Thesis Stenden University

A positive approach to behavioural problems in the classroom

How teachers can improve their behavioural management using a positive approach

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Preface

This thesis is one of the graduations assignments of the Pabo, the study for primary school teachers of NHL Stenden University. The research was started in July 2019 at ███████████████ ████████████. The research was completed at the end of November 2019.

In this preface I want to take the opportunity to thank a couple of people that made this research possible. First of all I want to thank my supervisor ██████████████. █████ was always helping me with keeping this research on the right course and therefore had an very big influence on the end product. I also want to thank ███ for making this course possible for Pabo-students in the Netherlands.

I would like to thank ████████████████ for their dedication, openness, helpfulness and hospitality during the weeks that I was working on this research. I want to thank all the teachers that were teaching grade 6 for making this research happen, in particular ██████████.

Finally, I want to thank you, as a reader, for your interest in this research.

Jelmer Brinkman

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1. Introduction

Nowadays teachers in primary education have to deal with many different activities during the day. They have to teach the learners, they have to do the administration that comes with it and of course need to do all sorts of interventions. Every teacher wants their learners to do the best they can, but in order to fulfil that goal there are many things a teachers has to think about. One of these things is behavioural management. This aspect of teaching is quite important because a quiet and organized classroom creates a better learning environment for every learner. However behavioural management can be quite challenging, because every class asks for a different approach.

In this thesis a look is taken at the behavioural management of a primary school in South-Africa. The name of the school is ███████ Primary School and is located in ███████. It is a school in which approximately 180 learners receive education, from grade R to grade 7. In this I focussed on the grade 6 learners. This grade contains about 27 learners, boys and girls. It is a class with many differences in levels. The school uses a rotational system for their teachers from grade 4 to grade 7. This means that every hour and a half another teacher comes in to the classroom to teach the children a different subject.

The teachers told me that they had some difficulty with dealing with children that did not behave in the classroom. Learners who are naughty or do not pay attention during class for example. Due to this learners the teachers lose a lot of time in which they could have taught the learners some new skills. Because of this problem they wanted me to take a look at ways they could improve their behavioural management in the classroom so that the teachers could focus more on the teaching than on correcting the children. If there is an improvement in the behavioural management many different parties will benefit from it. The learners will learn more skills because the teachers have more time for them. The school too improves when the learners levels go up. So it is clear that there are many benefits in improving the behavioural management in the classroom.

For me the motivation for the topic I am doing my research on is clear. I am very interested in behaviour of children, especially the behaviour of children in a classroom. There are so many different aspects of behaviour that it intrigues me very much. Now that I can take a look into a certain aspect of behaviour I get very excited. The practical part of the research I am doing is something that excites me too. The fact that this research can make a difference for the teachers and thereby for the learners, makes me very passionate about it. I am making something that can be of great help for the teachers that are teaching the learners right now and for some teachers in the future too I hope.

2. Problem analysis

To really get to the core of the problem we have to take a look at what is going on in the classroom of grade 6 at ██████ primary school. There are some challenges that the teachers have to be aware of when they are standing in front of the class. According to some conversations with some of the teachers it became clear that there were some 'problems' with the way certain kids were acting. According to documents (e.g. code of conduct), observations and the conversations with the teachers, it seems that discipline is quite a problem in the school. This becomes more clear when I take a look in the code of conduct. The first sentence in this document already shows that discipline is very important. *'This policy is aims to: Establish a disciplined and intentional environment for the promotion of effective education and scholarship in the school (██████ Primary School)'.* In this sentence an assumption is being made; the assumption that the establishing of a disciplined and intentional environment go hand in hand with the promotion of effective education and scholarship in the school. When the school has the aim to accomplish promotion of effective education and scholarship it is clear that they are trying to do that by looking into many different disciplinary measures. It is not yet clear if this assumption is right. I do not know if there is a connection between the two things that are written down in the CoC. This research will give more insight in this assumption and gives an answer to the question if the children really benefit from the disciplinary measures that the school takes.

The problem that this school has, concerns certain aspects of the behaviour of the children in a classroom. Certain learners of the grade 6 classroom tend to show the same negative behaviour every week, or even every day. This is a problem which the teachers have to deal with. From conversations with the Head of Department (HoD) it became clear that some problems were not easy to deal with because of the under-involvement of parents. The parents of the learners are not as involved as the school wants them to be. For example: The parent has to sign a letter from the teacher about the behaviour of their child in the classroom. Most of the time the parents do sign this letter but do not talk about it with their child. This example shows that the parents (or sometimes grandparents) are not helping the teachers out and thus the behaviour of the child is not getting better. This is one of the aspects of the problem.

Schools have an important task to teach children the differences between acceptable and unacceptable behaviour (Education Management & Development Centre: Metropole North, 2007). This school is acting on this task by doing all sorts of stuff to try to correct the children that show unacceptable behaviour. The school tried to tackle this problem but has not found a real solution it yet. The things they tried were short term solutions and they are now seeking for actions that can be a long term solution. There are some learners who struggle to behave. But not only is the behaviour of the child important, the behaviour of the teacher is important too. So that means that there are two ways to look at the problem. The first point of view is from the learners and the second point of view is from the eyes of the teachers.

Before I can do a proper problem statement, I need to know what is happening in the classroom. A theoretical foundation has to be created. One of the ways this foundation is created is by looking at the answers on a questionnaire that was completed by every learner of the class. A certain amount of questions were given to the learners about why their behaviour sometimes is different when they are being taught by a different teacher. This information is of great use, as it highlights the differences between teachers and thereby helps to improve the behavioural management of the teachers. This is because some of the teachers use a certain amount of behavioural strategies to tackle the problems some learners are giving them. If the teachers know the differences between them, what they are good at and what the still can improve, they can learn from each other and

change the way they are tackling problems. It is all about inspiration and learning from each other. Besides collecting the data from the learners, I will also take a look at what is already being done to improve the behaviour of the learners in the classroom. That means that the teachers have to be observed too. I need to know what kind of actions they take to tackle the problems they encounter during the day and what the consequences of these actions are?

3. Theoretical framework

This theoretical framework is the foundation for this research. By doing the problem analysis I now know that there are problems regarding ways to tackle problems that learners with behavioural problems cause at ███████ Primary School. It is important to look into existing literature on what is already known about this topic. This approach helps the research because it creates a base on which the research can build.

To speak about children with behavioural problems can be quite challenging. This is because it is not yet clear what we mean by behavioural problems. Teachers often have a different view on what they think is not acceptable in terms of behaviour. Therefore it is important to create a specific point of view from which we can look at the behaviour of the learners. In this thesis the approach of Sutherland and Oswald (2005) on behaviour is used. They agree that behaviour that prevents the learners from learning as fast or as well as their peers is regarded as a behavioural problem. Children with behavioural problems are more likely to experience negative interactions with the teacher teaching them. This can lead to difficulties in adjusting to the classroom, such as fewer learning opportunities and poorer academic performance (Gest, Madill, Zadzora, Miller, & Rodkin, 2014; Sutherland & Oswald, 2005). However, this point of view only looks at behaviour from a school perspective and, there is more to it. Behaviour is not only an impediment to learning, but can infringe on the rights of teachers and learners too. Because of this it is important to look at what the rights of teachers and learners are. When this is clear conclusions can be drawn about whether certain behaviour of a learner is a problem or not.

South Africa has a number of laws that protect the rights of people. Section 12 (1) of the South African Constitution states that everyone has the right to freedom and security. This includes the following: to be free from all forms of violence, not to be tortured, treated or punished in a cruel, inhumane or degrading manner. These rights have to be known by the teachers and the learners. Any violations of these rules can be seen as unwanted behaviour and therefore a problem. Teachers, learners or even parents can act on any violations of this right. This is why schools tend to include guidelines for behaviour in their Code of Conduct (CoC). This also applies to this school. In the CoC the school writes about the rights of everyone that is involved in their school. There is a section about the rights and responsibilities of learners, responsibilities of educators and responsibilities of parents or guardians. And there is something more that is worth mentioning. The CoC also states that parents have the right to take steps against any educator, learner or other person who illegally violates the constitutional right of their child.

The disciplinary measures or behavioural management coming from teachers cannot infringe upon the rights of the people. This is something to keep in mind. When I take a look at another document, the National Education Policy Act (1996), I see that there is some policy on what the school can and cannot do regarding the control and discipline of learners. This document mandates the Minister of Education to develop policies on behavioural management to ensure that no person shall administer corporal punishment, or subject a learner to psychological or physical abuse at any educational institution.

Now it is clear what the policy of the South African government is on behavioural management. There is no mention of what the teachers and learners can and cannot do during schooltime. The only thing that teachers and learners have to keep in mind is that they may not interfere with each others' rights.

As stated before, behavioural problems are problems that prevent the learners from learning as fast as their peers (Sunderland & Oswald, 2005). Not only is the problematic behaviour of a certain

learner negative for his or her own development, it can also inhibit other learners' development. That is why classroom management of behaviour is so important. Teachers have to find ways to tackle the problems that learners with behavioural problems give them. There are ways to tackle these problems. The concern about the discipline of learners with behavioural problems has resulted in many prevention-focused interventions. Al those actions have something in common, which is that they are all focussed on improving the character and moral development of learners. Some actions can be regarded as negative and some actions can be regarded as positive. The focus in this thesis is on the positive approach, as I am looking for positive approaches for the teachers at ███ Primary School to tackle the problems some learners are giving them. A positive approach on behaviour has many benefits. Because in this thesis the main focus lies on a positive approach a good understanding of what a positive approach is has to be given. Herb Lovett (1996) states that a positive approach, or a positive way of thinking, moves individuals from control to collaboration. The main focus of this statement lies in the connection that has to be made between individuals. People have to work in collaboration so that a healthy relationship between both parties can originate. This positive approach, as mentioned above, is called 'positive behaviour management' or 'positive behaviour support' (PBS). Positive behaviour management is defined as an approach that emphasises prevention, support for the learners, avoiding confrontation with learners and focusing on the development of values, relationships and skill building (Amaro, sd). The positive approach of tackling discipline problems has to start as early as possible as early interventions often result in better behaviour in the future. There are several strategies to integrate this approach into the school curriculum. Recent research has shown that evidence-based strategies have proven to be the most effective in school intervention. In that research, in which a representative amount of studies that struggled with discipline problems and behavioural problems took part, it became clear that (1) social skill training, (2) system-wide behavioural intervention and (3) academic curricula modifications had the largest positive effect on solving the problems (Gottfredson, 1997).

The first approach, the social skill training, teaches the learners ways to interact more effectively with peers and adults in order to make sure that the learners can cope with the challenges that they encounter during schooltime and in their future life. With this approach the learners learn how to act during a conflict, how to solve problems with each other, how to negotiate and how to build and maintain a friendship. Key to this approach is that the behaviour that is shown as a result of this approach is handled positively. Good behaviour gets rewarded (Luiselli, Putnam, Handler & Feinberg, 2005).

System-wide behavioural intervention is an approach that is focused on teaching the learners values that are important in today's society. It incorporates the contemporary principles of positive behaviour support (PBS). In this approach teachers make individual behaviour plans together with the learners. That way the learner feels responsible for its own behaviour. PBS is a very broad concept with many procedures, but the critical components of PBS have to include the following: (1) setting consensus-driven behaviour expectations; (2) teaching critical interpersonal skills; (3) providing positive feedback for meeting or exceeding the plans made in the behaviour plans; (4) monitoring the interventions that are being done by the teachers trough data collection and analysis; and (5) involving every stakeholder that is part of the formulation of discipline practices (learners, teachers, parents etc.) (Horner, R. H., & Sugai, G. , 2000).

The approach of doing academic curricula modifications contains many influences. The most important one of them is to train the teachers and other educators to increase the academic engagement of the learners. Academic engagement can be defined as the behaviour that learners show during class, such as the way they are acting when they are getting classroom instruction, the way they act during silent reading or listening to instruction. When the teachers are able to increase, strengthen and maintain high standards of this academic engagement it is proven that this

corresponds with higher levels of performance and achievement (DiPerna, Volpe & Elliot, 2002). Academic engagement can thus be seen as a way the learners act. Because of this it is observable and can be influenced by interventions during the day. Important, again, is that this interventions have to be positive. Why this interventions have to be positive is explained by the leading psychologist and proponent of the behaviourist theory of learning B.F. Skinner (1986). This psychologist did research on behaviour and the consequences of rewards and punishments on this behaviour. The outcomes of this research were very clear. Skinner (1986) claimed that one's behaviour is determined by the consequences of this behaviour. That means that if someone is being rewarded for good behaviour this person will show the same behaviour more frequently. In the classroom this means that if a learner is showing the desired behaviour this learner has to be rewarded for this behaviour because this will provide better behaviour from this learner in the future.

Another factor in the learning of behaviour are, of course, the parents. Parents have a big influence on the behaviour of a learner. Parents are considered to be the primary agents of socialisation, as they teach their children important values, attitudes and learn the child what behaviour is acceptable by society. The experiences and relationships a child has within the family with parents and other family members are key to the child's social and behavioural development. It is safe to say that children develop socially and psychologically through the experiences they have within the family and especially with their close relatives (siblings, parents) (Laible, Carlo, Torquati & Ontai, 2004).

In an article in which the question if children do mimic their parents behaviour is discussed it became clear that children do actually mimic their parents or other adults behaviour to a certain extent. Albert Bandura (Standord University), a leading scientist in this field, concludes that children learn their behaviour from adults. He argues that 'If we are to have a more peaceful world, it starts with the way adults act around children' (Bandura, n.d.). The theory that comes from this research is regarded as a social learning theory. This theory claims that children learn from their close environment how to behave. Key to this theory is that the focus cannot only lie in telling children why they should behave in a peaceful manner. Parents are guardians have to show the children how to behave by showing the desired behaviour themselves (Heflick, 2011). When we put this knowledge into a school perspective it is clear that parents have to be involved to help the teachers tackle behavioural problems. At ▮▮▮▮▮ Primary School this is currently done by sending letters to the learners parents or guardians. This letters tell the parents what the kind of misbehaviour the learners are demonstrating during school-time. By looking back at the social learning theory (Bandura, n.d.) the parents have to take these letters seriously in order to change the behaviour of their child at school. If not, the letters will not work and the behaviour of the learner will not be changed.

4. Problem statement

4.1 Purpose of the research

Behavioural problems of learners can be quite challenging for teachers, as this behaviour can stand in the way of the academic achievements of the learners. Therefore it is important that teachers develop ways to tackle these behavioural problems. In this research I take a look at the ways the teachers of grade 6 of ████████ Primary School can improve their behavioural management using a positive approach.

4.2 Research questions

By looking at the purpose of the research it is clear that this research will help the teachers of ████████ Primary School to tackle the problems they encounter during day. This problem is underpinned by the following main- and sub-questions.

4.2.1 Main question

How can the grade 6 teachers of ████████ primary school improve their behavioural management in the classroom, using a positive approach?

4.2.2 Sub-questions

1. What is positive behavioural management approach?
Before I can do some recommendations it is important to know what positive behavioural management means. By answering this question a part of my main question becomes more clear and is thereby important to answer.

2. How do the learners feel about the current way of dealing with bad behaviour?
If I want to do some recommendations it is important to know how the learners feel about the way their bad behaviour is corrected now. That way I can adjust my recommendations to the demands of the learners.

3. What ways are there to improve the behaviour of children in the classroom?
Before I can do recommendations on how to improve the behaviour of the learners it is clear that I first have to find out what ways there are to do it. By answering this question I get a lot of information on how a learner can be corrected in a positive way and this answers a part of the main question.

4. In what ways is the current approach not positive?
If you want to change something in the future it is important to know what is happening in the classroom right now. The main question is about changing the way teachers approach bad behaviour in a positive way. This means that the way they are handling behaviour now is not positive. By looking into this question I hope it becomes clear what approaches I think are not positive and which are positive.

5. What ways are there to improve the behavioural management of teachers?
This question is quite similar to my main question and answers great part of it. By answering this question I am actually giving the teachers recommendations on how they can improve their behavioural management.

4.3 Hypothesis

Because this research is a qualitative study a hypothesis is not necessary. However, it is possible to consider the outcome of this research, which completely depends on the way teachers decide to tackle the problems they encounter during the day after they read this research. However it is expected that this research helps the teachers to choose a positive approach in tackling behavioural problems. If the teachers choose to follow a approach given by this research it is expected that the behaviour of the learners will improve.

It is also important to think about the effects the research can have on how things are currently being done at ███████ Primary School. It is expected that the behavioural management of the teachers improve after reading and implementing the outcomes of this research.

4.4 Discussion

This research was discussed with every person that has something to do with the grade 6 class of ████████ Primary School. Examples of people that are involved are: teachers, head of department, principal. All parties were very enthusiastic and are looking forward to see the outcomes of the research.

The head of department told me to take a look at what the children think what should happen in the school. How do they want to tackle problems during school time? She recommended me doing a questionnaire on the learners because this would give me a good idea of how thing are in the grade 6 class. The head of department had some theories on behavioural management too. She introduced the *discipline book* in all grades. This book has the purpose of teaching the learners how to behave. Every time a leaner does not behave well, they get a note in the book. When there are too many notes on one learner in one week the leaner is being punished for his or her misbehaviour. The introduction of this book shows that the board of the school is trying to find ways to tackle the problems learners are giving the teachers.

When I spoke to the teachers about my research they told me that it would be of great use to look for any differences in the way the teachers are teaching. Because of the rotational system they do not see each other teaching and thus they cannot learn from each other by observation. Because I will be in many classes with different teachers I can look for differences and recommend certain teachers to change something about the way they are teaching.

5. Research strategy

5.1 Research group

This research took place in grade 6 of ▆▆▆▆▆ Primary School. This grade contains 27 learners, boys and girls. In this research boys and girls were not treated differently and therefore it is not important to mention how many boys and how many girls are in this grade. As explained earlier, ▆▆▆▆ Primary School used a rotational system from grade 5 till grade 7. This meant that during the day the grade was being taught by a different teachers. Every teacher taught a different subject. There were in total 4 different teachers who teach this grade and who rotate during the day. What is worth mentioning, because of the topic of this research, is that every teacher had a different way of dealing with the problems they encounter during the day.

It is interesting to note that one of the teachers, the youngest one, had just decided to leave the school. This teacher taught maths. This teachers showed that she already had her own way to deal with behavioural problems, a way that works. She left the school on the 4th of September 2019. This meant that there was a gap that had to be filled by another teacher. It is important to mention this because the things that this teacher did with the grade 6 class showed that recent education on primary school teaching had a big effect on the way behavioural problems are tackled. It would have been very interesting to take a look at what the differences between a young, beginner teacher and an older more experienced teacher were.

5.2 Data collection method

In this research primary and secondary data collection methods are used. As this research is a qualitative study there is a large amount of primary data collection. I used interviews, questionnaires and observations to ensure a greater depth of understanding. In addition to the primary data collection there was also a secondary data collection. This means that this research used the data of sources that have already been published in books, newspapers, magazines and journals.

The observations I did were on-going. The purpose of doing this was to observe how the different teachers handle classroom discipline. The observations created a baseline understanding of the problem. The questionnaires that were completed by all grade 6 learners had the purpose of probing the learners own understanding of behaviour during school time. The questionnaire was assisted by me personally. A selection of learners was also interviewed. The group I created consisted of two problematic learners and two well-behaved learners so that I could compare and create a broader base on which this research was based on. There were not interviews with learners, but with their teachers too.

To answer the main- and sub-questions both data collection methods were used. A few sub-questions can be answered by analysing primary data, that is data that is obtained by observations, interviews with teachers or by analysing the questionnaires that were completed by every learner of grade 6. The data that comes from this method has to be supported by secondary data. That way the data is much more meaningful. Beside the questions that have to be answered by using both data collection methods there are questions that only can be answered by using a secondary data collection method.

When all sub-questions are answered then the main questions is discussed. The answers on all the sub-questions help to answer the main-question. So that means both methods of data collections were used when answering the main-question.

5.3 Ethical issues

Because this research involves people there are logically ethical issues. These issues emanate from the data collection methods that were used in this research. A lot of data was obtained by doing questionnaires and interviews. This way of data collection goes together with the ethical issue of confidentiality. The people who take part in the questionnaires and interviews have to be certain that the information that they are giving is used only for research purposes and is thereby completely anonymous.

The issue of confidentiality goes together with the issue of permission. Because I have done a research on learners that have not yet reached an age on which they can make their own decisions I have to ask the learners' parent(s) and/or guardian(s) for permission. I did this by handing out permission-letters which the parent(s) and/or guardian(s) could sign to give me permission to continue my research.

Another ethical issue is the issue of objectivity. Because this research is written by an European student teacher there can be a different view on certain topics then some African teachers have. Certain behaviour of learners can be considered as unwanted from an European point of view, where most African teachers do not see the behaviour as unwanted behaviour. This ethical issue has a cultural nature.

5.4 Process of data collection

Because this research is qualitative, I have to do qualitative data analysis. This means that I have to take a close look at the data I am collecting.

The interviews were compared to look for differences and similarities. In the similarities and differences I was looking for themes. Themes were common words or sentences that were used by multiple learners. When a lot of learners were speaking about the same things this could be seen as a theme and therefore these words could be merged into one theme. The themes gave me a clear image of the problem on which I then could continue my research. The interviews with the learners have the purpose of showing me what the learners want at school and what things they want to change, especially in the classroom. When I know what they want to change I can target my research to a positive behavioural management approach that fit the desires of the learners the most.

The observations were on-going during the time that I spend in the grade 6 classroom. I was looking at the ways the different teachers of grade 6 tackle the problems certain learners gave them during the day. The observations I do during the day in the lessons of the 4 different teachers in grade 6 were compared afterwards. Again I was looking for differences and similarities. This information will be of great use, because this information creates the baseline understanding of this research. When the observations are done accurately then it becomes clear where the problems are. These problems give me a cause on which I can continue my research so that I can investigate where the teachers can improve their classroom management in a positive manner.

In addition to the interviews and observations there was a questionnaire. This questionnaire will be answered by every learner and will be personally administered by me so that every learner understands what they have to fill in for every question. The main reason of this questionnaire is to get to know if the learners are aware of their own behaviour.

I collected data that was strengthened by the secondary data as stated in the theoretical framework. The theoretical framework is the baseline of my research and all activities that I planned will use the information that is written in the theoretical framework. It is important to use multiple sources, because that way the findings of this research are much more meaningful and well-grounded.

5.5 Timetable

In this timetable I have written down what I want to do every week, regarding my research, when I am at ████ Primary School. This timetable contains the activities I was doing during the week. I did not write down the activities when I am putting the data in my thesis because will be doing it every week.

Week 3.7 (2-8 September)

- Finish research proposal and submit the finished proposal to ████.
- Think about the questionnaire and if possible finish the format.
- Think about a interview with the learners, what subjects do I need to talk about with them?

Week 3.8 (9-15 September)

- Finish the questionnaire and print all forms so that they can be handed out during the week.
- Do a consultation with the HoD on when it is a good time to give the learners the questionnaire.
- Collect the questionnaires and make a start analysing the data.

Week 3.9 (16-22 September)

- Start doing observations in the classroom. Take a look at the way the teachers are dealing with the problems during class. Write down the similarities and the differences.
- If it was possible to do the questionnaire in week 3.8: Analyse questionnaire data. Otherwise do the questionnaire in this week and still make a start analysing the data.

Week 3.10 (23-29 September)

- Analyse the questionnaire data, make sure that it is arranged properly so that it does not give any problems in the future.
- Think about what leaners are most suitable for an interview (2 leaners that are showing good behaviour and 2 learners showing bad behaviour).
- Start preparing the interview with the learners.

30 September – 6 October
Official vacation. In this period I will look at what I have already done which will probably result in changes in the timetable.

Week 4.1 (7-13 October)

- Do the interviews with the learners and start writing down the interview on paper.
- Make an arrangement with the HoD on talking to parent(s) and or guardian(s) of two learners of grade 6
- Do observations in the classroom (teachers)

Week 4.2 (14-20 October)

- Finish writing down the interview and start analysing it.

Week 4.3 (21-27 October)

- Try to finish all to data collection and start writing down the results.

Week 4.4 (28-3 November)

- Work on answering all sub-questions.

Week 4.5 (4-10 November)

- Try to answer the main research question.

Week 4.6 (11-17 November)

- Work on the last details of the thesis.
- Start preparing the presentation.

Week 4.7 (18-24 November)

- Submission for final assessment of the dissertation.
- Prepare and finish presentation.

Week 4.8 (25-1 December)

- Probably: presentations of the research

6. Results

In this chapter the results of the research are discussed. The questions that I had beforehand are answered by looking into the empirical and theoretical data that I have been collecting. This data gives me an opportunity of answering the main question in the next chapter. Besides looking into the results in this chapter, I discuss the difference in implementation. Here I discuss how my proposal and research plan differs from what happened in a later stage of doing this research.

6.1 Approach on answering the sub-questions

In order to stay clear the main- and sub-questions are stated below and the connections with the data are made clear.

Main: *How can the teachers of ████████ Primary School improve their behavioural management, using a positive approach?*

1. *What is positive behavioural management?*
   This question is answered by looking into literature. There was no need to collect practical data to answer this question. It is an important question that answers the basic understanding of the main question.
2. *How do the learners feel about the current way of dealing with bad behaviour?*
   To answer this question a questionnaire has been taken on the learners. How do the learners feel about what is happening at school now regarding behavioural management (Appendix 1 – Questionnaire on behaviour of learners). In order to get to a deeper level of understanding four learners have been interviewed. Two bad behaved learners (Appendix 2 – Interview with two bad behaved learners) and two good behaved learners (Appendix 3 – Interview with two good behaved learners). The outcomes of this data collection are being discussed.
3. *What ways are there to improve the behaviour of children in the classroom?*
   To answer this question the data retrieved from the interviews with the teachers is being used as is the data of the theoretical framework. To answer this question there has to be an combination of theoretical data and practical data.
4. *In what way is the current approach not positive?*
   The information needed to answer this question are the questionnaires (Appendix 1 – Questionnaire on behaviour of learners) and the observations that have been made during the last couple of weeks.
5. *What ways are there to improve the behavioural management of teachers?*
   In this sub-question there are going to be some recommendations for the teachers to improve their behavioural management. Because this question is very similar to the main question it is answered in the final chapter of this thesis. These recommendations come from the results from sub-question 4. The negative events in question 4 are being discussed and adjusted to give an positive swing to it. That way it helps to answer the main question.

6.2 Difference in implementation

Before starting the research a plan was made to make sure that the data that was going to be collected covered all the aspects of this research. This plan can be found in chapter five, the research strategy. Because of this it was important to think about the questions that needed to be answered in order to give a substantiated answer to the main question. A variety of data collection tools were used (e.g. questionnaires, interviews, observations) to answer the different sub-questions and, of course, the main question.

The plan was to collect data consistently, but in reality it was different. There were a couple of interesting teachers and learners that were worth observing and investigating. One teacher, a very young and recent-educated one, was very interesting in the way she taught the children. The plan was to really look at the way she was teaching, but then she left because of logistical reasons, as discussed in Chapter Five. Due to this event a change had to be made. There needed to be another teacher that was in a way similar to the 'interesting teacher' that left. This teacher was found by looking at the data that was collected by handing out the questionnaires to the learners. Later on in this chapter it becomes clear which teacher and why.

Another problem that occurred during the process of data collection was that the research was heading towards a direction that did not cover the main question anymore. At a certain point it felt that the research was drowning in information. I tried to get data from every single party that was mentioned in the research strategy, unaware of the fact that this was not always necessary. The data that was collected until that point of time already covered a lot of ground and hence it was not necessary to collect even more data. This problem became obvious when I was looking into the aspect of parent participation in the school and their influence on the behaviour of the learners. The questions that this aspect evoked were already answered through the observations and interviews I did with the learners and the teachers. Therefore it was not necessary anymore to do interviews with some parents as the collection of even more data on this matter would only make it harder to narrow the research to the main aspect that was being researched in this thesis, behavioural management of teachers in the classroom.

6.3 Results regarding the sub-questions

In the following sections the sub-questions are answered. The approach to this questions are the same as described above (p. 15). It becomes clear which data is used and what the effects are on the results.

6.3.1 What is positive behavioural management?

Positive behavioural management is the core of this thesis. All of the results have been looked at from the point of view of this concept. Therefore it is very important to understand this concept fully. What is it and why is there a need to know about it?

Positive behavioural management has been discussed in the theoretical framework. In this section I defined it 'as *an approach that emphasises prevention, support for the learners, avoiding confrontation with learners and focusing on the development of values, relationships and skill building* (Amaro, sd)'. This definition covers a lot of the basic understanding of this concept, but there is more to it. Positive behavioural management, or positive behavioural support (PBS), is a system that is used to get a better understanding of what maintains the challenging behaviour of certain, in this case, learners. The system is used to assess the social and physical environment in which the behaviour occurs, it takes the view of the individual and other people that are involved into account and the data that emanates from this assessment is used to create a plan of action that improves the quality of life for the one that is showing negative behaviour and that of the parties that are involved (British Institute of Learning Disabilities, n.d.). The other parties are in this case the peer learners and the teachers. This approach connects very well with the point on view of Sutherland and Oswald (2005) on negative behaviour that is used in the theoretical framework. They agree that behaviour that prevents the learners from learning as fast or as well as their peers is regarded as a behavioural problem or as challenging behaviour. Children with this behaviour are more likely to experience negative experiences. And with the positive behavioural approach on this behaviour a plan of action can be prepared which reduces the negative experience of the learner and thus improves the quality

of life for the learner and other parties that are involved. In short, the whole theory on positive behavioural management is based on getting to know why learners with challenging behaviour do what they do and try to act on it with a positive approach.

6.3.2 How do the learners feel about the current way of dealing with bad behaviour?

To make sure that the recommendations that are going to be given in the following chapter are close to the core of the problem it is very important that the point of view of all the parties that are involved are being discussed. In this sub-chapter the point of view of the learners is being looked at. The disciplinary measures regarding negative behaviour always involve learners and that is why it is very important to examine what the learners think about the way the school is dealing with bad behaviour. Do they think it helps them to improve their behaviour in the future, or are there some changes to be made? To answer this question the learners were given an questionnaire on how they felt on how the school was dealing with bad behaviour. In addition to this data, to make things even more clear, four leaners were interviewed in order to gain an better understanding of the data that was collected with the questionnaire.

First of all, it is good to know if the learners even know how they should behave during class or even at school. The rules on the behaviour of learners, what behaviour is allowed and what not, are included in the code of conduct of (CoC). For example, one of the rules: '*Each learner has the right to work and learn without disturbance by others – not to prevent other from working and learning* (█████ Primary School, n.d.). Each learner has to be aware of those rules and can be punished for not abiding to the rules. When looking into the data retrieved from the questionnaire it becomes clear that all learners were aware of how they should behave at school. They all talk about respecting the teachers and respecting each other. In addition to this many learners answer that they should behave well and need to be quiet when in the classroom. This response connects very nicely to the quote from the CoC, as mentioned above. Their behaviour should not interfere with others learning. So, when we are looking into bad behaviour every child knows how to behave, but not every child is behaving like he or she should behave according to the CoC. This approach also connects with the point of view Sutherland and Oswald (2005), because when learners do interfere with other learners' development we consider this behaviour as bad or unwanted behaviour. The learners who show behaviour that prevents them from learning as fast or as well as their peers are not abiding to the rules written down in the CoC and can therefore be punished for it.

Now that it was clear that every learner knew how to behave a division of two groups could be made. The leaners that were behaving in a bad or unwanted way and learners that were behaving like how they should. Both parties had a different point of view on how the school was dealing with the bad behaviour. A lot of leaners, the majority, agreed that the consequences and the punishments on the bad behaviour were fair or good. Respect was a big factor and the consequences helped the learners to respect the teachers and their peers. *'I think it is good so that you can behave and respect everyone in the school and the teachers'* (Appendix 2 – Data analysis questionnaires on learners' behaviour). This statement was being confirmed by the information retrieved from an interview with two well behaved learners. They agreed that the consequences on bad behaviour were fair and good but they did not always help them to improve their behaviour. One of the learners thereby gave an example on how the problems should be encountered in his eyes. *"I think, that they should send children home. Because most of children, they do big things and then they get punished but they don't learn. I think they should send them to their parents until they have learned what they have done"* (Appendix 4 – Interview with two well behaved learners)*.* This quote shows that the punishments cover the load but do not always help the learners to improve their behaviour. There are some changes to be made in order to make sure that the behaviour of the learners can be

improved. This quote already shows an important party that has a lot of influence in the improvement of learners' behaviour, namely the parents. But more on this topic later on in this chapter.

Although the majority is saying that the consequences are fair or good there are some learners that do not agree with this statement. The data retrieved from an interview shows that the punishments do not stop the poor behaviour, they do not help. After the punishments the learners, even when the teachers are teaching them, continue showing the same bad behaviour (Appendix 3 – Interview with two badly behaved learners). This is almost the same as what is reflected in the interview with the two well behaved learners, but there is a difference. This group was saying that the punishment did not help at all where the other group was saying that there were some changes to be made in order to help the learners to improve their behaviour. The well behaved learners are speaking about 'learning from what they have done', where the bad behaved learners are only looking for punishments that are bad enough so that they will not do it again. This is a significant difference, because the badly behaved learners do not see the punishments as a way the school is trying to improve their behaviour.

To create some more insight into the problem the learners had the opportunity to think about things that could improve the behavioural management. What really stood out in the data is that none of the learners spoke about rewards, unless the question asked them to. This is quite an important finding, because the learners are so used to how thing are done now they do not think about positive ways to improve their behaviour. Because of this the interviews with the two badly and two well behaved learners were really pointed towards an positive approach to get to know how the learners feel about some sort of reward system. The data retrieved from these interviews is very interesting because, again, the approaches of the two groups are completely different.

The badly behaved learners are really disliking the punishments they are getting now and therefore really want to change the punishments to a reward system where the badly behaved learners do not get a reward for showing bad behaviour. On the question if this approach really would improve the behaviour one of the learners answered: *"Yes, because the punishments just make the children hate the teachers more. Which influences more backchatting."* (Appendix 3 – Interview with two badly behaved learners). So, now knowing this, they want to get rid of the punishments completely and replace them with a reward system for good behaviour. On the other hand there are the learners that are behaving well during the day. They do not really encounter punishments often and therefore it is very interesting to look at their point of view on this matter. What really stood out in the interview with the two well behaved learners is that the same thought on learning from your mistakes comes up, as mentioned earlier (p.18). They agree with the bad behaved learners that there is a need for them to be rewarded for good behaviour, but they do see the importance of being punished for behaviour that is not acceptable. The following statement of a well behaved learner really shows this: *"Because the people that get rewarded they see that it is something that is fun. And when the bad behaved learners don't get rewarded, they feel they are left out. But still, sometime you have to punish them. Like, let them not watch tv for a week or stay in their home and not go to play. To show them if you do something bad you get punished but if do something right you get rewarded."* (Appendix 4 – Interview with two well behaved learners).

So when looking back at the information written down above we can now say that there is a division between two groups of learners. The learners that are often confronted with punishments and the learners that are not. Both groups have a different feeling about how things are handled now at school. Both feel bad when they are being punished, but only the well behaved learners can see that the school does this so that they can learn from what they have done. In addition to this difference

the both groups agree that there is a need for them to be rewarded for good behaviour. On how this idea should be implemented they disagree. The good behaved learners still think it is necessary to be punished for the bad behaviour, where the bad behaved learners think not being rewarded is enough to not show the bad behaviour again.

6.3.3 What ways are there to improve the behaviour of children in the classroom?

Because this thesis is about giving a positive approach to behavioural management in the classroom there has to be a section about the ways to improve the behaviour of learners in the classroom. In this sub-chapter a variety of data is used to answer the sub-question. First of all I am going to take a look at the way a specific teacher, currently teaching grade 6, is coping with the difficulties learners are giving regarding negative behaviour. How does this teacher ensure that the learner's behaviour improves? Then the influence of another very important party, as mentioned above (p.19), is being discussed. Namely the parents.

6.3.3.1 Approach of a teacher that currently is teaching grade 6

The teacher that has been interviewed was not chosen randomly. The information retrieved from the *questionnaire on learners' behaviour* (Appendix 2) shows that there are some teachers in whose class the learners are behaving better. These teachers are very interesting to take a look at because they thus had a way of regulating learners' behaviour that is not being regarded as bad by a majority of the learners. One of those teachers was interviewed in order to get a better understanding of the approach (Appendix 5 – Interview with Mrs ▮▮▮▮▮▮). The data that comes forward in this interview is very interesting because the core of this approach is all about the development of a relationship between teacher and learner. When this relationship is strong the words of a teacher, during a conflict or the like, can really penetrate the learner. The relationship between teacher and learner is described by this teacher as follows: "*They must know you love them. That although they are naughty, although you get upset with them, you still love them. What I like to tell them is: You know I love you but I do not always like you. That is how I handled my own children at home too. They know I love them no matter what, but I do not always like what they are doing. That is what I try to do with the learners as well.*" (Appendix 5 – Interview with Mrs ▮▮▮▮▮▮). Now that it is clear that this teacher really tries to improve the relationships between teacher and learner it is important to take a look at the way this approach is used in classroom context. This approach, like many other approaches, does not guarantee that there is not going to be any bad behaviour. But how does this teacher tackle the problems using the approach of relationship development?

An important factor in the approach of relationship development is the dialogue (Campbell, 2018). When a learner is showing bad behaviour this teacher tries to take the learner out of the 'bad environment' in which the learner is taking part. This teacher claims that learners tend to be brave in class and are trying to show off in front of their peers. By taking the learners out of this environment, by sending them outside for example, they lose their backing up system and are thereby much more approachable and open for dialogue. The conversation that then follows is almost always pointed at the future of the learner. "*And you talk about their future and try to build a positive thing around it. And in the end when that does not work, we call in the parents.*"(Appendix 5 – Interview with Mrs ▮▮▮▮▮▮). This quote really shows the way this teacher is managing the dialogue between teacher and learner but is also showing that these conversations do not always give the desired result. This is where the parents are getting involved. Parents need to strengthen the hands of the teachers. As mentioned earlier, parents have a major influence on the behaviour of their child.

6.3.3.2 Influence of parents on learners' behaviour

As stated before in the theoretical framework parents are considered to be the primary agents of socialisation, as they teach their children important values and attitudes and teach the child what

behaviour is acceptable by society. The experience and relationships a child has within the family are key to the child's social and behavioural development (Laible, Carlo, Torquati, Ontai, 2004). All parties that are taking part in this research, teachers and learners, agree with this statement. All of them agree that parents have a big influence on behaviour. The following quotes, retrieved from the data, substantiate this statement.

 "Because children spent a quarter of the day at school and then three quarters at home. (…) Because there is more time spent with the parents then in school" (Appendix 4 – Interview with two well behaved learners). This quote shows that these well behaved learners think that the influence of their parents is bigger than the influence of school, not just because the influence itself is bigger but just because of the amount of time that is spend together. It seems that these learners connect the amount time that is spend together with the possibility that one can make a change in a learner's behaviour. But next to this aspect of the problem one of the well behaved learners gives a solution for handling badly behaved learners. Because some parents are not acting on the fact that the behaviour of their child is interfering with other learner's development they neglect the fact that their influence can change this behaviour. Therefore one of the learners says that the school should invite the parents into the school and could try to teach them how to punish their children when they show bad behaviour. *"And then every parents meeting they could say how to punish their children to know what they did is not right"* (Appendix 4 - Interview with two well behaved learners).

On the question if learners think the parents influence on behaviour is bigger than the teachers, the badly behaved learners answered: *"I think it is bigger. The teachers they are like parents to us, but they really don't act like it"* (Appendix 3 – Interview with two badly behaved learners). This quote is hard to interpret. It does not become completely clear how the learners think a teacher should act in their opinion. They do see the teachers as parents but they cannot explain why they think the teachers do not act like it. When I take a closer look at the rest of the answers these learners gave, it becomes clear that it has something to do with acceptance and respect. When the teachers approach the learners with respect and acceptance these learners will accept the teachers too and will show them respect. This interpretation becomes clear from the following quote of one of the badly behaved learners: *"They expect us to trust them, but then they go to the principal. And if we tell her something, like we've been having trouble she will tell the principal and she will announce it in every class and all the learners will know about it. And they are going to start picking on us. That is why we don't say anything to the teachers"*(Appendix 3 – Interview with two badly behaved learners). So, for these learners, to improve their behaviour, a teacher should approach learners with respect and acceptance in order to make sure that their behaviour is improved. But due to the fact that it is not sure that the learners meant this with what they said, they did not tell this explicitly, I cannot be completely sure these learners are agreeing with this approach.

And finally the teacher that was interviewed says something about this matter too: *"The big problem is to get the parents to take responsibility for their children. Parents are covering for their children, that is the one big problem. You will see that the learners, that give you problems, are learners that are being pampered at home and spoiled at home. And are not learning the right life values"* (Appendix 5 – Interview with Mrs ▮▮▮▮▮▮). This quote from the teacher shows one of the problems the school is struggling with. The problem that learners are spoiled at home, which often results in conflict when these kind of learners are being corrected for showing bad behaviour. They are not used to being punished and therefore they find it very hard to cope with these corrections or punishments. But not only the spoiled and pampered kids show bad behaviour. There are some kids to whom this rule does not apply. These kids are not spoiled or pampered at home, but they do show the same bad behaviour. To improve the behaviour of both groups it is important that the parents

see the importance of taking the measures the school takes against the behaviour of their children seriously. This connects with the literature in the theoretical framework about the way children can mimic the behaviour of their elderly (Standord University, n.d.). When parents do not take the disciplinary measures against their children seriously, logically, according to this source, the learners are also not going to take the measures seriously. Parents and guardians have to show the children how to behave by showing the desired behaviour themselves (Heflick, 2011).

6.3.3.3 The implementation of a reward system

Now that it is clear that all parties involved have their influence and ideas on the regulation and improvement of learners' behaviour it is good to take a look at a completely different approach. This approach has not yet been discussed and is thereby very interesting to take a look at. This approach comes in the form of a reward system and is therefore very positive.

All parties that have been interviewed were asked to answer questions on the idea to implement some sort of reward system. It became clear that there was a significant difference between the learners and teachers. The groups did not agree on the effects on behaviour that this approach could evoke. The learners were saying that they felt that there was a need for them to be rewarded for good behaviour. The well and badly behaved learners were not completely agreeing with each other on how this should be applied in practice (information on this matter can be found in sub-chapter 6.3.2), but they agreed that there had to come some sort of reward system. *"Yes, I think so because* (…that there has to come a reward system) *when children do something good they get rewarded. And they feel that to do something more often so that they can get rewarded. So that would encourage them to stay good and to do good behaviour than bad behaviour"* (Appendix 4 – Interview with two well behaved learners). This quote shows not only that the learners are open to a reward system but also shows the effects of a positive approach on bad ánd good behaviour. The idea that good behaviour gets rewarded really stimulates the learners to show the same good behaviour more often and because bad behaviour is not being rewarded the learners will think once or twice before doing something that is not acceptable in the classroom. *"The way I was taught up, it's good behaviour that gets a reward and bad behaviour gets no reward"* (Appendix 3 – Interview with two badly behaved learners).

The teacher that was interviewed on this topic has a completely different opinion. The same question was asked; is it necessary to implement a reward system? It immediately became clear that there had been some experiments with reward systems before but that they did not have the desired effect. With the reward system that was used learners could score points for good behaviour which they could later redeem for a reward. But there was a problem with this system according to the interview with the teacher: "*The reward system is really lacking because you are so busy with naughty children that one thinks to forget about the good children. And that is the truth all over*" (Appendix 5 – Interview with Mrs ████████). The real problem with this reward system was that the conditions for giving points for good behaviour were not formed unambiguously. So, one teacher would give points for being silent during class where the other teacher did not. From this information, that is retrieved from the interview, it becomes clear that this teacher is not so keen on a reward system unless it is has been prepared with care. What is worth mentioning is that this teachers sees not being punished as a reward. "*What I sometimes try to do, what I say is: your reward is not getting in this discipline book. That is your reward*" (Appendix 5 – Interview with Mrs ████████). This is a different approach and cannot be really seen as a reward system because a reward system motivates learners to do better and retains the ones that are already showing the desired behaviour (Wiley Encyclopedia of Management, 2015). But nevertheless the approach of this teacher can be considered as a way to improve the behaviour of learners.

6.3.3.4 The effects of a reward system

Now that all approaches on the improvement of learners have been reviewed, it now is important to take a look at what the effects of a possible rewards system are. When a system like this is used what are the expected effects on learners' behaviour? This section is only going to discuss the effects of a reward system, therefore the effects of increasing parent involvement or using the approach of relationship development is being ignored.

To create a clear picture of what the effects on the improvement of learners' behaviour are, the effects of rewards are elaborated. This is done from the point of view from the leading psychologist and proponent of the behaviourist theory of learning, namely B.F. Skinner (1986). This psychologist claims that one's behaviour is determined by the consequences of that behaviour. Behaviour can therefore be learned as long as the right behaviour is being rewarded. In many of his experiments on this theory, in which many animals were used, it became clear that animals that were rewarded for good behaviour were showing this behaviour more frequent than others who were not rewarded. This approach is called 'operant conditioning' (Skinner, 1968). In the classroom this means the following. Learners who are showing good behaviour should be rewarded for this behaviour, according to the approach of operant conditioning. This approach will later result in the fact that learners will show the same good behaviour more frequent. One of the learners really connects this approach with the practice. On the question if this badly behaved learner thinks a reward system will improve their behaviour, this learner answered: *" They* (learners that are not behaving well) *do also want to change to good behaviour so that they can get a reward too"* (Appendix 3 – Interview with two bad behaved learners).

6.3.4 In what way is the current approach not positive?

The main question of this thesis is: How can the teachers of ▮▮▮▮▮▮ Primary School improve their behavioural management, using a positive approach? This sentence evokes the question that the approach the school is currently using is not positive and therefore a look has to be taken on why this approach is not positive. When this question is answered it becomes clear in which areas there is room for improvement.

First of all it had to be clear what ways of behavioural improvement the school was using now. A lot of this has already been spoken about in the previous section. But one very important topic has not really been reviewed yet, namely the disciplinary book. This book is used by all of the teachers at ▮▮▮▮▮▮ Primary School. In this book all the infractions of all the learners are noted. At the end of every week the Head of Department (HoD) takes a look in this book and counts the infractions of every learner. Based on how many infractions one learner had during the week the consequences of this unwanted behaviour are determined. Usually, when one leaner had more than four infractions they receive a letter which has to be signed by the parent or guardian. When a learner has received more than one letter the punishments are getting worse, for example after the second letter the learner has to sweep the classroom, after the third letter they have to sit detention and after the fourth the learner is suspended for a certain amount of days. This is the way the school is currently dealing with learners that are not behaving like the school wants them to behave. But why is this approach not positive?

According to Herb Lovett (1996) a positive approach is a approach, or a way of thinking, that moves from control to collaboration. The core of this approach lies in the way individuals are connecting with each other. People have to work in collaboration and have to think about honesty and equality. Nowadays, also at ▮▮▮▮▮▮ Primary School, decisions are made because of policy rather then because they make sense to the people that are involved. In this case many of the decisions that are made do not make sense to every party that is involved. In a certain way it can make sense to

teachers but the learners do not feel the same. The following statement confirms this: *"I would like the teacher to at least say 'please stop and carry on with the work', because when the teachers seem asking for something they immediately jump and write my name in the book (disciplinary book)"* (Appendix 3 – Interview with two badly behaved learners). This statement, made by one of the badly behaved learners, shows that there is no dialogue between learners and teachers. This approach does not move all parties from control to collaboration and can therefore not be seen as a positive way of improving leaners' behaviour.

7. Conclusions, recommendations, discussion and reflection

In this chapter an answer to the main question is given. To answer this question sub-question five is used due to the fact that this question is very similar to the main question. By using this approach a clearer image is created and thus it is easier for all parties that are involved in the research to change their way of thinking or their way of handling challenges they encounter during schooltime. The recommendations to the school as a result of this approach are described.

7.1 Conclusions

The results, as written down above, reveal a great deal about the way things are being done now at ████████ Primary School. They give a good insight into all the thinking of every party involved. In this sub-chapter all the conclusions that are made from taking a good look at the results are written down. Every conclusion that is made in this section contributes to the answer on the main question.

The main question of this thesis is: "How can the grade 6 teachers of ████████ primary school improve their behavioural management in the classroom, using a positive approach?

This study shows that there are a lot of differences between each party that is involved in behavioural management. Not only the teachers are responsible for the improvement of the learners but also the parents and, of course, the learners themselves. It becomes clear that not only the improvement of teachers behavioural management results in better behaviour of learners. For example, in the results it is evident that the parents do not strengthen the hands of the teachers that are currently teaching grade 6. De disciplinary letters that are given to the learners to take home are not being handled seriously by every parent. This problem can be solved by increasing parent involvement as one teachers puts it: '*And in the end when that does not work, we call in the parents. Speak to the parents and then we call in the child and we tell the parents, in front of the child, what he is doing. And tell the parents that we need them to strengthen our hands*' (Appendix 5 – Interview with Mrs ████████). As mentioned in the theoretical framework, parents have a big influence on the behaviour of their children. Parents are the main determinants of the way children are acting during class or during other social events. Parents are considered to be the primary agents of socialisation, they teach their children important values and attitudes, developing children socially and psychologically trough experiences they have within the family (Laible, Carlo, Torquati & Ontai, 2004). The increase of parent involvement by teachers can be seen as a positive approach to behavioural management, because this approach moves both parties to collaboration. In addition to this, this approach even tries to connects multiple individuals, parents, learners and teachers with each other to make sure that the behaviour of the learner improves (Lovett, 1996).

Increased parent involvement is not the only factor influencing better behaviour. In the results (chapter 6.3.3.1) it became clear that a teacher, currently teaching grade 6, was using an approach that resulted in better behaviour of learners, namely the approach of relationship development. This approach finds support in the theoretical framework. Relationship development is an element of social skill training. The conversations a teacher has with a badly behaved learner, learn the learner how to act during conflict. It shows the learner how to negotiate with an adult and learns them how to solve problems with each other (Luiselli, Putnam, Handler & Feinberg, 2005).

Another very interesting finding that is worth mentioning and which certainly helps to answer the main question is the difference between badly and well behaved learners regarding their feelings about the punishments teachers give now. A division into two groups is made, namely learners who are often confronted with punishments and learners who are not. The well behaved learners feel like they have to be punished for bad behaviour, because these events make sure that they learn from

their mistakes and can thereby help to improve their behaviour. The other group, the badly behaved learners, do not feel the same. They do not see the punishment the teachers use as a way they try to improve their behaviour. This difference between both groups is very interesting because how can a teacher improve a learner's behaviour if this learner does not see the punishment as a way of improving this behaviour? This difference can be solved by making sure that both groups feel the same about the punishments, they both have to see that the punishments are there to improve their behaviour. This resonated with the theory of evidence-based strategies to solve disciplinary and behavioural problems in the classroom. The approach of social skill training teaches the children how to act during a conflict. It teaches the learners to interact more effectively with peers and adults to make sure that the learners can cope with the challenges they encounter during schooltime (Luiselli, Putnam, Handler & Feinberg, 2005). The approach also influences how teachers act, because the teacher is able to explain why the punishments the give the learners do contribute to the improvement of behaviour.

In addition to what is now stated about the parent involvement and the differences there are between well and badly behaved learners there is also a section about the implementation of a reward system. A reward system is a very positive approach to managing bad behaviour in the classroom. Learners and teachers do not feel the same about the implementation of a reward system. The data on learners that is retrieved from the questionnaires and interviews shows that all learners feel the need to be rewarded for good behaviour. They would like to see some sort of reward system because this would encourage them to show this good behaviour more frequently. This finds support in Skinner's (1986) approach of operant conditioning. One's behaviour is determined by the consequences of this behaviour. The consequence of good behaviour is, in this case, a reward and as a result of this the good behaviour is shown more frequently. But where the learners are very positive about a reward system, one teacher is not. The teacher explains that earlier experiments with reward systems did not give the desired effect. The reward system that was used only drew attention to learners that were not behaving and the well behaved learners did not receive the attention they deserved. This teacher would only use a reward system if it was prepared with care and was unambiguously drawn up. When this is done a reward system is certainly a way of improving learners' behaviour positively.

7.2 Recommendations

Now that a close look was taken at the conclusions of this research, a couple of recommendations can be made. Due to the fact that this research has the purpose of showing the parties that are involved in the behaviour of learners where there is room for improvement, the recommendations that are given cannot be implemented directly. They only have the purpose of showing where there is room for improvement. The school can take a look at this recommendations and think of ways to tackle the problems that are made clear in this research.

The first problem that was evident in this research was the fact that the parent/guardian involvement was very low. Because of this many disciplinary measures wherein the parents/guardians took part, disciplinary letters for example, were not working like the school desired. To tackle this problem the school, logically, has to try to improve the parent/guardian involvement. A school cannot force a parent or guardian to be critically involved in school but the school can try to encourage and facilitate it. This can be done by keeping the parents/guardians up to date. Many parents or guardians, nowadays, do not know what is happening at school. By handing out letters, for example, on which is noted what activities and projects the learner is going to attend the parents or guardians get more involved. They know what their child is working on and can therefore help them or correct them at home when needed.

Another way of increasing parent involvement is by giving parents volunteer opportunities. This approach gives the parent the opportunity to change their role from spectator to active participant. This also gives them the change to see what the children are doing on a daily basis and what the challenges are they may face (Cooper, 2016). This alteration of perspective can ensure a better understanding of what teachers are doing against bad behaviour and thus result in a better collaboration between parent and teacher.

All together the school has to try to improve the understanding of parents and guardians on things that happen at school. This can be done by making the school more accessible. The core of this recommendation is to really try to invite parents into the school more often. When this is done they will get a better understanding of what happens at school and can therefore improve their way of handling behavioural problems the learners are giving at school.

The next recommendation includes the problem regarding the way badly and well behaved learners think about the punishments they got. In the results it became clear that the well behaved learners saw the punishments as a way the school was trying to improve their behaviour. The badly behaved learners did not feel this way. This difference can be seen as a problem and therefore has to be solved in order to show the badly behaved learners that the punishments are there to improve their behaviour. This significant difference between well and badly behaved learners is hard to solve and therefore the first step of solving this problem is that the school has to be aware of this fact. When the school is aware of the fact that not every learner feels the same about the punishments, it can think about certain workshops of lectures on behavioural management which can help to narrow the difference between well and badly behaved learners and thus help to improve the behaviour of every learner.

The third recommendation that can be made based on the information that was retrieved in this thesis is the implementation of a reward system. In chapter 6.3.3.4 information is given about what positive influence a reward system can have on the behaviour of learners. The data that was retrieved showed that the majority of learners felt that there was a need to be rewarded for good behaviour. This finding results in the recommendation that the school really has to try to implement some kind of reward system although the school is not very keen on it. This last problem can be solved by preparing a reward system with great care. The reward system has to be formed unambiguously and has to be clear to every party that is involved.

The last recommendation that can be made is for all the teachers that are teaching in grade 6 at ▮▮▮▮▮ Primary School. Due to the fact that the data showed that the learners behaviour was different in different teachers classes, it is recommended that teachers try to take a look in each other's classes to see what they can learn from each other. Some teacher are not struggling as much with behavioural problems as others. Therefore it is important to take a look in each other classroom to see how they tackle behavioural problems.

7.3 Discussion
This research had yielded a number of questions and discussion points. These discussion are explained in this chapter.

7.3.1 Validity of the research
First of all the validity of the research is being discussed. This research used different tools to collect data from the research groups. Tools as interviews, questionnaires and observations were used. All of these tools were used to create a better understanding of the problem. The questionnaires had the purpose of showing were the learners thought were there was room for improvement and to show what things were already done properly at school. The interviews with both learners and

teachers were based on the data that was retrieved from the questionnaires. They helped to create a better understanding of what the learners had written down in the questionnaires. Although the tools were answering the questions I hoped they would answer, a little reservation has to be made. Because this research was on behaviour it was possible that the persons that were interviewed were not completely honest about their own behaviour. Therefore it is hard to say if the data that was retrieved from every research tool is completely valid. There is no guarantee that a repetition of the data collection will give the same information.

7.3.2 Limitations of the research

There were some limitations of the research. Unfortunately, the study could not include every approach on how teachers could improve their behavioural management in the classroom. It became clear that there was a lot of data on this matter. Therefore a selection was made on how the sub-question could be answered, using the data that was collected until that point of time. This data included every important aspect of the problem but there were more approaches that could have been discussed.

This study does not cover every party that has influence on learners' behaviour. For example parents or guardians have a big influence. Although this influence was briefly discussed a lot more information can be found on this matter. Due to the size and the scope of this research the choice was made to not discuss this matter thoroughly.

In addition to this it is not clear if every theory that is used in this research can be trusted. This is due to the fact that many theories came from psychologist and educationalist who based their researches in context different from South Africa. This research was done in South Africa and therefore not every theory can be uncritically applied. For example the theory of Gottfredson (1997) on evidence-based strategies to improve the behaviour of learners can be questioned. This theory had an European basis, because a majority of the data was retrieved from European studies.

The reader of this research also has to be aware of the fact that the results of this research are focussed on a specific primary school in South Africa. Therefore all the recommendations that have been made in the previous chapter cannot be uncritically applied to every school situation, but needs to be adapted.

7.3.3 Suggestions for follow-up studies

During the process of research it became clear that the problem was a lot bigger then what is now discussed in this thesis. A lot of parties had an influence on the behaviour of learners and therefore it was not possible to look into every perspective. For example this research only discussed a small part of the influence of parents or guardians on the behaviour of learners at school although they had an big influence on behaviour according to Laible, Carlo, Torquati and Ontai (2004). Due to the fact that this research was only discussing ways teachers could improve their behavioural management in the classroom a big part of parent influence on this matter was left behind. To make sure that all parts of this problem are discussed a follow-up study on the influence of parents or guardians is recommended.

7.4 Reflection and evaluation on the research process

I was very satisfied with the process of every aspect of writing this thesis. During the last couple of months I had many experiences regarding the research I was working on. In this section I am going to reflect on some challenges I had in the last couple of months.

In the beginning it was quite hard to find a topic that had my interest and that was worth doing research on. Due to many conversations I had with teachers at ▮▮▮▮▮ Primary School and the

conversations I had with my professor we soon came up with a good topic. This topic had my interest and therefore I was very enthusiastic and driven to finish my research with a good mark. Because of this experience I learned that it is very valuable to speak with many different people and specialist. All of these people can help you with your research and therefore you should never be scared to ask someone for help.

Because of the fact that I was so enthusiastic about my research I wanted to investigate almost every aspect of the problem. In the beginning, during the design of the proposal, this was not a problem at all. In this phase I was not busy with collecting data and thus I had no idea how many time it would take to collect all data that I wanted to collect. In the weeks that followed it became increasingly clear that I was collecting too many data. Therefore it felt that I was drowning in data and that the scope of my research was lost. This event made me look for help from other people (teachers, family, students). The conversations I had with them resulted in my getting rid of one of the sub-questions. After this event everything was very clear for me and working on my thesis was not as hard as it was before.

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8. Summary

According to conversations with some of the teachers it became clear that there were some problems with the way certain kids were acting in grade 6 of ████ Primary School. To make sure this problems were not getting worse the school was tackling these problems with all sorts of punishments. However, these punishments tended to be quite negative.

The purpose of this research was to give teachers recommendations on how they could improve their behavioural management using a positive approach. Therefore the following research question was prepared: *How can the grade 6 teachers of* ████ *primary school improve their behavioural management in the classroom, using a positive approach?* This question had the purpose to show the teachers of grade 6 what alternatives there were to improve the behaviour of learners. Behavioural management is the way teachers choose to tackle problems during class.

To answer this question a variety of data collection methods were used. Questionnaires were handed out to all learners of grade 6 at ████ Primary School. In addition to this, to create a better understanding of the data retrieved from the questionnaires, four learners and a teacher were interviewed. It became clear from the answers to the questionnaires and interviews that there were a lot of parties that had an influence on the behaviour of learners, more than just the teachers. Many participants in the research spoke about the influence of parents and how they could help the teachers to improve learners' behaviour. It became clear that there was a difference between well and badly behaved learners about the way the experienced the punishments they got at school. Not every learner saw the punishments they got as a way the school was trying to improve their behaviour. In addition to this findings it was evident in the results that the way a certain teacher was trying to improve learners' behaviour was working well, we called this approach 'relationship development'.

Based on these results and conclusions some recommendations could be made. To make sure that the behavioural management improves in the future ████ Primary School has to try to increase the parent involvement. As a result of this the parents or guardians do not longer see themselves as spectators in the process of education but more as active participants. This change could result in better behaviour.

The school also has to be aware of the fact that not every learners sees the punishments as a way the school tries to improve their behaviour. When the school is aware of this they could try to adapt their punishments to every learner. This approach will hopefully result in a better understanding between teacher and learner and therefore in better behaviour.

In addition to this recommendations the school also has to try to look into the implementation of a reward system. The results showed that there were a lot of learners that felt that they needed to be rewarded for good behaviour.

Due to the fact that the main question of this research focused on the improvement of teachers' behavioural management not a lot of information was given on how parents could help the teachers to improve learners behaviour. Therefore, to make sure that every part of the problem is discussed, a follow-up study on the influence of parents or guardians on children's behaviour is recommended.

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10. Appendices

Appendix 1 – Questionnaire on learners' behaviour

Hello learner of grade 6,

My name is Jelmer Brinkman and I am a teacher-to-be from the Netherlands. I am doing a research in your class and that is why I need your help. This questionnaire is going to ask you certain question's on your behaviour during class. No answer is right or wrong. Try to answer your questions as clear as possible. Keep in mind that the answers you hand in are only used for research and are thereby completely anonymous. So please answer the questions as honest as you can.

Try to answer in full sentences. That way the information you are giving is much more helpful!

1. How do you think you should behave during the day at school, especially in the classroom?

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_____

_____

_____

2. How do you think you are behaving during class?

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3. Do you think you behave like the teachers of grade 6 want you to behave? And why do you think that?

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4. How do you feel about the rotation of teachers in your classroom during the day?

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5. Do you think there is a difference between the teachers that you encounter during the day? Please try to explain why.

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_____

6. Do you think you behave better when a specific teacher is teaching you? If you are behaving better, please write down the name of this teacher and try to explain why. If not, try to explain that too.

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7. What do you think of the consequences of bad behaviour? With this I mean the punishment you will get when you show bad behaviour (community service, detention etc.).

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8. If you could change one thing about the punishment/consequences on bad behaviour, what would it be and how would you do it? (If you do not want to change anything, try to explain why).

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9. Do you think you are being rewarded for showing good behaviour? Try to explain why.

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Thank you for your cooperation!

Appendix 2 – Data analysis questionnaires on learners' behaviour

Question 1: How do you think you should behave during the day at school, especially in the classroom?

This question shows if the learners are aware of how they should behave at school. All learners tell the same thing. They all talk about respecting the teachers and respecting each other. Next to this many learners answer that they should behave well and need to be quiet when in the classroom.

Common themes/words: Respect, act well-behaved, be quiet during class

Questions arising from the answers of the learners:

-   How do teachers think a learner should behave?
-   Do the teachers think the learners are aware of how they should behave?

Question 2: How do you think you are behaving during class?

This question is a follow-up question. It shows if the learners can reflect on themselves and on the answer they gave at question 1.

There are three groups.

1. Well behaved learners
2. Bad behaved learners
3. Vague answers

Well behaved: The learners connect being quiet with behaving well. This is interesting; do teachers make the same connection? Also backchatting seems quite a thing. Respecting the teacher is important.

Bad behaved: The answers are the complete opposite of what the well behaved children are telling me. They are not quiet and are backchatting the teacher.

Vague answers: These learners are struggling with the question. They do not know if their behaviour is good or bad.

Common themes/words: Respect, being quiet during class, backchatting

Questions arising from the answer of the learners:

-   Do teachers make a connection between quietness and behaviour?
-   When is a learner misbehaving?

Question 3: Do you think you behave like the teachers of grade 6 want you to behave? And why do you think that?

This question shows if the learners can see their own behaviour from the eyes of the teacher.

Two groups.

1. Learners that think they are behaving
2. Learners that do not think they are behaving

1: The learners that answered 'yes' talk a lot about respect. When they show respect they will not get in trouble. They also think that being quiet and not being pointed out by the teachers is a sign of good behaviour. They also tell that if they do not behave well there are consequences of which they are afraid.

2: The learners that answered 'no' are a lot more talkative then the other group. They tell me that they talk a lot when the teacher wants them to be quiet. Some learners think their behaviour is bad because the teachers are correcting them regularly. Most of the answers have something to do with making noise when it is not allowed.

Common themes/words: Respect, contact with the teachers, being quiet/too loud

Questions arising from the answer of the learners:

- Do the teachers know if the learners know how to behave?

Question 4: How do you feel about the rotation of teachers in your classroom during the day?

This question helps me to find out if the learners are struggling with the rotational system. Maybe there is a connection between this system and bad behaviour of children.

The majority of the learners agree that the rotation of teachers is a good thing. They tell that many different teachers provide a lot of variety in the way they are teaching. This makes that the lessons are not getting boring. The teachers' way of teaching is also important. Some ways fit the learner better. Some learners say that their relationship with a specific teacher is better and are thereby happy with the rotational system.

The learners that are not happy with the system say that a lot of time gets lost because of the rotation. And that some teachers are annoying. So they would rather not have this teacher, and that is why they dislike the rotational system.

Common themes/words: happy, variety, boring, relationship

Questions arising from the answer of the learners:

- What do the teachers think of the rotational system? (Pointed towards the effect of it on the behaviour of the children?)

Question 5: Do you think there is a difference between the teachers that you encounter during the day? Please try to explain why.

This question shows if the learners can tell me if there are any differences between teachers. This information is important for any recommendations for teachers in the future. The answers on this question can show me what those differences are, if there are any. This information gives me the opportunity to get a look into the different ways the teachers are connecting with the learners.

The learners all agree that there are differences between the teachers they encounter during the day. The biggest difference between the teachers is about the way they interact with the learners. Many learners tell me that there are nice and kind teachers that they love to learn from. But there are strict and serious teachers too. This opposition is connected with the way the learners behave. The answer of a certain learner shows this clearly: '*Yes there is a big difference because sometimes*

other teachers hit leaners instead or shouting them, so sometimes learners become angry and have bad behaviour in some of the classes. It seems that the learners are struggling the most with behaving themselves when they are being taught by a teacher that is strict and serious. These classes are not fun and that is why a lot of children cannot always show the behaviour that the teachers is asking of them.

One leaners thinks there is no difference. 'No, there is no difference because no teachers wants us to sometimes have some fun'.

Common themes/words: Way of teaching, relationship with the teachers, strict and serious, nice and kind

Questions arising from the answer of the learners:

- What differences do the teachers think there are between them?

Question 6: Do you think you behave better when a specific teacher is teaching you? If you are behaving better, please write down the name of this teacher and try to explain why. If not, try to explain that too.

By looking into this question I hope to find which teachers' class the leaners are behaving the best. When I get the name of this teacher I can look into her way of teaching and look at what makes her classes better (behavioural wise) then other teachers.

Yes I behave better in (...) classroom:

Mrs. █████	15
Mrs. █████ (now gone)	17
Mrs. █████	4
Mrs. █████	3

These numbers show the amount of learners that answered the name of the teachers in which class they behave better. The sum of the numbers is bigger than the amount of learners that are in grade 6, this is because some learners answered two teachers or more in stead of one. There is a diversity in why the learners are behaving better in the classes of this teachers. Some learners are saying this is because those teachers are sweet, kind and loving and tell the learners great life lessons. Other learners say these teachers are very strict and clear. This is a very interesting point.

Two quotes on Mrs. ██████ that show the difference:

- 'Mrs. ██████ because she knows how I was raised and she also knows my family members. Mrs ██████ is a very kind teacher, she well also do something for you and she will always be helpful to you'.
- 'I'm behaving to Mrs. ██████ classroom because she like to shouting us in the classroom'.

It is good to look into the way of teaching of one of the two teachers that have been picked a lot. It is also important to look into the way the less picked teachers are teaching. By doing a comparison of those two groups some differences become clear. It is a good idea for me to point out the differences because that way the teachers can learn from each other and improve.

Common themes/words: Way of teaching, personality, background, way of correcting the learners, understanding.

Questions arising from the answer of the learners:

- What do the teachers think of their own way of correcting the children? How do they do it and do they think it works.

Question 7: What do you think of the consequences of bad behaviour? With this I mean the punishment you will get when you show bad behaviour (community service, detention etc.).

This question really answers one of sub-questions I have to answer in my thesis. How do the learners feel about the current way of dealing with bad behaviour? It is important to have some insight in this matter because if these consequences do not correct the behaviour of the learners why should the school continue with these consequences. That is what I tried to find out with this question.

- No community service, it is bad. Detention is a good punishment, or something like sweeping the classroom during breaktime.
- 'I think it is good, because it is not fair for the teachers. They must not teach us manners our parents must so we can behave in school'.
- Some kids are telling me that the punishments do not help the kids to start listening. They just keep on with their bad behaviour. This is an interesting point. Are the teachers aware of this fact?
- 'I think it is good so that you can behave and respect everyone in the school and the teachers'.
- 'What you give the teachers is what you get back'.
- 'I think that is a good idea that our school has community service and detention so that we can behave better and better, but I don't think it's working.

When I take a look at this information it becomes clear that the majority of the learners think the consequences on bad behaviour are fair or good. The same theme comes forward in the answers of the learners, namely respect. Respect is a big factor in the school, many learners tell me that the consequences help them to respect the teachers and other people. A very interesting point made by one of the teachers is the question if the punishments really help the children to behave better. A couple of learners are saying that the punishments will not change the behaviour of the children, they just keep on behaving bad. When I take a look at what happens in the classroom I see that it are the same kids that are being punished over and over again. So maybe the point made by one of the learners is actually true.

Common themes/words: Respect, detention is bad, community service, good thing

Questions arising from the answer of the learners:

- Do the teachers think the punishments are helping the children to behave better in the future?

Question 8: If you could change one thing about the punishment/consequences on bad behaviour, what would it be and how would you do it? (If you do not want to change anything, try to explain why).

This question has the purpose of giving the learners a opportunity to think about different ways to correct their own behaviour. This information will help me giving the teachers recommendation on how they should change their way of teaching to make sure that the children behave better.

- Cleaning the toilets or/and pick up papers
- 'I don't want to change anything. You must change yourself and then you are free'.
- Some learners want to make a change regarding detention. Now learners have to stay at school until 5 o'clock. This is way too late according to the learners, because the streets are getting dangerous at that time (there is no transport at that time) and they start getting hungry. Fair point.
- Conversations with the teachers on the behaviour they are showing.
- Let the learners that are misbehaving sit break for some time.
- 'Community service is the worst punishment ever'.
- 'Put cameras in each and every class and watch what is happening than I will show their parent what their children are doing in class'.
- 'I would completely stop every thing if they do not behave let them stop having break'.

There are a lot of learners that think the punishments they have now are fair. 'I would not change anything because it serves us right as learners'.

So if I take a closer look at what the learners are answering on this particular question it seems that a majority of the learners is fine with the punishments right now. They think that it helps them learning from their own mistakes. They do not want to get rid of the punishments but rather want to adjust them. For example: instead of sitting detention till 5 o'clock, make it until 3 or half past 3. What is worth mentioning is that there are no learners giving positive punishments. With this I mean that no learners are telling me that they should reward learners that are showing good behaviour.

Common themes/words: No change, respect, learn from our mistakes, detention, sit break

Questions arising from the answer of the learners:

- Do the teachers feel the same about the current punishments or do they want to change them too?

Question 9: Do you think you are being rewarded for showing good behaviour? Try to explain why.

Because my main question is about a positive approach on bad behaviour I wanted to get to know if the learners are being rewarded for showing good behaviour.

Many of the learners answered yes on this question. But if we take a closer look at the answers it looks like the learners think a reward for good behaviour is not getting punished. This is actually quite weird but I can see what they mean. Next to not getting punished another reward is not getting a lot of homework or playing a game when the work is finished.

- 'Yes, because we don't sit breaks or detention that is how we are rewarded'.
- 'Yes, because you are given a chance to play games or chat with your friends'.

Common themes/words: Not being punished, play games, chat with friends

Questions arising from the answer of the learners:

- Do the teachers reward the learners for showing good behaviour?

Appendix 3 - Interview with two badly behaved learners

Okay, the first question. And this question really comes from the questionnaire you guys took earlier. I think you will recognize the question, but it is a little bit different. How do you feel about the current way of dealing with bad behaviour?

C: *"I don't think the teachers are like doing a great job, because* ▮▮▮▮▮ *is a bigger school than this. If they sit detention it is up to half past three, then this school we sit until five o'clock. But it is just a little school.*

D: *"And then sometimes I get home and it is already dark and stuff so... I am walking like literally in the night."*

But do you feel like this punishment is fair?

D: *"Not really, because it is a bit harsh. A hour or two that would be fine because I get home in the dark and that is just...*

Dangerous

D: *"Yeah.."*

Okay that is clear. But if you are thinking about how you feel about the punishment? Do you think you need to get punished for your behaviour? Is it the right way of dealing with bad behaviour?

C: *"It is, but I am not too sure."*

D: *"More or less."*

Why is that? Why are you not too sure about that?

C: *"Detention and community service. I think because after that, even when the teachers talk to the learners, they still go on. So detention and community service doesn't help."*

And why does it not help?

C: *"I don't know why because after the detention we had the whole class the principal had a talk with us and stuff. But some of them in the class are still going on with the bad behaviour. And they do it as a habit. Especially (name).*

D: *"At least me and him (C&D) are trying to pick up because we don't like sitting detention all the time."*

So now you are saying that the detention is helping you to improve your behaviour?

C&D: *"Yes. With some of us."*

D: *"Some of the boys they get detention and do not even realize what is going on.*

They even show bad behaviour when they are sitting detention?

C: *"Yes, they get another one and just keep going on."*

Okay. The next question. How do you think you should be corrected for showing bad behaviour? The ideal way of being corrected.

D: "I would like the teacher to at least say 'please stop and carry on with the work', because when the teachers seem asking for something they immediately jump and write my name in the book (disciplinary book).

C: "And when the teachers shout at us there is that point where I break up. Then my attitude just takes over, I backchat the teacher and stuff. I think the best way is to just be calm and tell the learner to be out of the class because there is a breaking limit to me. I get angry, backchat and I don't care who you are and where you come from. I just backchat. You do what you do to me and I do what you did to me."

So now you are saying that a teacher should first talk with the learner about what is happening in the classroom?

D: "They just jump into conclusions. Then we feel bad because it is their problem, they are wrong, not us."

So you think the teachers are wrong when you are behaving bad? Is that what you are saying?

D: "No it is not what I am saying. What I'm saying is that they jump to conclusions when we try to explain them. They make the situation worse.

C: "The point is. One day D. had a bad haircut and Mrs. ▇▇▇▇ said that all the teachers had to tip toe around him. She said that the whole class had to do this. Then she came to the principal and she said that Mrs. ▇▇▇▇ didn't say any of that. That is because they trust each other too much. Even when the say the class is lying…"

D: "And the whole class could confirm that the teacher said that."

C: "But they trust each other too much. Even then they made some mistakes. The don't see that. When they make a mistake the don't want to admit that."

But how do you guys think we can make this better?

C: "I think teachers should reduce their shouting volume."

So now we have more conversations, less shouting…

D: "And just, at least, they should like take us out of the classroom to talk to us because maybe we try to get detention. But they don't understand that."

C: "They should really tell us to go out of the classroom instead of shouting.

To calm down a little bit.

C: "Yes. And if you then missed the work it is your own fault."

(…)

But what do you think about the disciplinary book?

D: "It is a good way to keep track, but the way that the teacher use it. They use it too much."

Okay. Now I am going to add another factor into this problem. The parents. Are parents having a big influence on your behaviour?

D: "When my mother received the first three letters she gave me trouble all the time. But when I got the fourth letter it wasn't even my fault. My mom wrote this whole thing about the letters, which she

was correct. And the principal read it and said that me and my family was lying. The teachers and principal in front of my lied. In front of the whole class."

And what do you think (C) about the parents?

C: *"If I get a letter, they don't shout, they just ground me."*

But does this help you to behave better?

C: *"Yes it does. After the detention that the whole class sat. The principal did her thing and after that I have been very quiet. Trying to improve my behaviour. I haven't backchatted the teacher and doing something bad and stuff."*

So you guys do think parents have an influence on your behaviour. But is it bigger then the teachers' influence?

C: *"I think it is bigger. The teachers they are like parents to us, but they really don't act like it."*

D: *"They expect us to trust them, but then they go to the principal. And if we tell her something, like we've been having trouble she will tell the principal and she will announce it in every class and all the learners will know about it. And they are going to start picking on us. That is why we don't say anything to the teachers."*

Okay, but what do you think is the job of a parent then? Behavioural-wise?

C: *"It's to encourage their child to behave better and for his future of hers."*

So now we are going to take a look at the fourth question. It is about rewards. Do you feel that you are being rewarded for good behaviour?

D: *"Not really, maybe like once in like a blue moon the teachers will let us just sit and talk to our friends. But that hardly happens."*

And do you feel a need of being rewarded?

C: *"Yes, there is a need of being rewarded. Because they said you are going to be rewarded if you are a good behaved learner. But even after you did not even get the reward you still behaved good."*

D: *"The way I was taught up, it's good behaviour that gets a reward and bad behaviour gets no reward."*

Okay, so bad behaviour gets no reward. Not a punishment but no reward.

D: *"No, a punishment."*

But do you think that if everyone is being rewarded for good behaviour and the bad behaved learners are not getting rewarded. Do you see this as a punishment?

C: *"Yes they could see this as a punishment. They do also want to change to good behaviour so that they can get a reward too."*

D: *"It will help them change themselves to be good so that they can also get the rewards."*

Okay so if we are completely stopping with the punishments and we are just using a reward system with a reward for good behaviour and no reward for bad behaviour. Do you think behaviour will change?

C&D: "Yes."

More then with punishments?

D: "Yes, because the punishments just make the children hate the teachers more. Which influences more backchatting."

(…)

D: "Mrs ▮▮▮▮ believed in good behaviour gets rewarded."

C: "Yes, and she also believed in us and our work. We can change our work."

D: "She always told is that we could do it and that we could bypass them. But when she left it just started to become confusing because the teachers wouldn't listen to us."

But do you think it has something to do with motivation? It seems like this teacher is motivating you by rewarding you.

C&D: "Yes."

Okay. But what do you think is good behaviour?

D: "It is a mixture of not backchatting and being good."

C: "Like behaving yourself, being good. And if you do your work."

D: "But most of the time in Mrs. ▮▮▮▮'s class when she saw improvement of the work she would congratulate us and make us feel happy."

So now we have spoken a lot about what is happening at school. Now we are using all of this information to answer the following question. If you could change or add one thing in the classroom about the way of dealing with bad behaviour? What would it be and how would you do it?

D: "In grade 5 we had this chart. The teachers used to give you points and every time you got 8 points they would give you a chocolate or let you leave thirty minutes earlier. Then every time you did bad behaviour you would get a point minus."

C: "Then if you got 8 points minus you would leave thirty minutes later. And sometimes get punished, that was the way. We liked it so much. So the whole class changed to good behaviour and they got chocolates and stuff."

So the school really has to design some kind of reward system? A system in which you can see how you are doing during that day or week and adjust your behaviour on it. You both agree that kind of thing should happen here at school? And that it would help every learner to behave better?

C&D: "Yes."

Thank you for your cooperation!

C&D: "Your welcome."

Appendix 4 - Interview with two well behaved learners

You guys are the good behaved learners and the first question I would like you to answer is how you feel about the current way of dealing with bad behaviour. Because the questionnaire you took was about the punishments, the community service and sitting breaks, that kind of stuff. What do you think about that? And how do you feel about that?

A: *"I think about the detention it is to make us behave, but I think they could change the time that we come out maybe.."*

B: *"Around four o'clock".*

A: *"Yes, because some of us still have to walk to home and it is very dangerous outside".*

B: *"Yes, very dangerous".*

But do you feel.. Is it fair?

A: *"Yeah, I think sometimes. But we sometimes sit detention because there are other boys who are not behaving and that made us sit detention too".*

B: *"Yeah, because of the bad learners".*

So about the detention. You feel like it is a fair punishment but there are some changes that have to be made? So, detention around four o'clock is fine.

A&B: *"Yes".*

The second thing I would like to ask you something about. If you are behaving bad, and don´t think about what is already happening in the school but think about it your own way. How do you think you should be corrected for showing the bad behaviour? So, if you are misbehaving how do you think you should be corrected? The ideal way of being corrected, that is what I'm asking.

A: *"I think we should bring parents here as though.. Because children don't behave, because they have parents at home that don't teach them like how to behave. And when they (the parents) come back they like blaming the teachers instead of blaming the learners. So, they think that it is okay to misbehave. So I think we should talk to the learners and show them it is not right. And then, even here as a school, they could send them to classes where they can think about what they have done. And then every parents meeting they could say how to punish their children to know what they did is not right".*

So you are saying that we should invite the parents into the school more often and that these parents need to learn some manners to their children. Or they should get help to teach their children some manners.

A&B: *"Yes, indeed".*

Okay, so parents should be a big factor in correcting behaviour in your opinion?

A: *"Yes, because children spent a quarter of the day at school and then three quarters at home. So, I think if we would... Because there is more time spent with the parents then in school".*

So you think parents have a bigger influence on your behaviour then the teachers have?

A: *"Yes".*

B: *"Yes, I do too".*

Okay, very interesting. So the third question I would like to ask. If you don't think about what is happening now, what would you change about the way the teachers are correcting you now? Now they are correcting you by giving you detention, or sitting the breaks. But do you feel there is a need to change anything about that? Or is it fine now? Do you want to change something about that?

A: "I think, that they should send children home. Because most of children, they do big things and then they get punished but they don't learn. I think they should send them to their parents until they have learned what they have done".

B: "Yes".

A: "And then they could just write a paper that to learn what they have done and write on it what was wrong about what they have done. And what they should not do again".

Where do they need to write that down? At home?

A: "Yes, they could send them home, like suspension".

Okay, so if I am right. You are saying that if a learner does something bad they should send him/her home and then you should write down what they did wrong there.

A: "Yes, until you have learned. Then you come back".

And why do you think you need to write stuff like this at home?

A: "Yeah, because of... Also parents encourage the children to learn what they have done and could tell them that what they are doing is unfair to the teachers and they are wasting their school fees".

B: "Yes, I think that too".

Okay, this is not the first time I hear about parents. It seems like parents are very important in this matter.

B: "Yes, a very big part!"

Interesting. And then the fourth question. This one is really the other way around I think. Because now we have spoken a lot about being punished for bad behaviour but you guys have been behaving well very often. So, do you feel a need to be rewarded for this behaviour?

A: "Yes, I think so because when children do something good they get rewarded. And they feel that to do something more often so that they can get rewarded. So that would encourage them to stay good and to do good behaviour than bad behaviour"

Okay. But do you think that if you don't get rewarded you would change your behaviour in order to get rewarded?

A: "Yeah, I think you would change your attention but when you see good children getting rewarded with something they would change their appearance of being... getting bad behaviour and try to get their reward to do good behaviour".

B: "Yeah, I do think we should be rewarded for good behaviour".

But is this happening now? Are you being rewarded?

A&B: "No, it isn't".

But why is it that you are behaving so well then?

A: "My mother told me that I should behave well. But the most thing that makes me behave is my church. Because how I behave is a reflection of my church. They have told me that I must not behave bad. And this plays a big part in my life".

B: "I care about my subjects. That is the reason why I behave".

So this is just coming from within you? So no one from the outside is pushing you to behave well?

B: "Yes, my parents are".

Parents again!

A: "Yeah, and I also want to become something when I grow up. Then I could just get a job. Because I can see now that there are a lot of people who don't have a job".

So you have to find some kind of motivation in order to behave well.

B: "Yes, that is it".

So we are already at the last question. If you could change one thing in the classroom about the way of dealing with behaviour, what would it be and how would you do it?

A: "I think… When a child does something bad they will get punished.

Ah, so you are telling me that if someone is behaving bad they need to get punished?

A&B: "Yes".

But earlier you said that there is a need of being rewarded, right? So, think about it like this: If a bad behaved learner is not being rewarded. Do you think that is a punishment too?

A: "Yes, I think that is a punishment too. Because the people that get rewarded they see that it is something that is fun. And when the bad behaved learners don't get rewarded, they feel they are left out. But still, sometime you have to punish them. Like, let them not watch tv for a week or stay in their home and not go to play. To show them if you do something bad you get punished but if do something right.."

B: "…you get rewarded".

So there need to be two things.

A&B: "Yes".

You need to be rewarded for good behaviour and be punished for bad behaviour.

A: "Exactly".

So that is the thing that should change. There need to be more rewards for good behaviour.

A: "Yes, in my old school they had a system for that. Every Friday you were being rewarded for behaving well during the week".

B: "I agree with A".

Okay, that was it. Thank you!

The first question I would like to ask is just a starter. How do you think a learner should behave during class? Especially the grade 6 learners.

The most important thing is to have respect. Not only respect for the teachers but respect for each other. They are here to learn. It is not the teachers job to learn them manners and basic life values that should have been learned at home. So when they come in class or are in the class they have to be quiet number one. They have to listen to the instructions and they have to follow the orders. And not upset the class, not disrupt the class and to do their homework because that is why they are here.

So all of the things that you are telling me make a learner behave good? Because some learners I have spoken are telling me that when they are quiet they are behaving good. Do you think there is a connection between being quiet and good behaviour?

Yes, it is definitely connected. But quiet does not mean do not participate. Quiet means when the teachers are speaking and trying to learn them something to be quiet and listen and concentrate. And when question are asked to put up hands so that you can ask them questions. But they need to participate. Quiet does not mean complete silence all the time. Quiet means when we need to be quiet there is something explained to us. You're not going to listen you are not going to hear you are not going to understand when there is noise around you.

Okay. I think we already answered the second question. This question was: When do you consider behaviour as unwanted- or bad behaviour? That is just not doing the stuff you were talking about.

Yes. When they are not following the instructions, when they do not do their homework, when they disrupt the class. So when they talk in between when they are supposed to listen and where they are supposed to start doing their work and they chitchat, that is not work.

So it is really the opposite of what good behaviour is.

Yes.

So, what is your approach then on the unwanted or bad behaviour? What is your way of tackling the problems?

Discipline starts outside of the classroom. Now at the moment, when we are between two periods and we go from one class to another class, I just don't start unless they are quiet. You cannot teach and shout above the children's noise. When you enter a classroom at the beginning of a period, when they are standing outside, they must be quiet outside. Because discipline starts there. When they enter the classroom and they make a noise I just send them out. Until they realize: I must be quiet. So that constructive learning can start. When they are fiddling and doing whatever, constructive learning cannot start. I just keep quiet and just stand in front of the classroom and I wait until they fell silent. And the one thing is to keep them busy all the time. You cannot stand and be prepared for your lesson. You cannot stand in front of the classroom and you are not prepared. This children will pick it up just like that. If you're unprepared you lose them. Then you are totally lost.

And when that happens… Because I know some learners from the grade 6 class that sometimes give these kind of trouble, even when they started the day the way you are telling me. But how do you handle this kind of behaviour?

I will speak to them individually. Sometimes I will take them outside of the classroom and ask them what is their problem. Sometimes I just… Well, I got a strong voice. Say if I raise my voice it helps. Or… That is a bit of a problem to answer that question for me because I do not really battle a lot with that.

Yes, I knew that and that is why I am asking it.

I see. I do raise my voice sometimes. For instance: If you explain some work and I give them homework there is always a little bit of time left. That is normally where the problems are starting to occur. And if they keep on talking and I said: You have to work. Then I add homework. Say for instance, learner O. is the only culprit that is disturbing the class then I add homework and then the class will quickly tell him that he has to stop.

So if I am right you are more often choosing for more homework than the discipline book.

No, no. The discipline book I will write in there. And they know I just write their name in the book and I don't say anything. Every time when I get into the class and there is a little bit of time for me I check the discipline book because I do the administrative side of the discipline system then I tell the learner you are number three hey. One more infraction and you are going to get a letter or you have so many letters you are going to sit detention. Normally I do write it in the book. But I also punish by adding homework and then they quiet down. It is more like a constructive discipline because they in any case need to do the work at one or other time. So instead of doing it over three days they are doing it over one day or two.

Okay, understood. Because I am doing my research about giving a positive attitude towards disciplinary measures here, the following question is: Do you consider your approach on tackling unwanted or bad behaviour as negative or positive?

When the behaviour is really, really out of hand I'd rather go outside, because in front of learners with all my friends here I tend to be trying to be brave and show off. And in their minds they think that the children will have respect for me if I challenge the teacher. But when you take them outside, out of the environment where they feel they have a backing up system or whatever, and you speak to them alone outside, all that bravery just falls away. Completely. So, the one thing is that they do not get embarrassed in front of the learners. But they do know, all the children in the classroom exactly know why this learner is outside of the classroom. And then you speak nicely to him. Why? And you talk about their future and try to built a positive thing around it. And in the end when that does not work, we call in the parents. Speak to the parents and then we call in the child and we tell the parents, in front of the child, what he is doing. And tell the parents that we need them to strengthen our hands. What really is important, is that the learners must know: Although you get upset, because I can get upset and I can sometimes shout in the class…

(…)

They know I can lose my patience sometimes. But what I always try to do is listen. They must know you love them. That although they are naughty, although you get upset with them, you still love them. What I like to tell them is: You know I love you but I do not always like you. That is how I handled my own children at home too. They know I love them no matter what, but I do not always like what they are doing. That is what I try to do with the learners as well.

Okay, that is very clear. I think you already know a lot about the positive behavioural management, because what you are telling me is really the core of what it is. You are developing some kind of relationship with the learners and that is really what it is all about.

Also with your naughty children that cannot sit still or whatever; use them to do little favours for you. Use them to carry your books, use them to send something to the office. And not always the good ones.

Exactly, that is nice to hear that you know about that because it is my point of view on this matter. And then the sixth question. In what way do you think you can improve your behavioural management?

You can always improve.

Yes, but is there anything you can think about now?

Yes, I am a little bit of a perfectionist. And I want, when I am working and they are working, I want complete silence. And for them to fiddle a little bit is not that big of a problem. But sometimes I make it a problem. I want silence, because I am old school. That helps to establish a working space where children know they are able to work and to learn. But I can have a little bit more patience with that and to learn to stop it before it gets too much. So there is always space to learn.

(…)

Then I want to speak about the consequences that are on the bad behaviour now. Because the learners are telling me about the detention they get and the breaks they have to sit, that kind of stuff. What do you think about the consequences and do you think it helps the learners to behave better in the future?

The infractions definitely lowered. There is less infractions. But that main bad peanuts in the package is still there. But even with them, the amount of things against their name has lessened. Now the suspension is working like a breeze. To remove them from out their friends and then they stayed home for a few days. And then they have to work to patch up all the work that they missed. There is no perfect system. Ever.

(…)

The big problem is to get the parents to take responsibility for their children. Parents are covering for their children, that is the one big problem. You will see that the learners, that give you problems, are learners that are being pampered at home and spoiled at home. And are not learning the right life values.

That is literally what the good behaved learners were telling me.

And also in our specific school, most of the learners have single parents or they grew up with the grandparents. So there is not a healthy mother father, there is not a healthy family setting at home. And a child needs to feel save in their environment, to learn the right life lessons. But feeling sorry for them, because I am a single parent or the single parent is not available or a lot of dysfunctional homes and that is in our school the big problem. It is this dysfunctional family set up, and also; I don't know if it is the culture, but a lot of them grow up with their grandparents. And grandparents are not patient and are not build to look after young ones. A grandparent is supposed to spoil them and not teach them. And I think that is quite a big problem in our school.

So, you do think these consequences are helping them to behave better, but there has to be some help..

It is not stopping it but it is definitely helping.

Okay. Then the last one. I've already spoken about it with the learners. When they show bad behaviour they get punished. But I was thinking, if we put it the other way around and we are rewarding them now. So if you are showing good behaviour you get rewarded. If you show bad behaviour you are not getting rewarded. And how do you think about that?

About two or three years ago a student was here and brought in a reward system where they could gain points for good behaviour and then you reward them with free time off or whatever. The reward system is really lacking because you are so busy with naughty children that one thinks to forget about the good children. And that is the truth all over. What I sometimes try to do, what I say is: your reward is not getting in this discipline book. That is your reward.

So, not being punished is a reward in your opinion?

Well, it is kind of a reward. It is not the ideal, but it is a kind of reward. And also with price giving, those children that are naughty and are constantly into trouble will not get something at the price giving. Because we have a lot of neatness, intelligence or whatever that we can get certificates for. That is the one I am very fond of. Because it kind of separates the children.

You are labelling them.

Yes, indeed. The other big problem. But we really can work on our reward system so that the good learners can feel like wow. The recognize us. That is really lacking here.

(…)

What really is very difficult when we had this reward system and point system is that… We started it three years ago. You write minus one, or minus two whatever, and plus for good ones. Is that there is no consistency with the teachers. I would give a minus one for a child that was talking out of turn but another teacher will give minus ten. So some learners built up a negative mark so quickly because of not consistent with how to give marks that, that was not working at all. So the children in the end said: If I just fiddle… And because sometimes a child is a problem child. Someone else can make a noise and accuse that child. So there was no consistency from the teachers' side and that is why that did not work. You see. And that is why we are using this discipline book, where they write down what the learners did. When I go home and I read it. I sift trough it. Because sometimes I know, I am not going to count this one. This is a severe bad behaviour and this is not that bad. So I also sift trough all the infractions that the teachers write down. That is why they must write down what the problem was and then if there are four against their name they get a discipline letter. But sometimes there is five… But you try to level it out.

Okay, it think that was it. Thank you very much.

No problem, good luck.

Date	Time in minutes	Activities	Additional information
7-10-2019	135	Data analysis	Week 41: This week I started analysing the data I collected. ▮ and I , during one of the contact hours, discussed the best way of analysing the data I collected. The data that was collected up to this point of time only consisted out of data retrieved from questionnaires. Later this data was supplemented by interviews.
8-10-2019	120	Data analysis	
9-10-2019	150	Data analysis	
10-10-2019	300	Data analysis and processing feedback (Jelle & ▮)	
13-10-2019	180	Preparing interviews and processing feedback	
14-10-2019	180	Working on interviews and data analysis	Week 42: During this week I started to collect all the data that I was supposed to collect. At this time I started to feel more and more uncomfortable about the amount of data I had collected until this point at time. Therefore I decided to call my dad and discuss all the sub-questions with him. We came to the conclusion that the collection of even more data was only going to slow down my research, because not all data was useful. That is why I decided to get rid of one sub-question.
15-10-2019	240	Interviewing learners and data analysis	
16-10-2019	240	Interviewing teachers and data analysis	
18-10-2019	180	Data analysis	
20-10-2019	300	Working on interviews and lay-out	
21-10-2019	300	Internship, working on thesis (chapter 6)	Week 43: Had a very good conversation with ▮ on my problem of drowning in data. ▮ agreed with me and my dad on the fact that I had already collected enough data to answer the main question of this thesis. We made a plan of action on how I now could approach every sub-question. At this point of time it was very clear what tasks I had to accomplish in order to answer the main question.
22-10-2019	180	Thinking about sub-questions and processing feedback	
23-10-2019	120	Processing feedback	
25-10-2019	300	Working on thesis (chapter 6)	
28-10-2019	300	Working on thesis (chapter 6)	Week 44: This week was all about processing all the data I had collected in the previous weeks into
29-10-2019	120	Working on thesis (Layout)	

Date	Minutes	Activity	Description
1-11-2019	180	Working on thesis (chapter 6)	results. During this week I had very good contact with ▮ to make sure that my research was not drifting off. Also ▮ send us information on what was needed for our thesis's to be satisfactory. Information on theoretical engagement with theory for example.
3-11-2019	120	Processing feedback	
4-11-2019	180	Working on thesis (chapter 6)	Week 45: At this point in time there were no significant problems I had to discuss with ▮ or someone else. Because I discussed everything with ▮ in the previous weeks it was now very clear how I should approach everything. Therefore it was only working on chapter 6 and processing the feedback I had got from ▮.
5-11-2019	240	Working on thesis (chapter 6) and discussed some thoughts with ▮	
6-11-2019	180	Implemented some thoughts and worked on finishing chapter 6	
7-11-2019	180	Working on thesis (chapter 6)	
8-11-2019	180	Worked on chapter 6 and finished it	
11-11-2019	300	Processing feedback and start working on chapter 7	Week 46: This week was all about trying to finish the thesis. The last chapters needed to be finished. This was what I worked in in this week. During those activities I had a lot of contact with ▮, therefore I could systematically on my thesis I did I not have to make any major changes in the research.
12-11-2019	240	Working on log book and processing feedback (chapter 7)	
14-11-2019	180	Work on chapter 7	
15-11-2019	300	Working on chapter 7 and start chapter 8.	
16-11-2019	180	Processing feedback on last parts of the thesis.	
17-11-2019	240	Finishing chapter 8, finishing preface and reflection	
Total	**5805**		

View on my own professional development

The fact that I did this research in South Africa and thus had to do this research in another culture then I was used to resulted in me getting more independent then I was before. I have learned a lot from this because this was sometimes a problem in the Netherlands. Doing research was one of my weaknesses because most of the time I lost the scope of the research I was working on. Now that I was pushed to arrange everything myself I learned a lot. Also the contact with the professor was very good for my own development. He showed me where I could improve and what was already at a good or satisfactory level. I now have a better understanding of when I have collected enough data to answer the questions that arise from a problem analysis. In the past this was really a problem and I tended to collect too many data. Because of this it was quite hard to answer all the questions because it felt like the

research was drowning in information. Because of the fact that many different parties (███, other students, family) were helping me with this problem I now have a better understanding on how I can solve this. This part of my development will really help me to do better research in the future.

South African education taught me that we should not take everything we have in the Netherlands for granted. Some problems easier to tackle in the Netherlands because of the fact that we have more access to tools that can improve education. For me South African education looks very old-fashioned and a lot can be improved. Nevertheless every single person I spoke to at ███ Primary School was very passionate about what they were working on, teachers and learners. This showed me that with the little you have you can still be passionate and motivated to learn or do you work.

This research really taught me how I can tackle problems which I can run into in the future. I now know how I can approach these problems using the same steps that are used in this research. This is what I see as one of my main points of development. In the future I hope that I no longer feel bad when I run into problems, but rather hope that I see them as challenges. The process of doing this research really showed me that if you look into a problem thoroughly you will find solutions for your problem and therefore you no longer have to feel bad about it. My attitude towards research improved. I was not looking forward to do this research, but now, after completing the research, I can conclude that I had a lot of fun. It was fun to look at a deeper level at a problem. The tools that I used to make sure that I got a deeper understanding of the problem also learned me a lot. I created my own questionnaire, did interviews with a lot of different parties and read a lot of literature on my topic. This was very interesting.

Now, by looking back at the process, I can say that I really developed professionally. All the challenges that I had to overcome where part of this development and therefore I am very grateful.