whether or not the research findings represent a credible conceptual interpretation of the data drawn from the participants’ original data.” Transferability is the degree to which the findings can be transferred and be applied to other situations (Shenton, 2004). Dependability is about the quality of data collection, data analysis and theory the data collected (Lincoln & Guba, 1985, p.34).

In addressing credibility, firstly, the data was collected from the students through observations, interview and focus group interviews and were analysed. The intention was to develop three layers of data. This technique meets the technical definition of triangulation (Lincoln & Guba, 1985). The use of multiple sources of data confirmed the data tying up (Lapan, Quartaroli & Riemer, 2012). Secondly, I completed member checking (Lincoln & Guba, 1985). In the process of member, checking research participants reviewed a summary of data analysis procedure and a summary of the results of the study.

In addressing the transferability in the study, I included in (Appendix D) and several of the documents used to generate data the answer to the research questions (Lincoln & Guba, 1985). In ensuring dependability and conformability, I relied on an independent audit of my research (Lincoln & Guba, 1985, p.34). Data generated in this study by qualitative approach was verified as credible through triangulation. I made use of triangulation in the collection of data, which means that two or more method of data collection was used in this study.

In a qualitative research study, reliability is the extent to which research produces the same results when replicated, while validity is the extent to which the research produces an accurate version of the world (Bloor & Wood, 2006). This is achieved through a consistence check on the instrument of measurement. Ensuring objectivity is not an abstract activity, but comprises all efforts undertaken to ensure accuracy (validity) in all evidences that the research is based on, and the determination to evaluate the truthfulness (reliability) of the analytical claims made about the truth (Silverman, 2010). An alternative way of distinguishing between reliability and validity is to think of reliability as a measure of precision (the degree to which a research finding remains the same when data collected and analysed several times) and to think of validity as a measure of accuracy (the degree to which a research finding reflects reality). For validity and reliability purposes, two data generation methods was adopted. Semi-structured interview for the newly appointed educators was conducted, thereafter; another interview will be conducted for heads of departments who are directly in charge of novice foundation phase educators.

3.10 Ethical Issues

Ethics is a critical part of the research process from initial formulation of the research to the research issue to the interpretation and reporting of the research findings. To the best of my knowledge, ethical issues procedure was followed, in order to respect the rights of the participants. In conducting research, the issue of confidentiality of results and findings of the study and the protection of the participant's identities is crucial (Maree, 2007). Participants were informed of the purpose of the study and the reciprocity, assessment of risk, confidentiality, informed consent; and data access as well as ownership of data was attended to (Creswell, 2012).

The ethical clearance approval from the University of KwaZulu-Natal Ethics committee was granted (see appendix). Signed consent forms were obtained from all participants (see appendix I, page 118). Confidentiality and anonymity was consistently ensured and pseudonyms were given. Participants were kept informed of every step of the process involved. Informed consent was obtained. Participants were informed that they could withdraw whenever they wish to.

Ethics can be described as the discipline dealing with what is good and bad, or right and wrong or with moral duty and obligation (Globler, Warnich, Carrel, Elbert & Hatfield, 2006). For ethical consideration, the researcher will not disclose the participants' names and the site where the study was conducted was given another name. Proper consultation with the officials was followed. A letter to the Ward manager, asking a permission to conduct a study in one of the schools under his ward was included. Thereafter, a letter was written to the principal of the school to ask for permission as well as participants themselves. Issues such as the anonymity, confidentiality, freedom of participation or non-participation and the right to withdraw if they feel like was discussed and they were informed that their responses was only being used for research study.

3.11 Conclusion

In this chapter, the research paradigm was discussed, covering the issues of ontology, epistemology and methodology. The discussion of the methodology using the qualitative approach to explain why I chose to adopt a case study design was covered. The methods of data production that covered semi-structured and focus group interviews was explained. It gave detailed briefing of data analysis, trustworthiness, and ethical issues and touched on the limitations of the study and the chapter summary. The next chapter deals with the data presentation and discussion.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF FINDINGS

4.1 Introduction

This chapter will focus on the analyses of the findings during the semi-structured interviews and observations. Data collected in this research was transcribed into text and presented in a thematic form. Data analysis involves reading data repeatedly, engaging in activities of breaking the data down (sorting it into themes and classifying) and building it up again in novel ways (elaborating and interpreting) (Terre Blance, Durreim and Kelly, 2006). Themes were identified and coded during the theme development process. This entailed marking different sections of data as being instances of or relevant to, one or more of the themes (Terre Blance et al., 2006).

This section discusses data presentation and analysis. Audiotaped interviews were transcribed verbatim into written text. Analytical procedures, which then, followed a step by step constant comparison method (Strauss & Corbin, 1990) was used to develop themes. This chapter will be structured according to different topics and their subheadings in line with the information that emanates from the data. It will first give the reader information about the attitudes of novice educators towards learners diagnosed with ADHD. Thereafter, other researched view on educators' attitudes and awareness of ADHD is used to support the analyses of the data. Lastly, theoretical framework was also used to support the views of the participants.

The objectives of this study are:

1. To examine the attitudes of novice educators in the Foundation Phase towards ADHD children.
2. To investigate why novice educators, have these attitudes.
3. To investigate the impact of educators' attitudes on teaching children diagnosed with ADHD.

Key research questions

My key research questions are:

1. What are the attitudes of novice educators in the Foundation Phase towards learners diagnosed with ADHD?
2. Why do they have attitudes that they have?
3. How do their attitudes affect teaching/learning that they give to learners diagnosed with ADHD?

4.2 Themes of the study

Three major themes emerged from the analysis of the data collected. These themes are related to the three key research questions and objectives of the study. The research questions were based on attitudes of novice educators towards children diagnosed with ADHD, the spaces and places they occupy in the schooling context and how they navigate these spaces and places. Each theme is different in terms of various categories and sub-categories of the research questions. Appropriate verbatim quotations from the transcribed semi structured interviews were provided as validation. Twelve participants were interviewed and pseudonyms were used.

4.3 Attitude of educators towards learners with ADHD

They started by sharing their attitude towards ADHD learners and their understanding of the cause of ADHD.

Educators' attitudes came up as one reason that may present learners with ADHD as problematic. Nomvulo claims that:

These kids are difficult to manage; I need to work extra to manage those kids. I need to be parenting them, some of them cannot learn. Their parents dumped them in the school.

Other teachers in the field during teaching practice would expect me to help all the learners with disabilities. They expect us to be a master of all.

Bower and Du Toit (2000) argued that educators' attitudes towards impairments (disability) were negative. Educators' attitudes towards impairments (disabilities) have to change to handle learners with special educational needs effectively. Bower and Du Toit (2000) states that, educators often feel helpless when their special needs learners fail to perform adequately. This situation of helplessness results in the educators' development of negative attitudes towards impairments (disabilities).

Another participant Mzomkhulu said:

“Most of us as novice educators, when doing our teaching our attitude tends to change towards disability when we begin working with learners with ADHD, we even claim that what the use of teaching these children because they are impossible and difficult to teach”.

According to Backer (1993) educators in the classroom setting, have less positive attitudes in working with learners with learning impairments or disabilities. Schechtman (1996), claimed that in order to ensure positive teaching outcomes in an inclusive classroom, educators have to develop, positive attitudes towards learners with ADHD. According to Schechtman (1996) the emotional aspects of teaching that underlie educators' attitudes about learners with ADHD are ignored by the policy makers.

A favorable attitude towards learners with ADHD plays an important role in the way learners behave. Unfortunately, many novice educators failed to demonstrate favorable attitude and complained about the deficit of the learners (Hang, 2003). Reflecting on their experiences of attitudes, the majority of the participants in the interview reported that special education is not well recognised in most institutions where they studied.

Different participants had different understandings of attitudes towards learners with ADHD. Mthalande (pseudonym), one of the participants, understood her attitudes as:

“An attempt to actually bring the teaching of each and every learner in a classroom. They are lazy and disruptive. They do not want to do their work”.

This understanding of novice educators’ attitudes resonates with the view of Millward (2000) who states that it is the practice and process of involving and meeting the diverse needs of all learners regardless of age, ability, socio economic background, talent, gender, language, HIV status and cultural origin in supportive classrooms and schools. Educators’ attitude reflects a deep negative feeling to support all learners, especially the one with ADHD to maximize participation and development of their full potential (Millward, 2000).

Some novice educators conceptualized their attitudes towards learners as based on their understanding of the condition, as with ADHD in the classroom setting. Zikhali said:

My understanding of ADHD is those kids who are so loud in the class and play all the time without paying attention.

Dyson and Millward (2000) claimed that in the process of accommodating diversity, the education system transforms by developing ways of making the same curriculum accessible to all learners. It also provides children with the opportunity to learn to live in a diverse democratic society, and is a positive force in bringing about more equitable and participatory responses to diversity.

Another major reason why the implementation of inclusion is impossible in schools is due to parents who do not want to help the teachers to teach learners effectively. Naomi who participated in the interview in a school said: *“Parents do not care about their children’s performance, children’s learning problems. It is very difficult to work with some of the parents”.* Parental involvement is an aspect that falls in the mesosystem in the Bronfenbrenners’ ecological model. Lack of parental involvement affects learner’s academic performance (Van Wyk & Lemmer, 2009). Parental involvement is vital, so that the teaching and learning of children will be effective.

Promise, who participated in the interview, shared that: “The *children are trouble-makers and they are always absent-minded.*” Bronnfenbrenners’ (1979) level of macrosystem shows that macrosystem involves dominant social structures as well as beliefs and values. In this way, the child’s performance can be influenced by the beliefs and customs of the parents and teachers.

Different views and attitudes of novice educators towards learners with ADHD are apparent in the following excerpts;

“They are always *swearing*” **Thanda (pseudonym)**

“*They are difficult to manage*” **Lunga.**

While **Sanelisiwe, (pseudonym)** another novice educator indicated in the interview “*they are slow learners*”.

4.4 Causes/reasons for holding the attitudes

Novice educators UNANIMOUSLY felt that there is a need for a lot to do in order to find the causes and the reasons that they hold these attitudes toward learners with ADHD. The need to establish the causes will be beneficial in understanding how they can deal with such in order to prepare them to be able to implement inclusive education effectively.

Nelly said:

“We do not learn other disabilities such as communication disorders whereas there are a lot of students with communication problems. We do not have adequate support service facilities such as speech therapy, sign language course and counseling skills here. If we learn more about these areas, we would be able to function well in inclusive setting. So, there is a strong feeling that a university should do something to fit these inclusive aspects into the future curriculum, because we do not feel equipped when it comes to practical staff”.

This view concurs with the idea of Hemmings and Weaven (2005) who claimed that some institutions offer little in the form of inclusive education and even fail to address key aspects of inclusion.

Novice educators strongly felt that the lack of experience is a key reason why they hold the attitudes and suggest that colleges should lengthen the period of practice teaching so that they would have more experience with what is happening in schools. **Nana** said:

“We do not have time to practice skills such as various instructional designs, and development of materials. I wish the management could provide more workshops where we could be trained for the few weeks on how to manage learners with ADHD. There is no mentoring”.

Oswald and Swart (2011) emphasized that teacher education institutions need to be at the forefront of research into innovative teaching methodologies to ensure that novice teachers enter the profession with the potential to become agents of change in the development of inclusive schools and classrooms. The institutions must prepare educators for collaborations and support, and assist them in understanding their relative roles and responsibilities in inclusion. University curriculum development is a macro system, which must consider lengthening teaching practice so that student teachers may have long period in the field.

Another participant in this study indicated that they still lack skills and mentoring required her to teach learners with ADHD because the curriculum did not adequately prepare them. **Blome** said:

“As teachers, the society had high expectation from us and it is like you are to be a master of all. Teachers at school presumed that, since I am a trained educator, I might be able to help learners with difficulties, but that is not the case because the institution I attended did not focus mostly on the practicality. I had learners in my class who are diagnosed with ADHD and I did not know how to accommodate him”.

This concurs Nagata (2005) who claims that, inclusive education subject has been shown to have a positive effect on the preparation of pre-service teachers; however, a single university subject

on inclusion or special education cannot adequately prepare teachers to successfully implement various aspects of inclusion and for ADHD learners in the classroom..

Thembi another educator who I interviewed blamed the lack of information on policies guidelines as the reason why they hold such attitudes.

Mathombi seem to believe that they Learners have bad behaviour. She sees the reason for the learners' behavior as behavioural problem, which stems from the learners' background.

Bongi sees the learners as kids and attributed the reason of the attitudes of seeing the learners as children.

Shockingly **Namile** a participant said that she does not know what is ADHD and therefore may not know how to handle the learners.

They have no role model said **Fikile** who is another participant.

However, most of the educators admitted that they have no training and experience on how to handle this phenomenon called ADHD. The majority of the participants admitted that there is lack of assistance/ mentoring in their school. Different views have emerged about the readiness of novice teachers to implement inclusive education in order to cater for learners living with ADHD. Among the 10 participants who took part in this study, they felt that they were ready to implement inclusive education in schools. However, they noted that they foresee barriers to implementing inclusive education in the classroom because of shortage of resources, educators' attitudes and lack of parental involvement.

Novice educators felt that they are ready to implement inclusive education, but they are afraid that they may not be able to do so because of resources. An educator who in the interview discussion said: *"I am ready to implement inclusive education to cater for ADHD learners; the problem is that, in most South African Black schools, resources are very limited."* This concurs with the view of Oswald and Swart (2011) who claimed that most novice educators from higher education institutions in South Africa are not prepared to implement inclusive education in

schools, and they are worried about the resources to support inclusion in terms of the reality of large classes and their workload. A novice educator might be ready to implement inclusive education but the problem would be the unavailability of resources in schools. If there are no resources, the implementation will be impossible.

Thanda said: *“We are not provided with adequate support service facilities such as speech therapy to help learners with speech problems”*. This substantiates the view that although novice educators feel ready to go and implement inclusive education in schools, shortage of resources is their greatest impediment.

Lorman (2007) argues that novice educators lose hope in implementing inclusive education because the resources are lacking and this emerged as the most highly ranked concern for implementation. Similarly, **Nombali** said: *“Resources are limited in most South African black schools. As a result, teachers end up being the only resource available to children”*. Swart and Pettipher (2001) claimed that teachers who experienced the inclusion of learners with disabilities have identified time, collaboration, administrative support and ongoing training as some of the resources for supporting and sustaining inclusive education in schools. However, resources are not only those existing within the school itself, but also include those in the community. Accessing resources and support in the community is an essential activity of an inclusive school (Muthukrishna, 2001).

4.5 Impact of teachers’ attitudes on teaching and learning

Based on the responses from the participants, it was noted that novice educators exhibit different attitudes in teaching which have an impact on learners’ achievement levels. During the semi-structured interviews four educators’ narratives yielded different emotions. Out of the narratives of four participants, two narratives indicated emotions of skepticism (unhappiness). In addition, the other two emotions of happiness. For example,

Matho and **Lunga** indicated that they are not content with the way they teach these learners. **Matho** was a novice educator in the school and is happy to be an educator in the school while **Lunga** values the respect, good teaching and support; he receives from the other educators. This is evident from their narratives they shared below:

Whenever these kids come into the class, I feel frustrated. They need special care from the psychologist or specialists

However, both **Matho** and **Lunga** indicated their concerns on a number of things. For example...

Matho cited bad influence by other learners who engage themselves in swearing, carrying weapons to school and not paying attention.

“They do things I don’t like in the school ..., they bad influence to other learners ...I think we need more parental inclusion to deal with these cases”.

Lunga, on the other hand, cited teachers who are sometimes unsympathetic and scolding or blaming learners for being in a grade that does not suit their age group of the learner.

“Abanye othisha baye bakhulume kabi nawe,bathi akufanele ngabe ulapha kufanele ngabe uko ‘grade’ banibani ...(some teachers attack us verbally by saying you are too old to be in this grade)”.

The emotions evoked during the semi-structured interview with **Thembi** and **Sanelisiwe** were indicative of educators who are unhappy and uncertain of their teaching method in handling these issues.

Thembi indicated that their learners are alienated from debating and a variety of subjects offered in the school. Surprisingly they do not do any of the subjects during the schoolwork in the class. The school environment also fascinates Thembi, which is a multi-racial school background. In a research by Olivier (2006) it was found that environmental factors, such as school set up and domestic circumstances, have a great influence on a learners’ motivation. In the case of Thembi, this finding is negated as it works against their favours.

Thembi, as a novice educator, does not like the fact that teachers are an authority figure who administer corporal punishment and learners with disabilities are sometimes stigmatised. Thembi

seems to like teaching in the school but she is skeptical and uncertain about things that are happening in the school.

The following verbatim quotation attests to state of her uncertainty:

“The fact that some teachers now resort to the use corporal punishment in class control and management, and some learners don’t get a chance to explain your position, and those who can’t answer back become vulnerable”.

Sanelisiwe is displayed an emotion of uncertainty and frustration. **Sanelisiwe** was unhappy that some learners do not come to class, there was no variety of sporting activities and that learners do not receive textbooks. **Sanelisiwe** believes that these learners with ADHD do not have time for learning in the school and they are forever busy playing. So they feel rejected and alienated.

This following quotation is based on what had to **Sanelisiwe** say about his emotional teaching experience with a learner:

“Sometimes in classes these learners do not come, I lose focus, I feel they do not have time for me... in the previous school we used to get support and teaching textbooks and a lot of activities”.

Sanelisiwe gave an example of a learners who lose focus in their studies and this can degenerate to truancy as indicated by Matsisa (2006) is his investigation.

All the participants indicated that they did not feel good when there were things they liked in the school that are happening.

Some learners are good, I also feel good, feel good about some learners but some learner have this I- don’t – care - attitude (Fikile)

Thembi has mixed emotion when it comes to her feelings associated with things that are happening in her classroom that she like and those she does not like about the school. This is evident from the response she gave during the semi-structured interview:

“Sometimes I feel sad when these learners are disruptive and I want to make a difference by talking to them in private ... and about things that I feel” ... (Thembi)

When asked about their relation with their colleagues in management positions, the participants had different views on human relations and support from their senior colleagues on the management positions; this is evident from the following responses that were given during the semi-structured interviews:

I have good relationships with my colleagues. (Thembi)

I feel learners do not understand me, I feel that I am different from them and we do things differently (Zakithi)

In having a good relationship with my colleagues, there is a sense of respect and I feel acceptable in the staff room. (Bongi)

Mathombi indicated that the attitudes of some learners sometimes makes him go paranoid and there is nothing that he likes about the school, which can lead to boredom for him.

In my class, my learners do not pay attention, (Mathombi)

The emotional experiences of the participants are varied and diverse concerning teaching and learning in class. This is because human beings are unique and their perceptions about issues are likewise. School must accommodate such differences and incorporate that in their teachings to enable learners to learn according to their abilities.

“I feel good about teaching and learning. I don’t have a problem with my fellow teachers, ...I feel down when I don’t do well in my class because, it is up to the teachers to ensure that learners we get the questions well ... when I don’t do well I feel down and tell myself that I can do better in future.... have to ask my colleagues who are doing well in teaching and management of their classroom subject”. (Lunga)

“I feel like going down, feel sad, and feel pain when these learners make me feel like I am not doing well enough to manage my class in”. (Thembi)

“I get excited when other teachers in the SMT teaches or organize workshops on how to control classrooms. But sometimes these learners do not pay attention and gets hyped up” ... (Mathombi)

“Sometimes I do not reflect on teaching and learning afterwards, sometimes do not remember how to control these learners, at that stage I feel very bad about myself”.
(Thembi)

Educators’ feelings about learners’ behaviours also varied. Such feelings have either a positive or a negative impact on the participants teaching. It is important that good working relationships to be established between learners and teachers. The participants were also asked about their teaching method during the interview session. The responses given did not in any way depict any biases. All the participants agreed that it is important to assist their learners to do well even on those subjects that they are not good in.

Learners occupy different spaces and places in the school context. The spaces and places children occupy have a direct impact on the issues of power and power relations, control, exclusion and inclusion. The questions on this theme focused on the impact of the attitudes on the spaces the learners occupy, their acceptability within the classroom, the relations the learner forges with classmates as well the challenges faced by the school in supporting the learner.

Delisle and Berg (1990) states that underachievement is content and situation specific. For example those who are not successful in academic activities, are often successful in extramural activities such as sports. Labelling the learner as an underachiever jeopardies and ignores the positive outcome of those areas in which the learner does succeed.

Delisle and Berg (1990) therefore states that it is ideal to label the area of underachievement and not the learner, if a learner sees himself as an underachiever; he can set limits for himself on what is possible. In the case of ADHD learners, it is necessary that they be encouraged to participate in basketball which might later improve their self-worth and possibly achieve better in their academic work.

Thembi feels that some of these learners' behaviours are unacceptable in the school but she has advice the school be seek help from the specialist or the psychologists. It seems **Thembi** wants the school to play a supportive role to the learners.

“Like in my class, it is the best frank relationship where we can discuss things Personal things are not acceptable ...they think they are different because of their background... They hang around the classroom or outside the classroom, just outside the door

Some of these learners are vulnerable in the school because of their behaviour...

Not affirmed ... sometimes they just feel scared when I approach them ... I think other class teachers should try to get to know their learners”.

During the interview, Thembi indicated that stigmatization bullying takes place behind the school prefabricated buildings (koLindela).

Thembi shared the same sentiments with **Zakithi**. **Thembi** felt that learners felt accepted and motivated. He narrated an incident of a learner he once interviewed.

“One of my learner once told me. People who understand me, accept me for who I am (are in Grade 4) ... I feel like I am acceptable when it is appropriate for them ... feel left out, feel like rejected”

When I asked the participants how they have tried to deal with these learners behaviours, they made some critical revelations. Friendships are made through sport as claimed by some of the participants, and sometimes when there are mutual benefits between the learners and their friends.

*They do have friends; most of them are from vulnerable homes. They have been friends since they are of very young age (**Zakithi**).*

Participants reveals that the learners living with ADHD feel mostly vulnerable. It is evident from the narratives that since these learners feel alienates all of the learners, they feel excluded in that space. Exclusion means that they do not belong; which can later affect their academic performance.

The school are full of judgmental people, the teachers swear a lot, and what happens in the school corridors that are concealed to the teachers (Sanelisiwe)

The need role models because some of them do bad things to each other, things I do not condone as an educator ... are you sure it is going to be private. Asked (Nhlanhla)

However, participant was not willing to cite the bad things that were happening to the learners in the school. Due to a variety of reasons, participants were reluctant to going to these places, which are associated with the breeding ground for behaviour and disciplinary problem. Participants feared that learners were being bullied in the school sometimes; hence, they avoided using the classrooms. Such an act of avoiding the classrooms is a pain that the learners are likely to carry throughout their lifetime. Avoiding the use of school affects the learner's participation and academic performance in class. This can also lead to poor concentration and distraction during teaching and learning.

The participants indicated that there is a role to be played by the school in ensuring that the learners with ADHD are taken care of. The following citations are what the participants had to say:

"The school must take care of naughty learners within the school, create some support structure for vulnerable learners ... the school must have a good or positive influence to the learners, individual attention to be provided to learners and learners must differentiate between good and bad things". (Mathombi)

Support is needed from the school; district offices need to know their learners well; this can help to stop problems. (Thembi)

The school needs to pay more attention to learners (well-being within the school) as this affects our school marks. Learners are easily influences. (Nhlanhla)

The school to supervise the 'hotspots' (spaces and places). (Mathombi)

Some of the participants felt affirmed in the classroom while others were not. The classroom space was both motivating and alienating to others. In the classroom participants, like Thembi, said learners gets an opportunity to make friends. The classroom space also creates a competitive spirit amongst the learners. Learners who are not doing well feel alienated. The teacher has indicated that the classroom has both a positive and negative influence on the learner's performance.

Mathombi says that when teachers do not go to class learners can become demoralized and sometimes uncontrollable. This is an indication that the classroom space can be a challenge on the learner's performance. Lack of achievement by some of the participants is seen as 'cool' as most learners do not achieve well in the classroom space. This is related to group pressure that prevails in the classroom space. The participants cited that other learners do not value academic excellence.

In this theme, the participants reveal how they navigated the spaces and places, which were exclusionary and inclusionary. Morrow (2008) and Skelton (2008) contend that "social spaces that children occupy and navigate shape their sense of self and their identities".

Within the school context, it is evident that the participants are engaged in a complex network of social relationships, with friends, teachers, parents and the wider school community members. However, the relationships that the participants form with parents are crucial in terms of how they navigate their attitudes towards learners living with ADHD within the school context. In coping with the challenges in the classroom, **Mathombi** responds by saying:

"My coping skills are, usually I avoid shouting at them or just ignore the problem, or if the problem is too big I talk to one of my senior colleagues or friend's maybe they are good at advice, maybe they can help me. Or the problem is too much for my brain I talk to my mentors or HOD".

Thembi also share the same sentiments, as **Msomi** both of them do not really navigate the spaces and places within the school with ease.

“I do not cope, but try my best under the circumstances. My friends and HODs serve as a pillar of support for me. Sometimes talk to my mentor teacher, he is approachable” ... (Thembi)

Thanda and **Nhlanhla** seemed to share their views and provided a similar response to the other participants.

I do not cope, just go with the flow, keep quite most of the time, I sometimes withdraw myself. I also feel like a nobody... (Thanda)

Keeps quite, does not like to engage and withdraws myself from threatening situations because I am still a new educator. (Nhlanhla)

The participants had a positive response to the question on how they help learners navigate spaces and places when in position of control.

I am also a soccer coach; always there on time, help the learners to play the whole game, feel good when playing. I direct them and talk to them ... I would like to be seen as a role model. (Nhlanhla)

I help others who need help, do not punish other learners but help those people ... I reach out ... would like to be seen as good, helpful, mentor and a role model. (Thembi)

“Am in charge of swimming in the Umzinnyahi River when it is full, I become happy as I can swim better and offer support to others who are struggling with swimming ... I would like to be seen as a sociable person and a role model to these learners who are seen as a ‘mad case’ (hlanyo) as some learners may think. I also want to be seen as a good educator”. (Thanda)

It is evident that for the participants to navigate the spaces and places within the school, they have to acquire certain coping skills. The participants have to maintain certain positions by

avoiding certain situations or belonging to groupings such as SADTU so they can integrate faster and learn the ropes under the supervision of their senior colleagues.

From the interviews and data available to me, it was easier to assess novice educator attitudes towards learners with ADHD. This also encouraged them to speak out about the feelings in order to get help and support for learners diagnosed with ADHD in the best possible way.

4.6 Conclusion

In conclusion, this chapter focused on the participant's responses, which were based on the key research questions and the interview session with the participants. The participants responded by voicing their emotions, the spaces and places, they occupy within the schooling context and how their attitudes determine the way, they see learners living with ADHD in their classrooms.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to explore novice educators' attitude towards learners living with ADHD in their classroom. This chapter addresses the summary, recommendation and conclusions. Firstly, the summary of the findings as well as the entire research process are summarized and then conclusions are drawn.

This study aimed at exploring the attitude of novice educators towards ADHD children show they respond sometimes were negatively to the issue of the learners behaviours. Secondly, since the novice educators alone cannot be able held responsible to provide care and support to these learners, the study also explored how they draw upon resources available to the school in order to respond. The study yielded several distinct themes of how they chart their way forward - the potential of consolidating existing initiatives in their schools in a complementary manner.

5.2 Summary

The findings of a study in South Africa could be useful in so many ways to those who are yet to study the phenomenon in other schools in South Africa. Multiple studies have been done on all the different aspects of this disorder, but very few have examined novice educators' attitude towards learner diagnosed with ADHD. As an emerging economy, South Africa is committed to developing an education system that aims to redress barriers to learning. The adoption of inclusive education will prove to be good in tackling discrimination in school and cater for the most vulnerable learners especially those diagnosed with ADHD. One of the barriers to successful implementation of the policy of inclusive education in South Africa is a lack of teacher skills, and knowledge regarding their role in the intervention and management of disabilities such as ADHD in the classroom.

From the study, most Novice educators felt very confident and ready to implement inclusions in schools. However, some of them are more concerned about the proper provision of the resources at school because they believe that resources are some of the things that can facilitate the successful of implementing inclusive education in school. Further, they also concerned about the absence of short courses of inclusive education in the universities because they believe that, these courses may be able to equip them to deal with many disabilities like ADHD. They claim that these courses should not only focus on the theory but not practical's because they also like to be equipped in terms of practical skills.

It also became apparent from the findings that, teaching practice is very short and yet, that is where novice educators should get more time to familiarize themselves in teaching and dealing with learners with disabilities since they only contact with these learners during teaching practice. So, they feel that, teaching practice time should be more for practical skills. It is also essential to here for recommendations on this research topic.

5.3 Limitations of the Study

The limitations of the study are acknowledged. The major limitation of this study was the rarity in coming across the relevant literatures to review in relation to the topic. This study is concentrated on the realities of educators in their respective context; therefore, generalizations cannot go beyond these cases since the data is limited to what is collected from the participants. It is for this reason that the findings from this study cannot be generalized (Leedy & Ormrod, 2005).

In any research study, there must be some limitations, and my study, therefore, is not an exception. Because of that, the anticipated limitation is constraints of time. In this study only novice educators were interviewed as this is the limitation.

5.4 Recommendations

Loreman (2005) suggested that novice educators' confidence and sense of self-efficacy could be raised by providing them with training that adequately addresses their particular needs and concerns and enhances their abilities to teach all learners. If novice educators are confident about their ability to include learners with disabilities in their classrooms and see themselves as being able to deal effectively with this particular task (self-efficacy), their attitudes will be positive and their concerns less (Woolfolk, 2010).

I recommend that novice education and training for all should be promoted and that inclusive and supportive centers of learning should be developed. The findings suggest that, although most educators interviewed are willing to learn more about learners diagnosed with ADHD, huge effort will have to be made to move educators towards the explained paradigmatic shifts necessary for the successful inclusion of learners. The District Office has to put in place clear educator skills development plan that would address the problem of skills shortage on the part of educators who are already serving in the mainstream schools. Short in-service training courses could be offered to all educators. At least one module on inclusive education must be included in all future education studies that are undertaken by prospective educators in different tertiary institutions. Training to alter attitudes must be linked with other processes including training to deal practically with learners who experience barriers to learning (Loreman, 2005).

Furthermore, it would be advisable to have an education manager in the district to manage district-based teams, full service schools as well as special schools as resource centers as that would enable that particular manager to fast track the implementation process of inclusive education. There would also be a need to involve principals and school governing bodies of mainstream schools and special schools to ensure that clear arrangements are made and clear procedures are put in place to regulate the collaboration and exchanges of staff between mainstream, full-service and special (resource) schools (Department of Education, 2005). Each mainstream school should be attached to a particular special (resource) school.

The school as an organisation needs to find innovative ways of rebuilding the circles of care for learners with ADHD (Kinghorn et al., 2002). Of importance here is the need for the school management team to bridge the gap between policy and practice related to issues of disabilities at the level of the school communities by bringing together educators and learners with other resource people to identify and address the needs of all learners in a coordinated and effective way. McDonald (1997) highlights the creation of school communities that value all its members as problem solvers and whose development comes from within. The social context in South Africa as is in other countries requires an asset-based approach to early intervention that stresses capacity.

Considering greater challenges in the learners lives it should be noted by all educators to acknowledge closely to the learners needs within the classroom not limited to teaching alone rather taking care of the unusual symptoms of insecurity among the learners before embark on the daily work. School achievements monitoring far home and society not limited to classroom intervention (Caldwell and Spinks, 1998). Also in case of any sudden changes in learners' attitude which or may not relevant to the normal behavioral aspect of the learner should not be overlook rather seek to investigate the action for clarity to the next action on the challenge. Lastly, parental involvement is very significant to ensure total support working in terms of any causality occurrence in both school and home, by collaborating network to child's educational and social development.

The DoE (2001a) insisted that each school develops and adopts its own implementation plan on addressing learners with disabilities and creating an enabling environment for all learners, including children living with ADHD. From the participants' responses, it became clear that they are not aware of these imperatives. The only related work that was feasible according to the participants was compiling a list of 'needy learners' for the department. Support for children's needs go beyond access and enrolment if children are to maximize their potential learning (UNESCO, 2006b). As part of a national, provincial and district education system, every school needs to have a structure to promote a flexible and a caring response. The task of managing the activities at school, including those related to issues of disability, is at the heart of the SMTs who

share power with the principal to manage the school. Policies and programmes enable schools to create a supportive and caring environment for all the learners. However, the study revealed a lack of initiative by principals in generating a policy for their respective schools, which in itself has far-reaching effects on an SMT and school response to addressing the issues of learners living with ADHD.

There has been a strong indication that in order for any response to be successful, it must be driven by strong leadership, commitment and coordination. Care and support efforts for disabled learners must be seen as a central part of school provisioning, and SMTs need to draw on all ‘partners’ in their effort to respond to issues of underachieving learners. Collaboration is a key element in this teamwork, which has the potential to create a synergistic effort. Mainstreaming the issues of learners living with ADHD in the whole school programme should be seen as a necessity as these children are born citizens of South Africa.

However, there seem not to be substantial systems or structures at school level, which could make such support even and sustainable. Without understanding the challenges that lie and having a firm plan, individual support may fall apart. Collectively the SMTs have the necessary skills and human resources to make various strategies work, but it is important that there should be development of such skills, maintaining them and creating appropriate organisational structures (Rayners, 2007). In conclusion, support is the cornerstone of successful inclusive education. Inclusive schools and classroom focus on how to operate classrooms and schools as supportive and caring communities with the sense that everyone belongs, is accepted, and is supported by all members of the school community is fostered. This implies that no educator, parent, education support professional, learner or volunteer should have to handle significant challenges alone. Collaboration is an important strategy of support inclusive education and according to Sands et al, (2000, p.120) “...is at the heart of the school community”. Friend and Cook (2003, p.5) define collaboration as “a style of direct interaction between at least two co-equal parties voluntarily engaged in shared decision making as they work towards a common goal”.

Therefore, building an inclusive environment in schools entails our joint effort to meeting diversity needs of all learning in our schools. Learning support: comprises those activities that increase the capacity of the system to respond to the diverse needs of all learners (Booth, Ainscow, Black – Hawkins, Vaughan & Shaw, 2000). The activities are aimed at developing learning and participation, and could include well-planned educators' development and continuous support activities, parent involvement, collaboration of adaptation, peer support, therapy and counseling. (The term is not to be confused with 'learner support', which attempt to change the learner to fit into the traditional system.).

The practice and process of involving and meeting the diverse needs of all learners – regardless of age, ability, socio-economic background, talent, gender, language, HIV status and cultural origin in supportive classrooms and schools making inclusive education a reality (Sands et al,2000). It therefore reflects a deep commitment to create an education system that values and respects diversity and supports all learners, educators, and schools' communities to maximize participation and development of their full potential. In the process of accommodating diversity, the education transforms by developing ways of making the same curriculum assessable to all learners. Inclusive education provides children with opportunity to learn to live in a diverse democratic society, and is 'a positive force in bringing about more equitable and participatory responses to diversity'. (Dyson & Millward, 2000, p.170).

5.5 Recommendations for further research

The following recommendations for future research have been provided below:

This study was conducted in public primary schools' semi- urban areas. It would be interesting to conduct a study within a different context, such as a private education institution in an urban area. Such study would explore attitudes of novice educators towards ADHD learners in an urban area in the school context.

Future research should investigate these relationships with diverse settings and methods, taking into consideration psychologist: student ratios as well as historical training and service delivery patterns. It may also be possible to conduct analogue experiments to provide a more rigorous test of the ‘more not different’ hypothesis explicated in this study.

5.6 Conclusion

In my conclusion, the results provided encouraging evidence that, even after relatively short interviews on novice educators’ attitudes towards learners with ADHD, can bring about in the attitudes of novice educators towards learners with ADHD to a comfort levels in their interaction with learners with disabilities, and in their attitudes towards including learners with disabilities in mainstream classrooms. An increase in concerns about including learners with disabilities in mainstream classrooms highlighted the continuing challenges for novice educators in South Africa. The universities should be aware of the realities of learners with disabilities so that in the design of their courses there is a need to pay particular attention to addressing the concerns of novice educators to ensure an enhanced sense of self-efficacy and confidence in accepting ownership for the learning of learners with disabilities. The education institutions need to ensure that their courses develop the necessary knowledge, skills and attitudes so that pre-service teachers become agents in furthering inclusive education in schools.

REFERENCES

- Avramidis, E., Bayliss, P. & Burden, R. (2000). A survey into mainstream teachers' attitudes towards the inclusion of children with special education needs in the ordinary school in one local education authority. *Educational Psychology*, 20(2), 191-211.
- Baker, J. & Zigmond, N. (1995). *The meaning and practice of inclusion for students with learning disabilities*.
- Barkley, R. A. (2000). *Taking charge of ADHD: The complete guide for parents*. New York: The Guildford Press.
- Benjamin, S. (2003). *The micropolitics of inclusive education*. Buckingham: Open University Press.
- Berk, L. (2000). *Child development*. (5th ed.). Boston: Allyn and Bacon.
- Bronfenbrenner, U. (1979). *The ecology of human development: experiment by design and nature*. Cambridge, Mass: Harvard University.
- Bernard, H.R. (2002). *Research Methods in Anthropology: Qualitative and quantitative methods*. 3rd ed. California: AltaMira Press
- Beyene, G., & Tizazu, Y. (2010). Attitudes of teachers towards inclusive education in Ethiopia. *Ethiopian Journal of Education and Sciences*, 6(1), 89-96.
- Bharuthram, S. (2006). *Developing Reading Strategies in Higher Education Through the Use of Integrated Reading/Writing Activities: A Study at a University of Technology in South Africa*. Unpublished Ph.D Dissertation. UKZN.
- Bloor, M. & Wood, F. (2006). *Keywords in qualitative methods*. London: Sage publications.
- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3 (2). 77-101.
- Bruno, J. F., Stachowicz, J. J., & Bertness, M. D. (2003). Inclusion of facilitation into ecological theory. *Trends in Ecology & Evolution*, 18(3), 119-125.
- Campbell, A., McNamara, O., and Gilroy, P. (2004). *Practitioner research and professional development in education*. London: Paul Chapman Publishing.

- Chong, S., Forlin, C., & Au, M. I. (2007). The influence of an inclusive education courses on attitude change of pre-service secondary teachers in Hong Kong. *Asia-Pacific Journal of Teacher Education*, 35, 161–179. doi: 10.1080/13598660701268585.
- Cohen. L., and Morrison, K (2004). *Research methods in education* (3rd ed). London: Routledge
- Department of Education (July 2001). Education White Paper 6: *Special Education-Building an inclusive education and training system*. Pretoria: Department of Education.
- Cohen, L. Manion, L. & Morrison, K. (2011). *Research Methods in Education*. New York: Routledge.
- Creswell, J.W. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. Los Angeles: Sage publications.
- Creswell, J. W., & Clarke, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.
- Department of Education (2005). *Conceptual and operational guideline for implementation of inclusive education*. Pretoria: Department of Education.
- Diller, L.H. (1998). *Running on Ritalin: a physician reflects on children, society, and performance in a pill*. New York: Bantam Books.
- Du Toit, L (1997). *Onderwyse vir almal* Department Opvoedkunde studies OSN 421-Q. Pretoria: UNISA.
- Dyson, A. (2001). *Special needs education as the way to equity: An alternative approach? Elementary, secondary, and special education programs*. Remedial and Special Education,
- Engelbrecht, P. (1993). A South African Perspective on Cognitive Control Therapy for Learning - disabled Children. *School Psychology International*. 14, 111 - 117.
- Flick, U. (2007). *Designing qualitative research*. Los Angeles: Sage publications.
- Fox, W. & Bayat, M.S. (2007). *A guide to managing research*. Cape Town: Juta.
- Forlin, C., Loreman, T., Sharma, U., & Earle, C. (2009). *Demographic differences in changing*.
- Hemming, E., Rensburg, W., and smith, B (2009) *finding your way in qualitative research* (3rd ed). Pretoria: Van Schaik Publishers.

- Globler, P. Warnich, S., Carrel, M.R., Norbert, F.E. & Hatfield, R.D. (2006). *Human resources in South Africa*. 3rd ed. United Kingdom: Thomson Learning.
- Grix, J. (2004). *The foundation of research*. New York: Palgrave.
- Green, C. & Chee, K. (1997). *Understanding A.D.H.D.: A parent's guide to Attention Deficit Hyperactivity Disorder in children*. (2nd ed.) London: Vermilion.
- Hogg, M., & Vaughan, G. (2005). *Social Psychology (4th ed.)*. London: Prentice-Hall.
- Hutchinson S. & Skodol-Wilson H. (2013) Validity threats in scheduled semi-structured research interviews. *Nursing Research* 41(2), 117-119.
- Ingersoll, B. D. (1998). *Daredevils and Daydreamers: New Perspectives on Attention - Deficit/ Hyperactivity Disorder*. New York: Doubleday Dell Publishing Group.
- Jackson, L., Ryndak, D. L., & Billingsley, F. (2000). Useful practices in inclusive education: A preliminary view of what experts in moderate to severe disabilities are saying. *Journal of the Association for Persons with Severe Handicaps*, 25, 129–141
- Jenkins, A., Pateman, B., & Black, R. (2002). Partnerships for dual preparation in elementary, secondary, and special education programs. *Remedial and Special Education*, 23(6), 359-371.
- Jenkins, A. A., Pateman, B., & Black, R. (2002). Partnerships for dual preparation in *Journal of Inclusive Education*, 13, 195–209. doi: 10.1080/13603110701365356
- Jobling, A. & Moni, K.B. (2004) "I never imagined I'd have to teach these children": Providing authentic learning experiences for secondary pre-service teachers in teaching students with special needs. *Asia-Pacific Journal of teacher Education*, 32(1), 5-22.
- Jones, M. (2000). *Hyperactivity: What's the alternative?* United Kingdom: Element Books Limited.
- Karande, S. (2005). Attention Deficit Disorder: A Review for Family Physicians. *Indian Journal of Medical Sciences*, 59(12), 547 - 556.
- Kessler, R. C., Adler, L., Barkley, R., Biederman, J., Conners, C. K., Demler, O., Zaslavsky, M. (2006). The prevalence and correlates of adult ADHD in the United States: Results from the National Comorbidity Survey Replication. *The American Journal of Psychiatry*, 163, 716-723.
- Kos, J. M., Richdale, A. L., & Hay, D. A. (2006). Children with attention deficit hyperactivity disorder and their teachers: A review of the literature. *International Journal of Disability, Development and Education*. 53(2), 147-160.

- Kumar, R. (2011). *Research Methodology: A step-by-step guide for beginners* (3rd ed.). London: Sage.
- Kypriotaki, M., & Manolitsis, G. (2010). Teachers' evaluations for the detection of primary-school children with attention deficit hyperactivity disorder. *European Journal of Special Needs Education*, 25(3), 269-281.
- Loreman, T., Sharma (2005). *Pre-service teachers' attitudes and concerns regarding inclusive education*. Paper presented at ISEC, Glasgow, UK.
- Lewis, J.L. & S.R.J. Sheppard. 2006. Culture and communication: can landscape visualization improve forest management consultation with indigenous communities? *Landscape and Urban Planning* 77:291–313.
- Lilly, E. (2004). *ADHD and Strattera: A Guide for Teachers of Children who are taking Strattera*. Gauteng: Eli Lilly.
- Mannuzza, S. et al. (1998). Adult psychiatric status of hyperactive boys grown up. *The American Journal of Psychiatry*, 155(4), 493-8.
- Martin, B. (2010). ADHD and Causes of ADHA. *Psychology Central*. 2 (3) 12-23
- McMillan, J.H. & Schumacher, S. (2006). *Research in education: evidence based inquiry*. (6th ed.). New York: Pearson Education.
- Merriam, S.B. (2003). *Qualitative Research in Practice-examples for Discussing and Analysis*. San Francisco: Jossey- Bass Publishers
- Miller, F., (1999). *The inclusion breakthrough: unleashing the real power of diversity*. Canada: Berre-Koehler Publishers.
- Molosiwai S, (2010) *Teacher Trainees' level of preparedness for inclusive education in Botswana School: Needs for Change*, Department of Educational Foundations, and University of Botswana, Botswana.
- Mthembu N.N (2009) *Primary school educator's readiness for inclusive education*. University of Zululand.
- Mtambo, M.B. (2011). *An exploration of educators experiences in teaching leaners with disabilities in the tree primary school in Lesotho: A case study*

- Meyer, A., & Sagvolden, T. (2006). Fine motor skills in South African children with symptoms of ADHD: influence of subtype, gender, age, and hand dominance. *Behavioral and Brain Functions*, 2(1), pg, 33.
- Michielsen, M., Comijs, H. C., Semeijn, E. J., Beekman, A. T. F., Deeg, D. J. H., & Sandra Kooij, J. J. (2012). The comorbidity of anxiety and depressive symptoms in older adults with attention-deficit/hyperactivity disorder: A longitudinal study. *Journal of Affective Disorders*, 148, 220-227.
- Modesto-Lowe, M.D., Yelunina, M.P., & Hanjan, B. (2011). Attention-Deficit/Hyperactivity Disorder: A Shift Toward Resilience? *Clinical Pediatrics*. 50(6) 518-524.
- Myers, M. D. (2009). *Qualitative Research in Business and Management*. London: Sage.
- Naicker, S. (2006). From policy to practice: A South African perspective in implementing education policy. *International Journal of Whole Schooling*, 3(1), 1-6.
- Nieuwenhuis, W.L. (2007). *Qualitative reseacg and data gathering techniques*. In K Maree (Ed.). New York: Allyn and Bacon.
- Ntombela, G. N. N. (2012). *Teaching the intellectually impaired: challenges experienced by non-specialist educators in Pietermaritzburg special schools*. Unpublished Master of Education thesis of University of KwaZulu-Natal.
- Omirin, M. O. & Falola, E. O. (2011). Educational research theoretical and conceptual frameworks. *Global Journal of Educational Research* 10(10) 9 – 12
- O’Sullivan, M. C. (2002). *Reform implementation and the realities within which teachers work: A Namibian case study*. Compare, 32, 219–237. doi: 10.1080/03057920220143192 pre-service teachers’ attitudes, sentiments and concerns about inclusive education. *International journal*.
- Polanczyk, G., de Lima, M. S., Horta, B. L., Biederman, J., & Rohde, L. A. (2007). The worldwide prevalence of ADHD: A systematic review and metaregression analysis. *The American Journal of Psychiatry*, 164, 942-948.
- Rief, S.F. (2005). *How to reach and teach children with ADHA: Practice technique, strategies and intervention* (2nd ed.). San Francisco: Joseey-Bass Publichers.

- Rosenberg, M.S., & Sindelar, P.T. (2005). The proliferation of alternative routes to certification in special education: A critical review of the literature. *Journal of Special Education*, 39(2), 117-127.
- Rothery, M. (2001). Ecological systems theory. Theoretical perspectives for direct social work practice: A generalist-eclectic approach, *Journal of Education Research*. 1 (2) 65-82.
- Santrock, J. W. (2011). *Life-span development*. 13th ed. New York: McGraw-Hill.
- Sidley, K. (2008). ADHD: Solutions that Really Work. *Your Child: Raising Happy, Healthy Kids from 4 to 12 Years*, March, 16-23.
- Schechtman, Z. & OR, A. 1996. Applying counseling methods to challenged teacher beliefs with regard to classroom diversity and mainstreaming: an empirical study. *Teaching and Teacher Education*, (12):137-147.
- Support for Learning, 16, 99–104 Engelbrecht, P.; Green, L.; Naicker, S. & Engelbrecht, L. 1999. *Inclusive education in action in South Africa*. Pretoria: Van Schaik.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and Techniques*. Newbury Park, CA: Sage.
- Swart, E. & Pettipher, R. (2011). A framework for understanding inclusion. In E. Landsberg & E.K. Landsberg (Eds.), *Addressing barriers to learning, a South African perspective* (pp. 3-23). Pretoria: Van Schaik.
- Silverman, D. (2010). *Qualitative research*: London: Sage.
- Swanberg, D.; Passimo, D. & Larimore, W. (2003). *ADHD: doesn't mean Disaster*. Illinois: Tyndale House Publishers.
- Tannock, Rosemary. (1998). Attention Deficit Hyperactivity Disorder: Advances in Cognitive, Neurobiological, and Genetic Research. *Journal of Child Psychology and Psychiatry*. 39(1), 65-99.
- Terre Blanche, M., Durrheim, K., & Painter, D. (2006). *Research in practice: Applied methods for the social sciences*. London: SAGE.

U.S. Department of Education. (2004). *Teaching Children with Attention Deficit Disorder Instructional Strategies and Practices*. Washington DC: Education Publications Centre. Retrieved: 3 March 2014. work practice: A generalist-eclectic approach, *Journal of Education Research*. 1 (2) 65-82.

West, J., Taylor, M., Houghton, S., & Hudyma, S. (2005). A comparison of teachers' and parents' knowledge and beliefs about attention-deficit/hyperactivity disorder (ADHD). *School Psychology International*, 26(2), 192-208.

Winter, G. (2000) *A comparative discussion of the notion of Validity in qualitative and quantitative research*. The Qualitative Report, 4, (3 & 4).

Woolfolk, A. (2010). *Educational psychology* (11th ed.). Boston, MA: Pearson Education. South African Pre-service Teachers' Sentiments, Attitudes and Concerns.

Yin, R K. (2009). *Case study research: Design and methods*. (4th ed.) London: Sage.

Yin, R.K. (2002). *Case study research: design and methods* (3rd ed.). Newbury

Appendix A: Ethical Clearance



03 June 2015

Mrs Rosemary NN Sibiya 214581841
School of Education
Edgewood Campus

Dear Mrs Sibiya

Protocol reference number: HSS/0490/015M

Project title: The attitudes of Novice Foundation Phase Educators towards children diagnosed with Attention Deficit Hyperactive Disorder (ADHD) in Mafukuzela Gandhi Circuit.

Provisional Approval - Expedited

I wish to inform you that your application in connection with the above has been granted provisional approval, subject to Gatekeeper permission being obtained.

Kindly submit your response to Dr Shenuka Singh (Chair), as soon as possible.

This approval is granted provisionally and the final approval for this project will be given once the above condition has been met. Research may not begin until full approval has been received from the HSSREC.

Yours faithfully

Dr S Singh (Chair)

/px

cc Supervisor: Mr H Muriwathoho and Mr P Mwel
cc Academic Leader Research: Professor P Morojele
cc School Administrators: Ms B Bhengu, Ms T Khumalo & Mr SN Mthembu

Humanities & Social Sciences Research Ethics Committee

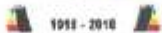
Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag 354001, Durban 4000

Telephone: +27 (0) 31 260 3087/3350/4557 Facsimile: +27 (0) 31 260 4500 Email: singhus@ukzn.ac.za / senenram@ukzn.ac.za / px@ukzn.ac.za

Website: www.ukzn.ac.za



100 YEARS OF ACADEMIC EXCELLENCE

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

Appendix B: DoE Permission



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Nomangisi Ngubane

Tel: 033 392 1004

Ref.:2/4/8/449

Ms RNN Sibiya
E 1326 Ivondwe Road
NTUZUMA
4359

Dear Ms Sibiya

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"THE ATTITUDES OF NOVICE FOUNDATION PHASE EDUCATORS TOWARDS CHILDREN DIAGNOSED WITH ATTENTION DEFICIT HYPERACTIVE DISORDER (ADHD) IN MAFUKUZELA GANDHI CIRCUIT"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 15 June 2015 to 31 July 2016.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Pinetown District

Nkosingithi S.P. Sishi, PhD
Head of Department: Education
Date: 19 June 2015

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004
EMAIL ADDRESS: kehologile.connie@kzndoe.gov.za / Nomangisi.Ngubane@kzndoe.gov.za
CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: www.kzneducation.gov.za

Appendix C: Informed consent Letter

School of Education, College of Humanities,
University of KwaZulu-Natal,
Edgewood Campus,
ASHWOOD, 3605

Dear Participant

INFORMED CONSENT LETTER

My name is (Ms) Nonhlanhla Sibiyi. I am a Master of Education degree candidate studying at the University of KwaZulu-Natal, Edgewood campus, South Africa.

I am interested in conducting a study on the attitudes of novice educators in the foundation phase towards children diagnosed with ADHD in the Mafukuzela Ghandi Circuit.

To gather the information, I am interested in asking you some questions.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about 1 hour and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- The research aims at knowing the challenges of your community relating to resource scarcity, peoples' movement, and effects on peace.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.

- If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:

	willing	Not willing
Audio equipment		

I can be contacted at:

Email: sibiyarnn@gmail.com

Cell: +27726280363.

My supervisors are Mr. Henry Muribwathoho and Mr. Patrick Mveli who are both located at the School of Education Studies, Edgewood campus of the University of KwaZulu-Natal.

Contact details: Mr. Muribwathoho: Muribwathohoh@ukzn.ac.za Phone number: +27312607011.

Mr. Mveli: Mwelip@ukzn.ac.za Contact number: +27312603549

You may also contact the Research Office through:

Mr. P. Mohun

HSSREC Research Office,

Tel: 031 260 4557 E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

DECLARATION

I..... (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

.....

.....

Appendix D: Interview schedule interviews with novice educators

1. For how long have you been teaching children diagnosed with ADHD?
2. How many learners are you currently teaching?
3. Who made the diagnosis?
4. When was the diagnosis made?
5. What are the common symptoms of ADHD in children?
6. Can you describe the behaviour of children with ADHD in your classroom?
7. Are the learners taking medication? Which medication are they taking? E.g. Ritalin
8. Do you think that learners diagnosed with ADHD can learn in a mainstream classroom? If not, Why?
9. How do you teach children with ADHD since they exhibit persistent patterns of impulsivity in the classroom?
10. How do you handle children with ADHD in your class?
11. What are some of the challenges of teaching diagnosed learners? Would you say that children with ADHD are problematic in the class? If so, why? If not so, why?
12. In your training, were you taught on how to handle learners diagnosed with ADHD?
13. Can you tell me your attitude towards children with ADHD condition?
14. As a novice educator, what are the intervention strategies you adopt in teaching children diagnosed with ADHD?
16. What type of support would you appreciate when you have children with ADHD in your class?
17. Do you feel that you are equipped to deal effectively with children who have ADHD?
18. Can you offer any practical suggestions as to how your school could meet the needs of children with ADHD effectively?

Interview Schedule with ahead of departments (HoDs)

1. In your school, do you have children diagnosed with ADHD?
2. Can you explain the behaviour of these children with ADHD disease in the classroom?
3. How would you describe the attitudes of the novice educators towards children with ADHD?
4. How do novice educators in your school do treat children diagnosed with ADHD?
5. Are the novice educators briefed on the policy of inclusion (White Paper 6)? If yes or No, please explain.
6. Do novice educators implement the White Paper 6 in your school?
7. How would you describe the teaching style of newly appointed educators in a classroom where children with ADHD are?
8. What major challenges does a novice educator have in teaching children with ADHD condition?
9. What is the intervention strategies put in place by school for novice educators to teach children with ADHD effectively?
10. In your opinion, what other measures should be used in addressing the problem faced by the novice educators teaching children with ADHD?

Appendix E: Turnitin Report

Novice educators attitudes towards learners diagnosed with ADHD

ORIGINALITY REPORT

% 14	% 13	% 2	% 3
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	api.ning.com Internet Source	% 1
2	www.ijrsre.com Internet Source	% 1
3	uir.unisa.ac.za Internet Source	% 1
4	www.questia.com Internet Source	% 1
5	circle.ubc.ca Internet Source	% 1
6	www.education.gov.za Internet Source	% 1
7	www.nmsa.org Internet Source	% 1
8	www.indianfaculty.com Internet Source	% 1
9	math.unipa.it	

Appendix F: Language Clearance Certificate

cjf copywriting & editing services
writing, proofreading and editing

CERTIFICATE OF PROOFREADING

P.O. Box 86
SEAPOINT
1620

Email: colleenfigg@gmail.com
0769450185

To whom it may concern

This serves to certify that I, Colleen Figg, of CJF Copywriting & Editing Services, have proofread and checked the following chapters of the Master's Thesis in Psychology Education. Titled the attitudes of novice foundation phase educators towards children diagnosed with attention deficit hyperactive disorder (ADHD) in Mafukuzela Gandhi circuit. Prepared by Rosemary N. Sibiya.

Chapter 1
Chapter 2
Chapter 3

Chapter 4
Chapter 5

Please feel free to contact me if you have any further queries
colleenfigg@gmail.com

Colleen Figg
Proofreader and Copy Editor
South Africa

Thank you for using my services