



**UNIVERSITY OF  
KWAZULU-NATAL**

---

**INYUVESI  
YAKWAZULU-NATALI**

**UNIVERSITY OF KWAZULU NATAL**

**FOUNDATION PHASE TEACHERS' COMPETENCIES IN TEACHING LEARNERS  
WITH ATTENTION DEFICIENCY HYPERACTIVE DISORDER: AN  
EXPLORATORY STUDY**

**BY**

**NOMBUSO GUGULETHU MTHETHWA  
206522814**

**DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN  
EDUCATIONAL PSYCHOLOGY**

**FACULTY OF HUMANITIES  
SCHOOL OF EDUCATION**

**SUPERVISOR: DR. FUMANE PORTIA KHANARE**

**DECEMBER 2016**

## **DECLARATION**

I, Nombuso Gugulethu Mthethwa, declare that this dissertation is my own original work. I also declare that the work has not been previously submitted in whole, or in part, for the award of any degree. Each significant contribution to, and quotation in this dissertation, from the work or works of other people, has been attributed, cited and referenced.

Student's signature: -----

Date: -----

Supervisor's signature-----

Date: -----

## **DEDICATION**

This work is dedicated to all the teachers who are teaching learners with ADHD, the learners, the parents and the caregivers who are affected by ADHD. To the society at large, for not giving up on learners with ADHD.

## **ACKNOWLEDGEMENTS**

I am grateful to my supervisor Dr. Fumane Khanare, for her guidance and support throughout this research process and being more than just a supervisor in my life. To my late parents, M.A. Mthethwa and F.G. Nyawo, for giving me the motive to go on and be somebody in life. To my husband, parents and children for their patience, understanding and the love they have shown over the last two years. Without their assistance, guidance, tremendous support and encouragement, this research report would not have been possible.

I am thankful to the school that afforded me the opportunity to carry out this research and especially to the Foundation Phase teachers, who played an instrumental role in driving the research process in this report.

An exceptional thank you to God, who always gives me strength through the worst days of my life.

## **ABSTRACT**

This study is located within the interpretivist paradigm and adopted a qualitative methodology in order to explore teachers' competencies for teaching learners with Attention Deficit Hyperactive Disorder (ADHD), particularly in the Foundation Phase classroom. The Hope Theory framed the study by engaging teachers in meaning-making process as they identify their competencies and ways in which they could improve their teaching when ADHD is prevalent. Qualitative methodology was chosen as the preferred mode of inquiry which contributed to the researcher's insight and understanding of the participants' subjective competencies for teaching the learners with ADHD. Six teachers in one selected school in Pinetown district, who were teaching a diverse group of learners, including learners with ADHD in the foundation phase classroom, were purposefully selected. Participants were, as far as possible, obtained a teaching qualification, have been teaching in the selected school for the period of three years and above, and have taught learners with ADHD. Qualitative data generation methods (i.e. focus group discussion and collage activities) were used to generate data. Guided analysis was used in order to develop a deeper understanding of the teachers' competencies by reporting on the patterns across the data sets. The findings of this study suggested that the teachers possess various competencies that they use when teaching learners with ADHD, that is using their knowledge and skills gained during the teacher training period. The findings further revealed that teachers' attitude towards learners with ADHD is overwhelmingly negative, and they seem to lack a deeper understanding of ADHD and this affects their teaching. Moving beyond this, there is hope for improved teaching, the findings revealed that teachers were willing to assist within the school and from the parents of these learners. Thus, teachers found that it is necessary for everyone to work together in educating the learners with ADHD, as this continues to affect more families and schools. There is even a greater need for the Department of Education to provide on-going and in-service training for teachers in relation to ADHD in the foundation phase. Though inclusive education reforms have been initiated, many learners with ADHD are still excluded intentionally or unintentionally, thus affecting the gains of democracy and inclusive education in South Africa.

**Key words:** Attention Deficit Hyperactive Disorder (ADHD); Collage; Competencies, Foundation Phase; Learners; Hope; Teachers; Urban School

## **LIST OF ACRONYMS AND ABBREVIATIONS**

ADHD	Attention Deficit Hyperactive Disorder
CAPS	Curriculum Assessment Policy Statement
COTEP	Committee for Education Policy
DBE	Department of Basic Education
DOE	Department of Education
DSE	Disability Standard for Education
DSM V	Diagnostic and Statistical Manual of Mental Disorder
FGD	Focus Group Discussion
IAP	Individualized Accommodation Plan
ICT	Information and Communication Technology
IDEIA	Individuals with Disabilities Education Improvement Act.
IE	Inclusive Education
KZN	Kwa-Zulu Natal
LSEN	Learners with Special Educational Needs
ODD	Obedient Defiant Disorder
SA	South Africa
SASA	South African Schools Act
UNDESD	United Nations Decade on Education for Sustainable Development
UKZN	University of Kwa-Zulu Natal
WP6	White Paper 6

# TABLE OF CONTENTS

<b>CHAPTER ONE</b> .....	1
<b>SETTING THE SCENE</b> .....	1
<u>1. 1 INTRODUCTION</u> .....	1
<u>1. 2 BACKGROUND TO THE STUDY</u> .....	2
<u>1. 3 LOCATIONS OF THE STUDY</u> .....	3
<u>1. 4 STATEMENT OF THE PROBLEM</u> .....	3
<u>1. 5 RATIONALE FOR THE STUDY</u> .....	5
<u>1. 6 AIMS OF THE STUDY</u> .....	6
<u>1. 7 KEY RESEARCH QUESTIONS</u> .....	6
<u>1. 8 SIGNIFICANCE OF THE STUDY</u> .....	6
<u>1. 9 CLARIFICATION OF KEY CONCEPTS</u> .....	8
<u>1. 10 DELIMITATIONS OF THE STUDY</u> .....	9
<u>1. 11 LIMITATIONS TO THE STUDY</u> .....	10
<u>1. 12 ORGANIZATION OF THE STUDY</u> .....	11
<u>1. 13 SUMMARY</u> .....	11
<b>CHAPTER TWO</b> .....	12
<b>LITERATURE REVIEW AND THEORETICAL FRAMEWORK</b> .....	12
<u>2.1 INTRODUCTION</u> .....	12
<u>2.2 DEFINING ADHD</u> .....	12
<u>2.3 TEACHERS' COMPETENCIES IN TEACHING LEARNERS WITH ADHD</u> .....	16
<u>2.3.1 The international context</u> .....	16
<u>2.3.2 The South African context</u> .....	18
<u>2.3.3 The KwaZulu-Natal context</u> .....	21
<u>2.4 POLICIES AND LEGISLATION</u> .....	22
<u>2.4.1 United Convention on the Rights of the Child (UNCRC)</u> .....	23
<u>2.4.2 Constitution of South Africa</u> .....	24
<u>2.4.3 South African Schools Act (SASA)</u> .....	24
<u>2.4.4 Education White Paper Six (WP 6)</u> .....	25
<u>2.4.5 Norms &amp; Standard for Educators</u> .....	26
<u>2.4. 6 CAPS: Curriculum Adaptation and Differentiation</u> .....	26
<u>2.5 THEORETICAL FRAMEWORK</u> .....	27

2.5.1 Introduction.....	27
2.5.2 Origin of hope theory.....	27
2.5.3 Different studies to which the hope theory has been applied. ....	28
2.5.4 Application of the hope theory to the study.....	28
2.5.5 Limitation of the hope theory .....	29
2.6 SUMMARY.....	29
<b>CHAPTER THREE</b> .....	31
<b><u>RESEARCH DESIGN AND METHODOLOGY</u></b> .....	31
3.1 INTRODUCTION .....	31
3.2 RESEARCH DESIGN .....	31
3.2.1 Interpretive paradigm.....	32
3.2.2 Qualitative research .....	33
3.2.3 Participatory research.....	34
3.2.4 Research context .....	34
3.2.5 Sampling of participants .....	35
3.2.6 Methods of data generation.....	36
3.2.6.1. Focus Group Discussion.....	37
3.2.6.2.Collage.....	38
3.2.6.3. Triangulation.....	39
3.2.7 Data analysis .....	39
3.2.8 Trustworthiness.....	40
3.2.9 Ethical considerations .....	41
3.3 SUMMARY.....	42
<b>CHAPTER FOUR</b> .....	43
<b><u>PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS</u></b> .....	43
4.1 INTRODUCTION .....	43
4.2 RESULTS .....	43
4.3 RESULTS DISCUSSION.....	44
<b><u>4.3.1 THEME ONE: TEACHERS’ PERCEPTIONS OF LEARNERS WITH ADHD</u></b> 45	
4.3.3.1. Hyperactivity and Impulsivity.....	46
4.3.3.2. Inattention.....	47
4.3.3.3. Mixed emotions.....	48

<b><u>4.3.2 THEME TWO: TEACHERS' CONSTRUCTIONS OF THEIR COMPETENCES TOWARDS TEACHING ADHD LEANERS.....</u></b>	49
4.3.2.1. Multiple Representation of learners with ADHD.....	50
4.3.2.2 Teachers competencies as embedded in the scholarship of collaboration.....	52
4.3.2.3. Classroom management competencies.....	54
4.3.2.4. Differentiated and Curriculum Adaptation competencies.....	57
<b><u>4.3.3 THEME THREE: STRATEGIES TO IMPROVE TEACHERS' COMPETENCIES IN TEACHING LEARNERS WITH ADHD</u></b>	61
4.3.3.1. Improve teacher positive attitude.....	63
4.3.3.2. Continuous Professional Development (CPD).....	66
4.3.3.3. Mastering Differentiated Curriculum Approach.....	68
4.3.3.4. ADHD is everybody's business: All should be involved.....	71
<b><u>4.5 SUMMARY</u></b>	71
<b><u>CHAPTER FIVE</u></b>	73
<b><u>CONCLUSION AND RECOMMENDATIONS</u></b>	73
<u>5.1 INTRODUCTION</u>	73
<u>5.2 OVERVIEW OF THE FINDINGS</u>	73
<u>5.3 CONCLUSIONS</u>	74
<u>5.4 REFLECTIONS</u>	75
<u>5.5 LIMITATIONS</u>	75
<u>5.5.1 RECOMMENDATIONS FOR THE STUDY</u>	76
<u>5.5.2 RECOMMENDATION FOR FUTURE RESEARCH</u>	77
<b><u>REFERENCES</u></b>	78
<b><u>APPENDIX A: Ethical clearance certificate from DOE</u></b>	86
<b><u>APPENDIX B: Ethical clearance from UKZN</u></b>	87
<b><u>APPENDIX C: Letter of request from DOE to conduct research in schools</u></b>	88
<b><u>APPENDIX D: Letter of request for school's principal's permission</u></b>	90
<b><u>APPENDIX E: Informed consent letter</u></b>	94
<b><u>APPENDIX F: Focus Group Discussion Schedule</u></b>	97
<b><u>APPENDIX G: Collage Activity</u></b>	99
<b><u>APPENDIX H: Collage Waiver</u></b>	101

**APPENDIX I: Sample of transcript from the Focus Group Discussion-13 OCTOBER 2016.** 102  
**APPENDIX J: Language Editor’s letter**..... 114  
**APPENDIX K: Turnitin Report**..... 115

## TABLE OF FIGURES

<b>Figure 4. 1:</b> the mind map of themes that emerged from data analysis. ....	44
<b>Figure 4. 2:</b> Teachers' different perceptions of learners with ADHD. ....	45
<b>Figure 4.3:</b> Collages representing the ways in which teachers can improve their strategies in teaching learners with ADHD.....	62
<b>Figure 4.4:</b> How teachers can improve their existing competencies when teaching learners with ADHD. ....	63

# CHAPTER ONE

## SETTING THE SCENE

*“Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities”*

(Individuals with Disabilities Education Improvement Act (IDEIA), 2004, p. 2648-2649)

### 1. 1 INTRODUCTION

Educational objectives change very quickly, depending on the era of the demands requiring more capability and these demands directly affect the educational system, this is according to Selvi (2010). This study is aimed at exploring teachers’ competencies in teaching learners with Attention Deficient Hyperactive Disorder (thereafter, ADHD) in the Foundation Phase. The focus of the study was on teachers who are teaching in the Foundation Phase in one selected urban school from Pinetwon district in KwaZulu-Natal province, South Africa. Teachers in this school, like any other teacher are expected to contribute towards addressing all barriers to learning and development, as outlined in the Education White Paper 6 (Department of Education, 2001). However, literature has shown evidence of children with ADHD experiencing academic and social difficulties, while limited information is known about what their teachers do about it and what they should know (Kos, Richdale, & Hay, 2013). In order to achieve the objectives of the study, the qualitative approach has been adopted. In that view, focus group discussion and collage were conducted to get the views, perceptions and opinions of the selected six Foundation Phase teachers in the Foundation Phase. This chapter therefore presents the background information to the study, the problem statement, the rationale for the study, the significance of the study, aims and objectives of the study, the key research questions, clarification of concepts, delimitations of the study, as well as the organisation of the study and the concluding remarks.

## **1. 2 BACKGROUND TO THE STUDY**

ADHD is widely recognised as one of the most publicised condition affecting children over the past two decades. According to Kern, Amod, Seabi and Vorster (2015), the ADHD-related behaviour in the classroom is increasing and internationally, the statistics have been approximated from 3%-10%, while nationally, the incident rate is placed at 10%. These statistics cause more referrals to school psychologists and child psychiatric facilities. As the ADHD symptoms which are inattention, impulsivity and hyperactivity become more obvious in the classroom, teachers are then placed in a position to identify and refer the learners for further assessment. Whereas, studies have found that teachers can provide inaccurate and inappropriate advice to parents (Kern, Amod, Seabi & Vorster, 2015) as they are not particularly trained to identify and teach learners with ADHD. This raises the need to explore the teachers' competencies in teaching learners with ADHD in the Foundation Phase, as the symptoms of ADHD usually commence at this phase.

By considering the incidence of ADHD, there is a need for early intervention at the pre-school level to enhance the children's chances of academic success in the later years. However, Singh and Squires (2014) acknowledge that there are very few pre-school teachers who are trained to meet the challenges presented by learners with ADHD. The Education White Paper 6 (WP, 6) supports the inclusion of all learners into the mainstream classes and relies on teachers as the primary source for accomplishing the goal of inclusive education. Yet pre-service teacher training programs do not provide teachers with the means to implement inclusive education successfully, including the tools to identify and address the needs of learners with ADHD. Dimapilis and Gomez (2014) support this by indicating that children with ADHD are included in general education without being identified hence, they do not receive the intervention to meet their needs, a situation which causes teachers and other learners to misjudge them. Thereafter, the learners with ADHD are more likely to experience school failure, dropping out, underachievement at school, rejection and punishment (Bornman & Donohue, 2013).

In South Africa, the education laws that are concerned with special education do not mention the condition. Therefore, there are no provisions for the learners with ADHD, that are made by law; neither the educational system nor the educator (Hirsch, Lloyd & Kennedy, 2014). Hence, there

is a gap between the needs of the learners with ADHD and what is provided by the schools to address those needs. Bora (2013) highlighted that teachers in private schools refuse to admit and keep a child with ADHD. This can be due to a number of factors such as the teachers' lack of preparation to teach these special learners. From what has been indicated above, it is evident that this study is relevant as it is aimed at finding out the views, opinions and perceptions of the teachers, regarding their competencies in teaching learners with ADHD at the Foundation Phase.

### **1. 3 LOCATIONS OF THE STUDY**

The study is conducted in one of the school that I named Green Primary Schools. Green school is within Pinetown in KwaZulu Natal (KZN). This school is a public primary and fee paying school hence it fall under Pinetown District and it also fall under section 21 (*schools that manage their own finances: South African government gazette, 2006*). Pinetown is an inland town from Durban in KZN, is mostly industrial and has diverse population in terms of race and ethnicity. This school is a former Model C school and it consist of all races, even though the Black learners dominate in numbers. The school have sufficient resources to accommodate all kind of learners. The government pays part of teachers' salaries, while the other part is paid by the school. Most of the learners who attend this school use transport to and from school, be it private or school shuttles.

### **1. 4 STATEMENT OF THE PROBLEM**

The world is increasingly becoming more diverse and inclusive, and according to Section 29 (1 a) of the Constitution, everyone has the right to basic education, including adult basic education (South African Constitution, 1996). This on its own demands the change in society. However, it cannot be ignored, the fact that studies still confirm academic under-achievement in learners with ADHD, as compared to those that do not have the disorder (Frazier, et, al., 2007 cited in DuPaul, Reid, Anastopoulos and Power,2014). The concern therefore arises, whether the teachers are doing enough to teach these learners, or whether they are competent enough to teach learners with ADHD. Are the policies like the inclusive education, Norms & Standard of educators, Individuals with Disabilities Education Improvement Act (IDEIA) of 2004 and Section 504 of the Rehabilitation Act of 1973 etc., being implemented in school as required by the Department of

Education? Do they consider themselves as hope to these learners and, learners as hope for this country?

Roman (2013) asserts that there are debates about the percentage of learners who are diagnosed with ADHD, as it is increasing past the generally accepted mark of 3% of the wider population. Parents are increasingly being referred to doctors by teachers, yet studies confirm that teachers have a limited understanding of ADHD (Kern, Amod, Seabi & Vorster, 2015). This happens because the structured school environment means that children with problems of inattention, hyperactivity and impulsivity exhibit behaviors which the other children and their teachers cannot cope with (Malen, 2008). Studies have focused more on exploring teachers' knowledge and attitudes towards ADHD learners, the challenges that have been presented by ADHD learners and the teachers' experiences of teaching learners with ADHD. There are limited studies on teachers' competencies in teaching learners with ADHD, yet the teachers are professionals who have graduated, so indeed, they possess some competencies to teach these learners.

There is also an assumption that every teacher must be able to perform the seven roles of an educator, according to Norms & Standard for educators, as every teacher is regarded as a competent educator (Norms and Standard for educators, 2000). However, learners with ADHD are still subjected to under-achievement. The current study aims to add to the existing knowledge as it would explore teachers' competencies in teaching learners with ADHD at the Foundation Phase level. Foundation teachers' understandings of their competencies could contribute to the knowledge systems and provide insights into how teachers' competencies could be improved in a unique context.

## 1. 5 RATIONALE FOR THE STUDY

My personal experiences and changes of constant educational policies (curriculum) have aroused my interest in this study. I am a mother of a 6-year-old son who has been diagnosed with ADHD, while at the same time I am a qualified teacher who teaches Foundation Phase learners who present symptoms of ADHD Foundation Phase. The fact is, as a teacher graduates, my assumption is that teachers possess certain competencies. For instance, the Committee for Education Policy (COTEP) on Norms and Standard for Teacher Educators outline the six roles that all educators should play and these include learning mediator, learning area/ phase specialist (Harley, Barasa, Bertram, Mattson, & Pillay, 2008). To be a specialist means you are an expert in a particular area hence, as a teacher, there is need to demonstrate those roles. However, as a teacher working in disadvantaged and under-resourced school with a number of learners in one classroom, it becomes very difficult to teach learners with ADHD and more often than not, I question my competencies in this regard.

Teachers are still faced with challenges of teaching learners with ADHD in schools. Willcutt (2012) asserts that adolescence and children with ADHD range from 5.9-7.1%. However, studies have confirmed lack of knowledge of ADHD on the part of the teachers (Perold, Louw, & Kleynhans, 2010). This presents problems, as teachers are an important asset in the identification and referral of ADHD children. They can end up making unnecessary referrals and fail to deal with learners presenting symptoms of ADHD. Before my child was diagnosed with ADHD, I assumed as a parent, that the teacher had failed my child because of the experiences. I was called for a meeting when he threw tantrums to the teacher in front of the whole class as the teacher was trying to discipline him, as they sometimes present with ODD (Obedient Defiant Disorder).

At one time, while we were waiting for the Principal in the office, my Grade R son sat on the floor at the side of the teacher, while the teacher and I were sitting on adjacent chairs. As learners with ADHD cannot sit still, he was playing with his hands, acting as if he was moving a toy car and he touched the teacher who angrily shouted at him in front of me when he said, "*Don't touch me!*". As a parent, it became very difficult for me and I even cried after seeing that reaction and the attitude of the teacher towards him. considering that teachers are supposed to be role models and

inspiration to the learners whom they teach. This and many other incidences drove me to question teachers' competencies in teaching learners with ADHD, especially at the Foundation Phase level. In view of that, the study has the following aims and objectives.

## **1. 6 AIMS OF THE STUDY**

The overall aim of the study is to identify teachers' competencies in teaching learners with ADHD. The study has the following objectives.

- To explore teachers' competencies in teaching learners with ADHD at the Foundation Phase.
- To identify the strategies to improve teachers' competencies in teaching learners with ADHD at the Foundation Phase.

## **1. 7 KEY RESEARCH QUESTIONS**

- What are teachers' competencies in teaching learners with ADHD at the Foundation Phase?
- What strategies could be used to improve teachers' competencies in teaching learners with ADHD at the Foundation Phase?

## **1. 8 SIGNIFICANCE OF THE STUDY**

The research explores teachers' constructions of their competencies in teaching learners with ADHD. Identifying the teachers' competencies in this regard could provide information for the pre-service or in-service programs to be adjusted to accommodate training the prospective teachers to be able to deal with learners with ADHD, considering the prevalence of the condition. In exploring the strategies to improve teachers' competencies in teaching learners with ADHD at the Foundation Phase, this might also assist the teachers to contribute to knowledge by voicing out what can be done in order to increase the chances of success in learners with ADHD. The information resulting from the study could thus be useful in terms of areas of development for

teachers, as well as the parents, since parents are required to fully participate in their children's education.

There are many children who are continually being diagnosed with ADHD in our country, yet the policies from the DoE have supported the inclusive education. It is therefore important to share the knowledge from this study, as it would benefit the teachers in perhaps making them to be more equipped to teach learners with ADHD, without having to exclude them from other learners. For the parents who are more concerned about their children with ADHD, the study might help them to know how to interact with their children and assist them when doing homework. This highlights the key role that parents play in their children's learning and development. Current studies indicate that many parents are becoming involved in learning and reap the benefits of being literate (Spier, Britto, Pigott, Kidron, Lane, Roehlkepartain, & Glover, (2016). Likewise, South African education system has been embedded in the widely known adage of a '3 legged pot', where the parent, the teacher and the learner work together to identify the full potential of the learner. In that view, if these learners with ADHD are not attended to in a proper way, they may end up being 'crooks' or criminals, thereby negatively impacting on the standards of the country and its dignity. All in all, on the study might help the tertiary education institutions like universities, by giving them tips on how they could enhance their training of student teachers so that they can be ready for the real world.

Furthermore, the results of the study could add to the currently available information on ADHD, thereby reducing the rates of referrals due to misunderstandings and lack of knowledge about the disorder. Management techniques within the classroom, in relation to ADHD, could also be explored and implemented in the school setting as the copy of the dissertation will be made available to them. Should management techniques be implemented, the academic and social outcomes for children with ADHD could improve. Children displaying symptoms of ADHD might therefore be assisted in order to function to their full potential and aide their well-being, once the teachers have been well- equipped to deal with learners with such disorders.

## 1. 9 CLARIFICATION OF KEY CONCEPTS

- **Competencies-** stem from the word competency, which is the ability to use the conventionally related knowledge and skills which are required to successfully perform a given task. Competencies often serve as the basis for skill standards that specify the level of knowledge, skills and abilities required for success in the workplace, as well as the potential measurement criteria for assessing competency attainment (Alvarez, Guasch, & Espasa, 2009).

Piwowar, Thiel and Ophardt (2013) refer to competency as a skill (*individually placed*), meaning the abilities to perform roles and carry out tasks according to standard expectations. Basically competencies in this study refers to the skills and abilities possessed by teachers who teach learners with ADHD at the Foundation Phase.

Competency is a collection of knowledge and attitudes that shake someone's responsibility, it basically relates to the individual performance on work, can be measured against well accepted standards and can be enhanced through training and development (Lucia and Lepsinger,2009). They also claim that competency is not just the skill, as it embraces knowledge, connects to performance and can be enhanced. So, competencies can be understood as the integrated set of capabilities that are the prerequisites of an excellent performance. Zlatkin-Troitschanskaia, Blomeke and Pant (2015, p. 460) define "*competency as a combination of cognitive, motivational, volitional and social ability facets closely related to performance in real life situations*".

- **Attention Deficit Hyperactive Disorder (ADHD)** - is a form of behaviour that hampers the development and functioning of an individual. Lerner and Johns (2012) assert that it is based on neurons and makes it difficult for the affected individuals to be controlled and managed in schools and social settings. According to the American Psychiatric Association (2013), ADHD is a neurodevelopmental disorder characterized by a persistent pattern of inattention and hyperactivity–impulsivity. Symptoms of this nature persist into adulthood and can cause several impairments in the social, academic and occupational

functioning (Quinn & Lynch, 2016). On the basis of this study, ADHD is understood not as a disorder, but as an opportunity to learn.

- **Learner-** in the context of this study, a learner refers to any child who is doing Grade 1-3.
- **Teacher** –is a person who has a recognised qualification to teach the learners the curriculum and extra-curricular activities. Also teachers are Educators that are employed to teach Grades 1 to 3. The Department of Basic Education (DBE) refers to the pre-school grade known as grade R (reception), as part of the Foundation Phase. The DBE is still in the process of incorporating grade R as part of compulsory schooling in South Africa. However, this study is specifically geared at the professional development of teachers responsible for the education of Grades 1 to 3 (Cushner, & Chang, 2015).
- **Foundation Phase-** learners from grade R – grade 3 are categorised as the Foundation Phase level, but in this study, it is being referred to classes from grade 1-3, where formal curriculum is delivered.

## **1. 10 DELIMITATIONS OF THE STUDY**

Teachers who have been teaching in other schools and in a different phase were not included. Teachers were not seen in practice to assure what they answered in the discussion. Schools under other districts other than Pinetown were not included so their teachers voice is not known regarding their competencies in teaching learners with ADHD. To assure the reader that the questions addresses the research problem and enable the researcher to answer the research questions, the interview questions and collage questions were piloted to other colleagues, in order to check the accuracy of the questions and their relevancy in addressing the research question.

## **1. 11 LIMITATIONS TO THE STUDY**

Marshall, & Rossman (2014) assert that there is no study that is free of limitations. This is a study of educators in Pinetown, therefore, the results of the study might not be applicable to other places and professions as well. The results could be generalised only to educators who are teaching in middle school learners in the Foundation Phase in Kwa-Zulu Natal. Only teachers from urban schools were the participants in the study and had taught for 3 years or more at the Foundation Phase, this was exclusive in choosing participants. Purposive and convenient sampling were used, which is opposed to random sampling, was used in the study, thus the results of this study cannot be applied to a larger population. Time was also a limitation to this study, as the researcher was not able to collect all the information necessary for the topic because the completed research was due at the end of the year. However, the researcher tried her best to collect the meaningful data for the researched topic. It must be indicated that the limitations did not affect the outcome of the study.

The sample size for this study was only one urban school from the Pinetown district, and six teachers from schools were selected to participate in this study. This is a small sample, hence, the results cannot be generalised to other contexts. The school in question was also well-resourced, meaning that it would be difficult to transfer the data to the under-resourced school. Since data were collected using the focus group discussion, the responses might be untrue, since participants could have answered the questions with a view of what they thought the interviewer wanted to hear. Moreover, doing the collage required lots of time from the participants, which might have resulted in them not producing the authentic material and paying full attention to the study, as the collage took place after school when some of the participants would be exhausted and rushing home. Some would participate in the study for the sake of the snacks that were provided and once after snacking, they lost the focus. The issue of ownership is one of the limitations, as well as the data which is supposed to be kept for the minimum of 5 years by the researcher so the participants will not get a chance to display their collage in their classrooms.

## **1. 12 ORGANIZATION OF THE STUDY**

For the benefit of finding the answers to the research's main questions, the study is organised as follows: Chapter 1 provided the background information to the study, the rationale for the study, the aims and objectives, as well as the significance of the study, among other things. Chapter 2 elaborates on the competencies that teachers have in teaching learners with ADHD in the Foundation Phase, as indicated by the literature. Chapter 3 indicates the research methodology that was used to conduct the study. Chapter 4 discusses the findings of the study, while Chapter 5 presents the summary of the study, the recommendations and the concluding remarks.

## **1. 13 SUMMARY**

As the location of the study, purpose and rationale, research aims and key question has discussed in chapter one, the following chapter seeks to confer a literature review of the current findings and issues Teachers competencies in teaching learners with ADHD internationally, nationally and in South Africa.

## **CHAPTER TWO**

### **LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

*"No person who is enthusiastic about his work has anything to fear from life. All the opportunities in the world are waiting to be grasped by people who are in love with what they're doing "* (Samuel Goldwyn, 2015, n.p.).

#### **2.1 INTRODUCTION**

Literature review provides a theoretical understanding of the research and assists the researcher in determining the nature of his or her research. This chapter presents what other authors have said about the topic of the study and that includes the subject of teachers' competencies in teaching learners with ADHD, both in an international and South African context. Lastly, the theoretical framework of the study is also discussed.

The researcher saw it as important to start defining the ADHD so as to show the complexity of the condition which affect how the teachers deal with ADHD learners in the classroom even though this study is about teachers' competencies. One of these essential concepts is that of the ADHD concept. ADHD concept is important as it is directly linked to the issue at hand which is the issue of teachers' competencies in managing learners with ADHD.

#### **2.2 DEFINING ADHD**

Mulholland, Cumming and Jung (2015) highlight that ADHD has been the most trending term in our daily lives, yet it started long before there were certain children who presented to be emotional, disobedient and uninhibited. These behaviours were blamed on biology; it was assumed that children who were diagnosed as having ADHD were victims of poor parenting and as a result, enforcing the discipline in those kids was seen as the only option (Ghanizadeh, Fallahi & Akhondzadeh, 2015). Due to the evolvement of knowledge, by the 20<sup>th</sup> century, it was seen as a true mental disorder caused by brain damage. In the present days, children are more likely to

demonstrate symptoms of ADHD, which include being inattentive, hyperactive and impulsive. However, these children still have a right to be in school and receive equal, non-racial and compulsory education (Children's Charter of South Africa, 2012). Recent studies still find that most teachers do not have prior professional knowledge about ADHD (Al-Omari, Al-Motlaq & Al-Modallal, 2015).

ADHD is being understood as the neuro developmental disorder, which causes controversy and this, has a negative effect on the capability of the affected individuals, the teachers, families and healthcare professionals to achieve a common understanding and goals (Moldavsky & Sayal, 2013). The assumption is that it would not be easy for all the parties involved to work together to reach the objectives set for learners with ADHD, as they have a disorder that is in their brain. However, as difficult as it seems, it is important for the people involved to address their differences for the benefit of the child who has ADHD. Moldavsky and Sayal (2013) continues to reveal that there is a misunderstanding about ADHD hence, the reason why most parents regularly report the experiences which are associated with stigma and which carries negative effects on their children's self-esteem. However, literature still supports that the community, teachers and parents must work in partnership and share information in order to help learners with ADHD (Moldavsky & Sayal, 2013).

Children with ADHD are at increased risk of a variety of poor long-term outcomes, including school dropout, substance abuse, relationship and employment difficulties (Coles, Evans, Owens, Serrano, & Slavec, 2015). In view of that, Andreou, Riga and Papayiannis (2016) highlight that if the teacher uses digital video when teaching the learners, their behaviour would eventually improve, especially those learners who feel inadequate and incompetent. The argument is that the videos could boost their self-esteem and increase their concentration by taking an active role in learning tasks. So, using the computer could offer the support that is needed by learners with ADHD in language learning. The assumption is that learners with ADHD could change and be successful, only if appropriate resources are used to teach them. Most importantly is the fact that teachers must be able to identify learners with ADHD and offer them their personalised teaching as per their needs (Schumacher, 2016). This means that the teachers should be practically

competent on how to identify learners with challenges like ADHD, so that they would be able to propose a teaching plan for those learners.

There is evidence that classroom behaviour management strategies could assist in enhancing the performance and functioning of learners who are at risk of ADHD and those that already have ADHD (Coles et al., 2015). However, most teachers show a limited understanding of ADHD which becomes difficult to them in using those various strategies (Demaphilis & Gomez, 2014). As much as these strategies are well established, there is a concern about the integrity with which teachers use those strategies. Barriers that may hinder the teachers' effective use of the strategies include their limited understanding of ADHD, poor classroom management strategies, limited management skills in the classroom and the beliefs that might interfere with intervention implementation.

Demaphilis and Gomez (2014) found that teachers ought to have background information about the nature and causes of ADHD, the legal basis for educating children with ADHD, including the various behaviour management techniques. As most teachers assume that ADHD is caused by heredity, exposure to toxic substances and injury to the brain from trauma, all this therefore adds to the fact that the teachers have limited understanding of the ADHD condition and they have to know more about it, so that they can be able to accommodate learners suffering from the condition. Thus, Moldavsky & Sayal (2013) highlighted that educational intervention is only for a short-term period, rather than a long term. The most barrier to learning remain those associated with teacher training. On-going and continuous professional development for teachers' are needed and collaboration is key.

What shows the teachers' limited understanding of ADHD is the fact that sometimes they do lack the competencies to teach learners with the condition, as they at times do not know what to do since they find it hard to focus on the lesson due to the learners with ADHD's continual disturbances (Rabiner, Godwin, & Dodge, 2016). Literature also indicate that when teachers have to attend to the consequences of disobedience, such as the learners with ADHD acting up, they are often unprepared and show little enthusiasm to deal with that (Nijakowska & Kormos, 2016). Even if they do attend to the misbehaviours of the affected learners, they tend to adopt more drastic

measures, as they lack the knowledge about the techniques that need to be used when managing the mischief of these learners (Dimapilis & Gomez, 2014). Moreover, other schools literally deny admitting learners with ADHD because they are not prepared to handle these learners, as they do not have the resources and skills to accommodate them.

According to Kristensen (2015), teachers claim that learners with ADHD have learning disabilities and they do not have an idea about whether these children should be given special accommodation and have the right to be educated. This on the other side illustrates that teachers' understanding and practice of inclusive education, as well as their understanding of the Constitution is very limited (Nijakowska & Kormos, 2016). This could also be due to the fact that there is no specific law that they can cite as a legal foundation for educating learners with ADHD. However, workshops on the nature, causes and commodities of ADHD, including the legal basis for educating the child and different behaviour management techniques, could help improve the teachers' competencies (Nijakowska & Kormos, 2016).

According to Moldavsky & Sayal (2013) the perceptions and knowledge of individuals involved greatly influence the referral, identification and diagnosis process of learners with ADHD. Hence, it is important for all the parties to work together. Moreover, the relationship between the affected child and the teacher has been found to play a very important role when it comes to learners' social, emotional and behavioural adjustment (Breeman, Wubbels, Lier, Verhulst, Van der Ende, Maras, & Tick, 2015). A good relationship normally helps the learners in developing their social skills like classroom adjustment. However, literature suggests that teachers are less close to learners with ADHD and hence, their relationship is very poor (Breeman, et al., 2013). Teachers' characteristics are considered as vital in learners' lives, as their lack of competence might prevent them from providing the necessary care and education, which might negatively affect how the learners adjust in classes.

Now that you have an understanding of the complexity of the condition, lets us talk about the teachers' competencies on teaching learners with ADHD as per the existing literature.

## **2.3 TEACHERS' COMPETENCIES IN TEACHING LEARNERS WITH ADHD**

### **2.3.1 The international context**

As competencies include skills, knowledge, attitudes and motivational variables, the existing literature suggests that competence is not innate, rather, it is something that is learned and being taught (Kunter, Klusmann, Baumert, Richter, Voss, & Hachfeld, 2013). It is a reality that teachers' competencies in teaching have gained major focus as their "competencies are seen as an essential factor for the effectiveness of classroom teaching and student achievement" (Schnick-Vollmer, Berger, Bouley, Fritsch, Schmitz, Seifried, & Wuttke, 2015). Teachers who have relevant competencies have the ability to draw from various resources in order to improve teaching and learning to learners within diverse classrooms. Thus, all educational organisations need to be innovate and to develop their practices, in order to be aligned with the social and technological change, as well as to respond to economic pressures. In such circumstances, it is critical for teachers to adopt new professional roles, cultivate their professional identities and include new perceptions into their professional practices (Vahasantanen, 2015).

One of the teachers' requirements demands that they must have multi and flexible competencies when it specifically comes to knowledge content, pedagogical knowledge content, diagnostic competencies, self-regulation and motivational orientations (Bruckmaier, Krauss, Blum, & Leiss, 2016). It has to be taken into account that living, learning and working in a more and more complex and information rich society demands teachers to use Information and Communication Technology (ICTs) competently. Therefore, teachers must have an understanding of how student learning can be supported through technology (Castillo, Herrera, Carrillo, & McCalman, 2016).

According to Kaendler, Wiedmann, Rummel, and Spada (2015), research indicates that there are five teacher competencies in all implementation phases of collaborative learning and these include the ability to plan student interaction, to monitor, to support, to consolidate the interaction and lastly, to reflect upon it. However, in most cases, teachers feel that they are incompetent in successfully implementing collaborative learning in their classrooms (Kaendler, Wiedmann, Rummel & Spada). They continue to highlight that teachers' skills of self-evaluation were very

low and when they used the collaborative learning in their own classrooms, those skills were improved. In Thailand, the Principals' roles were extended to them having competencies so that they can be able to run the school successfully, like supporting the staff (Alberto, Waiyakarn, & Alberto, 2016). This means that for Principals to manage the school accordingly, they themselves need to be competent first.

The research by Martinez, Avalos, Lopez, and Palacios (2015) proposed that there must be competency approach in curriculum and programs of study, that would pursue to change the teaching approach such as taking lessons to the classroom. However, that change requires teachers who are prepared to change by moving from their comfort zones. This change would also require learners who fully understand their responsibilities when it comes to their education. Moreover, educational authorities must support teachers and learners by ensuring that the appropriate conditions are available to accomplish this new way of teaching. According to Tobon (2010), one of the competencies that teachers have include collaboration, autonomy and responsibility. These attitudes were proposed by Competency-based Education (CBE), which is student centered. In relation to this study, this suggests that learners take responsibility of their own learning, while teachers should encourage a good learning environment that would assist learners with ADHD in achieving their goals. Apparently, the principle of CBE suggests that learners must be independent and be active participants in their education and, that their voice should be heard. Through the help of competent teachers, learners with ADHD could learn and become active participants in the class rather than be a burden to other learners and teachers.

The existing literature advocates that individual learning should be supported and encouraged, as it is where teachers monitor the learners' process, offer feedback individually, understand the learners' problems and adapt their teaching strategies accordingly (Kunter, et al., 2013). The existing literature reveals that most teachers showed an improved sense of competence and attitude towards inclusion as a whole, as half of the teachers agreed to accept learners with ADHD in their regular classroom, although they spoke of educational policies failing the learners with special needs (Lee, Yeung, Tracey, & Barker, 2015). Dimapilis and Gomez (2014) also confirmed these results, when they found that learners with special needs do not receive intervention that meets their needs and as a result, this causes the teachers and the peers to misinterpret such learners. **This**

is the reason why in this study the researcher intend to explore teachers' constructions of their competencies concerning ADHD. Hence, Dimapilis and Gomez (2014) focused on competencies that teachers require to implement the Individualized Accommodation Plan (IAP) for learners with ADHD. They spoke of IAP as a guide that is needed by teachers so that they would best be able to accommodate learners with ADHD in their classes, as they lack the competencies to accommodate such learners and to manage them, which causes them to employ undesirable measures.

Teachers do lack the competencies to teach learners with ADHD (Demapilis & Gomez, 2014), hence, some of them are willing to learn and understand the ADHD, while others already have the skills required to teach such learners. In some cases, some teachers are not ready to deal with such learners hence, they tend to deny the learners access as they think that learners with ADHD need to be in their own school where specialist of ADHD teaches according to Lee, Yeung, Tracey and Barker (2015). Some of the teachers are not even sure of the policies that support learners with special needs. Moreover, studies internationally prove that teachers, parents and children misinterprets ADHD however they support that people must work together and share information according to Moldavsky and Sayal (2013). This means that the public including teachers and learners must be educated on ADHD, this will also reduce the stigma that is experienced by the families and learners affected with ADHD (Moldavsky & Sayal, 2013). Xie, Dixon, Yee, Zhang, Chen, DeAngelo, and Schweitzer (2013) supported the above argument on their study when they highlighted different ways in which parent training can be effective such as using video conference.

### **2.3.2 The South African context**

The South African Department of Education (2005, p. 39) identifies the teacher's role in uplifting the standard of education in South African schools: "We tend to think of "quality" in terms of class-sizes and hardware (buildings, facilities, equipment, etc.). However, teachers who are well-qualified and committed are vital agents in the quality of schooling". There is a concern worldwide by educationists, that focuses on teachers' poor competence levels. All the above, results in questioning the influence of teacher education on teacher learning and eventually, on classroom

practice (Cushner, & Chang, 2015). Previously, education at the early childhood development phase was largely neglected in South Africa, yet it remains critical to the early identification of learner needs and to intervention to enable learners to sustain effective learning according (Pokroy,2014). Learners with ADHD in schools tend to fall behind in school work, as their completion of independent tasks is unpredictable.

According to Lillvist, Sandberg, Sheridan and Williams (2014), working with young children demands teachers to have a variety of competencies like the knowledge of content, pedagogical approach, learning attitude and orientation. Thus, most studies find a strong correlation between quality teachers and learning and academic achievements, including the learners' self-esteem and attitude towards being a life-long learner (Lillvist, Sandberg, Sheridan & Williams, 2014). This practically means that learners at a pre-school and school would be affected by the manner in which the teachers conduct themselves. Based on the improvement of teachers' skills and knowledge, it is highlighted on Strijbos, (2016) that White paper 6 would need to be revised to make sure that teachers are competent in identifying and addressing barriers to learning, as well as to be able to accommodate different learning needs. The basic competencies that new teachers must possess include being able to understand diversity, this would help them to teach in a way that would take into account all of the learners' needs (Walton, Nel, Muller, & Lebeloane, 2014). This practically means that teachers do lack the skills and competencies to embrace diversity and this results in them not being able to meet the learners' needs.

The South African government endorsed a society in which human rights are important and where people celebrate diversity (Naidoo, Singh, & Cassim, 2015). Bornman, and Donohue, (2013) assert that all teachers support the principle of inclusion, even if they feel that they do not have the training and the resources to support learners with ADHD. They do not have the right balance when it comes to adapting the curriculum to suite the learners' needs and at the same time providing quality education for all the learners in the classroom. This means that teachers feel like they lack the competencies to balance the curriculum adaptation and providing quality education. However, regardless of their incompetencies, they supported the inclusion of learners with ADHD and suggested that they can educate that learner within normal school hours and adjust the

techniques and goals for those learners. This suggests the positive attitudes of teachers towards accommodating learners with ADHD.

However, existing research indicates that teachers' perception of ADHD incidences are higher than the actual existing rate (Amod, Kern, Seabi, & Vorster, 2015). This suggests the incompetence of teachers in identifying learners with ADHD, yet they are the primary referrals. It has been noted that teachers' knowledge about ADHD in South Texas is very thick (Guerra and Brown, 2012).

According to Bornman and Donohue, (2013) Literature reveals that teachers instead choose to adapt the curricular for certain children who are more easy to adapt and accommodate as they already have a full workload. So far, it has been found that those learners with mild learning barriers such as ADHD are easy to include in their ordinary classes, as compared to those with severe learning disabilities. This means that teachers do not want to move from their comfort zone, in as much as they do not like to be challenged in their profession. However, Guerra and Brown's (2012) findings took a different view when they argued that teachers complain about their work being so demanding when they teach learners with ADHD, as the children's inattentiveness and their inability to manage their impulses regularly interfere with classroom activities. This reveals the teachers' incompetence in managing classrooms with learners who have ADHD.

Mohangi and Archer (2015) revealed that the more teachers are knowledgeable about ADHD, the more likely they would be able to display competence and satisfaction in their teaching capabilities and controlling the learners. Based on that, it is clear that the teachers' incompetencies are caused by their limited understanding of ADHD. Support was also found to assist the enhancement of unity and the development of skills to think in a more productive manner about the problem at hand (Nel, & Grosser, 2016). However, it is evident that not much resources have been given to the South African public education sector, as compared to other countries (Kern, Amod, Seabi & Vorster,2015). Thus, teachers complain about not being supported by Department of Education in assisting learners with learning difficulties as they indicated that the curriculum has little influence on preparing the teachers to explicitly deal with learners with ADHD (Preiser, Struthers, Mohamed, Cameron & Lawrence, 2014). Guerra and Brown (2012) also made similar comments

that while learners with ADHD are in danger of not making it in life, literature still indicates that a number of teachers do not have enough information on time and resources that are needed for these children to succeed. Despite plenty of literature on ADHD, teacher knowledge on the condition is still very limited.

### **2.3.3 The KwaZulu-Natal context**

Recent literature by Medina, (2012) who did a study in KZN which aimed at determining the registered number of homoeopathic practitioners who are responsible for treating patients with ADHD in KZN found that the diagnosis of ADHD is misdiagnosed and over diagnosed in KZN. Moreover, most teachers turn to identify the learners as having ADHD because they either have limited resources to develop knowledge or do not have time to shape learners' skills (Medina, 2012). This is supported by Majola, (2013) when highlighted that most schools lack support structures, while at the same time, the management does not have the skills to support the teachers who often struggle with teaching learners with barriers to learning. Hariparsad (2010) made the similar comment in that teachers from the mainstream schools does not give enough time and patience to deal with learners with ADHD. Furthermore, learners who are academically placed in schools that does not match their intellectual capacity stand a greater chance of being misdiagnosed with ADHD (Medina, 2012). This also may be due to the laziness or the incompetence of teachers.

Data reveal that teachers conclude that once learners have been diagnosed with ADHD, they do not fit in the classroom norms (Muthukrishna, 2013). Hence, Naidoo, Singh and Cassim (2015) who did a case study in Umlazi District and Vhembe district (KZN) indicated that most teachers did not receive training as to how they can accommodate learners with learning disabilities like ADHD, while those who received training feel that the training was not sufficient enough to prepare them for the long term. This suggests that teachers feel they are incompetent in teaching these learners due to the limited training or no training at all and they display negative attitudes towards teaching these learners. Hariparsad, (2010) on the study aimed at investigating challenges that faces educators when including learners with ADHD in the mainstream classroom agree to the above comment when indicating that teachers still needs more training to be able to teach learners with ADHD. Even went further to indicates that teachers are in no position to educate

learners with ADHD as in-service education and training has not been provided by the DoE so that teachers will have basic knowledge and capabilities that are required to handle learners with ADHD. This is supported by Naidoo, Singh and Cassim (2015) who revealed that teachers are insufficiently trained when it comes to IE. as inclusive education also includes learners with ADHD.

Majola (2013) highlighted, including learners with learning difficulties in the mainstream classes is unfair to the other learners, as those learners with learning difficulties need to be given special attention while the other learners have to wait for the teacher. This implies an imbalance in time allocation for learning programmes. Moreover, teachers often complain of heavy workloads so, including these learners would be adding more stress to them, this is the reason why they advocate for remedial teachers and special classes as it was done in the past (Majola, 2013). Practically, these teachers do not embrace diversity and inclusion and are not in favour of inclusion as a whole. At the same time, the teachers feel that they have low levels of skills to individualise teaching to one learner and to manage the classroom efficiently (Naidoo, Singh & Cassim, 2015). DoE officials take longer to respond to teachers' needs as well, which makes the situation more difficult to handle (Majola, 2013).

According to Singh (2012), it is not only the teachers who feel incompetent, parents also feel that they have no say when it comes to making decisions regarding their ADHD children. As a result, their children are put on treatment options which they do not really understand. In this regard, stimulants have been widely used as therapy for the learners who are diagnosed with ADHD. The side effect and long term effects of these medications are not well researched. Having revealed how the teachers perceive teaching learners with ADHD, it cannot be ignored, the fact that they still need to act within the legal framework, as there are a number of policies that are put in place to support learners with ADHD. Some of these policies are discussed in the following section.

## **2.4 POLICIES AND LEGISLATION**

According to Cebrian and Junyent (2015), the role of education in building a society that is grounded on principles of equity, social justice and sustainability has been recognised nationally

and internationally. Thus, action plans and strategies have already been developed. Literature indicates that legislation and policies in education can result in effective educational practices, more specifically for learners who had access to the education that is accommodative to their needs. This may include learners with disabilities and also those who are gifted (Pereira, Knotts & Roberts, 2015).

The teaching of learners with barriers to learning is influenced by a number of policies nationally and internationally, for example the recommended DSM-5 (Diagnostic and Statistical Manual of Mental Disorder-V) influences the education system and the way learners with difficulties and disabilities are supported. In Australia, the Disability Standard for Education (DSE, 2005) highlights the education providers' responsibilities for those with incapacities including dyslexia, ADD and ADHD. The standard proposes that there is a need for teachers to make reasonable adjustments for learners with barriers to learning so that they equally participate in education. The country also endorses the inclusive education approach which supports learners by identifying their barriers to learning and responding to their needs (Al-Yagon, Cavendish, Cornoldi, Fawcett, Grunke, Hung & Margalit, 2013). Internationally, a control for integrating the sustainability amongst all areas of education were represented by The declaration of the United Nations Decade on Education for Sustainable Development (UNDESD, 2005–2014). For the benefit of this study, the following policies and legislations are briefly discussed as protecting the right of learners with ADHD.

#### **2.4.1 United Convention on the Rights of the Child (UNCRC)**

Doek and Svevo-Cianci (2014) assert that the United Convention on The Right of the Child highlights the children's rights and duties of the state party, so that it implements the necessary actions. This policy revolves around the principle of non-discrimination, as well as the child's best interests as the main consideration in all actions that are in relation to the child. Its main objective is to provide special care and protection to children and adolescents. Specifically, it provides the information that is acceptable as per their cognitive, social and physical development (Vantaa, Benjaminsson, Thunberg & Nilsson, 2015). Its stipulates that every child has the right to education, including those who have learning difficulties like ADHD. The legislation continues

to show the state as being obliged to make decisions, with a view to continue making right the reality in the everyday life of each child (Holttum, 2016). Thus, primary education is free and compulsory to all the learners in all the provinces in South Africa. So when teachers refuse to teach learners with ADHD, it means that they are going against the law by denying the child his or her right. Based on the principles of this policy, teachers must find ways of imparting knowledge onto the learners, through using different strategies that are appropriate for the child, including his or her family.

#### **2.4.2 Constitution of South Africa**

The South African Constitution has been highly regarded by other countries because of its emphasis on the dignity of human beings, equality and the development of human rights and freedoms (Malan & Cilliers, 2015). Thus, London (2013) asserts that the South African constitution brought about a comprehensive range of fundamental rights and one of these rights maintains that everyone has innate dignity and it is their right to have that dignity protected and respected. The Bill of rights is regarded as the foundation for democracy in SA. Moreover, all the people are equal before the law and are entitled to equal right to protection and benefit of the law. The constitution protects every individual rights in SA, while supporting the values of democracy (Onyejekwe, 2013). What is most important in the SA constitution is human dignity, equality and freedom. This implies that whether learners have ADHD, or any other barriers to learning, they should be treated equally by their teachers and the society at large. Learners with learning difficulties must be protected, just like everyone else and most importantly, they must be respected and be free. According to the constitution, there is no one who is better than the other, no one is above the other, but all the people are equal before the law and as a result, they should be treated accordingly.

#### **2.4.3 South African Schools Act (SASA)**

Many policies that were anticipated to enhance access to and quality education to all South African children, irrespective of race, gender and socio economic status, were endorsed by the post-apartheid government (Kanjee, & Bhola, 2014). Such obligation was taken to the new constitution

and the Bill of Rights (Republic of South Africa, 1996), which guarantees that all children aged 7-15 have a right to basic education. From the new constitution, many policies were enacted in South Africa (SA), for instance, the South African Schools Act (SASA) and National Norms and Standards for School Funding and Employment Act (1998). According to Van der Merwe (2013), SASA is one of the policies that was aimed at creating an education that would unite the fragmented, racially and ethnically divided education system that was created in the past apartheid. The policy was enacted to improve the quality of education in the country. Through SASA, the government aimed to create a governance school structure that involves all parties' groups in education, for the benefit of promoting values of democracy such as tolerance, collective decision making and rational discussion (Beckmann & Bipath, 2016). In this study, this Act implies teachers should be able to tolerate learners with learning difficulties like ADHD. The Act also implies that all the appropriate stakeholders should ensure that the learners with ADHD receive quality education in a democratic way.

#### **2.4.4 Education White Paper Six (WP 6)**

Nel and Grosser (2016) highlight that the guiding principle in WP 6 is that every child and youth can learn through support of needs and encouragement of individual strengths. It is stipulated in WP6 on Inclusive Education (IE), that Learners with Special Educational Needs (LSEN) need to have differentiated curriculum and evaluation system that would assist them to develop at their own level, while they are in the mainstream classes (Topkin, Roman & Mwaba, 2015). This trend allows teachers to have new opportunities and difficulties with regards to the application of policies (Nel & Grosser, 2016). Every single teacher, parent or learner should fight the battle of overcoming different learning barriers like ADHD. The most common strategies that can be used in overcoming the barriers to learning are only support and prevention, this is according to the South African Department of Education's policy on IE (Department of Education, 2001). The "Education for all" (EA) for learners between the age of 7-15 is a must and it is instructed by SASA. So basically, WP 6 encourages teachers to adapt the curriculum to the learners' needs, it advocates that learners with ADHD must be taught in the mainstream classes at their own pace, there by calling for teachers to be flexible and be able to multitask as well.

#### **2.4.5 Norms & Standard for Educators**

Norms and Standard for Educators gives an entirely new way of planning and delivering South African teacher education. The foundation of the policy is on the seven roles for educators and their related practical competencies, which must be integrated into qualification outcomes. However, every school is free to plan and deliver its own curriculum in a flexible manner that would result in them achieving learning objectives or competencies of educators (Norms and Standards Educators, 2000). According to Beckmann and Bipath (2016), the South African context strives towards functional schools, regardless of the challenges and expectations that need to be met. Out of the seven roles of educators in schools, this study briefly describes 2 of them, which protect learners with ADHD and these are the learning mediator and interprets, secondly designer of learning problems and materials (Recognition and Evaluation of Qualifications for Employment in Education, 2000).

This means that the teacher should be determined to mediate learning while using methods that are sensitive to diverse learners' needs, counting the learners that experience barriers to learning like those with ADHD. On top of that, the teacher is expected to show that she or he uses strategies and resources, as well as principles that are suitable for teaching in South Africa. Secondly, the teacher should understand and interpret the subjects, as well as formulate appropriate text and visual resources for learning. The educators' pace of teaching needs to be sensitive to the different learners' needs and subject needs. So basically, Norms and Standards for Educators forces teachers to accommodate learners with ADHD and other barriers to learning, meaning that they must be prepared and plan to provide quality education to those learners, which is the right of every learner in South Africa.

#### **2.4.6 Curriculum Assessment Policy Statement (CAPS): Curriculum Adaptation and Differentiation**

The Education White Paper and the South African constitution honour teachers and regard them as hope to ensure that all learners pursue their learning potential to the fullest (Nel and Grosser, 2016). The DoE (2005) has provided the guidelines on how teachers can adapt the Revised

National Curriculum Statement so that it will accommodate every learner's individual needs including those with ADHD. Hence, the curriculum adaptation is not regarded an alternative to the curriculum but an adjustment or slight change in teaching, learning and assessment techniques (Higgins, Crawford, & Silvestri, 2016). These authors emphasised that every learner must be given an opportunity to participate in learning activity and assessment. However, there is certain level of competence that teachers must have to adapt and differentiate the curriculum namely, knowledge pertaining different models of teaching and learning, good subject matter knowledge, operative pedagogical skills and competent classroom management skills in order to be able to differentiate and adapt the curriculum to learners (Naicker, 2005). Teachers have an option of breaking down the assessment standards and adjust the activities in teaching. According to CAPS it is necessary for learners to work at the same activity with related learning outcome however at different levels that will cater for their different learning needs (DoE, 2005).

## **2.5 THEORETICAL FRAMEWORK**

### **2.5.1 Introduction**

In this section, the theory that guides the proposed study is discussed. This study adopted the hope theory that was developed by Charles Richard Snyder, an American psychologist who was a Professor of positive psychology, specialising in clinical psychology (Rand & Cheavens, 2009).

### **2.5.2 Origin of hope theory**

Hope theory is a strength-based concept that is grounded within the positive psychology field, where the idea of optimism moved from assisting the client, to helping them think positively about the future through setting goals, optimism and hope (Kipper, 2015). However, it originated where Snyder (2000) introduced hope theory in order to inspire and motivate communities to address their challenges and obstacles and to live positively in their lives. The emphasis of his theory is that hope is being exhibited and expressed in daily life (Lopez & Nebraska, 2009). Therefore, people do not need to dwell on grudges but rather, they need to forgive, thus producing different ideas and alternatives to deal with their challenges and live positively.

He named hope theory as the perceived capability to produce pathways to accomplish goals and to inspire ones 'self (Rand & Cheavens, 2009). According to Snyder and Harries (1991), hope theory "is conceptualised as a process that people use to pursue their dreams/ reach goals, as it is a "goal directed cognitive process". Rand and Cheavens (2009) indicate that the emphasis of hope theory is that people have capabilities to produce alternative ways to accomplish goals and inspire one's self. Therefore, the essential concepts of hope include goals, pathways and agency (Snyder, Feldman, Shorey & Rand, 2002). They emphasise that individuals must be goal-oriented in the things that they do, they must have ways or sometimes create alternative pathways towards achieving their set goals. Furthermore, the emphasis of this theory is that people should be the agents of their own lives, thus, demonstrate the ability to "*initiate and sustain movement along a pathway*" (Snyder, Feldman, Shorey & Rand, 2002, p.1065).

### **2.5.3 Different studies to which the hope theory has been applied.**

The hope theory has been used in a number of studies and in real life, for example, Snyder (2005) indicates that health psychologists adopted the hope theory as a coping strategy. The focus was on making people cope with their adversities, rather than suffer from them. Also, it has been used by Kippy (2015) on *Applying 'hope theory' to first year learning*, where a model of student support that was built on the goals of students and strengths was proposed. His argument was that the hope theory can also be adopted in education to assist with the development of learners' goal setting and on agency by capitalizing on their strengths.

### **2.5.4 Application of the hope theory to the study**

The hope theory is therefore relevant for the proposed study because, amongst other things, one of the main roles of teachers is to provide quality education to all children so that the learners can flourish in schools and beyond, as indicated in the document titled '*Care and Support for Teaching and Learning Conceptual Framework*' (Department of Basic Education, 2010). The framework even emphasised that teachers have to adopt different approaches to teaching and learning and be the agents of change in their own lives and that of their communities. In this study, teachers are hopeful thinkers who set goals for the benefit of learners with ADHD. Snyder (2000) considered

hopeful thinkers as individuals who are able to create goals, visualise several practical pathways concerning those goals and endure, even when they find complications.

The context of this study is on teaching learners with ADHD, where the focus is to explore teachers' competencies in teaching these learners and how those competencies could be improved so that learners with ADHD receive quality education and flourish in school and beyond. The hope theory therefore could explain what teachers consider to be their goals of teaching ADHD learners, the pathways they consider or adopt in ensuring that they achieve the goals of teaching these learners. Hope theory emphasises that producing multiple routes or pathways is important when experiencing barriers to achieve a certain goal. In the context of this study, ADHD as a barrier which hinders the successful learning of some children and hence, teachers remain the hope for these learners (Metzler, McKenzie, Van Der Mars, Barrett-Williams & Ellis, 2013). Furthermore, the theory is relevant in this study, as it would help the researcher understand the teachers' agency inherent in the individuals and within the school context, in order to improve the manner in which they teach and handle learners with ADHD in the Foundation Phase classroom context.

### **2.5.5 Limitation of the hope theory**

Just like other theories, there are some limitations associated with the hope theory as well. For example, Kipper (2015) proposed that the theory does not teach people the ways in which they can conceptualise goals, develop strategies that can be used to reach those goals, as well as to accept agency in using those strategies. Moreover, an experimental research that would involve larger population is needed to test the belief of the hope theory.

## **2.6 SUMMARY**

Having gathered the different voices from different authors about the subject related to this study, it has come to the researcher's understanding that teachers have different voices on how they regard learners with ADHD. It has been established that most of the teachers feel that they are incompetent in teaching these learners and managing them, hence they require more support from

authorities like DoE and other relevant stakeholders like the parents, clinical specialists and the community at large. In essence, hope theory emphasises that people should not be regarded as 'being stuck' rather as having alternative pathways that they may develop to solve problems in a variety of contexts. The following chapter thus addresses the methodology that was adopted for this particular study.

# **CHAPTER THREE**

## **RESEARCH DESIGN AND METHODOLOGY**

*“The kidney doesn’t care if you call it sick, but the mind does. If you tell a person she has a mental disorder, you create a mental disorder-not only in the patient but in those who love her as well”*

(Linscott, & Van Os, 2013, p.12)

### **3.1 INTRODUCTION**

This chapter discusses the methodology that was used in the study. The chapter thus highlights the research paradigm in which the study was conducted, the research approach, research design, describing the sampling technique and sampling size, the tools that were used for collecting data, explaining how the data were analysed, the ethical measures that were taken in conducting the research, issues of reliability as well as the limitation of the research.

### **3.2 RESEARCH DESIGN**

Research design can be understood as the detailed work plan of what has to be done in order to complete the study. Its main objective is to ensure that the evidence obtained enables the researcher to answer the main questions of the research (Gupta & Awasthy, 2015). In this study, the aim was to give teachers an opportunity to voice out what they considered to be their competencies in teaching learners with ADHD in the Foundation Phase. Furthermore, the aim was to allow the teachers to suggest ways to enhance their competencies in teaching learners with ADHD and to share their competencies with other teachers, as the Department of Education emphasises and demands that schools should network with each other for better delivery of education (Huizinga, Handelzalts, Nieveen & Voogt, 2015).

The objective of this study was to describe and understand the competencies of teachers teaching learners with ADHD in the Foundation Phase, as well as the ways in which their competencies could be enhanced. Therefore, the participatory research was used as a research style for the study.

According to Tracy (2012), an interpretive view of participatory action research is based on the notion that researchers should work together with the participants to make sense and enhance local issues. In other words, by using participatory research, the researcher aims to capture the reality of the participants' lived experiences and their thoughts about a particular situation, while at the same time probing the participants to think about ways in which they could improve their strategies in teaching learners with ADHD. Therefore, according to Tracy (2012), the qualitative research is well positioned to address contextual priorities that are pinpointed by the participants. This study falls within the qualitative research paradigm and thus employs different methodologies to collect data: the focused group discussion and collage. Data were also collected as field notes.

### **3.2.1 Interpretive paradigm**

In line with qualitative research, this study was grounded within the interpretivism paradigm. Picciano (2015) define a paradigm as an ethical or theoretical framework within which ideas, rules and overviews of the study are framed. Other researchers use terms worldviews (Cresswell, 2013). Paradigms are socially constructed and are the basics of theory as they give information on how to meaningfully enhance the structure of theories. They are understood as essentials "*belief system or worldview that guides the investigator, not only in the choices of method but in ontological and epistemological fundamental ways*" (Hussein, 2015, p. 1052).

From the above definitions, a paradigm guides how a study is conducted and the means of studying and interpreting knowledge. Thus, Picciano (2015) stresses that a paradigm is aimed at formulating the objectives, incentive and hopes or beliefs for the research. As there are multiple paradigms in educational research, which are allowed by qualitative research, this study is located within the interpretivist paradigm. The interpretivist researcher understands the world as being socially constructed. This ontology guided a dynamic interaction with the participants, providing a space for co-constructing knowledge generated based of the teachers identification of their competencies when teaching learners with ADHD. Leppaaho, Plakoyiannaki and Dimitratos (2015) highlight the assumption that interpretivist approaches believe that knowledge is constructed on a social basis and the human mind creation hence, observation of reality is regarded as meaningless. This is in line with the qualitative approach that constructs meaning socially.

Interpretivism stresses the researchers' and subjects' interpretation of the studied situation as being essential to the study.

Cresswell, (2013) also added that personal, cultural and historical experiences are the basic elements to the interpretivist researcher. Thus, they shape their interpretations of the situation at hand and they develop a pattern of meaning or theory throughout the research process. Unlike the positivists and post positivists who initiate with a theory, as their main objective is to test theories and hypothesis using observations and measurement neither critical paradigm which emancipates the suppressed communities (Picciano, 2015). This study does not aim to generalize its findings beyond the context, rather, it aims to understand the competencies of those teachers being studied. This provides the reason why it is located within the interpretivism, as interpretivists have no attempt to generalise the findings, meaning that the findings from this study would not be generalised to other contexts.

### **3.2.2 Qualitative research**

This study requires in-depth knowledge and greater understanding of teachers' competencies in teaching learners with ADHD in the Foundation Phase. Therefore, the qualitative framework was adopted. According to Henning, Van Rensburg and Smith (2008), the qualitative approach seeks to understand the human phenomena and investigates the meaning that people give to the events they experience. This means that "qualitative seeks to understand the topic from the perspective of local population it involves" (Dame, 2012).

In contrast to the quantitative methodology which represents the neutral and real world, the qualitative approach constructs meaning socially (Creswell, 2013). In this study a qualitative approach was chosen because it allowed the participants to reflect about their own experiences, how they interact with their learners in the classroom. Drawing from their own daily interactions with the learners, participants were able to construct what competencies do they have or have not which could improve their teaching of learners with ADHD. The emphasis of qualitative approach is that the meaning, the environment, the perceptions, explanations and situation are socially constructed (Picciano, 2015), and that people construct their own knowledge (Creswell, 2013).

This study is situated within the qualitative approach since its objective is to understand and interpret what teachers consider to be their competencies in teaching learners with ADHD in the Foundation Phase. Furthermore, the qualitative research is suitable for this study as it seeks to understand what strategies could be used to improve teachers' competencies in teaching learners with ADHD, particularly in the Foundation Phase.

### **3.2.3 Participatory research**

Qualitative research has different methodologies/ research style, including the participatory research, participatory action research, case study, grounded theory, life history, narratives, ethnography, discourse analysis and phenomenology. However, the research style of this study was the participatory research as the researcher believes that teachers need to play an active role as they are the one who are teaching these learners for most of the time and they clearly understands how the learners should be dealt with so that they can learn something. Bergold and Thomas (2012) define participatory research as a research method that has a goal to plan and conduct the research process with people who are the participants in the study.

Cervoni (2015) also argues that in participatory research, everyone is an active participant in planning the research, doing the research and analysing the data. Therefore, in this way, participants are not people to be studied, but are co-investigators, co-writers and co-analysers. This method enables participants to have a voice in research. In this study, teachers were able to participate freely and express themselves regarding their competencies in teaching learners with ADHD in the Foundation Phase. This allowed the researcher to get in-depth information without the researcher being dominant. Bergold (2007) claims that participatory tools enable for equal power relations between the researcher and the participants.

### **3.2.4 Research context**

The present study seeks to find out the teachers' competencies in teaching learners with ADHD in the Foundation Phase, as the children's charter of South Africa stipulates that all teachers should be qualified and should treat children with patience, respect and dignity. This study was conducted

in one of the school which is in Kwa-Zulu Natal called Green Primary School, it is under Pinetown district. Green Primary School is a public primary and fee paying school. The school is not a referral school but a mainstream school that accommodates learners from diverse backgrounds, including learners with ADHD. The school falls under Section 21 and manages its own finances, according to the South African government gazette of 2006 (Prinsloo, 2005). Pinetown is situated about 20km from Durban in KwaZulu-Natal province. Pinetown comprises both rural population and urban population, with rural pollution being the highest. Most schools in the urban area are privately owned. The school under the current study school is a former Model C school. The school enrolls all learners from various racial backgrounds, however, Black African learners are the highest population and this number increases every year.

Teachers manage their own classroom and the numbers in each class ranges from 23-28. The classroom are inclusive and comprises of learners with different abilities, including learners with ADHD. The school have sufficient resources to accommodate all kind of learners hence it is used to teach all kinds of learners (with or without ADHD). The teachers working in this school are not trained specialist for teaching learners with ADHD, they are just normal teachers with BED Degrees. The government pays part of the teachers' salaries and the other part is paid by the school. Most of the learners who attend in these schools use transport to go to and from school, being private or school shuttles. The researcher choose the school on the basis that it is an x model c school where the parents of the learners afford to send their learners to educational psychologists. So teachers would have a deeper understanding of the behavior of learners with ADHD. The participants were chosen purposively as it were the teachers who are not new in the field but the teachers who has been teaching in the foundation phase for at least three years.

### **3.2.5 Sampling of participants**

In this study, the focus was on the Foundation Phase teachers from one school in Pinetown. The teachers were selected through purposive sampling, which can be defined as choosing participants based on the qualities they have (Maree, 2007; McMillan and Schumacher, 2010). Furthermore, Cohen, Manion and Morrison (2010) argue that the purposive method is suitable for small-scale research. The qualities that the researcher required included the fact that the selected teachers in

Foundation Phase had been teaching learners with ADHD for at least three years. The group of people/ participants that the researcher uses to collect data is called the sample (McMillan and Schumacher 2010) so the researcher used purposive and convenient sampling so as to gather descriptive data. Participants were selected based on the specified criteria: obtained a teaching qualification, have been teaching in the selected school for the period of three years and above, and have taught learners with ADHD.

The sample size for this study was six teachers from the foundation phase. The researcher chose these teachers as the participants because they were the key role players in shaping the learners' lives through quality education (DBE, 2010) and thus, it was crucial to understand how teaching learners with ADHD is viewed from the perspectives of these teachers as learners spend most of their time in school than at home. The second reason was because early child development education is critical in the shaping or breaking of the children's lives and future dream (Samkange, 2015). Children spend most of their lives in school and in the care and support of the teachers (Khanare, 2012). Therefore, teachers would be able to reflect on their experiences and clearly articulate how they have been competently teaching learners with ADHD and what could be done to improve their existing competencies.

### **3.2.6 Methods of data generation**

Qualitative research allows the researcher to use different and interactive methods and its origin is in many disciplines such as anthropology, philosophy and sociology (Malik, 2015). Similarly, qualitative methodology implies research that would generate descriptive data, peoples' own writings or spoken words and observable behaviour (Taylor, Bogdan and DeVault (2015). There are different methods for generating data that can be used by qualitative researchers, such as interviews, observations, document analysis, focus group discussion, artifacts, as well as the visual methods. In the context of this study, two interactive qualitative research methods were employed for data production, namely the focus group discussion (FGD) and collage. These were conducted with a group of six teachers in one school. Researcher's field notes were also used as data production, as the researcher took note of any interesting incidences, behaviours and dynamics amongst the teachers. The field notes were taken on every visit of the researcher to the school. In

conclusion the data was gathered through focus group discussion and collage from the participants and field notes which were taken by the researcher.

### **3.2.6.1 Focus group discussion**

Researchers in the social and behavioural sciences use focus group discussion as a method to find out more about the phenomena and this is believed to be the appropriate qualitative methodologies as qualitative researcher seek to find out an in-depth information about participants' understanding of a certain phenomenon (Doody, Slevin and Taggart, 2012). Koskan, Rice, Gwede, Meade, Sehovic, and Quinn, (2014) claim that focus group discussion is a qualitative research method that researchers use when they want to explore other individuals' knowledge, the attitudes and behaviours regarding the researched topic. Focus group discussion helps to shed light on the different opinions that the participants have on the same issues and hence, increases the complexity of the examination, enquiry and disclose issues that are inaccessible (Smith, 2015). This basically mean that the ideas that one participant had, stimulated other individuals' ideas, familiarities and memories hence, deepen the discussion (Flick, 2014). Furthermore, some teachers were more comfortable in a focus group as they had support of their peers. For focus group discussion schedule see appendix F on page 99 of the current study.

In FGDs, the researcher acted as the facilitator/ moderator by managing the discussion and keeping it flowing by asking questions. It also inspired people to engage themselves and collaborate with each other. Focus group discussions are thus different from one on one interviews in that they are more representational and they include a variety of communicative methods namely storytelling (where participants tell stories regarding the researched subject), arguing, debates, challenge and disagreement, playful and encouragement (Smith, 2015). In that way, they can give the researcher broad and in-depth overview of the phenomena.

The FGD method was used to complement the collage in producing data. It was conducted in one of the classrooms, after the learners had been dismissed, so that the process of teaching and learning would not be disturbed. The focus group discussion began with the introduction, where the researcher and the participants presented themselves, while the researcher also explained the

purpose of the study. The focus group discussion with six participants only lasted for one hour and 30 minutes. This was done to avoid the participants being bored as they were coming from work and rushing to their homes. Drinks and snacks were provided after the focus group discussion, as it was late for the participants. The focus group was used to examine what the teachers thought and why they thought that way, regarding their competencies in teaching learners with ADHD. The researcher used open-ended questions to allow participants to produce descriptive data.

### **3.2.6.2 Collage**

The other method that the researcher employed in this study was the collage, which is a visual participatory research method (Butler-Kisber, 2010). According to Buttler-Kisber (2007), collage is an innovative method which employs a variety of resources, pieces or objects and glue them on a surface to make an imaginative work on a researched topic and it can be used to form initial ideas or perceptions about a phenomenon (Chilton, & Scotti, 2014). Goferman and Zelnik-Manor (2010) also claim that collage can be understood as a visual arts work that is formed by accumulating different forms which results in a complete new work. Therefore, collage allowed teachers to shed light on their experiences of teaching learners with ADHD and what could be done to improve their strengths in teaching such learners, which might be difficult when using spoken or written words only (Khanare, 2012). Collage was useful in this study, as it encouraged verbal and nonverbal expressions, the real or trustworthy experiences (Greenblatt, 2013). For collage process, see appendix G, pg. 99.

Visual participatory research employs different examples of the way visual data might be produced and analysed to enhance our understanding of making meaning and experience (Reavey, 2012). Moreover, Diaz (2002) highlighted in Butler-Kisber and Poldma (2010) that visual arts can encourage dialogue among different people, provide new constructions, understanding and reflection, as well as new ways to analyse a subject. The reason why the collage was used is because of the dynamics of activities involved in creating a collage. In a collage, participants are not just mere listeners and answering questions, but they become active participants and use objects, symbols, pictures, drawings to express their views (Zelnik-Manor, 2010). This is in

contrast to the focus group discussion where the participants were restricted to spoken words only. Therefore, collage provided an in-depth knowledge about the phenomenon of teachers teaching learners with ADHD using variety of sources such as pictures, symbols and drawings, as found fit by the teachers.

The discussions from the focus group and during collage were recorded using data and video recorder, as permission was granted by the participants.

### **3.2.6.3 Triangulation purposes**

Triangulation is understood as the use of multiple methods like (qualitative and quantitative methods in studying the same phenomenon so as to ensure credibility to the study (Hussein,2015). This implies that triangulation is the combination of two or more methodological approaches, theoretical perspectives, data sources, investigators and analysis methods to study the same project. In the context of this study, two interactive qualitative research methods were used for data generation; the focus group discussion and collage. In addition, the field notes were also used in the process of data generation. This assisted the researcher in ensuring the credibility and trustworthy of the findings and widening the researcher's understanding of the study.

### **3.2.7 Data analysis**

Data from focus group discussions were read and re-read and coded in order to point the emerging themes and their relationship to the aims of the study and key questions. The thematic content analysis method was used to identify major themes and discourses that emerged from descriptions, so as to allow and represent the many voices and perceptions of the individuals who participated in the study. Guided analysis was also used to analyze the data, as units of guided analysis develop from theory (social constructivism) and data. Guided analysis is said to be flexible in terms of enabling researchers to modify the principles of theories to accommodate essential issues that result from the data (Samuel, 2009). Concepts were grouped, related and categorised (Rice & Ezzy 2009). Themes resulting from the data and theory were identified and re-contextualised by

referring to literature (De Vos, 2008). Findings which relate to the identified themes were indicated.

### 3.2.8 Trustworthiness

There has been much criticism on qualitative research, for not having scientific accuracy just like the quantitative research that relies on experiments, unbiased methods and work with bigger numbers of participants (Cope,2014). Qualitative researcher specialises in studying humans, where the researcher explores the differences people have, describe the focus of the study and develop a theory (Vishnevsky & Beanlands, 2004). While the quantitative research perceives rigour, reliability and validity (Shaw, 2013), the qualitative research perceive credibility and trustworthiness in evaluating the quality of their studies (Lincoln and Guba,1985). Lincoln and Guba,1985 started by presenting four measures of issues of trustworthiness namely credibility, dependability, confirmability and transferability and added the fifth one later on, which is authenticity (Guba & Lincoln, cited by Cope, 2004). Therefore, the researcher considered the five issues of trustworthiness of a qualitative research to ensure and improve trustworthiness in this study:

- **Credibility:** Polit and Beck (2012) define it as the reality of the data. This refers to the way participants interpret, represent and view the phenomenon. The researcher ensured the credibility of the data by using a voice recorder during the FGD and collage presentations. This helped the researcher to transcribe the data, which was later given to the participants for review so that they could identify themes that has been added or left out. During the collage presentations, the researcher also jotted down the notes that stemmed from them. After the data were transcribed, it was given to the transcribing specialists to transcribe again and audit it.
- **Dependability:** refers to the same participants' constant production of the data under the same circumstances (Morse, 2015). To ensure dependability, the researcher then wrote down how she collected the data and what steps she followed in analysing it. Ulin, Robinson and Tolley (2012) confirm that dependability can be accomplished when another researcher agrees decisions taken from all the research process.

- **Confirmability:** means that participants must be able to prove that the data collected are from the participants, not his/ her perspectives (Erlingsson & Brysiewicz, 2013). In this study, confirmability is shown by the researcher's explaining how she interpreted the data and reached the findings. When the researcher analysed the data, she referred to some quotes from the collected data or the participants' viewpoints, which led to the developed themes and subthemes. She ensured that she did not claim anything as being said by the participants hence, two methods were used in collecting the data.
- **Transferability:** denotes that the findings of the study may be applicable to other locations (Polit & Beck, 2012). The researcher thus ensured that the results made meaning to other individuals who were not part of the study. She also used multiple sources/ literature to back up her findings referred to the theoretical framework. The location of the study was thoroughly explained so that the readers could make assimilation from the findings.
- **Authenticity:** Morse (2015) claims that authenticity is the capability of the researcher to represent the participants' feelings and emotions in a realistic manner. To enhance authenticity in this study, the researcher used the quotes from the participants to support her arguments from the findings.

### **3.2.9 Ethical considerations**

The researcher obtained permission from the university to conduct the study (See Appendix A), as well as from the DBE (See Appendix B), since the study was conducted within the school premises and used teachers as participants. Consent was also requested from the Principals and teachers from both schools, before any research was conducted (See Appendix C and D). Participants were given a letter of consent to read and sign, it contained the details of the study, with the option for the participants to withdraw from the study anytime they want to and should they feel that the study was inappropriate for them and their health (Harriss & Atkinson, 2013).

It was also emphasised that participants' anonymity and confidentiality would be guaranteed. That is, none of their names, the schools' names or pictures of the school, would be used anywhere in the research, instead, pseudonyms that were chosen by the participants were used (Eysenbach & Till, 2011). Permission to record the discussions and collage activities was obtained from the participants. Equal respect was given to all participants and ground rules were laid out and participants were given the opportunity to suggest these rules. All these ensured that the participants could participate without feeling judged or blamed, thereby allowing the active participation of all and producing data as accurately as possible.

### **3.3 SUMMARY**

This chapter presented the methodology employed in the study. Issues of research design, the qualitative approach, sampling and data collection tools were highlighted. Data analysis and ethical considerations have also been described. The following chapter therefore explains the data presentation and analysis, in the form of the themes which emerged from the data.

# **CHAPTER FOUR**

## **PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS**

*“Our districts do not always meet our needs with regards to professional development, but that does not mean we need not worry about new trends in education. Instead, we are to be well read and keep our skills updated so that we can best fill the role that is needed in the classroom”.*

(Honkasilta, Vehkakoski & Vehmas, 2016, p. 3).

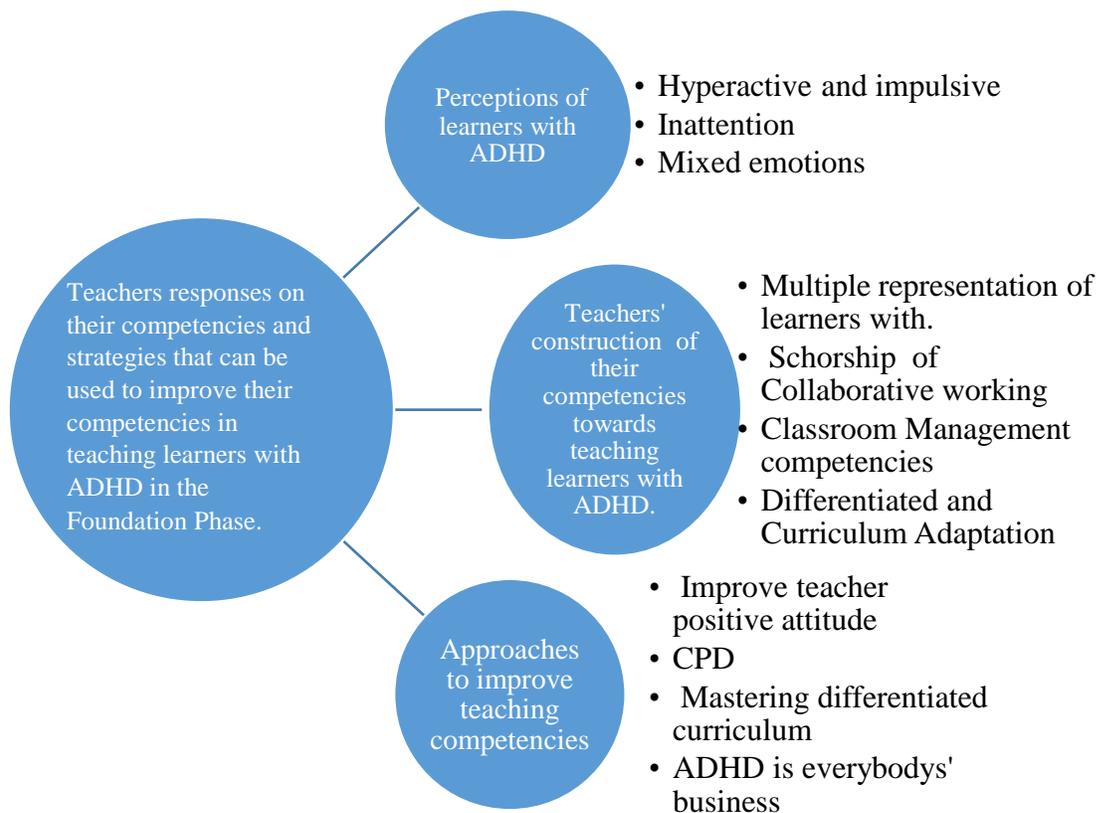
### **4.1 INTRODUCTION**

The previous chapter gave a detailed description of the research methodology of this study. This chapter presents, interprets and discusses the findings that were generated from the field. The data was analyzed using thematic analysis and guided analysis and presented accordingly in the previous chapter. Guided analysis is said to be flexible in terms of enabling researchers to modify the principles of theories to accommodate essential issues that result from the data (Samuel 2009). Themes resulting from the data were identified and re-contextualised by referring to literature (Johnstone & Chapman, 2009). Findings which relate to identified themes were indicated. The process of thematic analysis described in the previous chapter led to an understanding of teachers’ competencies, the different types of learners with ADHD, how the teachers used their competencies on these learners and the ways in which they thought their competencies need to be value-added. The main themes and subthemes which emerged from the data are presented with verbatim quotes of the participants and they are supported by the existing literature. This chapter ends with a summary of the chapter.

### **4.2 RESULTS**

In answering the two research questions using the focus group discussion and collage respectively, the process of thematic analysis of the focus group discussion revealed different types of learners with ADHD, the teachers’ competencies and how the teacher used their competencies on these

learners. The second main research question provided responses on how the teachers could certainly enhance their own competencies when interacting with the learners with ADHD. The main themes which emerged from the data were representation of learners with ADHD in Pinetown district, the teachers' constructions of their competencies towards teaching learners with ADHD and lastly, the strategies to improve the teachers' competencies towards teaching learners with ADHD. The following is a visual representation of the themes and subthemes that emerged from the data analysis of focus group and collage activity, see appendix I.



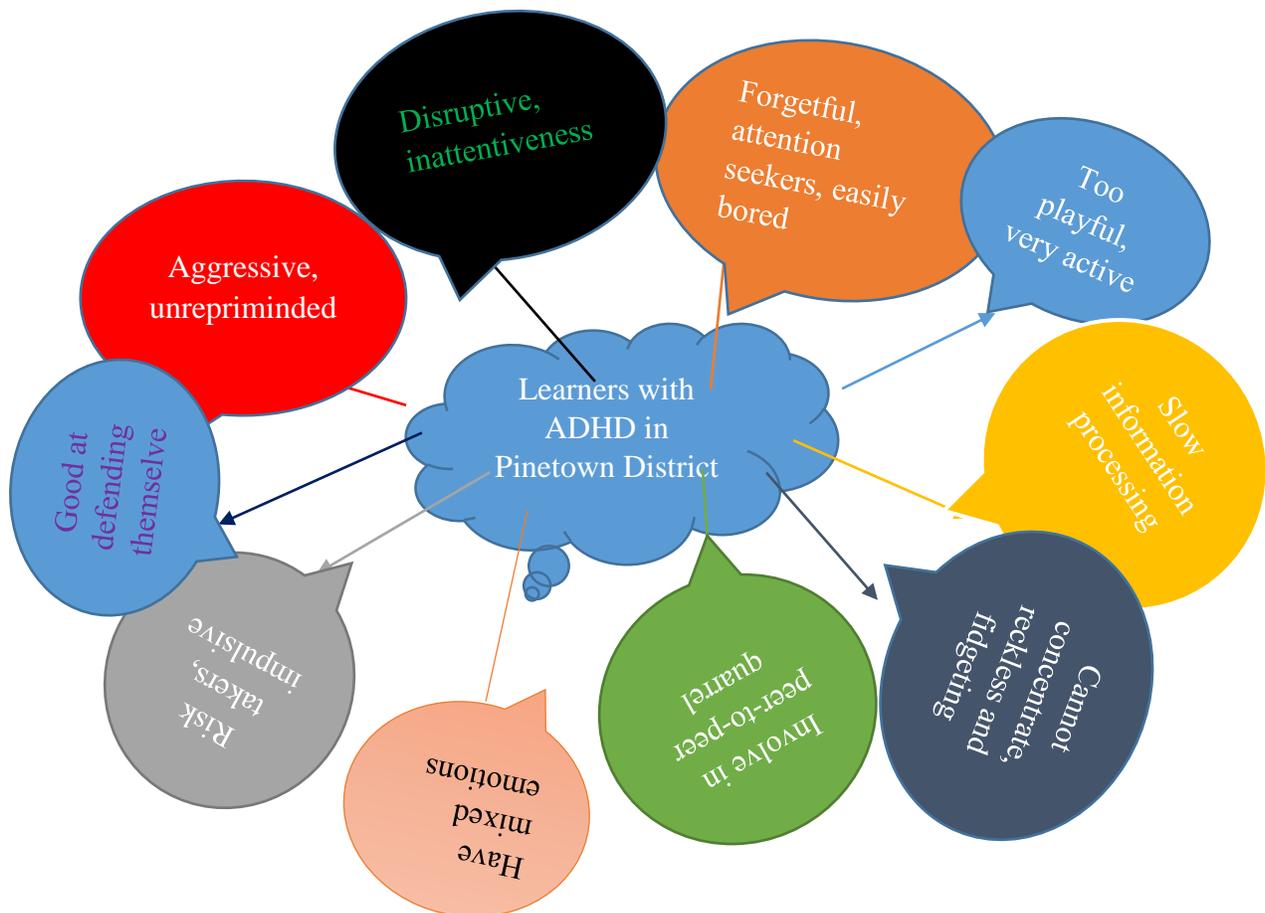
**Figure 4. 1: the mind map of themes that emerged from data analysis.**

### 4.3 RESULTS DISCUSSION

The researcher first describes the two main themes with their subthemes, which were discovered through the in-depth analysis of the participants' voices, through the focus group discussions.

### 4.3.1 THEME ONE: TEACHERS' PERCEPTIONS OF LEARNERS WITH ADHD

The data revealed that learners with ADHD come with different individualities, for example, some are disruptive, some have mixed emotions and some fail to concentrate. It is a reality that learners with ADHD behave differently as shown by the data. Therefore, ADHD cannot be defined in one definition only. The following diagram (mind map) is the visual representation of how teachers described learners with ADHD in the Pinetown district.



**Figure 4. 2: Teachers' different perceptions of learners with ADHD.**

As ADHD cannot be defined in one definition only, this means that teachers must use different teaching strategies to teach learners with ADHD, their planning must not be one size fits all. They need to interact with them differently. From a detailed discussion, the following categories were used to discuss the findings for this theme, as guided analysis was used to analyse the results. Existing literature was used in classifying the subthemes namely:

- Hyperactivity and Impulsivity
- Inattention
- Mixed emotions

#### **4.3.1.1 Hyperactivity and Impulsivity**

Most of the participants revealed their understanding of learners with ADHD as hyperactive and impulsive, as the learners possess characteristics that fall under hyperactive and impulsive. Most of the hyperactive and impulsive behaviour that was presented by the learners included the following:

Small: *“the learners in their classrooms turn out to disrupt the whole class by leaving their chairs more often”*.

Engine: *“too playful...they do not even know when to stop when they are playing”*.

Butterfly said: *“...very active and fidgeting in their chairs and reckless”*.

Butterfly indicated that they like extra-curricular activities like physical education, sports, especially swimming. They also become *“aggressive”* and more likely to be involved in peer to peer quarrel and good at defending themselves. Another participant indicated that learners with ADHD are very difficult to manage.

Blue: *“they even act out if you try to reprimand them”* and demand attention by talking out of turn. They even labelled them as *“attention seekers”*.

Baby pink: *“learners with ADHD are risk takers, meaning they not scared of danger they can jump from the higher places so that they can prove a point to their peers”*.

Hyperactive refers to someone who is unable to sit quietly and pay attention to the task at hand (Fine, 2012). Also Bıçaksız and Ozkan (2016) define impulsivity as the tendency to act with little consideration of the thoughts and evaluation of the consequences. However, they also specify that impulsivity can be interpreted in many terms. Hyperactivity includes behaviours like fidgeting,

excessive talking, restlessness, while impulsivity includes difficulty waiting for one's turn, impatient, interrupting others, etc. The findings of this study confirm McGoey, Schreiber, Venesky, Westwood, McGuirk and Schaffner's (2015) study in children aged 3-5 years, which indicated that these learners fidget with hands and excessively climb in situations that are inappropriate, behaviours that is entailed in hyperactivity and impulsivity. However, this study differs in that the learners identified were in grade 1-3, aged 6-9.

#### **4.3.1.2 Inattention**

In contrast to the above findings, some participants referred to learners with ADHD as are inattentive. Other participants understood the learners with ADHD as having inattentive problems:

Baby Pink: *"...unable to sit still and concentrate", they are "very slow to complete their school work"*.

Butterfly: *"sometimes they even forget to copy the homework from the chalkboard."*

Small: *"they are easily disrupted and easily bored"*.

Yellow: *"Not listening when spoken to and inability to follow instruction, they are very slow in processing the information...they lose things more often"*.

Yellow gave a detailed explanation that *"in my class I have more notes from parents of learners with ADHD complaining about their children loses uniforms and resources like study books"*.

Another participant who said:

Baby pink: *"they forget so much easily on the work that is being taught, thus I have to reinforce the lesson delivered every day. They are reckless as well"*.

This sub-theme revealed that learners with the inattentive type of ADHD have a short attention span, forget easily and lose things more often. This is similar to what was said by Barkley (2014),

when he defined inattentiveness as learners being unable to pay attention to any given task. Some of the features that are entailed under the inattentive type include distractible, does not follow instructions, does not complete projects, etc. (Jenkins & Demaray, 2016). This also supports the existing literature by Shah and Morton (2013), about the inattentive ADHD type of learners, where they found that the inattentive type of learners do not seem to listen when spoken to directly, they day dream a lot. However, the findings of this study take a step further in that whether you are an adult or a child, the symptoms for ADHD will always be the same. As the participants perceived things differently, some also mentioned the combined type of ADHD, which is discussed in the next category.

#### **4.3.1.3 Mixed emotions**

This subtheme indicated that very few teachers perceived learners to have multiple characteristics of ADHD. Some of the characteristics are embedded within their interaction with various people.

Butterfly voiced that, *“some learners have mixed emotions”*. She went on to explain that *“they easily cry when their parents are around during sports day, but when their parents are not around they can stand up for themselves, they are quick to beat other learners and defend themselves”*.

Mixed emotions imply a situation where by a person has the combination of both the types of ADHD (hyperactivity, impulsive and inattention) (Vilgis, Sun, Chen, Silk & Vance, 2016). These learners usually show both the symptoms of the above defined type of ADHD. Having said that, the findings of theme one indicate that learners in Pinetown District have different ADHD types, hence, the teachers' experiences differ from one another. This means that teachers need to be able to accommodate them with their differences in school or classrooms. Although this was not the main focus of the study, it was important for the researcher because in order for the teachers to be competent, the researcher needed to do the baseline analysis of the teachers' understanding of ADHD.

There are many multiple interpretations that can come from the term ADHD. The findings from this study are in contrast to the findings by Gwernan-Jones, Moore, Garside, Richardson, Thompson-Coon, Rogers & Ford (2015) who defined ADHD as one definition and went on to indicate that the causes of ADHD are complex. The existing literature indicates that there are currently few studies that examine teacher knowledge of ADHD (Mulholland, Cumming & Jung, 2015). By looking at the teachers' responses, it is clear that they do have an understanding of ADHD as they were able to give the characteristics of learners with ADHD. The next theme focuses specifically on how teachers regard themselves as competent in order to manage and teach learners with ADHD.

#### **4.3.2 THEME TWO: TEACHERS' CONSTRUCTIONS OF THEIR COMPETENCES TOWARDS TEACHING ADHD LEARNERS**

The data indicated that despite different teachers' experiences and perceptions of teaching learners with ADHD due to their individualistic behaviors, the teachers still believe that learners with ADHD need to be equipped with some skills that would enable them to be independent citizens. They still regard themselves as the *hope* to these learners and have hope in them changing our society. The teachers saw themselves as being responsible for the macro- economic, social transformation hence, the reason why they do not sit and give up, they are trying with these learners:

The results indicated that the teachers have not given up on the learners with ADHD, as they are doing something like adopting different strategies to teach the learners with ADHD. However, literature highlights that teachers do not have the skills and knowledge that are needed to teach in classrooms with diverse learners and learning needs (Walton, Nel, Muller & Lebeloane, 2014). This study revealed that teachers do have the knowledge and skills required to teach different learners in a classroom. From the second theme, the following four sub-themes were developed, which are described in detail:

- Multiple Representation of learners with ADHD.
- Teachers competencies as embedded in the scholarship of collaboration.

- Classroom management competencies.
- Differentiated and Curriculum Adaptation competencies.

#### 4.3.2.1 Multiple representation of learners with ADHD.

In this subtheme, few participants regarded learners with ADHD as encouraging, while most of them regarded them as disruptive. However, there were teachers who are still able to see the good things out of the learners with ADHD, regardless of how they behave. There are multiple representation which are perceived as negative or positive, as shown in the following table.

**Table. 4.1 Participants’ representation of learners with ADHD.**

Hope (positive)	No Hope (negative)
It’s exciting	Disruptive, easily bored, have slow information processing.
It’s an eye opener	It’s challenging, it’s hard to teach them
They are so loving	They are attention seekers.
They enjoy outside door activities	Too playful, risk-takers, aggressive, impulsive.
Love extracurricular activities	Forgetful, fidgets, very slow in finishing their work.
Good at defending themselves	Involve in peer to peer to quarrel.
	Cannot concentrates.
	Inattentiveness
	Does not want to be reprimanded.

Some teachers regarded learners with ADHD as assets and tool which encourage them to carry out their roles and responsibilities as teachers: When asked about their experiences of teaching learners with ADHD, this is what some of them said:

Engine: *“it’s exciting...most of them are so loving and too playful”*.

Butterfly: *“they are very active and enjoy outside door activities”*.

Small: *“teaching learners with ADHD is more like an eye opener to what you as a teacher needs to accomplish”*.

This is different from what was said by the rest of the participants as they spoke of negative representation:

Baby pink: *“it’s challenging”*.

Yellow: *“it’s demanding”*.

Blue: *“they can drive you insane”*.

Natty: *“it’s so hard”*.

The findings reveal that teachers were able to identify different learners with ADHD, that their knowledge of ADHD are not homogeneous lastly their level of knowledge about ADHD learners. in essence, this was interesting to the researcher that learners with ADHD present different abilities. This is in line with Ghanizadeh, Fallahi and Akhondzadeh (2015) on chapter 2, pg. 13-14 who indicated that children with ADHD are not the same as they possess different characteristics including those that are hyperactive, inattentive and impulsive.

Teachers’ competencies of multiple knowledge indicated that most participants displayed the negative representation. However, this study was not silent interms of the positive representation hence why teachers brought the aspects of optimism in the sense of hope theory about learners with ADHD (Kipper, 2015), see page 28 on Chapter 2. How a teacher interacts with learners with ADHD is determined by how the teacher perceives those learners. Despite the limited research done on teachers’ perceptions of learners with ADHD, studies have reported on teachers as feeling unprepared to deal with learners with ADHD (Honkasilta, Vehkakoski & Vehmas,2016). This is in contrast to the findings of this study which revealed that not all teachers are being overwhelmed by the behaviors of learners with ADHD. The following sub-theme discusses the teachers’ competencies within the scholarship of collaboration.

#### 4.3.2.2 Teachers' competencies as embedded in the scholarship of collaboration

One of the competencies that teachers have is within the internship of collaborative learning, where teachers network, share responsibilities and do not work in isolation, but also bring the other team to help the learners with ADHD. Teachers in this study saw themselves as competent through working with other people. The findings revealed that collaborative working empowers teachers, which results in them providing the best to learners with ADHD. Most of the participants mentioned working as a team as one of their competencies, with all the parties involved in teaching a learner with ADHD:

Engine: *“As a teacher, I always want to achieve the best from my learners and with those that I suspect they have learning disorders like ADHD, I network with other staff members and other schools as well, on how I can perform miracles in them”.*

Baby pink: *“the management has even organised seminars to educate us on how these learners should be dealt with, because they know that we are struggling but they do not expect us to find our way through”.*

Yellow: *“it is all about teamwork and networking with other schools that helps us, and educating ourselves as well ...we have a good communication with the parents, if they are advised to refer their learners for assessment, they come with a report, which helps us to enlighten how to deal with learners with ADHD”.*

Blue: *“if you are doing well they do praise you for doing well with the learners, but sometimes it feels like we are all alone in this ship, as they come to the staff meeting and blame each one of us because of the dropping standard of pass rates”.*

Engine: *“Also, what helps us is the cluster meetings and the management encourage us to be part of those cluster meetings, and in those meetings, we do open up about the challenges we are facing and by listening to how others are dealing with the problem at hand, we do grow”.*

This sub-theme reveals that teachers are competent in working as a team, in teaching the learners with ADHD. This means that ADHD learners need teachers who work together, teachers who reach out to learners through sharing ideas with other teachers from other schools as well, so that they can perform miracles thus, teaching learners with ADHD needs teachers who are hopeful. It also needs the school management to be very supportive and functioning to the extent that it even organises seminars to develop their teachers, the management which always encourages teachers to play their role honestly when teaching the learners. The teachers in this study indicated that they have good communication skills with the parents, as they understand and appreciate the inputs that is made by parents. Hence, teaching and learning does not end in the school only. This means that even parents should be literate so that they can be able to help their learners and should be committed and dedicated to their children's education.

The finding that teachers are competent in scholarship of collaborative learning contradicts with the findings by Kaendler, Wiedmann, Rummel and Spada (2015), who emphasised that teachers feel that they are incompetent in successfully implementing collaborative learning in their classrooms. where teachers network, share responsibilities and do not work in isolation, but also bring the other team to help the learners with ADHD. By teachers taking the first step as they are networking, sharing responsibilities and working as a team to help learners with ADHD this take from hope theory as it emphasis is on that people should be the agents of their own lives, thus, demonstrate the ability to "*initiate and sustain movement along a pathway*" (Snyder, Feldman, Shorey & Rand, 2002, p.1065). In addition, these findings of collaborative working support the existing literature which indicates that in all levels of education, collaborative learning is common (Strijbos, 2016) and working as a team increases the possibility of teachers achieving their goals of educating learners with ADHD. Also, Moldavsky and Sayal (2013) made similar comments when they noted that all parties that are involved in educating a child reinforced the notion of sharing information and partnership working.

The findings of this subtheme are silent in terms of emotional strains caused by learners with ADHD to their parents, as the existing literature indicates that it can be straining to caregivers of learners with behavioural disorder due to the nature of their problems (Green, Kutash &

Duchnowski, 2016). They only emphasised the support that they receive from parents, which is in contrast to the existing findings that parents do not play their role in their children's education. According to these findings, having a good relationship with the parents of ADHD learners assists the teachers in educating the learners as well, thus increasing the learners' performance. This is in contradiction to the findings by Deslandes, Barmaand Morin (2015), who stressed that the collaborative work ends up creating tension that could impair on the power division and mimic inequalities. These findings are also supported by Ellis, Lock, and Lummis (2015, p. 160) on their emphasis that when teachers and parents are practically working together, there are some "underlying tensions".

While the research has indicated that the success of collaborative learning depends on the quality of student interaction (Kaendler, Wiedmann, Rummel & Spada, 2015), these findings are silent in terms of the interaction of learners and focuses more on working with higher authorities in order to change the learners' lives. In essence, within the hope theory the findings demonstrate multiple pathways for the teacher to overcome their challenges as the participants mentioned that they have a good relationship with the parents of learners with ADHD, so this in turn allows them to deliver quality education that learners with ADHD are entitled to (Malan & Cilliers, 2015), see pg. 25 on the constitution. Furthermore, teachers are drawing from their skills and knowledge in order to deliver and improve their competencies in teaching learners with ADHD.

#### **4.3.2.3 Classroom management competencies**

In this sub-theme, the findings revealed that teachers were aware of the different strategies to maintain classroom and they are acting within the legal aspects, especially in managing the discipline. Participants constructed themselves as competent in managing the classroom, drawing attention to the learners and ensuring that learning takes place in a warm, conducive environment for all the learners. This was evident in the participants' responses such as the following

Blue: *"I try to be as calm as possible, as scolding them does not help either...I ensure that the learners are quiet so that working will be much easier to all learners"*.

On the same note, other participants went on to demonstrate how they maintain discipline in the classroom, as indicated in the following quotation:

Yellow: *“with regards to classroom management, I do not shout at them, I have to have so much of patience with her...we send the child to detention in the HOD’s office, we call it time out it last for about 10 minutes where they take their books and do their work apart from others”*.

Butterfly: *“when they misbehave, we isolate them from the whole class for at least 10 minutes”*.

Baby pink: *“I gave her responsibilities in class, like passing the books, cleaning the chalkboard. so as to make her responsible. We take those learners that have ADHD and put them on the front, turning their backs on the rest of the class, some we make them to face the wall, depending on how that learner is distractful. By doing that, we try to make them do what they need to do and surprisingly, sometimes they work and finish the work very well”*.

Baby pink: *“for the little accomplishments they have achieved, we also praise them and sometimes give a reward for it, we do have an award committee which is responsible for setting prizes for the learners who are doing very well”*.

Engine: *“In class we have a chart as well, where we put stars and crosses for different behaviour from grade R-3. If the work is neat, completed on time, finished on the day without time out, we give a star to that learner. If learners are presenting unacceptable behaviour like talking in class, talking after the bell has rung, beating others, we put a cross. So these strategies make them to completes their work”*.

The findings revealed that teachers’ competencies exist within the inner self, something that is not taught, as it indicates that the teachers need to be patient with learners with ADHD, they need to be calm and they do not need to shout at them. This goes together with the saying, *“being a teacher is a calling not a choice”* (Saraf & Murthy, 2016). and this is in contrast with literature that suggests that competence is not innate, but rather something that is learned and being taught

(Kunter, Klusmann, Baumert, Richter, Voss & Hachfeld, 2013). While existing literature indicates that learners with ADHD are disruptive, difficult to handle, to teach and live with (Schumacher, 2016), this study revealed that teachers need to be patient with learners with ADHD. So teachers become patient when dealing with the learners with ADHD which is differ from the findings of research by Hariparsad (2010) who indicated that teachers from the mainstream schools does not give enough time and patience to deal with learners with ADHD.

Classroom management involves strategies that reduce interpersonal conflicts and disruptions during teaching time (Kunter et al., 2013). This proves that teachers are competent in managing the classroom, as it is evident from the findings that teachers must delegate duties to the learners with ADHD, so that they would not have time to misbehave and minimize too many distractions in front of them. They make the classroom become conducive for learning. For the accomplishments that the learners make, the teachers reward or praise them in front of everyone and they try by all means to motivate them. In other words, this encourages the teachers to have a good relationship with the learners who have ADHD. As teachers are competent in terms of maintaining order in the classroom, they enforce discipline, taking into consideration the school policy, as they send the children to detention when they misbehave and while in detention, they work without peers and would be supervised by the management.

The findings of this study are in line with Busse and Lee (2015) who also indicated that arranging the ADHD child's table so that it faces the wall is one of the Principal's strategies to reduce distraction. The findings confirm the existing literature which indicates that classroom management competencies are the essential part of the "landscape of professional knowledge", as the teachers revealed. Hence, many studies have revealed that successful classroom management improves the learners' learning time by influencing their attention, engagement and motivation positively (Piwovar, Thiel, & Ophardt, 2013). Moreover, the findings of this study support the notion of having a good relationship with the learners, which is also supported by the existing literature, when Breeman, Wubbels, Lier, Verhulst, Van der Ende, Maras and Tick (2015) indicate that the relationship between the child and the teacher has been found to play a very important role when it comes to learners' social, emotional and behavioural adjustment. They argue that a good relationship between the teacher and the child also encourages the child to improve academically.

The teachers' competencies in classroom management also portray that they are well aware of ADHD hence, Mohangi and Archer (2015) revealed that parents with in-depth knowledge have proved to be more intellectual in competency and satisfaction, when it comes to their parenting abilities and in managing the behavior of their children.

This study introduced new findings that teachers are knowledgeable about different techniques which are used to effectively manage the misbehaving of learners with ADHD. This is in-contrast with the findings by Dimapilis and Gomez (2014) which indicate that teachers lack the knowledge and techniques to manage and rectify the misconduct of learners with ADHD and therefore, alternatively use drastic measures. The teachers in this study indicated that they operate within the legal framework when disciplining learners with ADHD and they are using different techniques. This means that teachers are competent in different ways of managing the foundation classroom with learners with ADHD. As competencies includes inner agencies, managing the tune, discipline within the legal framework and using positive reinforcement which all of these talk to the different levels of competencies (Kaendler, Wiedmann, Rummel, & Spada, 2015) (see Chapter. 2 pg. 17). Also, when teachers are managing the classroom we see teachers exercising their agency to come up with their capabilities (Rand & Cheavans, 2009). Teachers are their own agency to manage the classroom, see Chapter. 2 pg. 28.

#### **4.3.2.4 Differentiated and Curriculum Adaptation competencies**

According to Yuen, Chan, Chan, Fung, Cheung, Kwan, & Leung, (2016) Differentiated curriculum is aimed at catering for variety of learners namely gifted, learners who are less fortunate and learners with learning disabilities. Hence why in such a classroom learners are afforded the opportunity to access the curriculum in different ways at their own level of understanding. Differentiated curriculum is important in addressing individual needs where there are learners with different capabilities. this is almost similar to curriculum adaptation or adjustment as it implies that the teacher adjusts the curriculum theory so as to cater for each learners needs and suit the context of each student (Allen & Hunsaker, 2016). The results of the study revealed that teachers normally change their teaching strategies when teaching learners with ADHD. The results show that using the individual support approach would reduce the difficulties of learners with ADHD.

For example, some participants said the following, concerning their competencies in teaching these learners:

Yellow: *“give them work in smaller pieces and do remedial work with them every day, giving them smaller chunks of work will assist the learners in mastering that piece of work before the other work can be introduced”*.

Small: *“We use one on one method with the learners, whether it is teaching or assessment and that for the sake of getting the work done, we try not to leave them unattended”*.

When the learners get that individual support, it becomes easier for the teachers to move from the known to unknown, for example:

Engine: *“I start with the easiest task so as to bring them on board in the beginning, introduce the challenging work in-between and end with a simple task like drawing and coloring, as it helps the learners to exercise their motor skills so that it will not be a challenge to complete their work”*.

Teachers also emphasised the importance of using authentic objects:

Baby pink: *“we also use lots of hands on activities-novelty, colourful, creative, big pictures attention grabbing, because we want to gain their focus as learners with ADHD become easily bored in a short period of time and using objects as resources and most of them they perform very good in Maths”*.

Engine: *“As a teacher, I want to achieve the best from my learners”*. He goes an extra mile to say that *“I want to perform miracles on the learners with ADHD”*.

Small also indicated that, *“In junior school, most of the learning occurs when there is fun, so with learners with ADHD, I try by all means to be creative even with my planning and my presentation to avoid having them bored as they are easily disrupted and easily bored”*.

However, Butterfly mentioned that *“the planning is done but when it comes to learners with ADHD, we do not really completely follow the plan because they can be so unpredictable”*.

These findings illustrate that learners with ADHD can still produce the good results academically, if teachers use the appropriate resources and are able to accommodate them so learners need to be helped. So hope theory is about helping people think positively about the future by setting goals optimism and hope (Kipper, 2015) which is what teachers do as they mentioned that learners with ADHD need to be given the work in smaller pieces to avoid frustration on them and do remedial work with them so as to remind them what was taught. By giving them work in smaller pieces they have already set the goals that they want the learners to achieve. These subthemes reveal that teachers need to use the one on one method when teaching and assessing learners with ADHD and do not leave them unattended. When teaching them, teachers must move from the known to the unknown and use more resources that are more practical than just lecture to them. Learners with ADHD need teachers who are creative, even when presenting the lesson, they like to play so at least the teacher has to make the lesson fun. As it is known that there is a link between planning and presentation, all these results show that some teachers do not just give up on learners because they are passing through a stage.

The findings also revealed that teachers can do the best planning, but it is not guaranteed that it would completely help in teaching learners with ADHD, because of their unpredictability. This means that teaching learners with ADHD requires teachers who are flexible. These findings are somehow different from the findings by Mulholland, Cumming and Jung (2015), which indicated that teachers were irritated with behaviours associated with ADHD in the classroom, as they cause them to experience stress. Instead, they take a positive approach as the teacher regards the opportunity to teach learners with ADHD as an opportunity to learn. The findings of this study highlight that teachers do know of the appropriate resources to be used with ADHD learners, which is different from the findings by Guerra and Brown (2012), who found that a number of teachers do not have enough information about the time and resources that are needed for these children to succeed.

Lassonde and Richards (2013) also highlight that a good lesson planning is important in the process of teaching and learning, as it is where teachers also develop the ideas, drawing from and valuing learners' background, interest and developmental learning needs. When the teacher plans, he or she tries to modify instructional plans so as to adjust for learners' needs, which is exactly what the teachers in this study indicated, they plan thoroughly and present their lessons creatively. Moreover, these results are in contrast with Dimapilis and Gomez (2014) who indicated that teachers do not have the guide to support learners individually, as the results from this study assert that teachers do provide IAP to learners with ADHD and they are competent in providing individual support. It is interesting to find out that teachers reveal their competencies in how they adapt the curriculum to meet the needs of the learners. This is in line with Naicker, (2005) that teachers must have knowledge pertaining different models of teaching and learning, good subject matter knowledge, operative pedagogical skills and competent classroom management skills in order to be able to differentiate and adapt the curriculum to learners see page 28 on Chapter. 2.

Also, these findings are in line with Singh and Squires (2014), who did a study on the rationale and teacher training in ADHD, emphasising on social emotional learning, parent training and field experience with a mentor and suggested that in order for teachers to accommodate learners with ADHD in the classroom, they need to introduce breaks and divide tasks into smaller parts. However, the findings of this study further indicated that teachers need to reinforce what is taught, as some learners with ADHD are forgetful, this would help them to remember the content and skills that are taught. Through the use of individual support plan, the verbatim showed that teachers adopt different strategies to teach learners with ADHD, which is supported by the theoretical framework of this study: the hope theory, which emphasised that producing multiple routes or pathways is important when experiencing barriers to achieve a certain goal (Metzler, McKenzie, Van Der Mars, Barrett-Williams & Ellis, 2013).

Dimapilis and Gomez (2014) also agree with these findings that when the child with ADHD is closely observed, the attention span may seem normal. However, this study extends the results by noting that when learners get the individual approach, this would not only assist with the behaviour, but in finishing their work as well. Giving learners the individual attention would make them improve academically. Kunter et al. (2013) also agree that during individual learning,

teachers monitor the learning process, provide individual feedback, show empathy for learners' problems and adapt instructions accordingly. By looking at the participants' responses, this study confirmed that teachers' knowledge about ADHD is very broad, which is in contrast to Guerra and Brown (2012) who revealed that in South Texas, teachers' knowledge about ADHD is very limited.

Having said all of the above, the findings of this study revealed that teachers in Pinetown District have multiple competencies at different levels and this includes knowledge that learners with ADHD are different, abilities and skills as well as their challenges, drawing from other resources, different techniques and skills of classroom and differentiation of the curriculum so that they can reach their optimal teaching of their learners. In general, the findings from the 2<sup>nd</sup> theme indicates teachers having certain competencies as shown in the previous paragraph. However, they are individual and fragmented but could be improved further, hence the 2<sup>nd</sup> next theme looks at the ways in which teachers felt they could improve their competencies in teaching learners with ADHD.

### **4.3. 3 THEME THREE: STRATEGIES TO IMPROVE TEACHERS' COMPETENCIES IN TEACHING LEARNERS WITH ADHD**

When responding to the second question: What strategies could be used to improve teachers' competencies in teaching learners with ADHD in the Foundation Phase? The teachers had to do the collage in groups, on how they could improve their teaching strategies. They had a chance to express their thoughts through using the pictures and words in groups hence; they made two collages, which are represented in Figure 4.3 and 4.4:



figure 4. 3 Collages representing the ways in which teachers can improve their strategies in teaching learners with ADHD.

The data revealed that despite what teachers are doing to teach learners with ADHD, they feel that they could still improve their ways of interacting and teaching learners with ADHD in the Foundation Phase. However, they cannot achieve that alone, they too need an extra hand as they normally deliver what is in the policy of the Department of Education. The data were revealed in the analysis of the collages that the teachers had made and the following subthemes emerged from the collage. The following diagram is a visual representation of the subthemes that emerged through the analysis of the collages.



**figure 4. 4 : How teachers can improve their existing competencies when teaching learners with ADHD.**

#### **4.3.3. 1 Improve teacher positive attitude**

Most participants indicated positive attitude of the teachers towards learners with ADHD as one of the strategies that still needs to be improved by teachers. When participants were asked why they think it is important to improve their competencies, especially those teaching learners with ADHD, they showed positive responses:

Baby pink: *“Dealing with ADHD learners requires teachers to have positive attitude to engage with these learners”*.

Yellow *“we need to be up to date with using positive management behavioral skills”*.

Blue: *“If you are competent enough, you are in a better position to teach and handle learners with ADHD”*.

Baby pink: *“teaching learners with ADHD requires teachers to be more equipped with skills and knowledge”*.

Butterfly: *“improving teachers’ competencies helps one to prepare and adopt different strategies that can be used in teaching and assessing learners with ADHD”*.

Small: *“so that teachers can be able to provide appropriate education to learners with ADHD and that they do not need to be negative towards ADHD learners they should be able to turn around their negative experiences to the positive side”*.

Despite the attributes that learners with ADHD pose inside and outside the classroom, the teachers in still felt that as long as they can improve their attitudes towards the learners with ADHD, the learners with ADHD can be able to receive quality education as stipulated by the Constitution (Bill of rights). This means that teachers need to educate themselves about the skills and knowledge on ADHD so that they are better positioned to educate the learners. The teachers do not regard the learners as the ones who need to change and be placed in separate schools, but they believe that the flexibility amongst themselves would be able to make a difference in the learners’ lives. This is also supported by Lopez and Nebraska, (2009) on hope theory which frames this study as they emphasized that people need to produce alternatives to deal with their challenges, meaning by teachers being flexible they are in a better position to produce alternatives ways so as to address the challenges at hand. Meaning teachers needs to keep renewing their attitudes, it shouldn’t be a once off thing. Existing literature also confirms these findings, indicating positive attitude about

inclusion as providing the most conducive environment for positive students' outcomes (Barnes & Gaines, 2015). The findings further showed that positive attitude encourages teachers to be more equipped with skills.

The results that were found from the collage are in line with the results from the focus group discussion, where the participants described their experiences of teaching learners with ADHD “*very exciting*”. The participants saw teaching learners with ADHD as an eye opener and encouraging them to do outstandingly in their teaching. one of the participants indicated that teaching learners with ADHD makes them think outside the box as these learners can be “unpredictable”. Engine noted that “*as a teacher, I want to achieve the best from my learners, I network with the colleagues and other schools on how I can perform miracles*”. The need by this particular respondent to perform miracles on the learners with ADHD shows that some teachers do not just give up on learners because they are passing through a stage but they want to inspire them and the community. Furthermore, Snyder (2000) introduced hope theory to inspire and motivates communities to address their challenges and obstacles which is exactly these teachers are doing to the community at large and amongst themselves as they motivate each other.

These findings were different from those by Mulholland, Cumming and Jung (2015), which indicate that teachers were irritated by the behaviours associated with ADHD in the classroom, as they cause them to experience stress. To Engine, teaching learners with ADHD is an opportunity for him to learn as he explained that “*mostly, I use the internet to find out how I can help the learners*”. Being a lifelong learner, which is one of the seven roles of educators by Norms and Standard of Educators. These learners also encourage teachers to network so that they can share ideas, they can be partners with other schools and get information through their colleagues. Taking from the hope theory which guides this study the enthusiasm of a teacher wanting to help the learners, or wanting to archive the best from the learners in turn motivates the learners and parents to live positively (Lopez & Nebraska, 2009) as their kids are being afforded the best education that they are entitled to. This is one of the teachers' responsibility and role, indicated by the Department of Education (Hughes, Ko, Lim, & Liu,2015).

#### 4.3.3. 2 Continuous Professional Development (CPD)

According to Phasha, Bipath and Beckmann (2016) CPD is a new continuous professional development that has been introduced by CAPS as a programme responsible for monitoring and evaluating the practices of the trained teachers for the benefit of quality education. This CPD is in line with one of the seven roles for educators which is lifelong learning. The findings from this study reveal that teachers should continuously develop themselves however the department must also intervene. As noted that, as much as the Department of Education do its best to provide teachers with workshops on inclusion and support assessment needs for learners experiencing difficulties, they still felt that there is more that the department needs to offer them as teachers, like further training, resources and reviewing curriculum and policies so that they can be able to help learners with ADHD. Basically, the workshops alone from the Department cannot be fruitful, this is according to all of the participants. It is therefore a reality that teachers do feel that their competencies need to be shaped and further developed, for instance:

Engine: *“the workshops that were delivered by DoE do not specify how teachers can successfully teach the learners with ADHD, they do not go into detail about the different strategies that can be adopted in teaching these learners, yet they expect to see that happening successfully, so if only they can offer workshops that are directly and they should be offered throughout the year not once in 5 years”*.

Butterfly: *“Education is life not preparation for life, the DoE must implement the practical means of assessment for learners with ADHD, in order to provide fairness...the curriculum needs to be reviewed, as it does not cater for learners with ADHD”*.

In particular, one participant emphasised and urged that the Department of Education should design assessment strategies that are relevant for the learners with ADHD.

Yellow: *“DoE must stop failing the learners with ADHD in their assessment methods, they should be able to cater for these learners, testing and assessment should be given in different strategies such as oral testing, projects and portfolios”*. Yellow went on and said:

*“resources play a very important part in teaching and learning, so the department needs to also ensure that appropriate resources are available in each school so that it will be much easier for the teachers to teach these learners”.*

Small also argued that *“the blue books offered by the department need to be ADHD learner friendly, too many colours and pictures that are used in it should be avoided as they distract learners and concentrate more on the pictures in the book, instead of what is being said”.*

These findings are contrary to the existing findings that specify that South Africa is devoted to developing an education system that aims to redress barriers to learning. The adoption of inclusive education is one approach designed to ensure that children with disabilities are not excluded from the benefits of formal education (Department of Education, 2001). The data revealed that the Department of Education does not fully redress the barriers to learning. For example, Butterfly said *“the DoE’s understanding of inclusion is very limited as it excludes other learners”.* This study indicated that inclusion should be seen with the wide eye, where learners with ADHD would not be assessed in the same way as other learners.

The findings illustrate that workshops should be more direct and not be once off, which is different to the existing findings by Topkin, Roman and Mwaba (2015), who argued that teachers indicated that they had received training on how to deal with ADHD. Because in this study, the teachers said they only received workshops on inclusion and support needs assessment, but it was not specifically directed for learners with ADHD. This study thus proposes that workshops must be delivered continuously as the learners with ADHD continue to increase and each need different intervention or methods of educating them. This therefore confirms literature which highlights that if training is done on a regular basis, it would assist teachers in knowing how to manage children diagnosed with ADHD in the classroom, by using different approaches (Mautone, Marcelle, Tresco & Power, 2015). On the previous theme we have seen where teachers involve parents but on this theme collaboration need to be more expanded, bringing other alternatives like DoE offering more workshops.

Apart from the findings that are similar to existing literature, the findings of this study go further to illustrate that the department needs to implement different strategies of practical assessment for

learners with ADHD only and this could be possible if the curriculum can be reviewed and implemented, based on the policy of inclusion. Also, as all learners are entitled to basic education that is fair and equal, the department needs to also change its ways of distributing resources. For instance, books are supposed to be made easier and be accommodative for learners with ADHD as well, each and every school must be given appropriate resources. For instance, the busy pictures in the charts and the books that are too bright with different colours must be avoided. Those resources would help learners with ADHD as they know that not even a single school does not have learners with ADHD in our days.

### **4.3.3. 3 Mastering Differentiated Curriculum Approach**

The previous theme indicated some elements of using differentiated curriculum however teachers feel they need to master that approach. The data revealed that teachers are providing different support to the learners with ADHD, they do not just let them be in the class and not gaining anything, be it the academic or behavioural support. When asked how they could improve their competencies, most of their responses were based on the fact that positive support offered to learners needed to improve, be it academic or behavioural support, as well as the fact that they needed to do more research on how other teachers educate learners with ADHD. This was argued to be important as the teachers still found challenge when dealing with learners that have ADHD, hence the two participants spoke of research and being flexible which is the differentiated curriculum.

*Yellow: “learners with ADHD require an environment that is conducive for effective teaching and learning to take place. We need to do research on other strategies that other teachers also use outside the country, and then we will be more competent”.*

*Butterfly: “teachers need to be flexible in using different approaches to treat learners with ADHD; those approaches can be used to modify the behaviour by using positive reinforcement that may include behaviour such as giving stars, stickers or praises to make them to behave. what we give the children as rewards do not need to be the same every time...the secret word for dealing and teaching learners with ADHD are routine, repetition*

*and regularity, but that needs to improve in a sense that every time a teacher does repetition she/ he does not use the same strategy, lessons should be displayed in the wall and the rules, the learners with ADHD must be seated next to the teacher, away from windows and bright colorful displays so as to limit them in using concentration”.*

However, other participants’ responses revealed knowledge about some techniques that can be adopted for curriculum adaptation. The following participants eloquently revealed this:

*Baby pink: “books should be simplified to make it easier for the learners with ADHD to read, also writing should not be too small, it must be large and clear for attention grabbing, the use of pictures explaining concepts must be clear and understandable, not busy pictures that are confusing”.*

*Engine: “there should be activities set aside to assist these learners, like using a tape recorder so that learners can always rewind and remind themselves what was taught in class, this will make it easier for the parents to assist their learners”.*

*Small: “during delivery, teachers should keep instruction simple and structured. Change pace and includes different kinds of activities, use props, charts and other visual aids. Constantly remind the learners to continue with their work, such as using a touch on the shoulder, allow learners to squeeze a ball and to take breaks so as to minimise tension, try not to ask them answer questions that are difficulty publicly to avoid embarrassment”.*

The participants clearly understood that in order to successfully teach learners with ADHD, they have to limit disturbances around them and make the environment more suitable for effective learning to take place. Employing different teaching strategies and using more accommodative resources is also encouraged. They believed that they should extend the research to the outside world, internationally meaning they inspire themselves and this is highlighted in hope theory that people must have an ability to inspire ones self (Rand & Cheavans,2009). These teachers saw themselves as playing the critical role in the success of these learners. These findings are concurrent with the existing findings by Topkin, Roman and Mwaba (2015), who found that

teachers play a major role in creating an environment that is conducive to the academic, social and emotional success of children with ADHD. However, the aim of this study was to examine primary school teachers' knowledge of the symptoms and management of children with ADHD in their classrooms. The also study aimed at exploring the teachers' competencies in teaching learners with ADHD in the Foundation Phase. These findings took a step further in that the study did not focus on assessing the knowledge only, but on how teachers may improve their competencies in teaching the learners with ADHD.

The data also revealed that most participants preferred the more positive approaches in handling the learners with ADHD. They do not rely on medication, they use rewards for them to encourage them to complete their given tasks, they try different approaches. This is in connection with hope theory as its indicates that Hope theory was named as the capability to produce pathways as teachers are trying different approaches and inspire one's self (Rand & Cheavans,2009). However, they feel that even the approaches that they adopt needs to be improved, as well as learners with ADHD are different. One strategy works with the other group, while the other does not work at all. This seems to corroborate the findings of the existing literature, which suggested that teachers prefer medication as a way to control the behaviours associated with ADHD (Kern, Amod, Seabi & Vorster, 2015). Thompson (2015) also indicated that teachers highlighted play therapy and counselling as effective treatment of modalities for ADHD.

Furthermore, the data revealed that "*learners can behave, as long as they know that they are going to get a reward*". This is parallel to the findings of Sonne, Müller, Marshall, Obel and Gronaek, (2016) who did a study that highlighted the potential of assistive technologies in changing the everyday practices of families of children with ADHD. They indicated that studies of parental coping strategies found that techniques such as structure routines and rewards are effective in assisting the ADHD children during routines. Their study looked at routines and rewards as an encouragement strategy that is used by teachers in rectifying the ADHD learners' behaviour. This study however introduced the new findings that when teaching learners with ADHD, things like repetition and regularities and the fact that lessons should also be displayed in the wall, this should be done at the same time, as it limits the levels of being distracted in the ADHD learners, the participants were able to reflect on skills that they have already have.

#### **4.3.3. 4 ADHD is everybody's business: All should be involved.**

The participants indicated the participation of other stakeholders in educating learners with ADHD as very limited, as their support happens once off and then they leave the rest to the educators, which is very wrong. They felt that they cannot do it alone, not even with the parents only. Instead, many stakeholders should regularly partake in this regard. For example:

Baby Pink: *“the collage has different hands together with saying that say ‘United we stand’, this means that learners with ADHD requires all different stakeholders like teachers, parents, the community, the Department of Education and psychologists to continuously work together in ensuring that the learners with ADHD do succeed in life or in their studies, not just come once and expect all will be done by teachers”*.

Yellow: *“other parties like DoE, professional psychologists and others should continuously offer support to teachers so that the teachers would offer that support to the learners, so their support should not be once off”*.

Engine: *“Any learners might be affected with ADHD, regardless of their race or gender, so this becomes a national challenge, so everyone must contribute in teaching these learners. That is why we tend to use a picture of different learners”*.

This subtheme revealed that other professionals need to extend more support in the education of learners with ADHD, as this disorder affects everyone. All people must do research on the different strategies and techniques to be used by teachers in educating learners with barriers such as ADHD. Teachers cannot do this alone, but they need the support of everyone.

#### **4.4 SUMMARY**

In summary, this chapter provided the findings of this study and the analysis of data generated from the participants' responses. All the themes that were identified from the analysis of participants' responses revealed that teachers were competent in teaching the learners with ADHD. However, they also identified the need for their competencies to be developed. It was also shown

that the teachers need to adopt different strategies and resources to ensure that learners with ADHD are educated. They have their school policy that they follow and which is in line with the departmental policies. The teachers who participated in this study indicated that they cannot work in isolation, but they admitted that they need more help from other parties, for the benefit of the learners that are affected by ADHD. The teachers see themselves as exercising certain agencies, teacher reflecting, drawing from different resources however, teachers themselves are not hope alone. They still need other agencies to develop their competencies. Continuous Professional Development is paramount for effective and sustainable teaching.

The data indicated that despite the different teacher constructions of teaching learners with ADHD due to their individualistic behaviours, the teachers still believed that the learners with ADHD need to be equipped with some skills that would enable them to be independent citizens. Recommendations of the research results, based on the outcomes of the focus group discussion and collage, are made in the following chapter.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

*“I’ve come to the frightening conclusion that I am the decisive element in the classroom. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized. If we treat people as they are, we make them worse. If we treat people as they ought to be, we help them become what they are capable of becoming”.*

*(Ginot, 1975, n.p.)*

#### **5.1 INTRODUCTION**

This chapter highlights an overview of the findings from the previous chapter and presents the reflections and limitations of the study. Furthermore, the chapter also discusses the recommendations, based on the findings of this study. Recommendations for future research are also indicated in this chapter.

#### **5.2 OVERVIEW OF THE FINDINGS**

According to Beckmann and Bipath (2016), the South African context strives towards functional schools, regardless of the challenges and expectations that need to be met. This study revealed that despite the lack of support from the extended parties and DoE, the teachers feel being encouraged by teaching learners with ADHD. Thus, they felt that learners with ADHD do not need to be excluded from the mainstream classes. Apart from the disruptive behaviour that the learners display, the teachers still believed that these learners would, in the near future, uplift the economic standards of the country. Drawing from the hope theory which framed this study, the teachers saw the learners with ADHD as the hope for the country.

They regarded themselves as competent in certain aspects like managing the class with these learners, adapting the curriculum to suit these learners' needs, as well as using different strategies that would assist them in teaching these learners. Moreover, the participants went further to say that they need to be patient with learners with ADHD. They introduced different ways that they could employ in educating these learners and how they could encourage these learners. This indicates that the hopeful teachers know the roles and responsibilities of their profession.

This study was aimed at exploring the teachers' competencies in teaching learners with ADHD in the Foundation Phase. However, those competencies need to be developed, while the teachers need to have a voice in how they could develop their competencies, which led the researcher to use collage as one of the data collection methods.

### **5.3 CONCLUSIONS**

The study revealed the main areas that aid in understanding how teachers must accommodate learners with ADHD in their teaching, as well as how they should manage the discipline in their classrooms, within the legal perspective.

- Teachers saw themselves as being responsible for the macro-economic and social transformation hence, the reason why they do not sit and give up, they are trying with these learners.
- Teachers' sense of competencies was unique and they do help certain learners with ADHD to improve their academic performance and or behaviour.
- Teachers have some competencies to teach learners with ADHD and they are very much clear of their roles and responsibilities in practice. However, they still need to learn more, since their competencies are fragmented.
- Teachers' attitudes are related to how they interact with the learners and the more positive their attitude, the more likely that the learners with ADHD would change and improve their academic performance.
- Whatever the resources that the teachers may have, they need to make use of those, instead of not doing anything at all about ADHD learners.

- If teachers work together with the parents, the school management and the community at large, they can be able to effectively deal with learners with ADHD.

## **5.4 REFLECTIONS**

Although ADHD as a condition has been researched, there is very little that has been researched on teachers' competencies in teaching learners with ADHD. Furthermore, most studies have been done on the negative psychology, revealing that teachers are incompetent and that they do not want to change and learn new strategies of accommodating learners with barriers to learning. Other studies also indicated learners with ADHD as those learners who would be less likely to succeed in the near future because of their disruptive behaviour and the fact that they cannot concentrate. In this study, teachers were regarded as competent and they saw themselves as responsible for the economic uplifting of the society, which makes them strive do their best in teaching these learners. The teachers overlooked the behaviour of the learners with ADHD and try to find some strategies that would work in teaching them.

Personally, completing this study was a difficult journey, trying to get access to the schools and the Principals denied me access saying "this cannot help me in any way". The participants were very difficult to get all at once because of their various commitments. The society needs to change its attitude as well, towards participating in studies, as this disadvantages the society at large. For this country to fully develop, more research needs and everyone must be willing to participate because one way or the other, one might end up becoming a victim of ADHD. This gap can be addressed by doing further research and working with others, which is described in the recommendations section of this chapter.

## **5.5 LIMITATIONS**

The limitation of this study was that only a small sample was chosen, which was convenient to the researcher. In that view, these findings do not mean that most teachers all over the world see learners with ADHD as manageable. This is only teachers' voices, whereas ADHD seems to be affecting every citizen. This means that every citizen must have a voice in educating learners with

ADHD. In addition, the methods used to collect the data were also a limitation to this study, as the researcher was unsure of whether the teachers in practice really did what they said they do, or they were just trying to impress the researcher.

### **5.5.1 RECOMMENDATIONS FOR THE STUDY**

- This study recommends that teachers must receive ongoing training on how to educate learners with ADHD. The training must be more direct and indicate the kind of resources that the teachers could use when teaching these learners.
- There must be a committee from DoE, to continually monitor the progress of these learners in schools, as they stand a chance of not making it in their lives.
- The management must organise integrated workshops for teachers with the specialists and teachers from other schools. The workshops should be not a top down approach, but allow the teachers to describe their experiences and strategies, since they are the ones in the classes, while the specialists could offer the guidance in those workshops.
- Once in 3 months in the school, the management may organise guest speakers, do seminars and school based workshops that would effectively enrich the teachers with teaching learners with ADHD.
- Each school must have committee/ support group just like they have executive site committee, that would take matters bothering teachers about teaching learners with ADHD and other learning barriers upfront to the nation, so that the issues can be addressed nationally worldwide.
- The SGB must play a more active role in matters concerning the success of the learners with barriers to learning like ADHD.
- There must be community meeting awareness, where parents are educated about ADHD and how they could help their learners with their studies.
- Universities must implement a module in undergraduate studies, that is compulsory to all students that would specifically address practicing teachers on how they could adapt the curriculum and manage the classroom with learners with ADHD and what resources to use. This could help learners to acquire the skills and competencies needed to teach these learners.

- University students need to feel confident in their abilities, other than only blaming it on the university curriculum. Thus, they should learn to take responsibility and treat children with barriers as if they were their own.
- The university curriculum needs to be more focused on practicals, for instance, the time for teaching practice should be prolonged and not be just 3 weeks.
- The nearby schools could have competition for the learners with barriers like ADHD, where they publicly get award for achievement that is made throughout the year. This can also be implemented in schools.
- The DoE must prioritise ensuring that educators are effectively trained on how to teach in diverse classrooms and accommodate those learners.
- The DoE should prioritise ensuring that they only make teachers permanent, if they have the skills to cope with the new demands of the education system.

### **5.5.2 RECOMMENDATION FOR FUTURE RESEARCH**

- Future research may include the voices of the affected learners, the parents, teachers, community and DoE, as this study represented the voices of the teachers only.
- The same study can be done with learners being the participants, as this particular study was done with the teachers.
- Only teachers who are teaching in the Foundation Phase participated in this study, same studies could be done with teachers from intermediate or senior phase.
- A similar study can be done in a different context like other provinces, like Limpopo, North West and so on, as this was done in Kwa-Zulu Natal (Durban).
- This study was done in one of the school from urban areas, the same study could be done in other school from rural areas.
- The same study can be done, being grounded in a different theory and also use different methods for collecting the data.
- A study that would incorporate all the methods of data collection is needed to ensure the truthfulness of the results.

## REFERENCES

- Alberto, R. P., Waiyakarn, S., & Alberto, M. R. (2016). Competencies of Principals as Prioritized by Administrators, Faculty and Support Staff of International Schools in Bangkok, Thailand. *Faculty and Support Staff of International Schools in Bangkok, Thailand (April 27, 2016)*.
- Allen Jr, W. T., & Hunsaker, S. L. (2016). Teacher Conceptions, Curriculum Ideologies, and Adaptations to Linear Change in River School District: Implications for Gifted and Talented. *Journal for the Education of the Gifted, 39(3)*, 195-220.
- Al-Yagon, M., Cavendish, W., Cornoldi, C., Fawcett, A. J., Grünke, M., Hung, L. Y., ... & Margalit, M. (2013). The Proposed Changes for DSM-5 for SLD and ADHD International Perspectives—Australia, Germany, Greece, India, Israel, Italy, Spain, Taiwan, United Kingdom, and United States. *Journal of learning disabilities, 46(1)*, 58-72.
- Anderson, D. L., Watt, S. E., Noble, W., & Shanley, D. C. (2012). Knowledge of attention deficit hyperactivity disorder (ADHD) and attitudes toward teaching children with ADHD: The role of teaching experience. *Psychology in the Schools, 49(6)*, 511-525.
- Andreou, G., Riga, A., & Papayiannis, N. (2016). Information and Communication Technologies and the impact of gender on the writing performance of students with ADHD. *Themes in Science and Technology Education, 9(1)*, 25-41.
- Barkley, R. A. (Ed.). (2014). *Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment*. Guilford Publications.
- Barnes, M. C., & Gaines, T. (2015). Teachers' Attitudes and Perceptions of Inclusion in Relation to Grade Level and Years of Experience, *Electronic Journal for Inclusive Education, 3 (3)*.
- Beckmann, J., & Bipath, K. (2016). South Africa: Research on South African Public School Principals, an Uncompromising Desire to Improve the Quality of Education. In *A Decade of Research on School Principals* (pp. 521-543). Springer International Publishing.
- Breeman, L. D., Wubbels, T., van Lier, P. A. C., Verhulst, F. C., Van der Ende, J., Maras, A., ... & Tick, N. T. (2015). Teacher characteristics, social classroom relationships, and children's social, emotional, and behavioral classroom adjustment in special education. *Journal of school psychology, 53(1)*, 87-103.

- Bıçaksız, P., & Özkan, T. (2016). Impulsivity and driver behaviors, offences and accident involvement: A systematic review. *Transportation research part F: traffic psychology and behaviour*, 38, 194-223.
- Busse, R. T., & Lee, C. (2015). Assessment and Intervention for Academic Task Attack Strategy Competencies. *Contemporary School Psychology*, 19(3), 112-120.
- Bruckmaier, G., Krauss, S., Blum, W., & Leiss, D. (2016). Measuring mathematics teachers' professional competence by using video clips (COACTIV video). *ZDM*, 48(1-2), 111-124.
- Bornman, J., & Donohue, D. K. (2013). South African teachers' attitudes toward learners with barriers to learning: Attention-deficit and hyperactivity disorder and little or no functional speech. *International Journal of Disability, Development and Education*, 60(2), 85-104.
- Castillo, J. G. D., Herrera, P. J. C., Carrillo, J. A. O., & McCalman, D. G. (2016). Raising the technological competence of high school science and mathematics teachers of Mexico through delivery of an online program. *International Journal of Technology, Policy and Management*, 16(2), 163-180.
- Cebrian, G., & Junyent, M. (2015). Competencies in education for sustainable development: Exploring the student teachers' views. *Sustainability*, 7(3), 2768-2786.
- Cope, D. G. (2014). Methods and meanings: credibility and trustworthiness of qualitative research. In *Oncology nursing forum* (Vol. 41, No. 1).
- Cushner, K., & Chang, S. C. (2015). Developing intercultural competence through overseas student teaching: Checking our assumptions. *Intercultural Education*, 26(3), 165-178.
- Deslandes, R., Barma, S., & Morin, L. (2015). Understanding complex relationships between teachers and parents. *International Journal about Parents in Education*, 9(1), 131-144.
- Dimapilis, A. S., & Gomez, M. G. A. (2014). Needs of Regular Teachers in Implementing the Individualized Accommodation Plans for Children with Attention Deficit Hyperactivity Disorder. *Education Quarterly*, 72(2).
- Doek, J. E., & Svevo-Cianci, K. (2014). The Child's Right to Freedom from Violence: The UN Convention on the Rights of the Child and UNCRC General Comment 13. *Child Abuse and Neglect Worldwide [3 volumes]*, 205.
- Ellis, M., Lock, G., & Lummis, G. (2015). Parent-Teacher Interactions: Engaging with Parents and Carers. *Australian Journal of Teacher Education*, 40(5), 9.

- Eysenbach, G., & Till, J. E. (2001). Ethical issues in qualitative research on Internet communities. *British Medical Journal*, 323(7321), 1103-1105.
- Erlingsson, C., & Brysiewicz, P. (2013). Orientation among multiple truths: An introduction to qualitative research. *African Journal of emergency medicine*, 3(2), 92-99.
- Engelbrecht, P., Nel, M., Smit, S., & van Deventer, M. (2016) 'You can train us until we are blue in our faces, we are still going to struggle': Teacher professional learning in a full-service school. *Education as change*, 18(2), 319-333.
- Fine, M. J. (Ed.). (2012). *Intervention with hyperactive children: A case study approach*. Springer Science & Business Media.
- Green, A. L., Kutash, K., & Duchnowski, A. J. (2016). Strain in Caregivers of Students with Emotional and Behavioral Disorders Receiving School-Based Services. *School Mental Health*, 1-11.
- Guerra Jr, F. R., & Brown, M. S. (2012). Teacher knowledge of Attention Deficit Hyperactivity Disorder among middle school students in South Texas. *RMLE Online*, 36(3), 1-7.
- Gwernan-Jones, R., Moore, D. A., Garside, R., Richardson, M., Thompson-Coon, J., Rogers, M., ... & Ford, T. (2015). ADHD, parent perspectives and parent-teacher relationships: grounds for conflict. *British Journal of Special Education*, 42(3), 279-300.
- Hariparsad, S. D. (2010). *Challenges facing educators' in the inclusion of attention deficit hyperactivity disordered (ADHD) learners in the mainstream classroom* (Doctoral dissertation).
- Higgins, K., Crawford, L., & Silvestri, S. (2016). STUDENT PERCEPTIONS OF AN ONLINE MATHEMATICS CURRICULUM DESIGNED FOR STUDENTS WITH LEARNING DIFFICULTIES. *SOCIAL WELFARE: INTERDISCIPLINARY APPROACH*, 2(6), 108-123.
- Holttum, S. (2016). Mental health, human rights and social inclusion for adults and children. *Mental Health and Social Inclusion*, 20(2), 67-73.
- Honkasilta, J., Vehkakoski, T., & Vehmas, S. (2016). 'The teacher almost made me cry' Narrative analysis of teachers' reactive classroom management strategies as reported by students diagnosed with ADHD. *Teaching and Teacher Education*, 55, 100-109.

- Hughes, J. E., Ko, Y., Lim, M., & Liu, S. (2015). Preservice teachers' social networking use, concerns, and educational possibilities: Trends from 2008–2012. *Journal of Technology and Teacher Education*, 23(2), 185-212.
- Jenkins, L. N., & Demaray, M. K. (2016). Teachers' Judgments of the Academic Achievement of Children With and Without Characteristics of Inattention, Impulsivity, and Hyperactivity. *Contemporary School Psychology*, 20(2), 183-191.
- Johnstone, C. J., & Chapman, D. W. (2009). Contributions and constraints to the implementation of inclusive education in Lesotho. *International Journal of Disability, Development and Education*, 56(2), 131-148.
- Kaendler, C., Wiedmann, M., Rummel, N., & Spada, H. (2015). Teacher competencies for the implementation of collaborative learning in the classroom: a framework and research review. *Educational Psychology Review*, 27(3), 505-536.
- Kanjee, A., & Bhola, H. (2014). Evaluating a large-scale school intervention project in South Africa: Lessons and challenges. *Mediterranean Journal of Social Sciences*, 5(23), 792.
- Kern, A., Amod, Z., Seabi, J., & Vorster, A. (2015). South African Foundation Phase Teachers' Perceptions of ADHD at Private and Public Schools. *International journal of environmental research and public health*, 12(3), 3042-3059.
- Kunter, M., Klusmann, U., Baumert, J., Richter, D., Voss, T., & Hachfeld, A. (2013). Professional competence of teachers: Effects on instructional quality and student development. *Journal of Educational Psychology*, 105(3), 805.
- Kippy, M. (2015). Applying "hope theory" to first year learning. A Practice Report. *The International Journal of the First Year in Higher Education*, 6 (1), 147-153
- Kristensen, K. L. (2016). Do Teachers Leave Their Ethics at the School Gate? Social Practice Research in a Danish Primary School. *Qualitative Studies*, 4(2), 114-133.
- Lassonde, C. I. N. D. Y., & Richards, J. C. (2013). Best practices in teaching planning for writing. *Best practices in writing instruction*, 193-214.
- Linscott, R. J., & Van Os, J. (2013). An updated and conservative systematic review and meta-analysis of epidemiological evidence on psychotic experiences in children and adults: on the pathway from proneness to persistence to dimensional expression across mental disorders. *Psychological medicine*, 43(06), 1133-1149.

- Lee, F. L. M., Yeung, A. S., Tracey, D., & Barker, K. (2015). Inclusion of Children with Special Needs in Early Childhood Education What Teacher Characteristics Matter. *Topics in Early Childhood Special Education, 35*(2), 79-88.
- London, L. (2013). Human rights, environmental justice, and the health of farm workers in South Africa. *International journal of occupational and environmental health.*
- Lillvist, A., Sandberg, A., Sheridan, S., & Williams, P. (2014). Preschool teacher competence viewed from the perspective of students in early childhood teacher education. *Journal of Education for Teaching, 40*(1), 3-19.
- Majola, H. M. (2013). *The management of inclusive education in the four selected junior primary schools in the empangeni district, KwaZulu-Natal* (Doctoral dissertation, Durban University of Technology).
- Malan, J., & Cilliers, Y. (2015). Finding a balance between judicial activism and judicial deference. *Studies in inclusive education: Understanding the development of Inclusive schools*. British library.Mautone,
- Marcelle, E., Tresco, K. E., & Power, T. J. (2015). Assessing the quality of parent–teacher relationships for students with ADHD. *Psychology in the Schools, 52*(2), 196-207.
- Martinez, M. S., Avalos, M. G., López, G. D. C. V., & Palacios, G. E. S. (2015). Curricular Reform: Changing from Disciplined-Based to Competency-Based Framework. *International Journal of Education, 7*(1), 143-153.
- Medina, M. (2012). *The perceptions and management of ADD/ADHD by homoeopathic practitioners in KwaZulu-Natal* (Doctoral dissertation).
- McGoey, K. E., Schreiber, J., Venesky, L., Westwood, W., McGuirk, L., & Schaffner, K. (2015). Factor Structure of Attention Deficit Hyperactivity Disorder Symptoms for Children Age 3 to 5 Years. *Journal of Psychoeducational Assessment, 33*(5), 430-438.
- Mohangi, K., & Archer, K. (2015). Mothers' reflections on the role of the educational psychologist in supporting their children with attention deficit hyperactivity disorder. *South African Journal of Education, 35*(1), 01-09.
- Moldavsky, M., & Sayal, K. (2013). Knowledge and Attitudes about Attention-deficit/hyperactivity disorder (ADHD) and its treatment: The views of children, adolescents, parents, teachers and healthcare professionals. *Current psychiatry reports, 15*(8), 1-7.

- Morse, M. (2015). The politics of the restoration of ex-felon voting rights: The case of Iowa. *Quarterly Journal of Political Science*, 10.
- Mulholland, S. M., Cumming, T. M., & Jung, J. Y. (2015). Teacher attitudes towards students who exhibit ADHD-type behaviours. *Australasian Journal of Special Education*, 39(01), 15-36.
- Muthukrishna, N. (2013). The geographies of the schooling experiences of children labelled attention deficit hyperactivity disorder (ADHD). *Anthropologist*, 15(2), 145-156.
- Naidoo, R., Singh, A., & Cassim, H. (2015). A Whole School Development Paradigm in Inclusive Education: A Case Study in the Vhembe and Umlazi Districts.
- Naicker, S. M. (2005). Inclusive education in South Africa. *Contextualising inclusive education*, 230-251.
- Nel, M., & Grosser, M. M. (2016). An Appreciation of Learning Disabilities in the South African Context. *Learning Disabilities: A Contemporary Journal*, 14(1), 79-92.
- Nijakowska, J., & Kormos, J. (2016). Foreign language teacher training on dyslexia. *Journal of Multilingualism, Literacy and Dyslexia: Breaking Down Barriers for Educators*, Vol 8 (53) pp 104.
- Onyejekwe, C. J. (2013). The interrelationship between gender-based violence and HIV/AIDS in South Africa. *Journal of International Women's Studies*, 6(1), 34-40.
- Pereira, N., Knotts, J. D., & Roberts, J. L. (2015). Current status of twice-exceptional students: A look at legislation and policy in the United States. *Gifted and Talented International*, 30(1-2), 122-134.
- Phasha, T., Bipath, K., & Beckmann, J. (2016). Teachers' Experiences Regarding Continuous Professional Development and the Curriculum Assessment Policy Statement.
- Piwowar, V., Thiel, F., & Ophardt, D. (2013). Training inservice teachers' competencies in classroom management. A quasi-experimental study with teachers of secondary schools. *Teaching and Teacher Education*, 30, 1-12.
- Polit, D. F., & Beck, C. T. (2012). *Resource manual for nursing research*. Wolters Kluwer Health/lippincott Williams & Wilkins,.
- Preiser, R., Struthers, P., Mohamed, S., Cameron, N., & Lawrence, E. (2014). External stakeholders and health promoting schools: complexity and practice in South Africa. *Health Education*, 114(4), 260-270.

- Prinsloo, I. J. (2005). How safe are South African schools?. *South African journal of education*, 25(1), 5-10.
- Rabiner, D. L., Godwin, J., & Dodge, K. A. (2016). Predicting Academic Achievement and Attainment: The Contribution of Early Academic Skills, Attention Difficulties, and Social Competence. *School Psychology Review*, 45(2), 250-267.
- Xie, Y., Dixon, J. F., Yee, O. M., Zhang, J., Chen, Y. A., DeAngelo, S., ... & Schweitzer, J. B. (2013). A study on the effectiveness of videoconferencing on teaching parent training skills to parents of children with ADHD. *Telemedicine and e-Health*, 19(3), 192-199.
- Samuel, M. A. (2009). On becoming a teacher: life history research and the force field model Of teacher development in Duhnpath, R. and Samuel, M. A. (eds). Life history research epistemology, methodology and representation. Rotterdam: Sense Publishers.
- Saraf, P., & Murthy, C. V. (2016). 'Calling Work Orientation' and Psychological Well Being among Teachers. *Journal of Research and Reflections in Education*. Vol 6 (2) pp 11-118
- Schnick-Vollmer, K., Berger, S., Bouley, F., Fritsch, S., Schmitz, B., Seifried, J., & Wuttke, E. (2015). Modeling the Competencies of Prospective Business and Economics Teachers. *Zeitschrift für Psychologie*.
- Schumacher, J. (2016). Identifying and Teaching Students with Attention Deficit Hyperactivity Disorder. *The Undergraduate Journal of Law & Disorder*, 5, 21-28.
- Snyder, C. (2002) 'Hope Theory: Rainbows in the Mind.' *Psychological Inquiry*, 13 (4), 2002.
- Sonne, T., Müller, J., Marshall, P., Obel, C., & Grønbaek, K. (2016, May). Changing Family Practices with Assistive Technology: MOBERO Improves Morning and Bedtime Routines for Children with ADHD. In *Proceedings of the 2016 CHI Conference on Human Factors in Computing Systems* (pp. 152-164). ACM.
- Strijbos, J. W. (2016). Assessment of collaborative learning. *Handbook of human and social conditions in assessment*, 302-318.
- Shah, P. J., & Morton, M. J. (2013). Adults with attention-deficit hyperactivity disorder-diagnosis or normality? *The British Journal of Psychiatry*, 203(5), 317-319.
- Singh, A., & Squires, J. (2014). ADHD in preschool: approaches and teacher training. *Journal of American Academy Special Education*, 3, 122-49.

- Singh, G. D. (2012). Managing learner aggression in rural secondary schools in the Empangeni district of KwaZulu-Natal.
- Spier, E., Britto, P., Pigott, T., Kidron, Y., Lane, J., Roehlkepartain, E., & Glover, J. (2016). Parental, Familial, and Community Support Interventions to Improve Children's Literacy in Developing Countries: A Systematic Review. *Campbell Systematic Reviews*, 12(4).
- Shaw, C. R. (2013). *The jack-roller: A delinquent boy's own story*. University of Chicago Press.
- Thompson, R. D. (2015). *Philosophy for children in a Foundation Phase literacy classroom in South Africa: multimodal representations of knowledge* (Doctoral dissertation).
- Topkin, B., Roman, N. V., & Mwaba, K. (2015). Attention Deficit Disorder (ADHD): Primary school teachers' knowledge of symptoms, treatment and managing classroom behavior. *South African Journal of Education*, 35(2), 01-08.
- Van der Merwe, S. (2013). The constitutionality of section 16A of the South African Schools Act 84 of 1996. *De Jure*, 46(1), 237-250.
- Vähäsantanen, K. (2015). Professional agency in the stream of change: Understanding educational change and teachers' professional identities. *Teaching and teacher education*, 47, 1-12.
- Vantaa Benjaminsson, M., Thunberg, G., & Nilsson, S. (2015). Using Picture and Text Schedules to Inform Children: Effects on Distress and Pain during Needle-Related Procedures in Nitrous Oxide Sedation. *Pain research and treatment*, 2015.
- Viljoen, F. (1999). Why South Africa should ratify the African Charter on the Rights and Welfare of the Child. *S. African LJ*, 116, 660.
- Vilgis, V., Sun, L., Chen, J., Silk, T. J., & Vance, A. (2016). Global and local grey matter reductions in boys with ADHD combined type and ADHD inattentive type. *Psychiatry Research: Neuroimaging*, 254, 119-126.
- Vishnevsky, T., & Beanlands, H. (2004). Qualitative research. *Nephrology Nursing Journal*, 31(2), 234.
- Yuen, M., Chan, S., Chan, C., Fung, D. C., Cheung, W. M., Kwan, T., & Leung, F. K. (2016). Differentiation in key learning areas for gifted students in regular classes A project for primary school teachers in Hong Kong. *Gifted Education International*.

APPENDICES

**APPENDIX A: Ethical clearance certificate from DOE**

## **APPENDIX B: Ethical clearance from UKZN**

**APPENDIX C: Letter of request from DOE to conduct research in schools**

10 Sweet pea road  
Welbedacht  
4092  
21 May 2016

Director -The Research Unit  
Resource Planning; KwaZulu Natal Department of Education  
Private Bag X9137; Pietermaritzburg; 3200

Dear Director

**REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS**

My name is Nombuso Gugulethu Mthethwa, I am a Masters student at the University of KwaZulu-Natal, Edgewood Campus, School of Education in KwaZulu-Natal, my student number is: 206522814. The research I wish to conduct for my Master's dissertation involves **“An exploration of teachers' competencies in teaching learners with Attention Deficit Hyperactive Disorder in the Foundation Phase”** at selected schools in Pinetown district.

I am hereby seeking your consent to approach two primary schools in Pinetown that are under Pinetown district in order to provide participants for this project. The primary objective of this study is to explore what teachers in this study consider to be their competencies for teaching learners with ADHD in the Foundation Phase and to explore the strategies to improve teachers' competencies in teaching learners with ADHD in the Foundation Phase. Upon completion of the study, I undertake to provide the Department of Education with a bound copy of the full report. If you require any further information, please do not hesitate to contact me on: 0785577576, and email: 206522814@stu.ukzn.ac.za.

Yours sincerely  
Nombuso Gugulethu Mthethwa  
Student No: 206522814  
Cell phones Numbers: 0785577576 or 0825500616  
Email: 206522814@stu.ukzn.ac.za

My supervisor is Dr. Fumane Khanare who is located at the School of Education in Edgewood campus of the University of KwaZulu-Natal. Contact details: email: 031 260 3525; khanare@ukzn.ac.za.

You may also contact the Research Office through:

Ms P. Ximba  
Research Ethics Offices: HSSREC  
Private Bag X54001  
Durban, 4000  
Tel: 031 260 3587 E-mail: [ximbap@ukzn.ac.za](mailto:ximbap@ukzn.ac.za)

## **APPENDIX D: Letter of request for school's principal's permission**

10 Sweet pea road  
Welbedacht  
4092  
21 May 2016

The Principal

### **LETTER OF REQUEST SCHOOL PRINCIPAL'S PERMISSION**

My name is Nombuso Gugulethu Mthethwa, I am a Masters student at the University of KwaZulu-Natal, Edgewood Campus, School of Education in KwaZulu-Natal, my student number is: 206522814. I am required to do a research to write up a thesis. Your school has been selected to participate in this research project. The title of my research is: **Teachers' competencies in teaching learners with Attention Deficit Hyperactive Disorder in the Foundation Phase.** I hereby wish to request permission to carry out my research at your school.

#### **Objectives of the Research:**

- ❖ To explore what teachers in this study consider being their competencies for teaching learners with ADHD in the Foundation Phase.
- ❖ To explore the strategies to improve teachers' competencies in teaching learners with ADHD in the Foundation Phase.

#### **Significance of the Research Project**

The research is significant in six ways:

1. Generating knowledge that may be useful to the teachers in order to broaden their understanding of ADHD, their strengths and others competencies in teaching learners with ADHD.
2. Allow participating teachers to voice out their thoughts, experiences and feelings about their competencies on teaching learners with ADHD and how they can improve them.
3. Through the voices of the teachers themselves, the Department of Education may gain ways of developing and teaching in-service teachers about the skills of teaching ADHD learners.

4. The teacher training institutions may also gain insights on the pre-service teacher-training curriculum in terms of enhancing it for better understanding and management of ADHD learners in their schools.

5. The training institutions may also benefit from the study on the ways they are supposed to train the practicing teachers to be competent to teach the ADHD learners.

Furthermore, this study may come up with ideas that may benefit policy makers to amend policies to be in line with the current needs on the aspects of teaching ADHD learners.

## **Research Plan and Method**

Two methods will be employed in this study, the focus group discussion that will take from 1:30 to 2 hours and the collage will takes about 2 hours where all the participants will do one collage and present it. I will audio record the focus group discussion and video record and audio record the collage process. All the participants will sign informed consent regarding their voluntary participation in the study. Furthermore, participants' identities will be guaranteed at all levels of the research, as pseudonyms will be used instead of the school name and the participant's name. Participants' will be informed about the recordings that will occur during the focus group discussion and the collage and will give the permission whether they want to be voice/ audio recorded. Participants will also be made aware that they are free to withdraw from the study at any time and that their participation is voluntarily. The data generated will only be used for the purpose of this research and will be kept with the university and burnt after 5 years.

## **School Involvement**

When I receive your consent to carry out the study, I will seek informed consent from the teachers than arrange suitable and convenient time for data generating to take place at your school.

Should you require further information, please do not hesitate to contact me, my contacts details are 0785577576 or 0825500616 email:206522814@stu.ukzn.ac.za. You may contact my supervisor: Dr. Fumane Khanare at 031 260 3545.

Yours sincerely

Nombuso Gugulethu Mthethwa

Student No: 206522814

Cell phones Numbers: 0785577576 or 0825500616

Email: 206522814@stu.ukzn.ac.za

My supervisor is Dr. Fumane Khanare who is located at the School of Education in Edgewood campus of the University of KwaZulu-Natal. Contact details: email: 031 260 3525; khanare@ukzn.ac.za.

You may also contact the Research Office through:

Ms P. Ximba

Research Ethics Offices: HSSREC

Private Bag X54001

Durban, 4000

Tel: 031 260 3587 E-mail: ximbap@ukzn.ac.za

**Thank you for your contribution to this research**

## DECLARATION

I..... **(Full names of principal)** here by confirm that I understand the content of this document and the nature of the research project, and I consent to the school..... **(Full name of the school)** participating in this research project.

-----  
Signature of the principal

-----  
Date

## **APPENDIX E: Informed consent letter**

10 Sweetpea road  
Welbedacht  
4092  
21 May 2016

Dear Participant

### **INFORMED CONSENT LETTER**

My name is Nombuso Gugulethu Mthethwa, I am a Masters student at Edgewood campus of the University of KwaZulu-Natal. The research study currently undertaking is for the fulfillment of M. ED degree in Educational Psychology. I am interested in exploring your competencies in teaching learners with ADHD in the Foundation Phase. This research aims at exploring what teachers consider being their competencies for teaching learners with ADHD in the Foundation Phase and exploring the strategies to improve teachers' competencies in teaching learners with ADHD in the Foundation Phase.

To gather the information for my research study, 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 by the use of a pseudonym.
- The focus group discussion session may last for about one and half hours and may be split depending on your preference, it will be audio recorded.
- I cordially invite you to participate in a collage process. This will involves drawing and expressing your views in diagram. Video recording will be used with your permission during the collage, you will be first shown the examples of the collage. Pictures may also be taken during the collage however, ethics for taking pictures will be taken into account. The collage will last about 1hour to 2hours including its presentation.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research study 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.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to participate in the focus group discussion and collage activity, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:

<b>Equipment</b>	<b>Willing</b>	<b>Not willing</b>
Audio equipment		
Photographic equipment		
Video equipment		
Collage activity		

Should you wish to contact me my contact details are:

Cell: 0785577576 or 0825500616

Email: 206522814@stu.ukzn.ac.za

My supervisor is Dr. Fumane Khanare who is located at the School of Education in Edgewood campus of the University of KwaZulu-Natal. Contact details: email: 031 260 3525; khanare@ukzn.ac.za.

You may also contact the Research Office through:

Ms P. Ximba

Research Ethics Offices: HSSREC

Private Bag X54001

Durban, 4000

Tel: 031 260 3587 E-mail: ximbap@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 have a right to withdraw from the project at any time, should I so desire.

I hereby provide consent to: **YES**    **NO**

<b>Consent</b>	<b>Yes</b>	<b>No</b>
Audio record my focus group discussion collage analysis		
Video record my collage process		
Photograph the collage process		
Use the recordings and photograph for research purpose		

## APPENDIX F: Focus Group Discussion Schedule

You are invited to participate in the study that explores the teachers' competencies in teaching learners with ADHD in as selected special school in KwaZulu-Natal. The study is aimed at exploring what teachers consider being their competencies for teaching learners with ADHD and exploring the strategies to improve teachers' competencies in teaching learners with ADHD in the Foundation Phase.

Participation in the focus group discussion is voluntary and you are free not to answer any questions that you feel uncomfortable with or to withdraw from participation at any time.

### Introduction by Facilitator

Hello, my name is Nombuso Gugulethu Mthethwa. Thank you for taking the time to participate in the focus group discussion in relation to the study mentioned.

### Introductions by the participants

We will all introduce ourselves; each one of us will start by telling us his/ her name, number of years you have been teaching in this school, your qualifications and specialisations; your roles and responsibilities as a teacher who is teaching in the Foundation Phase.

### (NOTE TO THE INTERVIEWER: The following questions will guide the discussion)

1. Firstly, can you describe some of your experiences of teaching learners with ADHD in this school.  
Probe: How is it like to teach these learners? Remember you can draw from your classroom experiences and outside the classroom.
  
2. At this point I would like us to focus mainly on competencies as teachers of learners with ADHD.
  - a. Firstly, in your own words how can you define competencies in teaching?
  - b. Currently, what do you consider to be your competencies in teaching learners with ADHD  
**Probe:** You draw from a variety of competencies (training, planning, teaching styles/methods, resource management and utilisations, classroom management, care and support, assessment, team work etc.)
  - c. On each of the competencies mentioned, kindly explain in detail why do you say so? Give a clear example in your explanation.
  
3. Now can you tell me, what are the current forms of support (if any) do you receive to be a competent teacher?
  - a. Again, you can draw from a variety or resources within and beyond your school context.

- b. How are supported? By whom and how? Give clear examples in your explanation.
4. Is there anything else we have not yet discussed, yet you feel you have done very well in teaching the learners ADHD in this school?

**Thank you for your contribution to this research**

## APPENDIX G: Collage Activity

You are invited to participate in the study that explores the teachers' competencies in teaching learners with ADHD in as selected special school in KwaZulu-Natal. The study is aimed at exploring what teachers consider being their competencies for teaching learners with ADHD and exploring the strategies to improve teachers' competencies in teaching learners with ADHD in the Foundation Phase.

Participation in the collage process is voluntary and you are free not to participate / withdraw from the collage at any time.

### Session 1: Collage making

At this point I would like to hear about the strategies that you think are needed to improve teachers' competencies in teaching learners with ADHD in the Foundation Phase. Therefore, in this session participants will work together to create collages showing the strategies that could be implemented in order to improve teachers' competencies in teaching learners with ADHD in the Foundation Phase in the selected schools.

**(NOTE to INTERVIEWER: The following questions will guide the collage session):**

Using a combination of pictures, drawings, text and phrases, educators make collage/s showing their preferred strategies that will assist them to improve their competencies in

The process includes:

- ❖ Explaining what a “collage” is.
- ❖ Showing educators examples of previous collage
- ❖ Educators work in groups and create their collages in which they show the strategies that could be implemented in order to improve teachers' competencies in teaching learners with ADHD in the Foundation Phase in the selected schools.
- ❖ The following prompt will be used: *‘Use a combination of pictures, drawing, text and phrases to create a collage showing what strategies are need to improve teachers’ competencies in teaching learners with ADHD in the Foundation Phase in the selected school.*
  - **Probe:** This might include strategies that include teachers' professional development, in class and outside the classroom; social, emotional, and psychological well-being and so on. Provide clear examples of these strategies.
  - Who should do what, when and how?
- ❖ Sharing of collages: educators will paste their collages on the wall and have a ‘walk about’ where everyone views the collages.

### Session 2: Collage interpretations

*(NOTE to INTERVIEWER: The following questions will guide the collage interpretations):*

- From your experience, why is it important to improve teachers' competencies, especially those teaching learners with ADHD in the Foundation Phase?
- Can you describe your collage: What is in the collage? Why did you choose the items that are in your collage?
- From your collage which strategies do consider to be most needed by foundation teachers in teaching these learners?  
**Probe:** How will they improve teachers' competencies? Why do you say so? Give clear explanations in your responses.
- Looking carefully at your collage what are the omissions (if any)? What could be added? Why?
- Can you describe what you, other educators or learners have done to make sure that there are the school support teachers to be able to teach learners with ADHD competently?

**Session 3: Oral reflecting about participating in a collage activity**

- Was it your first time to create a collage, if not, where and for what purpose?
- What have you learnt from participating in this collage activity?
- What was interesting? What was challenging?
- Would you like to have these collages? How do you intend to use them? With who? Why?
- Is there anything else we have not yet discussed, yet you feel could be done to improve participation when using collage method?

**Thank you for participation**

## APPENDIX H: Collage Waiver

I \_\_\_\_\_ (**print name**), give my permission for a photograph to be taken of me for use in the project: (**insert project title**)

This collage will be used for research purposes, including colloquiums, symposiums, research modules, research articles, research blogs, I will be consulted, and further permission sought if my collage is to be used for exhibitions and/or other dissemination purposes. No further use of this collage will be made without my express permission.

---

**SIGNATURE**

---

**DATE**

## **APPENDIX I: Sample of transcript from the Focus Group Discussion-13 OCTOBER 2016**

### **Transcripts**

#### **Focus group discussion transcription**

##### **Introduction by the facilitator:**

Good day everyone, my name is Nombuso Mthethwa and I would like to thank you again for taking the time to participate in the focus group discussion in relation to the study “teachers’ competencies in teaching learners with ADHD in the foundation phase. I would like all of us to introduce ourselves, tell us the number of years you have been teaching, your qualifications and your roles and responsibilities as a teacher in the foundation phase.

**Participant 1:** My name is Jane Moodley in this research I will be baby pink. I have been teaching for about 5 years in this school. My qualification is B. ED but I measured in accounting. My role as a teacher is to ensure that the learners are well taken care of, they understand the content as prescribed by the curriculum

**Participant 2:** I am Nassim Shaik Cassim for the basis of this research I will be yellow, I have been teaching for about 10 years and my role as a junior teacher is to develop social and communication skills of children. Prepare them for assessments that they will write

**Participant 3:** I am Ronelle Govender, I will be blue. I have a B. Ed degree and I have been teaching for 12 and half years. My role is to provide a safe environment to learners while equipping them with skills that will help them to be independent in this society. Basically I can say my job is to inspire and challenge them.

**Participant 4:** I am Portia Hlongwa I have been teaching in a number of schools but I have been here for 6 years. I have a diploma in teaching. From the schools that I have been in I can say my roles are not limited. Butterfly is my name

**Facilitator:** what do you mean by not limited?

They are very different responsibilities depending on the type of learners I have in my class like providing pastoral care, developing and producing different resources which helps us to develop learners' curiosity and knowledge and to report to parents about the progress of their learners.

**Participant 5:** Im Pioneel Nandkumar but I'm engine and I have been teaching for about 20 years, also have a diploma in teaching. My responsibility is to keep up to date with the changes in the curriculum and teach my learners as best as I can considering their differences as well.

**Participant 6:** I'm N. Kumarasami and my nickname is Small, I have been an SGB teacher for about 3 years in this school and I'm still studying towards my B. Ed degree my role is to plan lessons, form classroom rules and enforce them, supervising the learners when doing extracurricular activities like Physical education.

**Facilitator:** so all in all your job is to develop certain skills to these learners??

Participants: "yes",

**Baby pink:** to equip them

**Facilitator:** how

**Baby pink:** too much is happening in this society, these learners need to be able to live for themselves without suffering so if we cultivate their skills now they will even help to uplift the economic standard of our country.

**Facilitator:** thank you very much for such a nice introduction so from now on I will call you with your pseudonyms:

- Baby pink
- Yellow
- Blue
- Butterfly
- Engine
- Small

**Facilitator;** Now can you describe some of your experiences of teaching learners with ADHD in this school:

Baby pink: its challenging

Yellow: its demanding

Blue: they can drive you insane

Butterfly: it's so hard

Engine: it's exciting

Small: it's very sensitive

**Facilitator:** what do you mean by exciting, remember you can also draw from your classroom experiences and outside the classroom

**Engine:** uhm, (pause) its makes you to plan outside the box

**Facilitator:** How?

**Engine:** as a teacher I always want to achieve the best from my learners and with those that I suspect they have learning disorder like ADHD, I network with other staff and other schools as well on how I can perform miracles in them. But mostly I use the internet at home and find out how can I help those learners

**Facilitator:** what have you found so far?

**Engine:** one thing that I have found is whether they are on treatment or not but with them I need to start with the easiest task so as to bring them on board in the beginning, introduce the challenging work in-between and end with a simple task again like drawing/ colouring.

**Small:** in junior most of learning occurs during play time so with learners with ADHD I try by all means to be creative even with my planning and my presentation to avoid to having them bored as they are easily disrupted and easily bored.

Facilitator: please expand on that

Small: *the learners in our classrooms turn out to disrupt the whole class by leaving their chairs more often.*

**Facilitator:** ok so BABY PINK can you explain how challenging it is to teach learners with ADHD?

**Baby pink:** ehm..., there comes a point where I do not even know how to handle them, they cannot sit still and concentrates for much longer yet the curriculum is demanding us to finish the syllabus for the term and sometimes I try but mostly I ever doubt I'm doing the right thing as these learners have slow information processing.

**Blue:** plus, with the qualification that I have none of the subject that I did ever included how to teach learners with ADHD, I am not qualified for that but I do try because at the end of the day I just want them to pass.

**Baby pink:** Plus it's not their faults that they have ADHD

**facilitator:** is it about passing them or you want them to grasp the content that is taught in the classroom?

**Butterfly:** it is about both but what important is about them acquiring that content so that they can move on to the next class because in this school once the learner fail the management blames the teacher as if she/ he is not doing her work

**Small:** plus at the end of the year a teacher need to fill that form explaining why the learner failed and its very annoying to fill it.

**Facilitator:** remember you can also draw from outside classroom environment.

**Engine:** most of them are so loving and too playful and they do not know when to stop if we kind of playing.

**Butterfly:** when playing P.E., they are very active and enjoy outside door activities where not much concentration is required, but others are very sensitive they more like attention seekers.

**Facilitator:** sensitive, how? Please explain.

**Butterfly:** ok we normally have sports day where parents are also welcomed as well once their houses do not win the cry in front of their parents but when their parents are not around they can stand up for themselves and they are quick to beat or do stupid things to other learners and defend

themselves as she or he started it. I don't know if I can put it like sometimes they have mixed emotions.

**facilitator:** anyone with experiences from outside classroom??

**Baby pink:** they love swimming and they not even scared of danger, they like to risk their own lives, like they act and realise after that what they did is unacceptable.

**Facilitator :** you said the can drive you insane, how?

**Blue:** when they disrupt the whole class, sometimes they even act out when you try to reprimand them. Others become aggressive it's more like they are proving a point that you are not in charge of them.

**Facilitator:** in such cases what do you do then to calm down the situation

**Blue:** I try to be more calm as possible as scolding them does not help either, sometimes call my colleague next door to try and speak to that child if I feel I cannot cope with the situation or ask the assistant teacher to intervene as well.

**Yellow:** even the management they do help with that child, or we send the child to detention in the HODs office, we call it time out it last for about 10 minutes. But it true they can sometimes push you to the edge.

**Butterfly:** yah that true sometimes they push you to use the corporal punishment but our hands are tight and it against the law

**Facilitator:** if it was not against the law, would you use corporal punishment to learners with ADHD?

**Butterfly:** I am not sure but maybe because most of learners that we teach are black and if you ask them whether parent do work them they say yes. So you wonder whether that can only be the option available to you but hell no. that's why when they misbehave we isolates them from the whole class.

**Baby pink:** another experience is that they forget so much easily so every time a teacher need to reinforce, keep on reminding them the same thing.

**Facilitator:** is there any other time that become normally:

**Participants:** all said “yes”

**Facilitator:** when?

**Small:** sometimes if they are with other children, they do behave normally and try to what you asked them to do. Even those on treatment they are tolerable in the morning we work pretty fine with them but after the break, it’s difficult sometimes so I will say they have their days just like all other learners.

**Blue:** they even demand attention by talking out of turn and move around in the classroom.

**Yellow:** it’s very easy for them to loose things as well, I have more parents of learners writing complains about their children losing out some of the school uniforms and materials.

**Butterfly:** they are very slow in completing their work, if you give them too much of work and write homework at the side of the chalkboard in the morning they forget even to take down that homework.

**Facilitator:** what have you done to solve that issue:

**Baby pink:** we normally type and stick their homework in their homework book where we know that their parents will easily access it and the learners will not loose it.

**Facilitator:** so you do get parental support?

**Participants:** all said “yes”

**Blue:** that one thing we can proudly say we do have it, and I think it’s because of the socio economic status of our parents that’s makes them to be more interested in their children education.

**Facilitator:** butterfly you said teaching these learners is very hard, how?

**Butterfly:** yes, I said so, I meant because they cannot concentrate, they are reckless and they are feedling and easily disturbed.

**Engine:** mhhm, they also need individual attention and its not easy to give them as if you loose focus on the other ones the whole class is getting disrupted.

**Yellow:** also with a class of different learners with different needs and we need to ensure that all learners are you know get education equally it is very difficult to have them in the classroom. Their inattentiveness –not listening when spoken to and being slow to process information.

**Yellow:** one child just stand and come to me so as to get my individual attention

**Facilitator:** what happens if that individual attention is not given

**Yellow:** if it not given to them they distracts the whole class and sometimes as much as it is wrong to say and do it, I ignore her so that I can pay attention to the rest of the class.and I think that child is having a combination like mental unstable.

**Facilitator:** she disrupts the wholke class because she wants teachers attention?

Yellow: yes, she can come in front and do things so that the teacher can stop working

**Facilitator:** in that case, what do you do?

Yellow: I have to have so much of patience with her.

**Baby pink:** I have a learner in my class and im not sure if the learner has ADHD, she likes attention a lot and disrupts the whole class but what i did is i gave her responsibilities in class. so as to make her responsible, then she feels like she has all the attention she needs and does her work.

**facilitator:** can you please briefly explain what kind of duties?

**baby pink:** making her to passbooks/ exercise in class, putting her in charge of most activies that are being done in the classroom.

**Facilitator:** does that help with the behaviour or the school work as well?

**Butterfly:** behaviour and also a little of their work is done because they are now getting the attention that they seek.

**Yellow:** in my case its helps with the behaviour but when its comes to doing the work, she doesn't do any work. But now that she has a task to do she can sit quiet and you can see that she becomes excited.

**facilitator:** so that is the only thing that keeps her quiet:

**Yellow:** yes.

**facilitator:** so as giving them work only helps with the behaviour mostly, what is it that you feel can be done to help them with their school work?

**Blue and baby pink:** that why we need workshop to equip us with some strategies to help these learners.

**Baby pink:** because I do not think that any of us knows that. So workshop will be of benefit to us as well.

**2, a) Facilitator:** OK, so now at this point I would like us to focus on competencies as teachers of learners with ADHD. In your own words, how can you define competencies in teaching?

Butterfly: I think is what you are able to do

Engine: is the ability to teach

Baby pink: To my knowledge, it is the best ability practices

2.b.Facilitator: currently what do you consider being your competencies in teaching learners with ADHD?

**Engine:** I think it's very limited

**Facilitator:** what is limited, please give examples.

**Engine:** we do not have a background in psychology even when we do Bed or postgrad it does not help us in any way, so doing degree on its own is not enough for us. So a workshop in learning disability and how to manage those learners will really help.

**Small:** as much as we do inclusive education in school as module but we need the additional training so that we can get the inside of how to deal with these learners

**Blue:** As much as we are doing our best but to some degree, it is not enough to learners

**Facilitator:** ok, I understand that at the end of the day you do teach these learners,

**Participants:** mhhhm (nodding their head)

**Facilitator:** please elaborate on how you teach them remember you can also draw from planning, teaching styles methods, classroom management, care and support, assessment, teamwork, resource management and utilisation, training.

**Yellow:** with regard to classroom management I do not shout them, and I try to give them work in smaller pieces and include them all when doing remedial work so that they can master what is being taught in class.

**Facilitator:** ok interesting, so what happens to the other work that they are supposed to do like do you manage giving them all the work as other learners?

**Yellow:** I will be very honest with you its better to make them grasp that little content than giving them all the work at the same time only to find out that it even worse, we more like wasted our time and their time. That little that they are able to grasp when they move to the next grade they can add on to it.

**Baby pink:** as we are in junior phase like most of what we do in each term is the repetition so as long as they do get that easier task, that is more like eh.. you know laying a foundation to them.

**Facilitator:** ok any competencies, your strengths in these learners with regard planning and resources.?

**Butterfly:** the planning is done but when its comes to learners with ADHD we do not really completely follow the plan because they can be so unpredictable. They need you to start from lower grade work sometimes like grade R/1 move with them.

**Small:** With learners with ADHD, we use one on one method even when teaching and when doing the assessment. You try to be by themselves as much as you can, to get the work done. We understand they are attention seekers as a results we do not live them unattended. We check them more often

**Facilitator:** the time you use one on one method who attends the rest of the class?

**Engine:** assistant teacher or we give them work, and those who finished earlier who are kind like bright we do have some work prepared for them, like reading or any other additional work.

**Facilitator:** anyone with competencies again, please draw from resources, team work and care and support.

**Blue:** my strengths is to manage the classroom very well ensure that the learners are quiet so that working will be much easier to all learners.

**Butterfly:** also we take those learners that have ADHD and put them on the front turning their backs on the rest of the class, some we make them to face the wall depending on how that learner is distractful. By doing that we try to make them do what they need to do and surprisingly sometimes they work and finish the work very well.

**Baby pink:** for the little accomplishments they have achieved we also praise them and sometimes give a reward for it, we do have an award committee which is responsible for setting prizes for the learners who are doing very well

**Engine:** In class we have a chart as well where we put stars and crosses for different behaviour from grade r-3. If the work is neat, completed on time, finished the day without time out we give a star to that learner. if learners are doing unacceptable behaviour like talking in class, talking after the bell have ring, beating others we put a cross

**Facilitator:** So far, that works for you in them learning the good/ bad behaviours?

**Small:** it does a lot

**Baby pink:** we also use lots of hands on activities-novelty, colourful, creative, big pictures attention grabbing.

**Facilitator:** why use colourful resources?

**Baby pink:** its because we want to gain their focus as learners with ADHD become easily bored in short period of time. And using objects as resources and most of them they perform very good on maths

**Facilitator:** what about on other subject like language?

**Engine:** they are struggling a bit in language but we not sure what causes that or it because of the language barrier or what.

**Facilitator:** how do you teach them language as I understand that language especially English is your home language

**Blue:** As we said that, we do have parental support so we give them homework to be helped by their parents at home as well, and they try with phonic. Then on sentence formation we introduce vocabulary bit by bit.

**Yellow:** also, we have a good communication with the parents, if they are advised to refer their learners for assessment, they come with a report, which helps us to enlighten oh to deal with learners with ADHD.

**3. Facilitator:** now what are the current forms of support of support do you receive to be a competent teacher?

**Engine:** we get very limited support

**Facilitator:** what is limited? Any example

**Small:** we do go to workshop which is organised by the department but that workshop is not enough as I am talking about 2 hours workshop as much as it gives that clear picture but its not enough.

**Facilitator:** ok the management

**Baby pink:** the management has even organised seminars for us to educate us on how these learners should be dealt with, because they know that we are struggling but they do not expect us to find our way through.

**Yellow:** it is all about teamwork and networking with other schools that helps us, and educating ourselves as well

**Blue:** and if you are doing well they do praise you for doing well with the learners but sometimes it feels like we are all alone in this ship as they come to the staff meeting and blame each one of us because of the dropping standard of pass rates.

**Engine:** Also, what helps us is the cluster meetings and the management encourage us to be part of that cluster meetings, and in those meetings we do open up about the challenges we are facing and by listening to how others are dealing with the problem at hand, we do grow.

**Facilitator:** ok is there anything that you feel we haven't discussed?

**Participants:** silent.....

**Baby pink:** we have covered everything (laughing)

**Small:** ok I will say the curriculum is failing the learners with learning disorder like ADHD, as it does not cater for them they expect all learners to be the same but the learners are different individual and they act and learn different. The department will need to consider revising the curriculum.

**Facilitator** thank you for your contribution in this research.

**APPENDIX J: Language Editor's letter**

**2 JANUARY 2017**

**Re: LANGUAGE EDITING STATEMENT**

I, THE UNDERSIGNED, hereby confirm that I have edited the thesis titled **AN EXPLORATION OF TEACHERS' COMPETENCIES IN TEACHING LEARNERS WITH ATTENTION DEFICIENCY HYPERACTIVE DISORDER (ADHD) IN THE FOUNDATION PHASE**, by **NOMBUSO GUGULETHU MTHETHWA**, for the degree **MASTER OF EDUCATION IN EDUCATIONAL PSYCHOLOGY**.

Regards

*H. Mapudzi*

Dr. Hatikanganwi Mapudzi

PhD (Communications), M. A (Journalism & Media Studies), PGDip (Media Management), B.Soc. Scie. (Hons) (Communications), B. Applied Communications Management.

## **APPENDIX K: Turnitin Report**