THE INFLUENCE OF LEARNING SUPPORT ON
FOUNDATION PHASE LEARNERS' SELF-ESTEEM

by

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DECLARATION

I, Carike Kriel, declare that the contents of this thesis represents my own unaided work, and that the dissertation/thesis has not been submitted previously for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

24 May 2017

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ABSTRACT

A need for learning support in mainstream schools has come to the fore with the implementation of the inclusive education policy in South Africa. Learners who experience barriers to learning are withdrawn from the mainstream class in small groups in order to receive extra support in their home language and mathematics.

The purpose of this mixed-method convergent study was to determine the influence of withdrawal from the mainstream classroom, for learning support, on the foundation phase learners' self-esteem. The phenomena were studied from the perspective of mainstream and learning support teachers as well as the learners. In the quantitative phase, surveys consisting of open and closed questions were distributed to seventy mainstream and seven learning support teachers. The qualitative phase used Interpretative Phenomenological Analysis (IPA) to analyse data gleaned from the Rosenberg Self-Esteem Scale which had been adapted into an interview schedule in order to determine the perceptions of self-esteem, of five foundation phase learners, who were withdrawn from the mainstream classroom for learning support.

This study found that learning support did not seem to have a negative influence on the global self-esteem of the learner participants in this study. It was found that the school culture and mainstream teachers' attitudes had a negative influence on learners' self-esteem. Other variables that had a negative influence on self-esteem were family relationships and the learners' social competence and acceptance, and non-academic competencies were shown to have a greater effect on self-esteem. Overall, both the teachers and learners indicated that they perceived that LS had a positive influence on learners' self-esteem.

OPSOMMING

'n Behoefte aan leerondersteuning in hoofstroomskole het ontstaan toe die beleid ten opsigte van inklusiewe onderwys in Suid-Afrika geïmplementeer is. Leerders (wat struikelblokke met leer ervaar) word in klein groepe uit die hoofstroomklas onttrek om ondersteuning in hul huistaal en wiskunde te ontvang.

Die doel van hierdie gemengde konvergente navorsingsmetode was om die invloed van onttrekking uit die hoofstroomklaskamer, vir leerondersteuning, op leerders se selfbeeld te bepaal. Hoofstroom-, leerondersteuning opvoeders, asook die leerders se perspetief was ingesluit om hierdie verskynsel te bestudeer. In die kwantitatiewe fase van die navorsing is vraelyste wat uit oop en geslote vrae, bestaan het aan sewentig hoofstroom opvoeders en sewe leerondersteuning opvoeders uitgehandig. Interpretatiewe Fenomenologiese Analise (IPA) is tydens die kwalitatiewe fase van die navorsing gebruik om data wat deur die Rosenberg Selfbeeld Skaal, ,wat aangepas was tot 'n onderhoudskedule, te analiseer. Die doel was om vyf grondslagfase leerders, wat uit die hoofstroomklas vir leerondersteuning onttrek was, se perspektiewe te bepaal.

Hierdie studie het gevind dat leerondersteuning nie 'n negatiewe invloed op die globale selfbeeld van die leerders wat aan hierdie studie deelgeneem het, gehad het nie. Dit het geblyk dat die skoolkultuur en hoofstroomopvoeders se houdings teenoor leerondersteuning 'n negatiewe invloed op leerders se selfbeeld kan hê. Familieverhoudinge, leerders se sosiale bevoegdheid en aanvaarding, asook ander nie-akademiese bevoegdhede het 'n groter invloed op leerders se selfbeeld gehad. Die algemene persepsie van beide opvoeders en leerders was dat leerondersteuning 'n positiewe invloed op leerders se selfbeeld het.

ACKNOWLEDGEMENTS

DEDICATION

I dedicate this thesis to my husband, Deon Kriel,
and my mother, Soretha Kotzé,

who supported, encouraged and uplifted me through tough times.
Their love and support ensured my success.

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GLOSSARY

Acronyms/Abbreviations	Explanation
LS	Learning support
LST	Learning support teacher
MS	Mainstream
MST	Mainstream teacher
SIAS	Screening, Identification Assessment and Support
DoE	Department of Education
NCSNET	National Commission on Special Needs in Education and Training
NCESS	National Committee on Educational Support Services
LOLT	Language of Teaching and Learning
SNA	Support Needs Assessment

CHAPTER 1

STATEMENT OF THE PROBLEM AND OVERVIEW OF THE STUDY

1.1 Introduction and problem statement

Transformation of the education system in South Africa has led to policy reviews with regards to inclusive education in order to meet the diversity of learning needs in the mainstream (MS) classroom. Outcome Based Education (OBE) was implemented in South Africa in 1997, in an attempt to promote the developmental needs of Black South Africans (Mdikane, 2004:11). Curriculum 2005 was implemented in 1997 as the main project for educational transformation (South-Africa, 2002a:10). In 1997 National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Educational Support Services (NCESS) also merged the two separate school systems (mainstream and special education) into one education system which was aimed at meeting the needs of all learners (DoE, 1997:11). According to Mdikane (2004:42) OBE failed to meet the needs of previously disadvantaged South African learners. The curriculum was then rewritten in 2001 as the Revised National Curriculum Statement (RNCS) (South Africa, 2002b:1-2). The RNCS aimed to foster lifelong learning, as well as produce independent, literate and numerate learners. White Paper 6 was published in 2001 and aimed to support the national curriculum in promoting education for all learners (DoE, 2001:5). White Paper 6 further stressed the idea that all schools had to become inclusive centres for learning, care and support (DoE, 2001:41).

As a result, a need for learning support (LS) in the mainstream class came to the fore. Inclusive education policies require that all learners are accommodated in MS classrooms, irrespective of their abilities. Learning support is aimed at assisting and accommodating learners with a diversity of needs. The researcher, as a learning support teacher (LST), has experienced that some of the foundation phase learners' self-esteem improves when they receive LS. She argues that this is due to the improvement of their academic skills as well as their experience of success with the academic work that learning support offers on the level that the learner can understand. She perceives that these learners become less aware of their learning problems while working in small groups and most of them experience accelerated learning within these small groups. She argues that the acquisition of academic skills improves the learners' self-esteem as they experience success and are not made fun of for their poor academic skills. This study was executed in order to determine the perception of whether the withdrawal of learners (from the mainstream class) for learning support has a positive or a negative influence on learners' self-esteem, in order to inform schools and District-Based Support Teams (DBST). The DBST is a team of expert support personnel, established by the provincial Department of Education to ensure that all schools have relatively easy access to the support services (DoE, 2003:22). This is necessary in order for

both schools and District Based Support Teams to be able to make informed decisions with regards to the learning support strategies that they implement in schools in order to prevent the use of them learning support strategies that have a negative influence on the learners' self-esteem.

According to the Salamanca Statement (§2.4.2) (UNESCO, 1994:6), learners who experience barriers to learning should be accommodated in mainstream schools and receive extra support from the District-Based Support Team. In South Africa the LST forms part of the District-Based Support Team who support learners at school level (DoE, 2003:9). In certain mainstream schools in the Western Cape, learners who experience barriers to learning are withdrawn from the class, in groups of between one to twelve learners, in order to receive extra support in their home language and mathematics. In the researcher's experience, these schools are mostly previously disadvantaged schools.

It is thought that learners experiencing barriers to learning often have low self-esteem and it is argued that learning support is a possible cause of low self-esteem, especially in cases where learners are withdrawn from the mainstream classroom, in order to be taught in a separate learning support classroom. According to Condren, Tully, Slattery, Mudge and O'Gorman (2000:4), withdrawal from the mainstream classroom often goes hand in hand with 'labelling' of learners, which, in turn, has a negative effect on a learner's self-esteem. Campaigners for inclusive education are trying to put an end to the withdrawal of leaners from the mainstream classroom for support and rather encourage learning support to remain in the mainstream classroom (Condren *et al.,* 2000:4), however other researchers such as Dreyer (2008:212) argue that learners experiencing barriers to learning have the right to receive additional support outside of the classroom. The researcher disagrees with these inclusive education campaigners as she perceives that learners who experience barriers to learning often lack confidence amongst their peers who do not experience barriers to learning. Dreyer (2008:60) is also of the opinion that full inclusion of learning support candidates within the mainstream classroom, will lead to teasing of these learners, causing them to be reluctant to participate in the mainstream class. A consequence of overcrowded classrooms is often that disciplinary problems of learners (both mainstream and learning support) comes to the fore and this makes it extremely difficult for the LST to offer effective learning support to the learner in his/her care (Dreyer, 2008:164). The researcher has also observed that inclusion in the mainstream classroom has led to teasing from other more capable peers and passiveness from the learners experiencing barriers to learning.

It is interesting to note though, that the influence that learning support has on learners' self-esteem can change with age. Uszynska-Jarmoc (2008:13) asserts this phenomenon as she has found that the younger the learner, the less differentiation there will be in the domains that define the self-esteem of older individuals. Pullman and Allik (2008:562) conclude that

the correlation between global self-esteem and academic achievement is low, and becomes even lower as the learner age.

The phenomenon under investigation (i.e. the influence of learning support on the self-esteem of foundation phase learners) has however, not been tested in South Africa. This research aimed to fill that gap in order to have informed discussions about the relationship between learning support and self-esteem, rather than making assumptions regarding perceived notions about the way these variables may influence each other.

1.2   Purpose statement

The purpose of this convergent mixed methods study was to determine the perceived influence of learning support withdrawal from the mainstream classroom, on the self-esteem of foundation phase learners. A comparison was made between the perceptions of learners receiving learning support, mainstream teachers (MSTs) and learning support teachers (LSTs). The reason for this comparison lies in the purpose of the convergent mixed method design, which allows the researcher to use to different strands of data, generated from both quantitative and qualitative phases of research, and using different populations, to explore a specific phenomenon, which in this case, was the perceived self-esteem of learners receiving learning support (Cresswell & Plano-Clark, 2011). The quantitative phase of this study employed a survey which was aimed at uncovering the perceptions of both mainstream and learning support teachers, regarding the influence of learning support on learners' self-esteem. The qualitative phase made use of semi-structured interviews which were analysed using Interpretative Phenomenological Analysis, in order to determine learners' levels of self-esteem, as well as to obtain insight into the learners' perceptions of the underlying feelings and the causes thereof, by asking critical questions during the interview process. In this study learning support (LS) refers to the withdrawal of learners from the mainstream class for additional support.

1.3   Research questions

As this study aimed to determine whether learning support withdrawal from the mainstream classroom had an influence on the self-esteem of LS learners, from the perspective of mainstream and learning support teachers, as well as the learners receiving learning support, one overarching research question was asked. It was then necessary to pose three sub-questions in order to answer the main research question. The question posed was:

How does withdrawal for learning support influence the self-esteem of foundation phase learners?

In order to answer the main research question, three sub-questions were developed so that all the role players in the LS process could be included in the study.

Sub-questions:

a) What are the MSTs' perceptions of the influence of withdrawal for learning support on the self-esteem of foundation phase learners?

b) What are the LSTs' perceptions of the influence of withdrawal for learning support on the self-esteem of foundation phase learners?

c) How do the learners' perceptions of the influence of withdrawlal for learning support on their self-esteem compare to those of the MSTs and LSTs?

1.4   Conceptual framework and review of literature

Social inclusion will be used as a paradigmatic lens with which to underpin the elucidation of the conceptual framework of self-esteem and learning support in this study. Social inclusion is an approach that aims to ensure that all members of society have equal access to assets, capabilities and opportunities (Bennett, 2002:7) and is seen as the manner in which society values its members, respects their differences, meets their basic needs and enables pariticapation (Westfall, 2010:7). The idea that all members of society (i.e. the learners in this study who receive learning support) should have equal access to institutions and resources is a central tenant of social inclusion according to Oxoby (2009:9) and society should ensure that people are not excluded, stigmatized or isolated, factors which could lead to low self-esteem (Avramov, 2002:26). In view of the stance that this researcher has taken in relation to the importance of social inclusion, a discussion of the association between self- esteem and learning support will be foregrounded by this perspective.

Lawrence (2006:13) proposes that *self-esteem* is an underlying part of *self-concept*, together with *self-image* and *the ideal self*. According to Lawrence (2006:13), self-image is a person's belief in himself/ herself, while the 'ideal self' is the belief of what he/she should be like. Self-esteem is thusseen as the 'gap' between self-image and ideal self. Therefore, it stands that, the more you become like your ideal self, the better your self-esteem becomes (Minton, 2012:34).

1.4.1 Theories of self-esteem

There are various perspectives of self-esteem. The most widely accepted theory of self-esteem is that of Rosenberg (1965) who refers to the phenomenon as global self-esteem, which has a unidimensional perspective. Rosenberg (1965:30) defines self-esteem as the positive or negative attitude towards oneself as an object, therefore referring to whether a person feels that he/she is good enough compared to others (Rosenberg, 1965:31). The Rosenberg Self-Esteem Scale (RSES) (Rosenberg, 1965:17-18) which is used to measure

self-esteem, is based on the unidimensionality of self-esteem as it aims to rank self-esteem on a single continuum. However, Tafarodi and Milne (2002:444) claim that global self-esteem is two dimentional and has two aspects, namely self-competence and self-liking. The Self-liking/Self-competence scale (SLCS) (Tafarodi & Swann, 2001:667) is used to measure two dimentional self-esteem. Learners' self-esteem is said to be formed by what they can do (including abilities, skills and talents), as well as what they are (referring to moral character, attractiveness and social acceptance) (Tafarodi & Milne, 2002:444).

The multi-dimensional theory of self-esteem (Marsh & Martin, 2011:6) measures multiple facets of self-esteem and the Self-perception profile for children (SPPC) (Harter, 2012:2) is used to measure competence in the following arenas: scholastic, social, athletic. It also measures self-esteem concepts related to physical appearance, behaviour and global self-worth. Another way of measuring self-esteem is by using the hierarchical approach (Shavelson, Hubner and Stanton, 1976:413). This approach relies on the fact that learners could exhibit varing levels of self-esteem in different facets of the phenomenon. Self-esteem in the global perspective is determined by the sum of positive statements that an individual makes about himself/herself (Miller & Moran, 2012:21-22).

1.4.2 Models of self-esteem

There are also various models explaining the manner in which self-esteem may be formed. The cognitive (bottom-up) model of self-esteem states that success or failure of incidents which an individual considers as important, will influence a person's self-evaluations and thus their self-worth and global self-esteem (Brown & Marshall, 2006:3). The affective (top-down) model of self-esteem (Brown & Marshall, 2005:3) states that self-esteem develops early in life and is influenced by temperamental and relational factors. Coopersmith's (1967) Multi-Dimensional Model focuses on different factors which have a major influence on a person's self-esteem, including the person's peers, family, school, personal interests and general social activities (Coopersmith, 1967:6). Harter (2012:2) identified six domains of self-esteem, namely scholastic competence, social competence, athletic competence, physical appearance, behavioural conduct and global self-worth. Perception of self-worth may vary in the different domains, but the combination of these judgements will form the overall self-esteem (Miller & Moran, 2012:19). Coopersmith (1967:6) discovered that children do not distinguish between their self-esteem in various contexts before reaching adolescence and this led to the researcher choosing to focus on the global self-esteem of the learners, rather than multidimensional self-esteem.

1.4.3 Self-esteem and academic achievement

A thorough understanding of learning support is also necessary to understand the phenomena under scrutiny. According to Steyn (1997:68), learning support is a specialized

function that aims to improve teaching and learning and can be defined "supplementary, remedial or extra class instruction" (Mashau, Steyn, Van der Walt and Wolhuter, 208:416). Engelbrecht (2001:17) states that learning support replaces the old model of 'remedial education' and includes the services of a variety of educational specialists (educational psychiatrists, school counsellors, therapists and LSTs). In the this old remedial model learning support teachers were known as remedial, special class- or special needs teachers (Dreyer, 2008:24). Learning support is not used as an adjectival form like 'remedial' used to be and can therefore not be used to label learners (Condren *et al.*, 2000:15).

1.4.4 Learning support

Mashau *et al.* (2008:416) argue that learning support will help learners to overcome their barriers to learning. According to Condren *et al.* (2000:5) it is important to strengthen a child's self-esteem as well as social skills while focussing on literacy and numeracy. They argue that self-esteem is vital in enhancing academic achievement. Raising self-esteem in learning is beneficial, as it is essential for the learner to believe in himself in order to learn (Condren *et al.*, 2000:35). According to Donald, Lazarus and Lolwana (2012:315), this will in turn improve the learner's self-esteem and help the learner to achieve academic success. Condren *et al.* (2000:6) also identified self-esteem as a factor that is equally as important as a learner's intelligence in ensuring academic achievement. But it is important to note that Miller and Moran (2012:11) found that there is not a strong relationship between global self-esteem and achievement. Furthermore, in a study conducted by Dreyer (2008:166), LSTs emphasized that they did not always have a big influence on the learners' academic achievement, but that they did at lend emotional support. Continuous failure will have a negative effect on a learner's self-worth and self-esteem (Condren *et al.,* 2000:30).

The 'individual learner view' was proposed by Symeonidou (2002:150) as a possible model for learning support (LS). According to this model, the LST must provide specialized and individual support. This support can be given in the mainstream class or in a separate class. However, this model means that learners without barriers are educated in the mainstream class, whilst 'special learners' may be withdrawn for specialist support. Withdrawal from the mainstream class for additional learning support is an international strategy of support. According to the Salamanca Statement issued by UNESCO (1994:12) learners with special educational needs are entitled to extra support to ensure effective learning. Learning support attempts to provide equal opportunities to all learners (DoE, 2003:8). Condren *et al.* (2000:3) argues that withdrawal of learners for learning support is often unsuccessful, due to discontinuity with the programmes followed in the mainstream and in the learning support classroom. Condren *et al.* (2000:43) found that although collaborative support in the mainstream classroom improves learners' self-esteem and participation, literacy and numeracy remained a major problem. However, Dreyer (2008:204) disagrees and highlights

the fact that campaigners for inclusive education strongly oppose the idea that LS learners remain in the mainstream classroom, while receiving support.. Dreyer (2008:166) found that in the most cases these learners, who were withdrawn from the mainstream class, showed academic improvement and even those who did not show academic improvement seemed to develop emotionally when they were withdrawn from the mainstream class for learning support. Most of the educators who participated in Dreyer's study (2008:193) argued that withdrawal from the mainstream class for learning support made a noticeable difference, while learning support from the LST in the mainstream classroom (collaborative support) did not make a big difference. According to Bojuwoye, Moletsane, Stofile, Moolla and Sylvester (2014:9), learning support that remains in the mainstream classroom is problematic, because learners are afraid to ask for support, due to impatient and dismissive behaviour from teachers. They also identified that learners are afraid of being labelled as the weak learners and are teased by their peers (Bojuwoye *et al.*, 2014:9).

According to Mahlo (2011:4) the role of the LST within the South African education context includes giving support to teachers and building learner support strategies, for learners who are in need of high, moderate or low level support. These levels of support are described in the Screening Identification Assessment and Support (SIAS) policy as:

- Level 1 refers to learning support in the classroom with support from the LST and School-Based Support Team.
- Level 2 refers to temporary withdrawal from the mainstream classroom for small-group support by the LST, but it must be strengthened by the MST in the classroom.
- Level 3 and 4 support refers to learners who are referred for permanent support in a unit or special school (DoE, 2014:19-21 and DoE, n.d.:18).

LSTs in the Western Cape are expected to withdraw learners, in small groups, from the mainstream classroom for learning support in literacy and numeracy. LSTs must also give collaborative support in the mainstream classroom and present workshops and information sessions to the staff and parents of learners experiencing barriers to learning (DoE, n.d.).

For the purposes of this research study, the researcher's perspective was guided by the ideas inherent in the social inclusion perspective with the viewpoint that global self-esteem has two dimensions (self- liking and self-competence) and is formed by the cognitive (bottom-up) model, working on the idea that success or failure (self-competence) and social acceptance (self-liking) should influence self-esteem. As the purpose of learning support is to improve academic skills, the researcher feels that the collaborative support model of learning support does not meet its purpose. This research focused on the second level of support as it investigated the influence of temporary withdrawal for learning support on learners' self-

esteem and the researcher therefore argues that withdrawal from the mainstream classroom for learning support is necessary.

1.5   Research design

A convergent mixed-method design was employed in order to address the research questions posed by this study.

The researcher used her own perception of reality as a starting point to make sense of her world. She looked for shared meanings, insinuating inter-subjectivity rather that objectivity (Walsham, 2006:320). Interpretevism aims to stay as faithful as possible to the actual experiences of participants and often uses participants' own words to describe their experiences, with the researcher's interpretation thereof (Yin, 2011:15).

1.5.1 Convergent mixed method matrix

The researcher made use of the convergen mixed-method design. Convergent designs are one-phase designs and are used when the intent or aim of the research is to merge concurrent quantitative and qualitative data to address study aims (Cresswell, Klassen, Plano-Clarke, Smith, 2010:8; Creswell & Plano Clark, 2011; Creswell, 2015:35).   The researcher combines both quantitative and qualitative research each given equal priority), and each data set is integrated during the analytic stage to provide a complete picture developed from both data sets after data has been qualitised or quantitised. This is where both forms of data have been converted into either qualitative or quantitative data so that it can be easily merged into a single understanding of the research problem being investigated (Creswell et al., 2008: 68; Fraenkel et al., 2008: 561; Onwuegbuzie and Teddlie, 2003). The convergent design is the most popular design used by proponents of mixed-method research, but it is by no means the easiest (Creswell et al., 2008: 68). The convergent design keeps the data analysis independent and only mix the results during the overall interpretation. This design is used to look for convergence, divergence, contradictions, or relationships from two or more different sources of data (Creswell & Plano Clark, 2011). The convergent mixed-method design was also used because the quantitative data identifies trends and relationships, while the qualitative data provides in- depth personal perspectives of individuals (Creswell, 2015:36). The convergent design allowed the researcher to gather multiple perceptions of the influence of learning support of foundation phase learners' self-esteem.

According to Johnson (2014) a convergent parallel design draws separate quantitative and qualitative samples from the population. It this research MSTs and LSTs were used as a quantitative sample, while learners were used as the qualitative sample and this design was

used to merge the results of the quantitative and qualitative data analysis in order to provide insight into the problem as both sets of data provided different insights (Creswell, 2015:35).

1.6 Quantitative research

In the quantitative phase of this convergent design, the mainstream teachers were involved in completing a survey on their general perceptions of the learners in their classes who are withdrawn for learning support. The learning support teachers were involved by completing a survey on their general perception of the learners whom they withdrawn for learning support.

1.6.1 Survey as research approach

A once off cross-sectional survey design (Teacher perception of self-esteem survey) (Appendix A) was used for the quantitative phase of this study. Cross-sectional studies allow the researcher to measure the nature of a phenomena (i.e. the perceptions of the influence of learning support on self-esteem) in a sample of mainstream teachers and learning support teachers drawn from a representative group at a particular point in time, with the representative group representing a 'snapshot' of the study population (Cohen et al. 2007: 213; Fraenkel & Wallen, 2008: 391).

1.6.2 Participants

Purposive sampling was used for the selection of participants, making certain that they would answer to the requirements of the study (Smith & Osborn, 2007:56). Participants had to be teachers who are learning support teachers or mainstream teachers who have learners in their classes who are withdrawn for learning support by the learning support teacher. These are the teachers who work directly with the learners and can truly give perceptions from their everyday experience as they witness learners' withdrawal from the mainstream class for learning support. For the quantitative phase of this study, surveys were distributed to 70 MSTs and 9 LSTs.

1.6.3 Instrumentation

A cross-sectional survey was used once off, to collect data for the quantitative phase of this study (Fraenkel & Wallen, 2008:391). The survey included open-ended as well as closed questions. The aim of the survey was to determine teachers' perceptions of the influence of withdrawal from the mainstream class, for LS, on learners' self-esteem.

The survey questions were adapted from the Revised Self-Liking Self-Competence Scale of Tafarodi and Swann (2001:670). The SLCS was used because it distinguishes between self-liking and self-competence (Tafarodi & Swann, 2001:657) which enabled the researcher to distinguish between these two dimensions of self-esteem in her data analysis. The SLCS

was also chosen as it is not limited to self-report, as the RSES, and can therefore be used for report from other role players as well (Tafarodi & Swann, 2001:667). The statements of self-liking and self-competence were mixed up to prevent teachers from giving the same score for the entire section, thus enhancing the validity. It was also combined with typical behavioural characteristics, which was identified in the conceptual framework, which can be associated with self-esteem. The wording of statements had to be changed as the scale was not used for self-report. The survey was used to draw a conclusion, about the MSTs and LSTs perceptions of learners' (who are withdrawn for LS) self-esteem.

Section A aimed to gather biographical information of the participants (including date of birth, gender, teaching experience and tertiary qualifications). Section B aimed to determine how the teacher perceived self-liking as a dimension of self-esteem in the learners, the teacher's perception of learner's self-competence and whether the teachers perceived typical behaviour or characteristics of learners with low self-esteem in learners that were withdrawn from mainstream for learning support. Section C consisted of open-ended questions to give teachers the opportunity to exemplify their perceptions of the learners' self-esteem.

1.6.4   Validity

The validity of a measuring instrument indicates whether or not that instrument measures what it is supposed to measure (Bush, 2002: 65; Gall, Borg, & Gall, 1996: 249). The various types of validity that were considered in this research include: content validity, face validity and construct validity (§3.5.3.1).

1.6.5   Data analysis

Descriptive statistics were used to analyse the quantitative data. Descriptive statistics were used to illustrate the tendencies, distributions and relationships between learning support and self-esteem. These statistics illustrated the distributions and relationships between the variables in self-esteem which were being ascertained. The researcher looked for tendencies and measured distributions (Wiersma & Jurs, 2009:382), calculated averages, modes and means (Cohen, Manion & Morrison, 2007:503-504) and then used these descriptive statistics merely to report what was found (Cohen *et al.*, 2007:504).

1.7 Qualitative research

In addition to the quantitative component of the empirical research, a qualitative study was conducted in order to explain the concepts exposed in the quantitative section of this study.

Using a convergent mixed-method design (§3.4) allows for the researcher to explore and explain the phenomenon identified in the quantitative section of this research study. This study used one-on-one interviews and cross sectional surveys in order to collect information.

1.7.1 Research approach

For the qualitative phase of this mixed-method study the Interpretative Phenomenological Analysis (IPA) approach was used to determine the perceptions of learners towards withdrawal (from the mainstream class) for learning support and to ask critical questions about this method of LS. The self-esteem of five foundation phase learners was examined with the use of the RSES (Rosenberg, 1965:326), adapted into an interview schedule. Furthermore, semi-structured interviews were used to determine the learners' levels of self-esteem, allowing the researcher to make in-depth enquiries of possible causes of low self-esteem (Smith & Osborn, 2007:57).

IPA was utilised for the qualitative phase. The researcher chose this approach because she aimed to determine the perceptions of learners towards learning support, but also asked critical questions with regard to withdrawal from the mainstream class for learning support. For the in depth discussion of IPA as used in this study refer to §3.6.1.

1.7.2 Participants

IPA focuses on the detail and depth of a small number rather than a large number of cases to ensure that each case is examined in detail for similarities and differences (Smith & Osborn, 2007:56-57). The sampling had to be purposive in order to ensure that it would be representative for the research question (Smith & Osborn, 2007:56). Participants were learners who were withdrawn from the mainstream classroom for learning support (Wiersma & Jurs, 2009:344). Consideration was also given to easy geographic access of participants (Punch, 2009:162). Five foundation phase learners who received learning support were interviewed, in order to compare their responses with the opinions of the teachers'. These learners were not known to the researcher, but the researcher identified herself as a teacher in order to put these learners at ease during the research process. Esteem. more accurately through interpretation of the child's narration.

1.7.3 Instrument

Semi-structured interviews were used to allow the researcher to investigate new aspects that could possibly be revealed during the interview.

The learners' self-esteem was measured by conducting semi-structured interviews with the RSES Rosenberg (1965) as foundation for the interview schedule. The researcher investigated the reason for learners' responses on their self-esteem by asking follow up questions, to provide qualitative data. This was done as the researcher wanted to include deep, personal perceptions in order to strengthen the data, instead of using objective statements which add little value to the depth of the data. Uszynska-Jarmoc (2008:3) also identified that self-esteem of children is measured. An interview schedule was used as an

instrument for data collection as indicated as appropriate for IPA (Smith & Osborn, 2007:57). Questions from the RSES (Rosenberg, 1965:305-307) was adapted and used as an interview schedule. This was done so that learners could be helped if they didn't understand the questions and in order to allow the researcher to probe the answers given by the learners. The interviewer was able to respond with other questions when the participants gave unclear answers or mentioned something new that the researcher wanted to investigate. Expecting learners who experience difficulty with reading and are taken out of class for learning support, to read a questionnaire and answer questions in written form, might have led to invalid results, due to learners misreading or misunderstanding written questions. This is why the RSES was adapted into an interview protocol.

Audio recordings were made of the interviews with the learners. When permission to record was asked, one learners' parent did not give consent for the interview to be recorded. Field notes were used to record this learner's answers. Field notes were also used to keep track of additional observations.

1.7.4 Validity and reliability

A variety of evidence was collected, through interviews (self-esteem score as well as learners' perceptions and underlying feelings) and surveys (MSTs' and LSTs' perceptions) in order to obtain construct-related validity (Fraenkel & Wallen, 2008:153). The opinions of MSTs, LSTs and learners receiving learning support were collected for triangulation. In the quantitative phase validity and reliability were considered (§3.5.3.1). In qualitative research, credibility, dependability and confirmability were considered to ensure that reliability and dependability of the qualitative research process (§3.7) (Shenton, 2004: 63).

1.7.5   Data-analysis and interpretation

The data-analysis of the qualitative phase occurred in the following manner, as stipulated by Interpretive Phenomenological Analysis procedures (Smith & Osborn, 2007:65-76 and Fade, 2004:648-649). For an in-depth discussion on the procedure of IPA data-analysis refer to Chapter 3 (§3.7.1).

1. Audio recordings were transcribed, leaving margins on both sides for comments (Smith & Osborn, 2007:65; Fade, 2004:648).
2. The researcher started with a single case. She read the transcript a few times and then made notes in the left-hand margin (Smith & Osborn, 2007:67).
3. Thirdly the researcher documented the emerging themes in the right-hand margin (Smith & Osborn, 2007:68). Similar themes were clustered, while others were placed as subordinate concepts to other themes (Smith & Osborn, 2007:70). Clusters of themes were given a name to form superordinate themes. Identifiers were added to the table to

indicate where the original source of the theme could be found in the transcript (Smith & Osborn, 2007:72; Fade, 2004:649).

4. The remaining four learner interviews were then analysed individually and compared to each other, in order to find similarities and differences. A final table of superordinate themes was constructed, containing the themes on which the researcher would focus. Themes were chosen due to frequency, richness of the transcript or contribution to other aspects (Smith & Osborn, 2007:74-75).

5. Themes were then converted to narrative accounts. The researcher used the table of superordinate themes as the basis to support the participants' responses (Smith & Osborn, 2007:76).

6. Results were then linked to the literature as each superordinate theme was discussed (Smith & Osborn, 2007:76).

1.7.6   Merging of the data

After the quantitative and qualitative data had been analysed and interpreted, the researcher looked for common themes in the two data sets. General teacher perceptions of self-liking, self-competence as well as tendencies in behavioural aspects related to self-esteem were identified in the quantitative phase. Themes were also identified in the open ended questions of the surveys in the quantitative phase of the data. The researcher then looked for similar themes that arose in the qualitative phase of the data analysis and discussed agreeing or contrasting findings between the different data sets.

1.8 Ethical aspects

A letter of invitation was sent to principals of various schools, informing them of the research and asking their permission to let their teachers and/or learners participate in the research. A letter of invitation, as well as an informed consent form were distributed to the teachers who participated. The purpose of the letter was to inform them about the study and explain their rights. It was made clear to participants that they could withdraw at any stage of the study without discrimination. The learners' parents received an invitation letter and an informed consent form explaining the study as well as their own and their children's rights. No learners were included if their parents did not sign the informed consent form. Parents had to give additional permission on the consent form for the interview to be recorded. Only one learners' parent did not give consent for the interview to be recorded. Anonymity and confidentiality were honoured by locking away all data and password-protecting the computerized data. The participants' names were changed as soon as the data was transcribed and analysed (Lambert, 2012:138). No names of participants or schools were made known, nor will it be made known in the future. Data will be published only in the thesis

and academic publications (Burnett, 2009:89). This study held no physical dangers for any of the participants. No financial rewards were given to any participants.

The researcher applied for ethical clearance from CPUT as well as the WCED. Clearance was granted from both institutions (WCED: 20150826-2741; CPUT: EFEC 6-8/2015).

1.9 Chapter division

The following chapters portray the structure of the research:

Chapter 1: Statement of the problem and overview of the study.
Chapter 2: Conceptual framework and review of literature.
Chapter 3: Research design and methodology.
Chapter 4: Data-analysis and interpretation.
Chapter 5: Summary, findings and recommendations.

CHAPTER 2
CONCEPTUAL FRAMEWORK AND REVIEW OF LITERATURE

2.1   Introduction

In this chapter the researcher will present the theoretical framework of social inclusion, which will serve as a foundation for the research. The researcher will further discuss various models of self-esteem and present the model that was used in this research study. A thorough review of self-esteem and learning support (LS) literature will also be done. Terminology that will be used in the research study will be explained. Various policy documents with regards to learning support in South Africa as well as international policies will be discussed. Different models or levels of learning support will be discussed as well as findings from previous studies with regards to the influence of learning support on learners' self-esteem. From this point forward learning support will be referred to as LS and mainstream as MS.

2.2   Social inclusion as paradigmatic lens

The theory of social inclusion is a philosophy that allows us to view the world through a lens that explains how people view their society and not their reality. Therefore, there are various ways to understand these concepts (Pradhan, 2006:2). Pradhan (2006:2) further argues that our theoretical and methodological perspectives as well as our political beliefs influence our understanding of social inclusion/exclusion. Social inclusion as a theory enables us to identify the needs of specific groups of people in a society, in order to address these specific needs (Westfall, 2010:9).

Bennett (2002:7) describes social inclusion as an approach that aims to change institutions at system-level as well as to change policies in order to ensure equal access to assets, capabilities and opportunities. Westfall (2010:7) describes social inclusion as the manner in which the society values its members, respects their differences, meets their basic needs and also welcomes and enables participation from all members. A statement made by UNESCO (2012) defines an inclusive society as a society that is for everyone and in which everyone has an active role to play. According to Aparicio (2013:3), social inclusion is grounded in the principle of universality, indivisibility, interdependence and progressivity. Universality determines that there should be equity and no discrimination. Indivisibility implies that a person is entitled to a full set of rights, without any exceptions. Interdependence refers to the inseparability of members of the community, thus implying that no individual can be excluded, prioritized or positioned in a hierarchical order due to social status, disability or other factors. Progressivity implies that constant improvement should take place to achieve a fully inclusive society (Aparicio, 2013:3).

According to Aparicio (2013:1), social inclusion refers to an individual's capability to exercise his/her human rights as well as the set of civil liberties that allows him/her to participate in society. It therefore refers to the individual's capability of exercising his/her individual as well as the collective identity of a broader society. Social inclusion aims to change the whole system in order to satisfy the needs of the socially excluded (Bennett, 2002:24). Change for social inclusion can be a response to pressure from below (due to empowerment of poor people) although it is usually initiated by people with relative power in the institution (Bennett, 2002:7). The aim of social inclusion is to enable institutions (such as schools) to respond effectively and equitably to the demand of all citizens, irrespective of their social identity or status (Bennett, 2002:7). Therefore, schools must be able to respond to learners' individual learning needs and disabilities regardless of whether the parents of these learners can afford to pay for specialized services. Characteristics of an inclusive society are amongst others: fairness, equity, social justice, human rights and freedom, and should also be based on principles of tolerance and recognition of diversity (UNESCO, 2012).

When individuals share an identity and similar behaviour they view each other as included in the group (Oxoby, 2009:12). Identities refer to behavioural conformity, which determines whether members are part of the group or not. This may prevent some individuals from gaining access to certain resources and institutions (Oxoby, 2009:19). De Haan (1998:26) pointed out that social inclusion is achieved by creating this feeling of being included as a part of society. Due to the fact that inclusion is multidimensional, individuals who have been excluded in one dimension of society will often look for inclusion in another dimension of society (Oxoby, 2009:19). It is confirmed by De Haan (1998:28) that people who are usually excluded in one area of society are included in another area, and also by Pradhan (2006:11) who points out that groups who are socially excluded will exclude other groups weaker than themselves just to include themselves somehow. MSTs and LSTs should therefore be cautious that learners who are marginalized due to poverty or other causes do not exclude the learners who are withdrawn for LS in order to include themselves in society, to a certain extent. LSTs should therefore also be cautious that learners within the LS group do not exclude the learners who have bigger barriers to learning than themselves. Therefore, if a learner is excluded due to poor academic achievement, he might look for inclusion in other areas such as sport (Oxoby, 2009:20). LS, however, offers the opportunity to include learners in an academic dimension, even if they are excluded from the MS academic dimension.

Oxoby (2009:13) points out that the development of a common identity will enhance inclusion. However, in order to form an identity, a group must be differentiated from other groups, which leads to exclusion of these groups. Therefore, policy makers have a tough task of balancing the necessary exclusion to form identity on the one side, with inclusion on

the other side (Oxoby, 2009:13). According to the researcher, learners who experience barriers to learning are relieved from social exclusion through policies that allow them to stay in MS schools. However, these learners are then included in a specific group of learners who need specialized support, whilst other learners are excluded from this support service. The education policy of a country should include aims and objectives to include the learners who are excluded due to their educational needs (Steyn, 2009:75). Oxoby (2009:1) explains that social and economic inclusion refers to the integration of individuals into society's economic, social and political framework. In broad terms, social inclusion refers to the individual's access to rights and resources, as well as access to institutions (Oxoby, 2009:5). Pradhan (2006:5) confirms that the individual's access to full participation in the society is one of the main elements that determine social inclusion.

According to Oxoby (2009:9) all individuals should have equal access to institutions and public resources to enable them to reach their full potential. Westfall (2010:9) maintains that access to necessities and participation in society is the end result of inclusion. Westfall (2010:8) concludes that a social inclusive society is one that fosters and develops the skills and abilities of all its members, in an attempt to give equal opportunities for everyone and to create a society free of discrimination. Cobigo, Ouellette-Kuntz, Lysaght and Martin (2011) agree when they describe inclusion as full and fair access to all resources and activities, maintaining family and friendship relationships as well as the fostering of belonging to a group. Thus learners should not be placed in separate special schools as they should be given the same opportunities as their MS schooling peers. Members of an inclusive society should participate in decision making that influences their own lives and futures (UNESCO, 2012). Therefore, placement of learners in special schools or programs should not be done without the learner's consent.

Oxoby (2009:7) holds the view that the individual's perception of his/her access to institutions and resources is an aspect of inclusion. According to Oxoby (2009:7), social inclusion is a very personal aspect that is influenced by the individual's decisions. Avramov (2002:60) confirms that the way in which people perceive their difficulties (in other words exclusion) influences whether they realise and make use of the opportunities they have and values those opportunities available to them. Inclusion is therefore accomplished by an individual's beliefs and attitudes regarding his/her access to institutions as well as the expected response from these institutions (Oxoby, 2009:7). Rose and Shevlin (2004:160) also conclude that teacher expectations play a great part in learners' inclusion and success. It is very important that learners give an indication of whether they prefer to be placed in a special school, or remain in a MS school with support services.

According to Bennett (2002:13), social identity (gender, ethnic group, religion, etc.) and economic status influence inclusion of an individual or a group. Bennett argues that low

social and economic status, reinforce each other. An individual or group's access to assets or capabilities also influence their level of inclusion. Bennett (2002) mentions three assets, namely financial, physical and natural assets, as well as two capabilities, namely human and social capabilities, which influence inclusion. Bennett (2002) describes that people combine these assets and capabilities to produce and sustain social inclusion. Institutions play an important role in inclusion. They define the formal and informal rules with regards to exclusion or inclusion (Bennett, 2002:13). Schools are also institutions and they play a big part in social inclusion with regards to the access and opportunities they provide to learners, irrespective of their social or economic position. Avramov (2002:26) argues in favour of the enhancement of opportunities to build and rebuild social bonds by giving all members of society equal access to social activities, income, public institutions, social protection as well as care and assistance programs and services.

According to Oxoby (2009:4) relativity, agency and dynamics are the three elements of inclusion. Relativity refers to the fact that individuals are only included or excluded in a specific society, place or institution. Individuals do not exclude themselves, but they are excluded by the beliefs and behaviour of other people with whom they interact in the specific milieu (Oxoby, 2009:4). Avramov (2002:26) however argue that the individual's personal perceptions, which include self-esteem and dissatisfaction, play an important role in social inclusion/exclusion. Therefore a learner's self-esteem may influence his feeling of inclusion or exclusion. Bennett (2002:14) concluded that people can be included or excluded in a specific society due to factors inside the system or factors that are outside of the system. This confirms Avramov's (2000) perspective that inclusion or exclusion may be the result of the learners' inner feelings or that of the school system which excludes them from MS schools, due to their special educational needs.

Agency refers to the attitude of the specific institution or society towards individuals with regards to their gender, race or authority. The school as an institution has a specific attitude towards the learners of the school as well as the community around the school (Oxoby, 2009:4). This attitude can either lead to inclusion or exclusion. Dynamics refer to the fact that individuals are not only excluded due to their current state of welfare, but also due to their limited possibilities for the future (Oxoby, 2009:4). The researcher feels that learners who experience barriers to learning are often excluded from normal developmental activities and MS schooling, which in turn limit their opportunities for the future.

2.2.1 Social identity

Oxoby (2009:19) explains that identity refers to behavioural conformity which determines whether members are part of the group or not. Avramov (2002:72) postulates that social exclusion refers to an individual's dissatisfaction with his/her life due to his/her limited access

to certain domains of society such as education, employment, family and informal networks, the consumption of goods and services, communication, access to community and general public institutions, political life, leisure and recreation). According to Bennett (2002:21), social exclusion can be influenced by social identity (race, gender and ethnic background) and will in turn influence access to good schools, employment, healthcare, political influence, etc. Social identity can also be explained as social stigmatisation, which leads to isolation, causing low self-esteem, because the individual does not feel like he/she belongs or has a fair chance in society (Avramov, 2002:88). According to the researcher, this is the reality in the area of the current research. Marginalised groups only have access to government schools, where classes are crowded and resources limited, which can affect the quality of education and in turn lead to limited job opportunities. Unemployment or bad jobs offering lower wages can lead to poverty and subsequently poor healthcare and little political influence (Bennett, 2002:21). According to the researcher it is therefore important to uplift and enhance the education of government schools in areas where groups of socially excluded people live.

2.2.2 Educational gap

One aspect that works against inclusion and rather causes social exclusion, is what Aparicio (2013:4) terms the educational gap. An educational gap refers to the disparity between access to and quality of education. Camilleri-Cassar (2014:252) states that education is the pathway that prepares learners for economic independence, as well as social mobility (and subsequent social inclusion) in adulthood. Westfall (2010:61) is of the opinion that individuals with higher education are less vulnerable to social exclusion and in general have a bigger income. Therefore, it is important to ensure quality education for all learners, even those experiencing barriers to learning. Westfall (2010:61) identified access to higher education as a priority area for improving social inclusion. People with lower levels of education tend to have a lower income (Westfall, 2010:60). Learners must achieve adequate marks to be accepted into universities and colleges. Therefore, academic support in the MS school is of utmost importance in improving social inclusion, further education and job opportunities. Westfall (2010:61) argues that enhancement of education should begin with early childhood development and be extended to literacy programs in schools and post-secondary programs. Learning support is currently offered in schools in the Western Cape.

According to Camilleri-Cassar (2014:254), learners who experience serious difficulties in MS schools tend to be at risk for social exclusion. Education and literacy, amongst others, are key to the access of basic necessities and full participation in the social world (Westfall, 2010:10). Indicators of the achievement of these social assets are high school completion rate, continuing education and various factors with regard to further education (Westfall, 2010:10). These are important assets to consider in the current research as learning barriers

often affect the completion of high school or continued education. According to the researcher, learners experiencing barriers to learning often dislike learning and will avoid learning (and thus education) at all cost. The researcher is also of the opinion that many learners who experience barriers to learning experience great failure in the area of literacy (especially in reading and writing). According to Gradstein and Justman (2002), provision of good public education services will reduce the educational gap and enhance inclusion and a shared identity.

Camilleri-Cassar's (2014:253) opinion is similar to that of the researcher as he argues that education in schools does not lead to success and quality of life for all learners. This author argues that opportunities and obstacles are still unequal and that barriers within the school system often lead to social exclusion. Marginalization of learners in schools lead to social exclusion (Camilleri-Cassar, 2014:253). Therefore, schools should be aware not to exclude or label learners experiencing barriers to learning. The government has a responsibility to promote and guarantee the individual's ability to exercise his/her social rights (Aparicio, 2013:2). Education authorities should therefore adapt their existing practises in order to achieve social inclusion. Camilleri-Cassar (2014:252) also argues that policy makers of MS educational institutions should investigate what is amiss in schooling rather than what is wrong with the learners.

2.2.3   Community assets

Oxoby (2009:7) maintains that individuals can be directly excluded due to discrimination, resulting from their inability to acquire certain resources. However, individuals can also be excluded indirectly because of their inability to participate in social, political or economic institutions (Oxoby, 2009:7). Westfall (2010:7) argues that nutritious food, suitable housing, essential material goods, health, medical care and anti-addiction services are societal assets to which all members should have access. She further stresses the importance of participation of members in various activities such as employment, education, arts and cultural activities, sport and recreation as well as elections, consultations and decision-making groups.

Social inclusion can alleviate poverty and its consequences, such as unmet basic needs, restricted human rights and participation for individuals as well as social groups (Aparicio, 2013:2). Income is a key factor in the acquisition of basic necessities. However, people can also suffer from social deprivation due to other aspects than poverty (Aparicio, 2013:4). According to Aparicio (2013:2), governments should ensure that all people have access to basic needs and are able to exercise their rights. This is important because an individual's abilities will be limited if his/her basic needs and rights are unmet.

According to Westfall (2010:11), community assets are the availability of essential goods and services, places of employment, arts and recreation facilities, access to healthcare, community safety as well as freedom from discrimination and prejudice. Westfall's research finds these assets important as most schools where learners receive LS are situated in low socio-economic areas, where these community assets are not always accessible.

According to the researcher, learners experiencing barriers to learning are often victims of discrimination and prejudice in societies, due to their limited academic abilities. They are not in a position to choose which school to attend and experience limited employment options after their school careers. The influence of barriers is confirmed by Westfall (2010:52) when she lists 'health problems and disabilities' as the cause for 7% of the members of a community in Yukon, Canada being unemployed. Another 3% are unemployed because they cannot find appropriate work, which is another aspect that should be considered for the employment of people with barriers to learning. Westfall (2010:38) also observed that many single parents experience discrimination due to their family type. According to the researcher, families with children who are experiencing barriers to learning can be branded as a certain family type and be discriminated against. In the research done by Westfall (2010:xx) it was found that the long distance of schools from the people's living communities is a contributing factor to their dropping out of school in Yukon. According to the researcher, this same problem can arise in South Africa if all learners who experience barriers to learning were placed in special schools. There are very few special schools in South Africa and these schools are often far from a learner's hometown or the community where he/she lives. Thus support should be given to learners experiencing barriers to learning in an MS school that is close to where he/she lives, in order to accommodate the learner.

In order to achieve social inclusion, a country should identify the social and economic groups who are vulnerable or excluded and actively seek ways to overcome these barriers and ensure full access to basic services and opportunities for all (Bennett, 2002:9). According to Bennett (2002:13), social inclusion can be achieved by removing all institutional barriers and improving incentives to provide access to assets and development opportunities to diverse groups and individuals. Therefore, the school as an institution should aim to remove all barriers at institutional (school) level that hinder the participation and access to learning of learners with diverse learning needs. Social inclusion can also be achieved by applying social capital and social cohesion. Social capital refers to an individual's sacrifices, which include his/her time, effort and consumption, to promote collaboration with others. Social cohesion refers to the collaboration between members of society and it depends on the social capital of a society (Oxoby, 2009:5). Inclusion can be measured in terms of trust between individuals and their investment in social capital (Oxoby, 2002).

Bennett (2002:21) points out that empowerment and social inclusion are intertwined. Empowerment of socially excluded people will enhance social inclusion, while social inclusion of excluded groups will automatically bring about empowerment. Empowerment refers to the advancement of peoples' capabilities in order to enhance their engagement, influence and accountability in the institutions where they belong (Bennett, 2002:22). It is important to improve access to assets and services for the poor in order to achieve social inclusion. However, Bennett (2002:22) stresses the importance of ensuring that the poor take some level of responsibility for improving their own situation and develop a sense of accountability. Oxoby (2009:1-2) agrees that social inclusion can be achieved by developing successful growth strategies, by fighting poverty as well as by increasing the economic well-being of the community.

Westfall (2010:62) explains three steps to achieving social inclusion. These steps are the preventative approach, the facilitative approach and community revitalization. Preventative approaches include early childhood development programs, literacy support programs and educational support. These programs aim to lower the probability of learners ending up at risk of social exclusion and at the same time help those who are already in these groups to move out of them (Westfall, 2010:62). The researcher is of the opinion that the current LS program that is used in the Western Cape forms part of a preventative approach. Learners who experience perceptual, mathematical and literacy problems are identified in the foundation phase and LS and interventions class are provided in the foundation phase. This aims to prevent the occurrence of serious barriers to learning which might lead to learners being unsuccessful in MS education. The researcher is also of the opinion that the new SIAS policy document will enhance early identification and help to prevent academic barriers to learning. The Strategy for Screening, Identification, Assessment and Support (SIAS) was developed and tested by the District-Based Support Teams in order to serve as a tool for planning of learner support (DoE, 2010:8-9). The purpose of the SIAS policy is to provide a framework for the standardisation of the procedures to identify, assess and provide programmes for all learners who need additional support. This policy aims to improve access and quality of education for learners who experience barriers to learning (DoE, 2014:10). The SIAS policy further aims to establish early identification of barriers to learning and to provide effective interventions, in order to minimize learning breakdown and potential dropout later in schooling (DoE, 2014:10).

The facilitative approach will support those learners who are socially excluded to overcome their barriers to social inclusion (Westfall, 2010:62). Learning support in the Western Cape can also be seen as a facilitative approach, helping learners to overcome their learning barriers, in order to be academically successful and continue with further education, rather than dropping out of school. According to Camilleri-Cassar (2014:256), learners who drop out

of school are more vulnerable for social exclusion, due to their lower socio-economic status. This approach will not lift people out of their vulnerable situation, but it will at least benefit the individual and the community (Westfall, 2010:62). Community revitalization is a process that aims to encourage the community to change to an inclusive society. Strategies that address discrimination and exclusion aims to change the mind-set of the community (Westfall, 2010:62). According to the researcher, LS should aim to include all learners in the MS school while giving them the necessary support to be successful. The current LS model also makes provision for the training of Grade R parents, to enable them to deal with barriers to learning that might arise in their children.

2.2.4 Concluding remarks

According to Pradhan (2006:14), the assumption is made that social exclusion is always bad, while social inclusion is always good. However, this point of view ignores the fact that social inclusion has certain conditions for groups to belong whilst having a marginalized status can have positive aspects. It is important to investigate whether the new inclusion policies benefit the learners' self-esteem, or whether being part of a marginalized group in a special school is better for their self-esteem. It must be considered that social inclusion of learners experiencing barriers to learning into MS schools may cause social exclusion on another level, for instance when the learners are teased or not included in school activities by other learners. Bennett (2002:16) stresses that although formal rules are supposed to determine inclusion, the informal norms and codes, which forms the culture of an institution, have a very big effect on whether the outcomes of inclusion are actually achieved. These norms and codes are on a cognitive and emotional level and influence people's values and beliefs. This culture of an institution helps to form a group identity (Bennett, 2002:16-17). Therefore, having inclusive policies are very important, but having an inclusive school culture is even more important.

2.3 Conceptual framework and review of literature

This part of the chapter will focus on self-esteem theories for the conceptual framework, while various models and practices of LS will be discussed in the review of literature. Under conceptual framework the various types of self-esteem, including unidimensional (global), multidimensional and hierarchical self-esteem will be discussed. The researcher will then discuss different models of how self-esteem is formed. The relationship between self-esteem and academic achievement will also be debated because the learner participants of this study on self-esteem receive LS to improve their poor academic achievement. Learning support will be discussed at international as well as national level, with extra attention afforded to the policy documents, namely the Salamanca Statement (UNESCO, 1994:6), White Paper 6 (DoE, 2001:24), the Report of the National Commission on Special Needs in

Education and Training (NCSNET) and the National Committee on Educational Support Services (NCESS) (DoE, 1997), the Guidelines for Inclusive Teaching and Learning (DoE, 2010), the Conceptual and Operational Guidelines for the Implementation of Inclusive Education: District-Based Support Teams Policy Document (DoE, 2003:22) and the Screening, Identification, Assessment and Support Policy (SIAS) (DoE, 2014:10). The emphasis of this chapter will be on the withdrawal of learners from the MS classroom for LS in a separate classroom.

2.3.1 Self-esteem

Rahmani (2011:804) describes self-esteem as the personal concept that the learner has of himself. Lawrence (2006:13) proposes that self-esteem is an underlying part of self-concept, together with self-image and the ideal self. According to this model, self-image is a person's belief in himself/herself, while ideal self is the belief of what he/she should be like. Self-esteem is the gap between self-image and ideal self (Uszynska-Jarmoc, 2008:1; Minton, 2012:34). Therefore, the more you become like your ideal self the better your self-esteem becomes (Minton, 2012:34). The researcher agrees with this theory as she has personally experienced that it improved self-esteem when reaching personal goals that she has set for herself. Muris, Meesters and Fijen (2003:1791) describe self-esteem as feelings of worthiness and competence. A person with low self-esteem will probably doubt himself and blame himself for things that go wrong. They also tend to be critical when others compliment them (Lim, Saulsman & Nathan, 2005:3). Lim *et al.*, (2005:3) state that low self-esteem lead to a negative attitude towards oneself, criticism of oneself, one's actions, and abilities and making negative jokes about oneself. Children adjust their self-esteem as they compare themselves to their peers (Muris *et al.*, 2003:1792). Self-esteem can also be linked directly to positive and negative emotions (Pullmann & Allik, 2000:712). Positive affects refer to emotions such as joy, which the learner experiences because he/she has achieved success in school work. Negative effects can be caused by emotions such as anger or fear that stem from the learner's inability to complete his/her school work correctly. People with low self-esteem tend to feel sad, depressed, anxious, guilty, ashamed, frustrated, and angry. They often struggle to speak up for themselves or become aggressive in interaction with others (Lim *et al.*, 2005:3).

Thus self-esteem is determined by how worthy and competent the learner feels in comparison to his/her peers, as well as the way in which the peers treat the learner. This might be the reason why some learners with low self-esteem try to be the centre of attention. Pullmann and Allik (2000:711) however, found that self-esteem is dynamic and that results of tests such as the Rosenberg's Self-Esteem Scale (RSES) vary at different occasions of testing. Furthermore, they found that higher self-esteem tends to be more stable on various occasions than lower self-esteem. It is important to take into account that self-esteem may

vary due to the environment where and circumstances in which the self-esteem is tested. Therefore, learners' self-esteem will be tested at the school and in the LS classroom as this research aims to determine the effect of the withdrawal to a separate classroom, for LS, on the foundation phase learners' self-esteem.

Self-esteem is the value that an individual places on himself. Therefore, self-esteem is the way we evaluate our self-knowledge (Baumeister, Campbell, Krueger & Vohs, 2003:2). Scott, Murray, Mertens and Dustin (1996:286) explained self-esteem as an individual's appreciation of his/her own worth. Self-esteem is not the reality of an individual's actual knowledge or abilities, but rather the individual's perception thereof. It is important to realise that a learner's perception of himself will influence his actions, which will in turn influence his own social reality, as well as that of those around him (Baumeister *et al.,* 2003:2). According to Baumeister *et al.* (2003:2) it is possible that a high or low self-esteem can become a self-fulfilling prophesy. They support the hypothesis that high global self-esteem causes desirable, adaptive and beneficial behaviour (Baumeister *et al.*, 2003:3). According to Mar, DeYoung, Higgens and Peterson (2006:2) the unqualified community tend to believe that positive self-esteem is healthy and desired. Craven and Marsh (2008:114) also claims that positive self-concept ensures that people are healthier, happier and achieve more in life. Zeigler-Hill, Holden, Enjaian, Southard, Besser and Zhang (2015:195) claim that self-esteem is associated with personality dimensions. They report that people with higher self-esteem portray higher levels of extraversion, emotional stability, agreeableness, conscientiousness and openness (Zeigler-Hill *et al.*, 2015:195). Zeigler-Hill *et al.* (195-196) explain that people with poor self-regulation skills might report lower self-esteem because they struggle to maintain their relational value, and subsequently that personality influences self-esteem. The individual's self-esteem also has an influence on his/her personality. Individuals with low self-esteem tend to be shy and self-conscious, avoiding social contact. Personal self-care might be affected by low self-esteem. They might not dress neatly and clean themselves up. However on the contrary they might try to look perfect before allowing others to see them (Lim *et al.*, 2005:3). The authors came to the conclusion that self-esteem and personality dimensions are reciprocal (Zeigler-Hill *et al.*, 2015:199).

Self-esteem refers to one's general well-being (Cosden, Elliot, Noble & Kelemen, 1999:280). According to Uszynska-Jarmoc (2008:1) self-esteem is the evaluation an individual makes about himself/herself and indicates whether the person is satisfied with himself/herself. Self-esteem is formed by evaluation of the self (how much we like how we think about ourselves) (Uszynska-Jarmoc, 2008:2). Self-esteem can therefore be defined as a component of self-concept.

Self-concept refers to actual characteristics (e.g. being tall) whereas self-esteem refers to feelings (e.g. is the person happy or sad that he is tall). Uszynska-Jarmoc (2008:1) describes self-concept as descriptive, non-judgemental and consistent aspects of self-image, while self-esteem refers to self-evaluative attitudes that are influenced by situations that the person value. Self-concept is formed by knowledge of the self (the way we see ourselves).

Cosden *et al.* (1999:280) explained self-concept as the cognitive understanding of one's abilities while self-esteem is the evaluative judgement of the individual. Craven and Marsh (2008:106) on the other hand, explain self-esteem as the general self-concept of the higher order factor in the multidimensional model of self-concept. Mar *et al.* (2006:2) in turn, reasoned that self-esteem is the global evaluation of one's personal worth.

According to Jonsson (2006:202), low or high self-esteem has an influence on a learner's behaviour. Leary (1999:34) highlighted that failure, criticism and rejection often has a negative effect on self-esteem. Often even the possibility of rejection can lead to lower self-esteem. Success and associated praise and love will cause self-esteem to rise (Leary, 1999:34). The researcher, as a teacher, perceives that learners who experience failure and especially criticism and rejection from parents or other role players, tend to have behavioural problems.

Neuroticism (emotions such as anxiety, fear, envy and frustration) and emotional instability are typical manifestations of low self-esteem (Muris *et al.*, 2003:1800). Muris *et al.* (2003:1800) also found that girls in general have lower self-esteem than boys, except in the behavioural domain. According to Pullman and Allik (2000:712), individuals with lower self-esteem tend to be unsure of themselves and have less stability and internal consistency than individuals with higher self-esteem. Rosenberg, Schooler, Schoenbach and Rosenberg (1995:145-146) also highlighted depression, anxiety and negative affect as typical characteristics of low self-esteem. Leary (1999:34) pointed out that typical features of low self-esteem can present as depression, loneliness, substance abuse, teenage pregnancy, academic failure and criminal behaviour. The relationship between low self-esteem and these psychological problems were found to be weak, although these psychological problems are stronger related to negative than to positive self-esteem (Leary, 1999:35). The research of Scott *et al.* (1996:292) identified underdeveloped social skills as the main characteristic of low self-esteem.

Characteristics of high self-esteem include believing that you are socially desirable to others, competent, likable and physically attractive (Leary, 1999:34). According to Scott *et al.* (1996:291), characteristics of high self-esteem include responsibility, having a sense of autonomy and direction and being self-assured. Learners with a high self-esteem mostly perform better than their peers. This is possibly because they speak up more easily and are

recognized by others (Baumeister *et al.,* 2003:36). High self-esteem improves persistence when learners fail at first. Learners with high self-esteem tend to choose their own strategies and are able to move on to a better alternative if a first attempt was not successful (Baumeister *et al.*, 2003:36). As an LST the researcher has often experienced that learners who receive LS give up immediately if they fail or struggle with academic work. It can possibly be due to low self-esteem. Learners with high self-esteem will initiate interactions and relationships (Baumeister *et al.*, 2003:37)*.* The researcher perceives that some learners who receive LS tend to be alone on the playground or play with few other friends (often peers who also receive LS). This may be due to an inability to initiate relationships, or due to labelling by other learners.

However, it is important to notice that high-self-esteem can in some cases lead to antisocial actions such as bullying (Baumeister *et al.,* 2003:37). Clearly, high self-esteem is more beneficial than low self-esteem. However, Baumeister *et al.* (2003:38) suggest that more research should be done in the specific domains of self-esteem, in order to ascertain the benefits of high self-esteem. They continue this argument suggesting that self-esteem is too broad a term as a focus. The focus of research should be determined by the usage of self-esteem and linked to behaviour (Baumeister *et al.,* 2003:39). Baumeister (2005) concluded that boosting global self-esteem has very little value for improving academic achievement or preventing undesirable behaviour.

2.3.2 Theories of self-esteem

There are different theories defining self-esteem. The theory of self-esteem that researchers choose depends on the aspects of self-esteem that he/she is evaluating. It is therefore important to look at the different theories of self-esteem in order to identify the theory most suitable for the research.

2.3.2.1   Global self-esteem

Global self-esteem refers to the overall feeling that an individual has about himself/herself, a concept that was originally referred to as self-esteem (Manning, Bear & Minke, 2006:353). Rosenberg (1965:30) is one of the biggest contributors to the theory of global self-esteem. He defines self-esteem as the positive or negative attitude towards oneself as an object. Miller and Moran (2012:21) share this definition, therefore referring to whether the person feels that he/she is good enough (Rosenberg, 1965:31). The Rosenberg Self-Esteem Scale (RSES) (Rosenberg, 1965:17-18) is based on unidimensionality of self-esteem as it aims to rank self-esteem onto a single continuum. According to Miller and Moran (2012:21), Rosenberg's work is used as the central reference point in self-esteem research and all self-esteem measures are compared to his scale. Global self-esteem refers to the general

psychological well-being of a person and includes their self-acceptance and self-respect (Rosenberg *et al.*, 1995:144). It implies a person's general attitude or feelings towards himself (Miller & Moran, 2012:11; Brown & Marshall, 2006:2). Marsh and Martin (2011:5) states that global self-esteem is a relatively stable paradigm. This theory states that a person's self-esteem will not be influenced by minor changes in one aspect of self-esteem, but that it is a general feeling about oneself (Miller & Moran, 2012:21). Miller and Moran (2012:21) explain that the stronger a learner's self-esteem is, the less it will vary due to his/her daily experiences.

According to Robins, Hendin and Trzesniewski (2001:152) global self-esteem refers to subjective self-evaluation and is not based on behaviour of performance in specific domains. This would mean that poor academic performance, being labelled or being teased by peers about leaving the class for LS will not influence the global self-esteem of a learner. Neiss, Sedikides and Stevenson (2002:359) conclude that environmental events are factors that can affect self-esteem. This is in contrast with Robins *et al.* (2001) who argue that global self-esteem is not influenced by events in specific domains. Neiss *et al.* (2002:359) conclude that global self-esteem is connected to the genetic element of temperament. They argue that genetic influences cause self-esteem stability. Due to the genetic influence on self-esteem, global self-esteem is also referred to as trait self-esteem (Brown & Marshall, 2006:2). Miller and Moran (2012:21) however point out that global self-esteem has trait and state characteristics, because it refers to the relative consistency of a person's personality, as well as being influenced by a specific situation. Self-esteem in the global perspective can be determined by the sum of positive statements that an individual makes about himself (Miller & Moran, 2012:21-22).

Miller and Moran (2012:11) are of the opinion that there is not a strong relationship between global self-esteem and achievement. Cosden *et al.* (1999:286) also found that both cognitive ability and achievement does not correlate significantly with global self-esteem. Cosden *et al.* (1999:187) conclude that global self-esteem correlates positively with non-academic competencies. These competencies include attractiveness, social acceptance and behavioural conduct. However, Tafarodi and Milne (2002:444) claim that global self-esteem has two aspects, namely self-competence and self-liking. Learners' self-esteem will be formed by what they can do (including abilities, skills and talents), as well as what they are (referring to moral character, attractiveness and social acceptance). These two aspects overlap, reflecting a common factor, namely global self-esteem (Tafarodi & Milne, 2002:444). It appears that researchers have not yet reached consensus on which aspects influence self-esteem and more research should be done.

Tafarodi and Swann (1995) propose that self-competence and self-liking are separate but interdependent dimensions of self-esteem. Tafarodi and Swann (2001:656) explain that self-

competence and self-liking are co-equal dimensions of global self-esteem. It is the dimensions that define self-esteem just as length and breadth are the dimensions that define a rectangle (Tafarodi & Swann, 2001). Manning *et al.* (2006:353) confirm that self-esteem is influenced by accomplishments as well as support from peers and family. Tafarodi and Milne (2002:445) interpret Rosenberg in that he regarded self-competence as a contributor to and not a dimension of self-esteem. This implies that global self-esteem is equivalent to self-liking and that self-competence is merely a source contributing to self-esteem (Tafarodi & Swann, 2001:656). It is evident that with regard to global self-esteem researchers have different viewpoints. However, in their research, Tafarodi and Milne (2002:456) found that the RSES is in fact made up of two sub-dimensions, namely self-competence and self-liking. Self-esteem is formed by both objective and subjective self-assessment.

2.3.2.2   Two-dimensional self-esteem

Two-dimensional self-esteem implies that there are in fact two components that contribute to global self-esteem. It is therefore not completely unidimensional. The two dimensions are self-competence (achievement) and self-liking (general self-impression).

- **Self-competence**

Self-competence refers to the individual's ability to achieve desired outcomes (Tafarodi & Swann, 2001:654). They therefore argue that it is the feeling that the learner has toward himself as a person with power and efficacy. Learners receive LS due to their inability to achieve the academic outcomes as prescribed by the curriculum. In the light of Tafarodi & Swann's (2001) argument learners who receive LS might see themselves as incompetent. The feeling of incompetence might in turn contribute to low self-esteem. The researcher however is of the opinion that LS, where the learner can experience success, might bring about an increase in the learners' self-esteem. According to Tafarodi and Milne (2002:449), objective self-assessment refers to self-competence and develops when an individual compares his/her own qualities and abilities to those of others. Withdrawal for LS will mean that the learner is surrounded by learners with more or less the same competence, thus he will not be comparing himself with the strongest learners in the class. The researcher argues that this might cause an enhancement of self-esteem. Objective self-assessment can be linked to pride due to previous accomplishments as learners tend to feel good about themselves when accomplishing something. However learners tend to feel bad about themselves when they experience failures (Tafarodi & Milne, 2002:449). Tafarodi and Swann (2001:655) confirm that a learner's self-esteem will be higher if he achieved most of his goals. Self-competence is the effect of general self-efficacy on the learner's identity. Mar *et al.* (2006:22) found that self-competence correlates with IQ, grades and creative achievement, although self-liking showed no correlation to these variables. Due to the fact

that learners partaking in this study had poor grades due to a specific learning barrier, it is therefore important to take their own self-competence as well as their teachers' perceptions of their self-esteem into consideration when evaluating their self-esteem. Although all of these learners have poor academic achievement, they will not necessarily have low self-competence as they might compensate for these short comings in other domains where they are competent (Mar *et al.*, 2006:4). Teachers will however be able to give an objective perception of the learners' self-competence in the academic domain. Their perceptions will add another perspective of the correlation between IQ or grades and self-competence. The two groups of teachers (MST and LST) might also bring different perspectives as learners self-competence may vary in the different academic situations.

Mar *et al.* (2006) state that it is important to evaluate self-competence when using self-report scales as it is less likely to be effected by self-deceptive enhancement. Self-competence is also associated with more advanced characteristics, as well as the participant's actual abilities and achievements (Mar *et al.*, 2006:25). Therefore, Mar *et al.* (2006:25) suggest that the Self-Liking/Self-Competence Scale (Revised) (SLCS-R) is a better scale for evaluating self-esteem, as it takes into account all aspects of the RSES (including ease of use) but is not dominated by self-liking as the RSES (Mar *et al.*, 2006:25). The reason why the researcher chose the RSES above the SLCS-R for the evaluation of the learners is that it has been used with success with children before (Demo, 1985:1501). As discussed in §2.3.4.1 the RSES does include questions on self-liking and self-competence (Mar *et al.,* 2006:25 and Tafarodi & Milne, 2002:444).

- **Self-liking**

Self-liking refers to whether a learner generally thinks of himself as a good or bad person in the light of himself as a social being (Tafarodi & Swann, 2001:655). Although what other people think of us is a great contributor to our social significance, self-liking is about the value we ascribe to ourselves. Subjective self-assessment refers to self-liking. It assesses how happy a person is with himself/herself and how well he accepts himself/herself. Subjective self-assessment also implies self-respect (Tafarodi & Milne, 2002:449). In forming a general attitude toward oneself, a person will take into account who they are, as well as what their abilities are. Previous failures or successes will influence one's global self-esteem (Tafarodi & Milne, 2002:475). Baumeister *et al.* (2003:1) confirm that learners' self-esteem is influenced by the incidents around them. They propose that the fluctuations of self-esteem that are caused by the incidents that happen are usually the determinants of success or failure experienced by the individual. This is in contrast with the theory of trait self-esteem that states that we are indifferent to the changing environment around us. Baumeister *et al.* (2003:2) also argue that self-esteem increases when learners experience success or when they are socially accepted. On the contrary, self-esteem will decrease when the learner fails

at something. This implies that self-esteem is the outcome, as well as the cause of a learner's successes and failures. Mar *et al.* (2006:6) warn that self-liking is what is generally seen as self-esteem.

The self-liking component of self-esteem is often subject to self-deception, as the focus of self-liking is on avoiding negative effect. Self-competence on the other hand is associated with emotional stability, focus on tasks, responsibility, intelligence and creativity (Mar *et al.*, 2006:24). Global self-esteem can be seen as the umbrella concept of self-competence and self-liking. These two sub-dimensions are useful for discourse but have very little value when they stand alone (Tafarodi & Milne, 2002:475). Self-liking refers to how a learner experiences himself as social being, whilst self-competence refers to how the learner experiences himself as being effective, with power (Tafarodi & Milne, 2002:444). Tafarodi and Swann (1995:337) described self-competence and self-liking as "constitutive dimensions of self-esteem". Success can promote self-liking and self-competence because we take pride in our own abilities, and also because others approve of us and accept us for who we are (Tafarodi & Swann, 2001:657). According to Tafarodi and Swann (2001:657) there is a link between self-competence and self-liking. Self-liking will most likely lead to self-competence and vice versa.

3.3.2.3 The multidimensional theory of self-esteem

According to Marsh and Martin (2011:6), multidimensional self-concept emphasizes multiple, distinct components of self-esteem, rather than one single domain as the unidimensional perspective. Coopersmith (1967:6) is one of the main contributors to the multidimensional perspective of self-esteem. The focus of his model is on different factors that make a major contribution to a person's self-esteem, including the person's peers, family, school, personal interests as well as general social activities. His work is supported by Harter (2012:2), who measures self-esteem in children with her Self-Perception Profile for Children (SPPC). This revised SPPC consists of six domains, namely: scholastic competence, social competence, athletic competence, physical appearance and behavioural conduct and global self-worth (Harter, 2012:2). Perception of self-worth may vary in the different domains, but the combination of these judgements will form the overall self-esteem (Miller & Moran, 2012:19).

Self-worth, also known as state self-esteem, refers to a person's self-evaluative emotional reactions to experiences (Brown & Marshall, 2006:2). It refers to whether the person feels proud or ashamed of himself. State self-esteem is only temporary feelings that the person has about himself/herself, while global self-esteem endures (Brown & Marshall, 2006:2). Coopersmith (1967:6) discovered that children do not make a distinction between their self-esteem in various contexts before reaching adolescence. This is why the researcher tested global self-esteem and not multidimensional self-esteem.

2.3.2.4 Hierarchical theory of self-esteem

Shavelson, Hubner and Stanton (1976:413) created the hierarchical perspective, emphasizing self-concept and not self-esteem. This model indicates that we determine how we feel by judging the academic and non-academic self-concept. Academic self-concept encompasses the individual's notion of performance in different subjects, e.g. mathematics and language, while non-academic self-concept includes emotional, social and physical self-concept (Shavelson et al., 1976:413). Marsh, Byrne and Shavelson (1988:368) use self-concept as a synonym for self-esteem. According to their theory, learners will judge their own performances and abilities in different domains (Miller & Moran, 2012:19). Brown and Marshall (2006:2) describe this theory as domain-specific self-esteem. Each of these domains are then divided into sub-areas which the individual learner will assess (Miller & Moran, 2012:26-27). The individual will sub-consciously combine these judgements to create an overall judgement known as global self-concept (Miller & Moran, 2012:19). Craven and Marsh (2008:104) explain that this general self-concept is what we typically refer to as self-esteem. Global self-esteem and global self-concept can therefore be seen as the same concept (Marsh & Martin, 2011:5).

According to Brown and Marshall (2006:2), a learner can have different evaluations for different attributes and abilities. Hierarchical self-esteem is connected to confidence and beliefs of self-efficacy. These beliefs are formed by self-evaluation and self-appraisal (Brown & Marshall, 2006:2). However, the researcher emphasizes that the Hierarchical Theory focuses on self-concept, not self-esteem. Craven and Marsh (2008:107) explain that specific facets of self-concept relate to specific outcomes. For example, academic achievement will likely influence academic self-concept. In this study however, the researcher was not aiming to determine whether academic intervention enhanced self-esteem, but rather whether the withdrawal for this intervention influenced general self-esteem. Craven and Marsh (2008:114) suggest that if a learner experiences a specific academic barrier (e.g. reading) he/she should receive reading intervention in this specific domain. The intervention thus should improve reading skills as well as reading self-concept. Improvement of self-concept in a specific domain (e.g. reading self-concept) should then enhance global self-esteem (Craven & Marsh, 2008:114). Marsh and Martin (2011:5) pointed out that self-esteem as a general term, used for global self-concept with its underlying components, is similar to the use of IQ as a general term for global IQ with its underlying components of multiple intelligences.

2.3.2.5   Self-esteem as a sociometer

A variation of global self-esteem is presented by Leary (1999:33). His theory is based on the belief that human beings have the need to be part of significant relationships. Self-esteem as

a sociometer monitors the social environment to determine our social acceptance (Leary, 2007:328). The sociometer is constantly evaluating the person's social environment for signs that he/she as an individual is being accepted or rejected by other individuals (Leary, 1999:33). According to Leary (1999:34), self-esteem is not solely based on private self-judgements, because then public events would not have influenced our self-esteem. Muris et al. (2003:1800) also discovered a link between self-esteem and social desirability. Likewise, DiStefano and Motl (2009:313) state that perfectionists as well as individuals with apprehension tend to be critical of themselves and concerned about how they are viewed by others. Thus self-esteem is the monitor of our social acceptance. According to this view, being accepted by others will enhance an individual's self-esteem. Thus a person will have a low self-esteem and experience negative feelings if they do not feel accepted by others (Miller & Moran, 2012:23). Earlier research has shown that being rejected may result in emotional problems, which are typical characteristics of low self-esteem (Leary, 1999:35). State self-esteem (which refers to temporary fluctuations) will thus fluctuate as the individual experiences acceptance or rejection in specific situations (Leary, 1999:33-34). For example, if the learner achieves a high score in a test he/she will temporarily feel good about himself/herself. Zeigler-Hill et al. (2015:196) found that short-term fluctuations of self-worth influence personality dimensions and self-esteem. However, trait self-esteem refers to the individual's general self-value (Leary, 1999). Learners with high trait self-esteem are not likely to feel rejected and experience low self-esteem when they are socially rejected by others. On the contrary, learners with low trait self-esteem will feel rejected when socially rejected (Heatherton & Wyland, 2003:222). According to Leary (1999:34), individuals will act in ways that enhance their relational value in the eyes of other people, in order to improve their social acceptance and self-esteem. A recent study by Zeigler-Hill et al. (2015:195) supports Leary's theory. They highlight the close relationship between social self-regulation (high self-esteem) and communion, morality, warmth and intrapersonal nurturance (Zeigler-Hill et al., 2015:195).

This research was based on the perspective of global self-esteem, as the multidimensional perspective refers to temporary self-esteem and the hierarchical perspective to self-worth. The researcher is trying to determine the lasting consequences of LS on self-esteem. In the following section the theories of self-esteem were put into working models. The working models are process driven and each model of self-esteem can be the process of various theories of self-esteem.

2.3.3 Models of self-esteem

The following section will discuss different models of self-esteem. These models indicate how an individual's self-esteem is formed.

2.3.3.1   A cognitive (bottom-up) model of self-esteem

This model proposes that success or failure will influence a person's self-evaluations and thus their self-worth and global self-esteem. However, it is also acknowledged that not all self-evaluations will have an influence on an individual's self-esteem. Only those incidents which an individual considers as important will influence his/her self-esteem (Brown & Marshall, 2006:3). Uszynska-Jarmoc (2008:13) confirmed this phenomenon as she found that the younger the learners, the less differentiation are there in the domains of self-esteem (scholastic competence, social competence, athletic competence, physical appearance, behavioural conduct and global self-worth) that defined the self-esteem of older individuals. It is important to take into account the various domains of self-esteem that are important in the specific developmental stage of the learner (Uszynska-Jarmoc, 2008:13). Therefore, the influence of LS on self-esteem could vary from learner to learner and it seems that the influence will be we less for younger learners. Trautwein, Lüdtke, Köller and Baumert (2006:343) compared the influence of the bottom-up and top down models of self-esteem and found only the bottom-up model to be significant. They found that achievement constantly predicted later self-esteem, but they could not prove that global self-esteem had a positive effect on achievement (Trautwein et al., 2006:343).

2.3.3.2   Affective (top-down) model of self-esteem

This model states that self-esteem develops early in life due to temperamental and relational factors. Self-esteem will then influence a person's self-evaluations and feelings of self-worth (Brown & Marshall, 2006:3). This model is in contrast with the cognitive model as it states that a person's self-esteem is not influenced by incidents in his life, but that it is rather his self-esteem that influences these incidents. The affective (top-down) model can be linked to trait self-esteem which forms part of global self-esteem.

2.3.3.3   An existential-analytic model of selfhood and self-esteem

Minton (2012:35) adapted a model of human existence from a German philosopher, Martin Heidegger, to form his own model of self-esteem. Minton (2012:35) explains that self-esteem has four dimensions: physical, social, personal and transpersonal self-esteem. This model is used as a framework for understanding the different areas of self-esteem. These areas of self-esteem tend to be more or less important at certain times in a person's life (Minton, 2012:36). According to Minton (2012:36), his model also concurs with the work of Erikson on identity as the core of the individual and in the communal culture, in his book, Identity, Youth and Crisis (1963).

2.3.4   Measuring self-esteem

The measurement of self-esteem is distinctly different than that of other abilities, such as IQ. While IQ tests provide a symmetrical distribution around a random median, self-esteem scales provides skewed distributions, with an average that is usually above the midpoint of the measure (Baumeister *et al.*, 2003:4) According to Baumeister et al. (2003:4) most people will therefore score high above the midpoint of self-esteem scales, this implies that widespread low self-esteem is not a common notion. The researcher therefore argues that the self-esteem score cannot be used on its own to determine actual global self-esteem. There are many scales available for the measurement of self-esteem. In a study by Blascovich and Tomaka (1991) only a few were found to be of high quality. These included Fleming and Courtney's scale (1984), the revision of the Janis and Field's 1959-scale, and Rosenberg's 1965 global self-esteem measure (Baumeister *et al.*, 2003:5).

Self-report scales tend to have a bigger correlation with actual self-esteem (Muris *et al.*, 2003:1800). However, Muris *et al.* (2003:1800) suggest that children try to create a positive impression of themselves and therefore will report higher self-esteem. This may lead to incorrect results in self-reporting scales. Bosson (2006:89) warns that self-report scales can easily be manipulated by participants to portray a different image of themselves. Bosson (2006:90) therefore proposes the use of nonreactive measures of self-esteem as they are not so easily manipulated. Nonreactive scales consist of reaction-time, or ambiguous self-relevant question to which the participant must respond (Bosson, 2006:90-91). These scales will not be suitable for learners who possibly have slow reaction time due to a learning difficulty, as well as poor language skills which might influence their understanding of ambiguous questions. Mar *et al.* (2006:4) caution against self-deception in self-esteem which can lead to participants reporting higher self-esteem with self-report scales, due to their overconfidence and ignorance of personal shortcomings. The perceptions of teachers will help to gain insight into learners' self-esteem, without the danger of the learners reporting higher self-esteem due to self-deception. The acknowledgement of self-competence as a foundation of self-esteem will also help to prevent self-deception (Mar *et al.*, 2006:24). Tafarodi and Ho (2006:110) argue that self-report scales are the best form of self-esteem measurement, as long as it is standardized. They suggest that researchers should try to convince participants to rethink their response if they feel that it does not agree with the participant's actual self-esteem (Tafarodi & Ho, 2006:315). Therefore the researcher proposed the use of the scale and a semi-structured interview schedule, which will allow her to motivate participants to rethink their extended responses if it did not agree with their actual self-esteem. Tafarodi and Ho (2006:315) propose the use of fixed questions instead of spontaneous statements.

Robins *et al.* (2001:151) explore the possibility of a single item scale to replace the ten-item RSES. They found it useful for adult samples, but not for children. Davis-Kean and Sandler (2001:896) found that internal reliability of a scale increases as the number of items on the scale increases. Demo (1985:1501) did a study on different measurement scales for self-esteem. He confirms that the RSES and the Coopersmith Self-Esteem Inventory (CSEI) are two of the most valid measuring instruments for self-esteem. He suggests furthermore that interviews should be used more often for evaluation of self-esteem as it gives the researcher the opportunity to probe. He recommends using two instruments to correlate the findings. Observer checklists and peer ratings are newer measures that demonstrate validity (Demo, 1985:1501). The researcher used the RSES as it had been found valid for use with adults as well as children. Miller and Moran (2012) indicate that Rosenberg's work is used as a central reference point for self-esteem research. Blascovich and Tomaka (1991) found that the RSES is one of three self-esteem measures that are of high quality. Robins *et al.* (2001) found that the multiple item RSES works for children as single item scales do not provide accurate self-esteem ratings. Demo (1985) also compared various self-esteem scales and found the RSES to be one of the most valid scales. It was done in interview format to allow the researcher to address possible self-deception and probe deeper into the learners' answers.

This study faces the challenge of testing the self-esteem of learners with poor academic skills. Davis-Kean and Sandler (2001:888) discuss the difficulties of testing young learners' self-esteem and highlight limited language and cognitive development. Learners need to be able to read or at least understand the language. Davis-Kean and Sandler (2001:888) stress the importance of using terms that will be understood by the learners, in order to enable them to answer the questions. It is also believed that learners younger than eight years old are not cognitively able to understand abstract terms such as self-esteem. Due to the fact that a suitable scale for children has not yet been selected, Davis-Kean and Sandler (2001:889) suggest that researchers should integrate and summarize previous instruments to obtain an effective instrument. The researcher will thus adapt the RSES to a pictorial sclae, to make it more child-friendly. It will be completed in a semi-structured interview form in order to allow the researcher to explain difficult terms to the learner.

2.3.4.1 The Rosenberg Self-esteem Scale (RSES)

The RSES is a ten point scale which attests five positive as well as five negative self-esteem statements, due to the way the questions are worded, some evoking positive and others negative responses (Greenberger, Chen, Dmitrieva & Farruggia, 2003:1242). Marsh (1996) is of the opinion that negatively worded questions make the questionnaire cognitively more complex. He argues that learners with poor verbal ability tend to respond inconsistently between positively and negatively worded questions. Corwyn's (2000:374) research agrees

with the findings of Marsh. His results show that learners' answers are affected by negatively worded questions, but that this effect decreases as they get older. Corwyn (2000:374) also claims that poor verbal skills are to blame for this effect. However, Corwyn (2000:375) warns that the use of only positive or negative wording holds the danger of participants merely agreeing or disagreeing with all the questions. He therefore suggested that weighting of positive and negative questions should be adapted, letting positive questions carry a larger weight. This was also suggested by Marsh (1996). DiStefano and Motl (2009:313) argue that negatively phrased questions might influence the answers of perfectionists as well as participants with apprehension, as they are concerned with other people's perceptions of them. Greenberger *et al.* (2003:1248) on the other hand, found that the two-factor model was more accurate across three different generations, than either the single negative or single positive-factor model. Changing the scale to all positive or negative made no real difference in the significance of the scale. Therefore, they concluded that the scale is best when consisting of both positively and negatively worded items (Greenberger *et al.*, 2003:1249). Pullmann and Allik (2000:710) afford no support for the belief that positive and negative worded questions led to two different factors. It seems that this claim varies between studies and it has not yet been confirmed that positive and negative wording will influence the results. The RSES typically fall in a range from .77 to .88 for internal consistency, and is thus have acceptable internal reliability. The RSES have good test-retest reliability, ranging from .85 to .82. The Rosenberg Self-Esteem Scale further presented high ratings in reliability areas; internal consistency was 0.77, minimum Coefficient of Reproducibility was at least 0.90 (Rosenberg, 1965) and showed alpha coefficients ranging from 0.72 to 0.87. The RSES seems a valid and reliable scale.

When evaluating the RSES, Mar *et al.* (2006:10) found a strong correlation between self-liking, self-competence and the RSES with the strongest relationship between the RSES and self-liking. This confirmed Tafarodi and Milne's (2002:456) finding that the RSES did in fact have two dimensions (self-liking and self-competence). The RSES thus include both dimensions of self-esteem as Mar *et al.* (2006:25) appeals necessary for a self-esteem scale.

Sigelman, Budd, Winer, Schoenrock and Martin (1982:511) tested self-esteem of learners with barriers to learning using verbal and pictorial multiple-choice questions. This allowed them to respond without leading to bias. Sigelman *et al.* (1982:511) stress the importance of adapting measuring instruments for learners who experience barriers to learning. Greenberger *et al.* (2003:1252) found that respondents tend to respond with a desired answer, rather than the actual answer, when using the RSES. Pullmann and Allik (2008:560) adapted the RSES to make it appropriate for foundation phase learners. They rephrased the questions, making them shorter and simpler. Robins *et al.* (2001:158) used computerized questions which the learner could read on the screen, but questions were also read to the

learner through headphones during individual interviews to accommodate the learners' poor reading ability. They also ensured that an interviewer was present if learners were still unsure about questions. Cosden *et al.* (1999:288) argue that learners with learning disabilities found it difficult to answer questions on the self-esteem scale and that reliable measureing instruments for children with learning barriers are not available. Davis-Kean and Sandler (2001:896) also point out that the validity of self-esteem scales increases with the increase of the learner participant's age. Therefore, finding a suitable instrument that is child-friendly and has internal reliability was of utmost importance for this study. The researcher adapted the RSES into interviews where the learner had to point to the smiley face that resembled how he felt. A study conducted by Davis-Kean and Sandler (2001:896) proved that pictorial scales on average have less internal validity, and that questionnaires presented lower reliability for children from a low income milieu than it did for children from a middle to high income milieu. The researcher aimed to control for this factor proposed in the theoretical framework by using a measure which will not expect the learners to read. Sigelman *et al.* (1982:511 stress the importance of adapting testing instruments for learners who experience barriers to learning. The researcher utilised the interview with the pictorial instrument, as it has been proven by Sigelman *et al.* (1982:511) to be more child friendly and does not expect participant to read, thus allowing them to respond without leading to bias.

2.3.4.2 Self-Liking/Self-Competence Scale (SLCS)

Tafarodi and Ho (2006:113) point out the importance of distinguishing between self-liking and self-competence in global self-esteem measures, as this will affect the examination of the two dimensions. Tafarodi and Swann (1995) compiled a two-dimensional scale, the Self-Liking/Self-Competence Scale (SLCS), consisting of 20 items. They revised the scale to an improved 16-item scale consisting of first-person statements. It is important to note that some items on the SLCS address both self-liking and self-competence (Tafarodi & Swann, 2001:657). The two dimensions of self-esteem overlap at certain points, but the extent of the overlap is not yet known (Tafarodi & Swann, 2001:657). The SLCS is not limited to self-report and can therefore be used for report from other role players as well (Tafarodi & Swann, 2001:667). For this study, it was used for the teacher perception reports about learners' self-esteem. A five-point Likert Scale was used for participants to indicate their agreement with the statements. Code 1 indicated 'strongly agree' and Code 5 'strongly disagree'. According to Davis-Kean and Sandler (2001:897), self-esteem scales that make use of Likert scales tend to have better measurement techniques. Separate self-liking and self-competence scores were then calculated (Tafarodi & Ho, 2006:114). Self-liking was determined by the sum of questions 3, 5, 9, 11, 1*, 6*, 7*, 15* and self-competence by the sum of questions 2, 4, 12, 14, 8*, 10*, 13*, 16*. The asterisk indicates negatively worded questions. The reliability of the SLCS have been confirmed by a number of studies (e.g.,

Tafarodi, Marshall, & Milne, 2003; Tafarodi & Swann, 1995, 2001; Tafarodi & Vu, 1997). Both the self-liking and self-competence subscales of the SLCS have high internal validity (Silvera et al., 2001:424)

2.3.5   Self-esteem and academic achievement

Rahmani (2011:806) found a positive correlation between high self-esteem and academic achievement in foundation phase learners. According to Marsh, Craven and Martin (2006), domain-specific self-concept influences academic achievement.

According to Donald *et al.* (2012:315), a negative self-concept is often a secondary result of a learning barrier. The longer it takes to resolve the learning barrier, the worse the effect will be on the child's self-assurance and self-concept (Donald *et al.*, 2012:334). The researcher agrees with Donald *et al.* (2012). It is therefore important to apply intervention for the learner's barrier in order to improve his self-esteem. This corresponds with the bottom-up model of self-esteem. Trautwein *et al.* (2006:342) compared the influence of top-down and bottom-up models of self-esteem on academic achievement and found the bottom-up model to be significant. This confirms the researcher's viewpoint that enhancement of a learner's academic skills is likely to improve his/her self-esteem.

Lawrence (1996:7) argues that a learner with high self-esteem is more likely to work harder in school. A learner with low self-esteem will most likely avoid situations where he might fail, for example academic work, to prevent looking foolish around their peers (Lawrence, 1996:7). According to Lawrence (1996:76) the reason for a learner's poor performance could be low self-esteem. He reckons that the learner's self-esteem should be enhanced to improve his performance if additional LS is unsuccessful. This is in line with the top-down model of self-esteem.

Di Giunta, Alessandri, Gerbino, Kanacri, Zuffianò and Caprara (2013:106) found a positive correlation between high self-esteem and academic achievement of senior high school learners. They found that self-esteem had a positive correlation with the way high school learners perceive their own academic efficacy. Therefore, high school learners with high self-esteem will have higher academic self-efficacy. As pointed out before, Brown and Marshall (2006:3) and Uszynska-Jarmoc (2008:13) found that specific domains, such as academic achievement, does not have a big influence on the self-esteem of young learners, but it changes as the learners get older. Di Giunta *et al.* (2013:106) also found that learners with higher self-esteem take pride in performing well and will therefore most likely perform well. Advantages of a positive academic self-concept include increased persistence in academic tasks as well as academic (subject) choices, educational aspirations and academic achievement (Craven & Marsh, 2008:108).

However, Pullmann and Allik (2008:563) found that learners with lower self-esteem were better academic achievers. Therefore, poor academic achievement does not necessarily cause low self-esteem because with global self-esteem some domains compensate for weaknesses in specific other domains. This supports Rosenberg's (1982:538) argument in which he stated that a learner will value things that he is good at, but devalue things he is not good at.

Pullmann and Allik (2008:560) compared academic achievement, general self-esteem and academic self-esteem of a sample of primary school children. The Academic Self-Esteem Scale (AcSES) was originally designed to measure learners' perception of self-competence in the academic domain (Pullman & Allik, 2008:560). Pullman and Allik (2008:561) found a strong correlation between academic self-esteem and actual academic achievement. They also found a correlation between general self-esteem and academic achievement for children in primary school, but after Grade 6 this correlation deteriorates. Pullman and Allik (2008:561) found a constant correlation between positive global self-esteem and positive academic self-esteem. They draw the conclusion that learners with higher academic self-esteem tend to rate their global self-esteem better. However, Pullman and Allik (2008:562) conclude that the correlation between global self-esteem and academic achievement is weak, and lowers as the learner gets older. A possible cause for the weak correlation between general self-esteem and academic achievement is that good performers are often more critical of themselves. Another possibility is that learners who are weak academic performers tend to elevate their general self-esteem (Pullman & Allik, 2008:562). Due to the fact that participants in this study are foundation phase learners, their academic achievement might still have a bigger influence on their self-esteem, as Pullman and Allik (2008:561) found a greater correlation between actual achievement and the self-esteem of primary school learners younger than Grade 6.

Zuffianò, Alessandri, Gebrino, Kanacri, Giunta, Milioni and Caprara (2013:160) found in their study that academic achievement and self-esteem does not correlate. According to them the phenomenon of general self-esteem having no significant influence on academic achievement is not new. Zuffianò *et al.* (2013:160) mention that other studies, including Baumeister *et al.* (2003) and Valentine, DuBois and Cooper (2004), found similar results. However, they note that Pullmann and Allik (2008) and Valentine *et al.* (2004) found that domain-specific self-esteem correlates more positively with performance. They suggest that more studies focussing on domain-specific self-esteem is needed (Zuffianò *et al.*, 2013:160). Trautwein *et al.* (2006:345) found a strong correlation between academic achievement and domain-specific self-esteem. They conclude that strong academic self-concept will lead to academic achievement, but that global self-esteem has no significant influence on academic achievement. However, Ntshangase, Mdikana and Cronk (2008:81) found a strong

correlation between global self-esteem and academic self-esteem. Trautwein *et al.* (2006:345) stress that contextual factors influence the relationship between self-esteem and achievement.

Baumeister *et al.* (2003:5) state that global self-esteem will not predict specific academic achievements, as certain abilities are seen as irrelevant by certain individuals. When domain-specific self-esteem is measured by hierarchically organizing domains, it must be measured at the appropriate level of importance to the individual (Baumeister *et al.*, 2003:6). Global self-esteem focuses on feelings toward the self, while domain-specific self-esteem can include different thoughts about different domains of oneself (Rosenberg, Schooler, Shoenbach & Rosenberg, 1995:148).

Whether high self-esteem contributes to academic achievement or academic achievement leads to high self-esteem, is the biggest question in the research of self-esteem and academic achievement. On the contrary, both aspects can be attributed to other factors (Baumeister *et al.*, 2003:9). Baumeister *et al.* (2003:9) raise a genuine concern about enhancing self-esteem regardless of performance. They argue that it is possible that a strong focus on increasing self-esteem can lead to poor effort by learners, as they are already enjoying the benefits of general high self-esteem. Baumeister *et al.* (2003:36) found that high self-esteem does not lead to academic improvement, but rather that academic performance causes high self-esteem.

Cosden *et al.* (1999:179) found that it does not improve a learner's self-esteem if he/she has more knowledge about his/her own learning barrier. Haney and Durlak (1998:429) conclude that interventions that do not specifically focus on self-esteem will not have a big influence on self-esteem. Haney and Durlak (1998:429) also point out that an intervention will not have the same effect on each individual learner. Baumeister *et al.* (2003:39) emphasize that high self-esteem should be built on a platform of good behaviour and performance. They accentuate the importance of criticizing harmful, unethical and lazy behaviour as well as poor performance. They argue that improvement of behaviour and performance will enhance self-esteem if it is reinforced. Learners with a high self-esteem in spite of learning barriers separate their intellectual abilities from their actual academic performance and therefore see themselves as competent (Cosden *et al.*, 1999:280). Cosden *et al.* (1999:284) propose that most learners believe that they will outgrow their learning barriers.

As portrayed in figure 2.1: Global self-esteem with self-liking and self-competence dimensions is the perspective that global self-esteem has two dimensions and was applied as a theoretical framework as basis for this research. The cognitive (bottom-up) model was used in accordance with this theoretical framework, stating that success or failure (self-competence) and social acceptance (self-liking) would influence self-esteem.
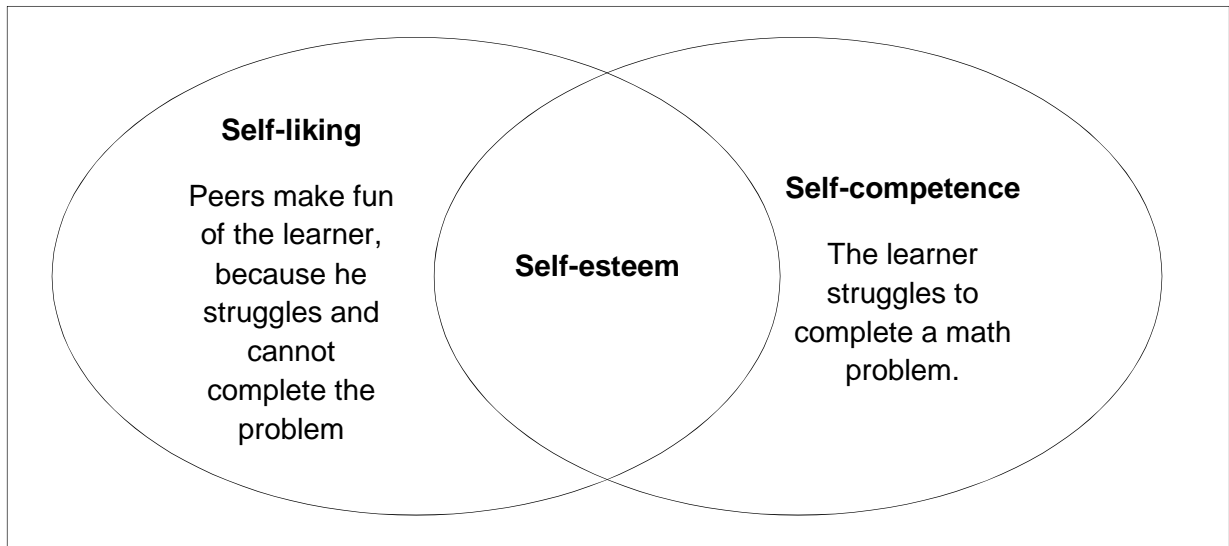
Figure 2.1: Global self-esteem with self-liking and self-competence dimensions

2.4 Inclusive education and learning support

Inclusive education is more than merely including learners experiencing barriers to learning in MS schools. Inclusive education refers to the recognition and respect of differences within learners, irrespective of their age, race, gender, language, socio-economic status, HIV-status or disability (Jacobs, 2005:142). According to the Constitution of South Africa, Act 9 on equality, everyone is equal. This act further states that there may be no discrimination due to race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth (South Africa, 1996a:5-6). This forms the foundation of inclusive education. Act 22 on freedom of trade, occupation and profession states that every person should have the right to choose his occupation freely (South Africa, 1996b:9). Therefore, all learners should have equal education opportunities, to enable them to be prepared for a variety of options for their future occupations. According to Act 29 on education, every child has the right to basic education (South Africa, 1996c:12). All learners must therefore have the opportunity to be included in a public, MS school.

Inclusive education calls for a change in attitudes, behaviour, teaching methods, curriculums and environment in order to meet the needs of all learners. Inclusive education aims to

develop learners' strengths and to guide them to become part of the learning process (Jacobs, 2005:142). It is important to know that no two learners are exactly the same, and it should be accepted that all children can learn (DoE, 2010:9). Some learners experience barriers to learning due to visual, hearing, motor or intellectual disabilities. However, some barriers to learning can be due to neurological or genetic factors. This should be seen as a disability and these learners need extra support (DoE, 2010:13).

Herd (2010:15) states that teachers are expected to ensure better outcomes and achievement for all learners, as well as ensure fair and impartial treatment for all learners through the provision of LS. Allan (2008) points out that this expectation may lead to competing agendas of social inclusion and improved academic performance. According to the researcher this is a big challenge in South Africa. Schools are expected to provide specialized support for learners experiencing barriers to learning to improve their performance, while at the same time they are expected to ensure inclusive education with no discrimination or marginalisation of learners experiencing barriers to learning. Muthukrishna (2002:2) confirms that inclusive education focuses on marginalized groups, to increase the system's responsiveness to learner diversity.

Inclusive education is meant to focus on marginalized groups, while increasing the system's responsiveness to learner diversity. Inclusion is dependent on constant development within the MS education (Muthukrishna, 2002:2). This agrees with the aim of the UNESCO statement that inclusive education should address the lack of social inclusion in all its dimensions, social, economic, political and cultural, at policy level and lead to the integration of the social inclusion objectives (UNESCO, 2012).

However, Dreyer (2008:204) highlights that campaigners for inclusive education strongly oppose this form of LS. The researcher experiences this tug of war between campaigners for inclusive education and the current LS in the Western Cape, first-hand.

2.4.1 Definition of learning support

According to Steyn (1997:68), learning support is a specialized function of inclusive education that aims to improve teaching and learning. However, these functions do not have to be of an educational nature. Mashau *et al.* (2008:416) define LS as "supplementary, remedial or extra class instruction". Mahlo (2011:55) claims that LS emphasizes learning, rather that teaching. Therefore, LS allows learners to learn at their own pace, with the overall aim to achieve independent learning. The LST should implement intervention programmes to support learners who experience barriers to learning (Mahlo, 2011:55).

Inclusive education aims to ensure that all learners have access to schooling in the mainstream school closest to their home (DoE, 2010:8). The South African Department of

Education has paid specific attention to learners experiencing barriers to learning with the implementation of inclusive education. The concept, 'barriers to learning', includes learners with disabilities. They should be assessed to determine what levels of support they need to achieve success in the MS classroom.

LSTs should have specialized skills to support learners and educators, in order to ensure effective learning. They should be able to adapt the curriculum and support learners with specific learning needs (DoE, 1997: vii). Mahlo (2011:1) pointed out that the purpose of LSTs in Gauteng is to fill the gap between MSTs that were not trained to support learners experiencing barriers to learning and giving support to these learners. According to Mahlo (2011:4), the role of the LST includes giving support to teachers and building learner support strategies for learners who are in need of high, moderate or low level support.

Learning support fulfils certain very important functions. Engelbrecht (2001:17) states that LS replaces remedial education that was based on the medical model. LS includes the variety of educational specialists (educational psychiatrists, school counsellors, therapists and LSTs). In the medical model, LSTs were known as remedial, special class or special needs teachers (Dreyer, 2008:24). LS is not an adjective like remedial and ought therefore not to be used to label learners (Condren *et al.*, 2000:15). The researcher does not agree with Condren *et al.* (2000) that the mere fact that the phrase, 'learning support', is not an adjective prevents the fact that learners are labelled.

Special educations teachers' roles shifted to support a whole school, instead of individuals, by improving access to core instruction and the efficacy of interventions. They are expected to evaluate instruction and appoint specialists to provide high-intensity interventions. The aim of this model is to insure better identification of barriers to learning, while improving academic and social opportunities for all learners irrespective of their needs, strengths and interests (Bal *et al.*, 2014:11-12).

Verster (2001:108) suggests that the curriculum should be adapted to provide the same contents on a basic level which the learner experiencing barriers to learning can understand. According to Dreyer (2008:212), learners experiencing barriers to learning are entitled to additional support outside of the classroom.

2.4.2   Brief history of inclusive education in South Africa

A call for greater social inclusion of learners experiencing barriers to learning took place at an international level (Le Grange & Newmark, 2002:84). Withdrawal from the MS class for additional LS is an international strategy of support. The Salamanca statement of UNESCO also confirms that inclusive education should address the lack of social inclusion in all its

dimensions, social, economic, political and cultural, at policy level and lead to the integration of the social inclusion objectives (UNESCO, 2012).

UNESCO (2012) also aims to bridge these gaps regarding social, economic, political, cultural and policy level by supporting countries that are members of UNESCO with implementation of inclusive policies and regulatory frameworks, through establishing institutional and human capacities of marginalized groups.

The Salamanca statement is the framework for special educational needs which was adopted at the World Conference on Special Needs Education in 1994 (UNESCO, 1994). Department of Education officials from South Africa were amongst the 94 nations who signed the Salamanca Declaration in 1994. These nations have a communal goal of making education available to all children (DoE, 2010:8). According to this framework, learners with special educational needs are entitled to extra support to ensure effective learning. Placing learners in special schools or special classes on a permanent basis should be the exception, if the MS classroom is unable to meet the child's educational needs or for the welfare of the child or his peers (UNESCO, 1994:12).

The Salamanca Statement provides a continuum for LS, with guidelines which would ensure that learners are not excluded from the curriculum or school community (UNESCO, 1994:22). Rose and Shevlin (2004:160) also stress that educators should do more to give better opportunities for engagement of those learners who did not previously receive the standard opportunities. It is therefore important that these learners receive instruction in the same curriculum as the other children. All learners should be provided with the same education, however support should be provided for learners who require additional support (UNESCO, 1994:22). Apparently, LSTs in the Western Cape are expected to use methods and content from the prescribed curriculum. Following the UNESCO guidelines, support can range from minimal support in the MS classroom, additional LS programmes within the school or at another institution (UNESCO, 1994:23).

According to Muthukrishna (2002:1), learners in South Africa can be divided into two groups. The first group, to which the majority of learners belong, is those with ordinary needs, who according to this study will receive mainstream schooling, while the second group are those with special needs. Learners with special needs refer to learners with disabilities as well as learners with specific learning difficulties (Muthukrishna, 2002:1). The call for inclusion of learners who experience barriers to learning is due to the shift towards a more democratic country (Le Grange & Newmark, 2002:84). The learners with special needs require support and specialized programmes enabling them to learn. According to Muthukrishna (2002:1) there is a two education systems, one for MS learners and one for special needs learners. In South Africa a small group of learners are categorised according to their learning barriers.

They often do not have access to basic education as the education system does not respond to their specific needs (Muthukrishna, 2002:2). Engelbrecht, Forlin, Eloff and Swart (2002) argue that South Africa has aimed to form a single inclusive education system, meeting the needs of all learners, including those who are experiencing barriers to learning. However, Engelbrecht *et al.* (2002) stress that there has been an increasing demand for accommodation of learners with barriers to learning in MS classrooms, but this phenomenon has received very little consideration with regards to teacher training and support structures.

Currently in South Africa learners experiencing barriers to learning can be found in MS schools, full-service schools, special schools and special schools resource centres (DoE, 2010:20). Special schools have been enabled to deliver a specialized education programme for learners who need access to a high-level of educational or other support (DoE, 2014:9). Special schools resource centres serve the same function as special schools, but has an additional function of providing support to ordinary and full-service schools (DoE, 2014:9). Some of these schools have human and physical resources available to expand the learners' opportunities and enhance their achievement. These resources include teachers with specialized competencies and adapted or modified classes, which has been equipped to meet the needs of learners experiencing specific barriers to learning (DoE, 2010:20). Some MS schools in the Western Cape have LSTs with specialized competencies to support the learners experiencing barriers to learning. Nothing should prevent any learner from receiving instruction in the National Curriculum Statement with their age cohort. Social interaction with peers is important for social development and self-esteem (DoE, 2010:20). The researcher argues that withdrawal for LS will allow learners to be in the same class as their age cohort, but receive the specialised support on the level that they need outside of the classroom. This will prevent peers mocking them for being supported in coping with their work.

2.4.2.1 The reports of the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS)

In 1997 the report of the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Educational Support Services (NCESS) (DoE, 1997) challenged the existing conceptualization of special needs in South Africa. It pointed out certain key obstacles that restricted education for learners with special needs. These key factors include, but are not limited to an inflexible curriculum, inappropriate and inadequate support services at schools, and attitudes of various role players (DoE, 1997:11-19). According to Muthukrishna (2002:3), learners with special needs benefit on a social level from inclusion, but there is a need to adapt the curriculum. Muthukrishna (2002:5) continues to stress the importance of curriculum amendment in the success of inclusion, as she argues that curricula are the most significant barrier to learning which exclude learners both in

special and MS schools. Barriers to learning which stems from the curriculum include learning programmes, language of teaching and learning, learning style and pace, assessment methods and techniques, etc.

The NCSNET/NCESS (DoE, 1997) gives guidelines for the support team at school level. This support team was referred to as the institutional level support teams. However with the implementation of SIAS these teams were renamed as School Based Support Teams (SBST) (DoE, 2014:9). These teams should include educators with specialised knowledge of LS (DoE, 2003:39).

2.4.2.2 White Paper 6

The vision of the South African Education Department, as found in White Paper 6 (2001), is to develop an "education and training system which will promote education for all and foster development of inclusive education and supportive centres of learning that would enable all learners to participate actively in the education process so that they could develop and extend their potential and participate as equal members of society" (DoE, 2001:5).

White Paper 6 (DoE, 2001:24) acknowledges that all children can learn and that all children need support of some form. This policy also states that educational structures, systems and learning methodologies should meet the needs of all learners. The policy stresses the importance of changing attitudes, behaviour, teaching methods, curricula and the environment in order to meet the needs of each individual. The participation of all learners should be enhanced and barriers to learning should be minimized (DoE, 2001:25). According to this policy, strengthening of support services by the District-Based Support Teams (DBST) should address the needs of learners who experience barriers to learning. The DBST (§2.4.3.1) is a team of expert support personnel (including specialists such as psychologists, therapists, remedial teachers and health professionals) established by the provincial Department of Education to ensure that all schools have relatively easy access to the support services (DoE, 2003:19-22). District-Based Support Teams should give support in teaching, learning and management (DoE, 2001:28). Members of the district-based team, which include the LST, are expected to support teachers and learners in such a way that the full range of learning needs can be met. They should emphasize good teaching strategies which will be beneficial to all learners (DoE, 2001:19).

Furthermore, White Paper 6 states that District-Based Support Teams have to create posts for support personnel who are specialists with knowledge and experience. These posts are determined by the available funds (DoE, 2001:41). The researcher experiences first-hand that a lack of funding in many cases leads to the practice of one LST serving several schools. The main reason for the change in support services from remedial education to LS is because it is more cost-effective (DoE, 2001:41). LSTs are not school-based, but district-

based, in order for different schools to utilize their specialist knowledge and experience (DoE, 2001:39-40). Posts for LSTs are created by the District-Based Support Team. LSTs in these support posts can provide direct intervention programmes/LS and serve as mentors to teachers in the schools (DoE, 2003:19).

2.4.3 Guidelines for teaching learning support

The following section has been included in order to discuss the various policy documents that underpin inclusive education in SA, therefore each policy document. The Guidelines for Inclusive Teaching and Learning (DoE, 2010) in South Africa strongly urge that inclusive education is not the notion that learners experiencing barriers to learning should be given easier or less demanding tasks (DoE, 2010:9). This policy stipulates that learners experiencing barriers to learning (even in the form of a disability) should have access to MS schools and receive the necessary support to achieve success (DoE, 2010:13). The Screening Identification Assessment and Support (SIAS) tool (§2.4.3.2) should be used to determine and plan the support that the learner needs. However the SIAS has not been used in schools prior to 2016. The policy also makes provision for learners who are unable to achieve certain assessment standards, due to their learning barriers, to straddle grades. This means that the learner can go to other grades for certain subjects in order to receive instruction on a level he/she can manage (DoE, 2010:13). It is the researcher's opinion that LS in the Western Cape currently tries to fulfil the function of straddling. LSTs determine learners' barriers and then provide support in home language or mathematics that often includes work from previous grades.

The SIAS policy stresses the importance of providing support and supplementary learning in the language of teaching and learning of the school, if it is not the learners' home language (DoE, 2010:13). The researcher perceives that many learners included in the LS programmes are learners who are not receiving instruction in their home language. Schools, with the support of District-Based Support Teams are also expected to provide stimulation, enrichment and play activities to support learners with socioeconomic barriers (DoE, 2010:16-17). The researcher agrees that these activities should form part of the LS programme.

One of the biggest barriers to learning is negative and discriminating attitudes of various role players, including teachers, parents and learners towards other people in society who are different from them. Labelling of learners has an adverse effect on their growth and should be completely avoided, therefore learners should not be categorised in particular learning groups due to the level of their disabilities (DoE, 2010:17). Learners should rather be grouped according to their specific learning needs. Categorization meets the needs of the

system and not of the individual learner (DoE, 2010:17-18). Inclusive education places the focus on the learner and not on the system.

2.4.3.1 The Conceptual and Operational Guidelines for the Implementation of Inclusive Education: District-Based Support Teams' policy document

The District-Based Support Team should be established by the provincial Department of Education. The main function of these teams is the provision of support to schools (DoE, 2003:10). They have to coordinate and promote inclusive education by providing leadership and management for schools, with regards to training, curriculum delivery and distribution of resources, development of infrastructure, and the identification, assessment and addressing of barriers to learning, in order to become inclusive centres of learning, care and support (DoE, 2014:7). They should take geographical and other factors into consideration to ensure that all schools have relatively easy access to the support services (DoE, 2003:22). District-Based Support Teams should be a team of expert support personnel. The team should include specialists such as psychologists, therapists, remedial teachers and health professionals (DoE, 2003:19). According to White Paper 6 (2001), District-Based Support Teams should provide teaching strategies that benefit all learners, help with the overcoming of barriers in the system and meeting the full range of learning needs by adapting support services in the classroom. The main purpose of District-Based Support Teams is the fostering of effective teaching and learning through identifying and addressing of barriers to learning (DoE, 2003:23-24).

This policy is based on the following principles:
- Human rights and social justice for all learners.
- Optimal participation and social integration of all learners.
- Equal access for all learners to an inclusive education system.
- Access for all learners to the curriculum.
- Equity and redress of past inequalities.
- Sensitivity to and involvement of the community.
- Cost-effectiveness of services provided (DoE, 2003:13).

In the light of these principles all learners, including learners with disabilities and barriers to learning should be placed in MS schools with the same curriculum as their peers. Some learners will however need support to benefit from and to successfully follow the curriculum. The key strategies of the policy include, but are not limited to expansion of access and provision of education to all learners, and the strengthening of education support services as well as the development of programmes for early identification and intervention in the foundation phase (DoE, 2003:14).

The Conceptual and Operational Guidelines for the Implementation of inclusive education: District-Based Support Teams-policy document, stipulates that the composition of District-Based Support Teams can be adapted to the local needs (DoE, 2003:18). The researcher reasons that this is the cause of the variation of LS in the nine provinces, as well as in the different districts in each province. Since support should be adapted to suit the local needs and available resources, a flexible support system that can respond to the needs of communities is necessary. The policy does not provide a blueprint for support (DoE, 2003:8). LSTs form part of these District-Based Support Teams (DoE, 2003:19). In these schools, LS attempts to provide equal opportunities to all learners (DoE, 2003:8). Key functions of the District-Based Support Teams are the identification and addressing of barriers to learning, and the enhancement of teaching and learning in schools (DoE, 2003:7). According to this policy one of the focuses of support should be the provision of specialized learner and educator support (DoE, 2003:7). This forms part of the job description of LSTs (DoE, n.d:4-5). Other roles of the District-Based Support Teams that form part of the LSTs' tasks include assessment of needs and barriers to learning in the individual, organisational and broader levels of the system, identification of specific learning needs and development of learning programmes, and providing of expertise on special needs of learners. Materials should be developed for response to particular learning needs of learners experiencing barriers to learning (DoE, 2003:25).

The primary goal of schools should be the development of learners. Learners who experience barriers to learning should therefore receive support to enhance their development. The District-Based Support Teams should be the main channel of support (DoE, 2003:7). Support from the District-Based Support Team can however be given on various levels and in various forms (DoE, 2003:10). District-Based Support Teams are primarily responsible for identifying and prioritizing needs and barriers to learning, as well as identification of the support needed to address these challenges (DoE, 2003:24). These primary functions are tasks of the LST. According to the policy document, the Conceptual and Operational Guidelines for the Implementation of Inclusive Education: District-Based Support Teams, providing direct LS to learners who experience barriers to learning should be one of the secondary functions of LSTs. The primary function should be indirect support to learners, by supporting the teachers and school management (DoE, 2003:24). However, the researcher perceives that direct LS to the learners is currently a primary function of LSTs in the Western Cape. LSTs should identify specific needs of learners and compile LS programs for these learners (DoE, 2003:25). Specific learner needs should be identified through screening. Screening consists of diagnostic tests that are used to identify problems in their early stages. Support programmes should then be implemented in order to prevent developmental problems from becoming more serious problems (DoE, 2003:30).

LSTs in the Western Cape are expected to withdraw learners, in small groups, from the MS classroom for LS in literacy and numeracy. Furthermore, they are expected to support MSTs in the amendment and modification of the curriculum as well as the development of support programmes and learning material. LSTs are also expected to provide collaborative support in the MS classroom and present workshops and information sessions to the staff and parents of learners experiencing barriers to learning (DoE, n.d.:4-5).

2.4.3.2   Screening, Identification, Assessment and Support policy (SIAS)

According to the researcher, learning breakdown and high dropout rates due to a lack of effective intervention is quite prevalent. According to Bal, Kozleski, Schrader, Rodriguez and Pelton (2014:3), the identification of learning barriers depend on various factors, including the school system and the teacher's view of the learners. They argue that this often results in learners who do not have a learning barrier being identified as learning disabled, while learners who need special educational services are not identified in order to receive them. Freire, Carvalho, Freire, Azevedo and Oliveira (2009:162) state that learners drop out of school to get involved in other community activities which would keep up their self-esteem. The SIAS policy identifies the roles of the teachers, managers, District-Based Support Teams, parents and caregivers with regards to the support they should provide. It also provides guidance on how the support and intervention should be provided (DoE, 2014:13).

According to the SIAS policy (2014), some learners need additional support to enable learning, due to various factors that cause barriers to learning. Barriers to learning can be anything in the education system, learning site or something within the learner which hinders his/her learning and development. Barriers to learning can be in attributed to various domains including the domains of social, emotional, cognitive, linguistic, disability, family and care (DoE, 2014:7). The SIAS policy identifies various barriers to learning, including socio-economic aspects such as poverty and lack of basic services (DoE, 2014:11). It is confirmed by Oxoby (2009) that poverty limits access to basic services, which can lead to exclusion. Abuse, political violence, HIV/AIDS and chronic illnesses are more barriers to learning (DoE, 2014:12). These factors can be the cause of learners missing school, which often leads to major learning barriers. Attitudes and inflexible curriculum implementation are other barriers in the education system. Language and communication are often big obstacles as many learners do not receive their education in their home language. Inaccessible or unsafe structures can adversely influence learning (DoE, 2014:12). Inappropriate and inadequate support services reinforce barriers to learning. The researcher is of the opinion that many learners who experience specific learning barriers do not have access to suitable support services. Parental ignorance and involvement, disability, shortage of human resource development strategies, unavailability of learning and teaching support materials and assisting technology can be obstacles to effective learning (DoE, 2014:13).

The SAIS policy states that some additional support needs are long-term, while others are short-term. However, it is important to note to what extent these barriers to learning influence the individual learner in order to determine the level of support he/she needs (DoE, 2014:7). Some learners need a high level of support, including a specialist classroom, school organization, facilities and personnel. This level of support is beyond the provisions that can be made by an ordinary government school, but it will be available at special schools. However, it is important to note that these learners should not be restricted to special schools. Should the special schools not be in reach, the MS school should make provision for high-level support (DoE, 2014:8). Other learners however, need moderate support. Support refers to that which is normally beyond the provision made by MS schools, but can be provided, often through once-off, medium-frequency, intermittent provisions or on a short-term basis, such as loaning of physical devices (such as hearing aids). Learners who need moderate support can however be accommodated in the MS classroom with support (DoE, 2014:8-9). Other learners need a low level of support. A low level of support will be provided by the MS school and are generally preventative and proactive support (DoE, 2014:8). A Support Needs Assessment (SNA) should be used to determine the additional support that any learner needs. The SNA form guides the process of determining support (DoE, 2014:9). It identifies the support needs, and level thereof, for the individual learner within his/her school and home context throughout his/her complete school career.

Public schools should be inclusive and thus make provision in their policies, budgets, norms and standards for learners who experience barriers to learning. Schools providing for learners experiencing barriers to learning are known as full-service schools. These schools reduce exclusion and promote inclusion of all learners irrespective of their background, culture, disabilities, gender or race (DoE, 2014:8). Programmes of support that provide structured interventions are delivered at full-service schools. These programmes should include specialist services by professional staff, curriculum differentiation by means of adjustment of content and assessment methods, provision of specialized learning and teaching support material, as well as assistive technology and teacher training and mentoring (DoE, 2014:9). Support can be cost-effective if it is based on inter-sectorial collaboration (DoE, 2014:14). Specialist support staff, teaching and LS materials, curriculum differentiation, teacher training, orientation, mentorship and guidance, as well as environmental access is necessary to provide effective support (DoE, 2014:14-15).

The SIAS policy focuses on the rights of the learner. It states that every child has the right to be accommodated in an inclusive setting and receive quality basic education and support in his/her local community (DoE, 2014:14). Furthermore, it states that decisions about the child should be made in the best interest of the child and no child may be refused admission to an ordinary public school (DoE, 2014:14). Children and parents should be involved in choices

regarding the schooling of the child (DoE, 2014:15). This policy moves away from the former tendency to move learners with barriers to learning to a special school while it promotes the enrolment of all learners in the school closest to their home and at the same time make the necessary support available in that school (DoE, 2014:14). Schools should adapt their policies, practices and cultures to become inclusive centres of learning, care and support (DoE, 2014:14). Bennett's (2002) perspective is that the culture of an institution (in this case a school) has a big effect on whether the outcomes of inclusion are actually achieved.

However, the researcher perceived that the Screening, Identification, Assessment and Support (SIAS) policy document had not been used in schools, in circuit 3 of the Cape Winelands Education District where the researcher serves as LSE, from 2010 to 2015. Training (of LSTs and principals) for the use of the SIAS has taken place from February 2016. LSTs are of the opinion that these documents and processes will be phased in during the course of 2016.

2.4.3.3 Levels of learning support

Winzer (2002:32-33) claimed that most MS educators perceive learners experiencing barriers to learning as a disturbance in their classes, demanding too much attention. Therefore, they are reluctant to have learners experiencing barriers to learning in their classrooms (Winzer, 2002:33). Rose and Shevlin (2004:16) found that teachers' expectations of learners have a big influence on their success and failure. Stereotyped views of learners often lead to underestimation of what these learners can achieve. Pijl, Meijer and Hegarty (1997:5) agreed with this view, highlighting that learners experiencing barriers to learning should at least receive part-time LS outside of the classroom. The 'individual learner view' as a model for LS was proposed by Symeonidou (2002:150) as a possible model for LS. According to this model the LST must provide specialized and sometimes individual support. This support can be given in the MS class or in a separate class. However, this model means that learners without barriers are educated in the MS class, whilst 'special learners' are withdrawn for specialist support. This model correlates with the one currently being used in certain districts of the Western Cape, although here it is mostly rooted in the medical model.

Pijl and Hamstra (2005:183) described three models for inclusion. The first group is called 'Pupil in the Group'. This means that the learners with barriers to learning are included in the MS classroom and receive the same education as their peers. However, these learners may follow a special adapted curriculum for certain subjects (Pijl & Hamstra, 2005:183). The second group is called 'Group in School'. The learners with barriers to learning are placed in separate classrooms in an MS school. These learners are expected to participate in activities with the rest of the pupils in the school. This group must have a special teacher and a teaching assistant is often required as well (Pijl & Hamstra, 2005:183). The last group is

'Group Couples to School'. A large group of learners experiencing serious barriers to learning are placed in a special class that is loosely connected to an MS school. This model closely resembles a special school and learners in this class only participate in certain school activities with other learners (Pijl & Hamstra, 2005:183).
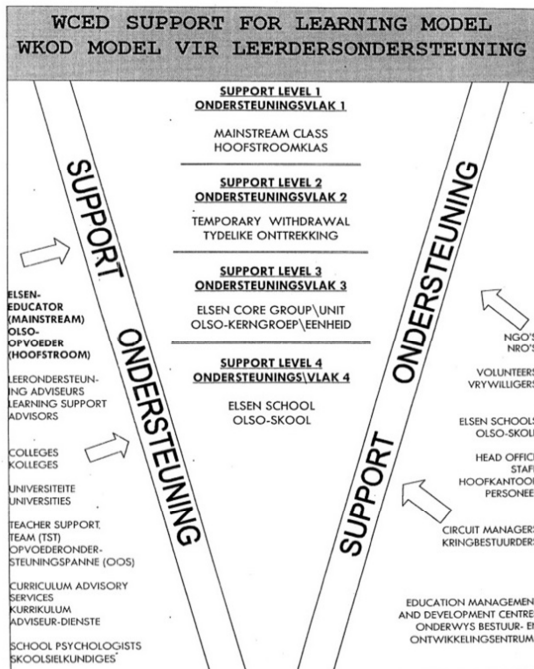
Figure 2.2: Levels of learning support (DoE, n.d.:18)

The nine provinces of South Africa do not use the same methods of LS (DoE, 2003:10-11). For current LS in the Cape Winelands Education District, learners are withdrawn from MS classes to provide support in a separate class to a smaller group of eight to ten learners who are experiencing barriers to learning.

In the Western Cape LS is also provided on different levels, as portrayed in Figure 2.2: Levels of learning support. Some of these levels are similar to those described by Pijl and Hamstra (2005). However, in the Western Cape there are four levels and they include placement in special schools, which is not inclusive. Level 1 refers to LS in the classroom with support from the LST and School-Based Support Team. Support at Level 2 refers to temporary withdrawal from the MS classroom for small-group support by the LST, with the provision that the work is strengthened by the MST in the classroom. Support at Level 3 and 4 refer to learners who are referred for permanent support in a unit or special school (Dreyer, 2008:22). This research will focus on Level 2 support as it is investigating the influence of temporary withdrawal for LS on learners' self-esteem.

The new SIAS policy that was launched in 2016, however, identifies three levels of support.

Low-level support refers to any specialist intervention from either a teacher or specialist in the school or surrounding schools, a School-Based Support Team, District-Based Support Team or other role players of the school. This form of intervention is part of the school's budget and is provided on a regular base. These interventions include consultations with the School-Based Support Team and the District-Based Support Team, assistance of the LST and educational counsellors (DoE, 2014:19). For low-level support no additional funding is required. Costs are part of the norms and standards of the school and line budget of the Department of Education (DoE, 2014:19). The researcher as an LST confirms that neither the school nor the parents have any expenses with regards to LS provided for learners in mainstream government schools.

Moderate-level support refers to specialist support at circuit- and/or district-level. Support services that are not provided at the school or within the district can be sourced from other role players as needed. Support can be provided by occupational therapists, speech therapists, audiologists, physiotherapists, psychologists, LSTs and counsellors (DoE, 2014:20). Support at this level can be provided at school level, but it will often require additional funding.

High level support refers to daily or weekly on site access to specialist support such as occupational therapists, speech therapists, audiologists, physiotherapists, mobility and orientation instructors, psychologists, nurses and class assistants. Learners who need high level support and/or supervision receive small group or individual support on a daily basis. They are placed in classes with a smaller learner to teacher ratio than found in MS schools. Special planning, budgeting and programming are needed to provide support services at his level (DoE, 2014:21). This refers to Level 3 and Level 4 support in Figure 2.2, where learners are placed in core groups (units) or special schools for intensive support.

2.4.4 Withdrawal from mainstream for learning support

In South Africa not all teachers believe that learners can benefit from full inclusion (Winzer, 2002:33). According to Dreyer (2008:164-165), LSTs believe that learners experiencing barriers to learning are not always successful in the MS class, but tend to experience success in an LS classroom. Dreyer argues that overcrowded classrooms, impatient educators, the demands of LS, too much administrative work, as well as a lack of differentiation, low self-esteem and socio-economic factors, lead to failure in the MS classroom. Teachers mentioned that they can support learners experiencing barriers to learning in the MS classroom if they have an auxiliary teacher helping them and have a class of less than twenty learners (Herd, 2010:163). Mahlo (2011:156) also highlights that in overcrowded classrooms, MSTs tend to exclude learners with barriers to learning. The researcher argues that circumstances in many schools in South Africa are not conducive to

inclusion in the MS class, as very few schools have teaching assistants and most classes in previously disadvantaged schools have large numbers of learners in the MS class. The current ratio of learners to teacher in MS schools in South Africa is 1:40 (SAOU, 2015). However, experience tells that many classes have even more than 40 learners, making it impossible for the MST to assist the learners without the support of an auxiliary teacher. In such cases withdrawal from MS is important to provide support for these learners who would otherwise be forgotten. Condren *et al.* (2000:3) argue that withdrawal of learners for LS is often unsuccessful, due to discontinuity with the programmes followed in the MS and in the LS classroom. However, according to the researcher, this is not the case in the Western Cape as LSTs use the same curriculum as the MS classroom.

Dreyer (2008:22) mentions that some learners do not benefit from MS education and need to receive support outside of the classroom to enhance their performance. The Guidelines for Inclusive Teaching and Learning acknowledges that although the majority of learning needs can be met in the MS classroom by means of differentiation, there are some learners who might require individual support (DoE, 2010:13). Pijl and Hamstra (2005:187) also found that a sample of the learners who fall in the various models of inclusive education are prone to low social-emotional development as well as low academic performance. They pointed out that some learners did not benefit or show progress in these inclusive education models. Pijl and Hamstra (2005:188) found that teachers, parents and external assessors agreed in the most cases of negative development of learners. This confirms that there are indeed a small number of learners who do not benefit from various inclusion models on academic, social, and/or emotional developmental level. The mere fact that 29% of learners do not function as well as expected in inclusive education settings does not mean that segregated special education would be more beneficial for them (Pijl & Hamstra, 2005:190). This conclusion cannot be made, due to the fact that none of the learners in their study have ever been exposed to the segregated special education model (Pijl & Hamstra, 2005:190).

LSTs in the Western Cape provide support on Level 2. They support by temporarily withdrawing learners from the MS class (Dreyer, 2008:40). Dreyer (2008:166) found that in the most cases these learners show academic improvement and even those who do not show academic improvement seem to develop emotionally when they are withdrawn from the MS class for LS. Most of the educators that took part in the study of Dreyer (2008:193), argued that withdrawal from the MS class for LS made a noticeable difference, while LS from the LST in the MS classroom did not make a noticeable difference. The researcher experienced that LS did improve learners' academic skills, although it did not necessarily improve their skills to grade level. Teachers in a study by Herd (2010:164), however, argued that a LS teacher in the class makes a really big difference and is a great help. The researcher noted that these classes have twenty or less pupils and is therefore not crowded.

Tafarodi and Milne (2002:449) state that self-competence is formed by comparing yourself to others. The researcher reasons that withdrawal for LS will help to solve this problem, as learners will now compare themselves to learners who are more or less on the same level of competence as they are. Crocker and Major (1989) argue that belonging to a stigmatised group will not only facilitate in-group comparison, but also lead to the learner attributing negative perceptions of others to the group rather than to his/her own self-esteem.

2.4.5   Problems encountered in learning support

According to Bojuwoye *et al.* (2014:9), LS in the MS classroom is problematic, because learners are afraid to ask for support due to the probability of impatient and dismissive behaviour from teachers. They also identified that learners are afraid of being labelled as weak and teased for it by their peers (Bojuwoye *et al.*, 2014:9). The researcher agrees with Bojuwoye *et al.*'s (2014) as she often experiences teachers and peers being impatient with these learners and teasing them.

Condren *et al.* (2000:43) found that although collaborative support in the MS classroom improves learners' self-esteem and participation, literacy and numeracy skills remained a major problem. Seeing that the purpose of LS is to improve academic skills, the researcher feels that the collaborative support does not meet its purpose if these skills are not improved. The researcher therefore argues that withdrawal from the MS classroom for LS is necessary.

In the past, the aim of special (remedial) education was to provide learners with services and resources to help them succeed. However, it led to stigmatising of groups who were segregated from their normal developing peers (Harry & Klingner, 2006). Harry and Klingner (2006) argue that these learners were often exposed to low expectations and weak, underdeveloped curriculums which limited their opportunities into transfer back to the MS education curriculum and it affected their employment possibilities adversely. This model did not give the same opportunities to all learners and led to social exclusion of some learners.

The idea of inclusive education was to provide one education system that is responsive to a diversity of learner needs (Muthukrishna, 2002:3). Muthukrishna (2002:6) identifies various factors that have a negative influence on inclusion, including inadequate knowledge and awareness of disability, large classes, inadequate funding for specific interventions of teaching and learning materials.

Researchers such as Rose and Shevlin (2004:160) and Camilleri-Cassar (2014:261) point out that learners do not get the opportunity to participate in decisions that are made with regard to their schooling. Many learners find the MS curriculum uninteresting, uninspiring and irrelevant for their own futures and therefore drop out of school.

Curling and McMurtry (2008:261) stress that learners are alienated when they do not have a say in the decisions about their education, which will influence them directly. They argue that this might lower the learners' self-esteem and lead to disgust for authority as they experience powerlessness and social exclusion. A learner in a study done by Herd (2010:143) confirmed this when he stated that he was good in geography but was merely pulled out of geography to receive LS in other subjects. It is thus important not to remove learners experiencing barriers to learning from MS schools or the MS classroom, without allowing them to choose whether they want to go or not. Herd (2010:143-144) argues that learners experiencing barriers to learning are often led to believe that they have a choice but in truth they are merely asked to submit to arrangements which has been made for them. Learners thus have no say about being placed in a group of learners needing extra support apart from their peers (Herd, 2010:144). Herd (2010:144) argues that the shortage of teachers is often the factor that determines how LS structures are arranged and that the interests of the school is prioritised before the interests of the learners (Herd, 2010:144). Researchers such as Rose and Shevlin (2004:160) and Camilleri-Cassar (2014:261) also pointed out that learners do not get the opportunity to participate in decisions that are made with regard to their schooling. The researcher experiences that a lack of support teachers can result in the needs of the schools being taken into consideration before the needs of the learners. Due to the fact that in many cases LSTs in the Western Cape serve on an itinerary basis (DoE, n.d.:10), limited time is available for support, and learners sometimes have to be withdrawn from subjects which they are good at and enjoy.

Rose and Shevlin (2004:160) point out that learners in labelled groups which can include the group of learners experiencing barriers to learning are often uneasy about the access they have to education, their educational and other achievements, as well as teachers' and policy makers' ambitions for them to achieve success.

2.4.6   Learning support and self-esteem

Verster (2001:107) states that a learners' affective development has a direct influence on his/her self-esteem. She argues that self-concept, which is an underlying part of self-esteem, determines whether a learner will achieve his/her full potential. Therefore, she stressed the importance of giving learners activities in which they can achieve success, in order to enhance their self-confidence, adaptability and self-esteem (Verster, 2001:107). According to Manning *et al.* (2006:353) it is merely a myth that children with learning barriers will have lower self-esteem. Mashau *et al.* (2008:416) argued that LS will help learners to overcome their barriers to learning. According to Donald *et al.* (2012:315), assistance to overcome barriers to learning will in turn improve the learner's self-esteem and help the learner to achieve academic success. Condren *et al.* (2000:6) identifies self-esteem as a factor that is equally as important as a learner's intelligence to ensure academic achievement.

Ntshangase *et al.* (2008:81) found that the global self-esteem of boys with or without barriers to learning was not significantly different in the same MS school, although they still found that some learners experiencing barriers to learning had lower self-esteem (Ntshangase *et al.*, 2008:83). This is ascribed to learners with barriers to learning comparing themselves to their more competent peers (Ntshangase *et al.*, 2008:82).

Condren *et al.* (2000:5) argue that LS methods that cause labelling should be avoided at all cost and therefore learners should rather be supported in the MS classroom. Herd (2010:180) also argues that LS methods which leads to labelling and segregation of learners, portray teachers taking power over learners and shaping their identities, which can lead to marginalization and social exclusion. The researcher disagrees with this statement as she argues that the way in which the LST as well as the MST handles the withdrawal, determines whether the learners will be labelled. The researcher's point of view is confirmed by Trautwein *et al.* (2006:346) who suggest that a meritocratic environment should be created in the classroom, being task and character orientated and focused on reward and advancement of all learners. According to Trautwein *et al.* (2006:346) a meritocratic environment will lead to a greater influence of academic self-concept on global self-esteem. Scott *et al.* (1996:292) pointed out that teachers should be sensitive towards learners at risk of failure and aim to enhance their self-esteem. The teacher influences self-esteem through the classroom environment she creates. Verster (2001:108) confirms that a safe classroom environment where the learner is accepted and loved will enhance his/her self-concept. Therefore, the classroom environment that the teacher creates in both the MS and LS classroom may have a major influence on the learners' self-esteem. Jonsson's (2006:202) research agrees with this notion as he concludes that self-esteem can be a self-fulfilling prophecy. For example, the learner will develop low self-esteem as other people are treating him/her as if he has low self-esteem. Craven and Marsh (2008:108) also highlight that any kind of intervention is more successful when it is accompanied by praise and feedback especially if the intervention focuses on performance, traits and goal orientation.

Winzer (2002:32) points out that teachers' attitudes have one of the biggest influences on the way inclusive education is handled. He concludes that the teachers' attitudes and beliefs towards learners experiencing barriers to learning are the most important factors that determine the success of the system. Teachers' attitudes will determine how they facilitate inclusion in the MS classroom (Winzer, 2002:38). This view is shared by Waghid and Engelbrecht (2002:22) when they argue that the educators' will to implement inclusive education will influence the success thereof. Therefore, the researcher concludes that the environment created by the teachers when aiming to improve learners' academic achievement, can either increase or decrease their self-esteem.

Pullmann and Allik (2008:563) argue that stigmatised groups will not always have low self-esteem, because they will compensate for their weaknesses. Thus learners who are withdrawn for LS will not necessarily have low self-esteem, because they are stigmatised. Dreyer (2008:60), in contrast with Condren *et al.* (2000), reasons that full inclusion holds dangers for lowering self-esteem as it would mean that learners experiencing barriers to learning will be expected to do work (e.g. reading) on their level in the presence of their peers, which may lead to teasing (Dreyer, 2008:60). Manning *et al.* (2006:353) agree that neither inclusion, nor withdrawal will necessarily improve or decrease self-esteem.

Cosden *et al.* (1999:279) claim that the Individualised Education Plan (IEP) where the learner experiencing barriers to learning are supported in the MS classroom does not include procedures where the child is told about his/her specific learning barrier. They argued that knowledge of one's specific learning disability might influence self-esteem. Cosden *et al.* (1999:280) propose that a learner's perception of his/her learning disability will influence his/her self-esteem. Their study shows that learners who had knowledge of their learning barrier have lower self-esteem than learners who has little knowledge about their learning barrier (Cosden *et al.*, 1999:285).

Continuous failure will have a negative effect on a learner's self-worth and self-esteem (Condren *et al.*, 2000:30). Verster (2001:108) agrees with this viewpoint. She argues that learners lose interest in school work and become indifferent towards school if they experience continuous failure. That is the reason why the researcher emphasizes the importance of LS, in order to enable learners experiencing barriers to learning to experience success. In Dreyer (2008:193) teachers report that learners show greater progress when they are withdrawn from the MS class than they did during collaborative support. This agrees with the researcher's argument.

Pijl and Hamstra (2005:189) found that the majority of the learners who took part in their study on inclusive education had deficit social-emotional development. The assessors were worried about the long-term effects of this poor development on both the learners and the parents. Assessors of this study also argued that deficit social-emotional development will make learners unable to have genuine contact and relations with more able learners when staying in the MS classroom, and that teasing and conflict within this situation might lead to feelings of uncertainty, a fear of failure, lack of acknowledgement and negative self-esteem (Pijl & Hamstra, 2005:189). The researcher perceived that most of the schools that had an LST were from previously disadvantaged communities or had many previously disadvantaged learners. Verster (2001:93) states that learners from previously disadvantaged communities often have a low self-esteem and struggle to have social relationships with their peers. They are also afraid of experimenting and struggle to control their emotions. Verster (2001:93) emphasizes the importance of assisting these learners to

experience success. The researcher as an LST argues that LS aims to empower all learners to experience success. According to Condren *et al.* (2000:5) it is important to strengthen a child's self-esteem, as well as social skills, while focussing on literacy and numeracy, because self-esteem is vital to the enhancement of academic achievement. Scott *et al.* (1996:292) identify the development of social skills as one of the best treatments for low self-esteem. The researcher also experienced that learners performed better once their self-esteem had improved, and that learners' social skills improved considerably due to LS. The improvement of self-esteem is LS's biggest asset, as it is essential for the learner to believe in himself to learn (Condren *et al.*, 2000:35). Abraham *et al.* (2002:439) found that high self-esteem lowers the perception of stigma amongst learners with barriers to learning. It is thus important to ensure that learners have high self-esteem when withdrawing them for LS. In Dreyer's (2008:166) study LSTs emphasize that they do not always have a big influence on the learners' academic achievement, but that they do at least strengthen them emotionally.

The assessors from the Pijl and Hamstra's (2005) study conclude that MS schools underestimate the seriousness of certain learners' barriers to learning. They strongly feel that some learners should not be accommodated in the inclusion school system (Pijl & Hamstra, 2005:189). Pijl and Hamstra (2005:189) found that many school leaders had a negative attitude towards inclusion, which resulted in a lack of support for class teachers and difficulty in acquiring the necessary teaching materials for learners experiencing barriers to learning. Pijl and Hamstra (2005:189) also found that a certain learner receiving education within an inclusion model excluded herself both from the teacher and the learners. They warn that this can happen when the learner becomes aware of his/her differences in abilities compared with their peers and consequently try to escape from the frustration of their classroom (Pijl & Hamstra, 2005:189). This proves the notion that an individual can choose his/her social inclusion. According to Gammon and Morgan-Samuel (2005:167), individuals who struggle to cope in stressful academic environments should be given structured support to help them cope and enhance their self-esteem. Structured tutorial support helps to enhance learners' self-esteem, because it enables them to master skills and knowledge, which in turn improves their self-acceptance, self-confidence and makes them feel more in control of their academic tasks (Gammon & Morgan-Samuel, 2005:168). However, their study was done with undergraduate students and not foundation phase learners. The researcher perceived that learners who experienced barriers to learning experienced a lot of stress in the classroom, because they were aware that they could not master the work and were often teased by peers or scolded by teachers. This agrees with Dreyer (2008:60) who is also of the opinion that this full inclusion will lead to teasing of these learners, causing reluctance to participate in the mainstream class. Bojuwoye *et al.* (2014:9) also identified that learners are afraid of being labelled as the weak learners and teased for it by their peers.

Trautwein *et al.* (2006:347) concluded in their research that global self-esteem does not have a significant influence on academic achievement; domain-specific academic self-esteem however strongly predicts academic achievement. Mar *et al.* (2006:26) are of the opinion that interventions to improve self-esteem should be based on fostering competence rather than fostering a general positive self-regard. They argue that even for incompetent learners these competence-based interventions may be more valuable. Their argument is based on the strong correlation that they found between self-competence and self-esteem. Their argument is also supported by Craven and Marsh (2008:105) who explains that most researchers use a unidimensional self-esteem intervention and expect results. However, they should focus on the multidimensional and hierarchical construct of self-esteem. This research is evaluating if the competence-specific intervention does in fact influence learners' global self-esteem, instead of the other way round.

2.5   Conclusion

This chapter examined various concepts of self-esteem in order to choose the correct theory and model as a framework for this research. The theory of two-dimensional global self-esteem was chosen for this study. It states that self-competence and self-liking are both underlying, but integral parts of global self-esteem. This theory was selected as this study looked at how much the learners liked themselves (self-esteem) in a context where their academic competence was low. The cognitive (bottom-up) model was used in accordance with this theory as it also stated that an individual's success or failure would influence his self-esteem. This model states that social acceptance plays a role in the individual's self-esteem. In the context where learners are withdrawn from the MS class, they might experience problems with social acceptance due to labelling and teasing. The review of literature found that the model for LS that was used in the Western Cape at the time of the investigation was also used internationally. However, there seemed to be an ongoing debate on the influence of this model on learners' self-esteem. Many researchers, worldwide, found that withdrawal had a negative influence on self-esteem. Teachers in a previous study Dreyer (2008:193) (conducted in the West Coast Educational District) and Pijl and Hamstra's (2005) argued that withdrawal was a better model for LS. They felt that the learners showed more academic improvement when they were withdrawn and even learners who showed very little academic improvement displayed emotional development. The following chapter will therefore discuss how data was collected from learners, LSTs and MSTs in the Cape Winelands Education District, in order to determine the influence of withdrawal from the MS class on their self-esteem.

CHAPTER 3
RESEARCH DESIGN AND METHODOLOGY

3.1   Introduction

In this chapter the researcher will discuss the methods of research used to answer the following research questions:

1. How does LS influence foundation phase learners' self-esteem?

2. a) What are the MSTs' perceptions of LS's influence on the self-esteem of learners attending LS?

    b) What are the LSTs' perceptions of LS's influence on the self-esteem of their learners?

    c) What are the learners' perceptions of the influence of LS on their self-esteem?

A mixed-method convergent design (§3.4) was used. The convergent mixed method design was used in order to gather two sets of data, which provided different insights. The data analysis of the two data sets was merged to form the results (Creswell, 2015:35). In the quantitative phase (§3.5), surveys were distributed to MSTs and LSTs and results were analysed through descriptive statistics. In the qualitative phase (§3.6), semi-structured interviews were used and interpreted through Interpretative phenomenological analysis. Validity and reliability (§3.7) and ethical considerations (§3.8) will also be expounded in this chapter.

3.2 Mixed method research

This study made use of the convergent mixed methods design. Mixed methods designs make use of quantitative as well as qualitative methods in order to answer the research questions of a single study (Mertens & McLaughlin, 2004:112). A mixed method technique made it possible for the researcher to answer research questions that could not be answered by using quantitative or qualitative techniques on its own. According to Mertens and McLaughlin (2004:113) mixed methods enhance the conclusions that are drawn about the research problem. According to Guest, MacQueen and Namey (2012:192), mixed methods are mainly used for one of the following reasons: To provide information for subsequent data collection and analysis, and to explain the results of a former data set (explanatory design), or to compare two data sets for triangulation and to determine whether the data converge, diverge or are contradictory (Guest *et al.*, 2012:192).

In this study it will be used to compare to data sets. This is explained by the model of Creswell & Plano Clark (2011:64) in Figure 3.1 Example of quantitative and qualitative strands in mixed methods research.
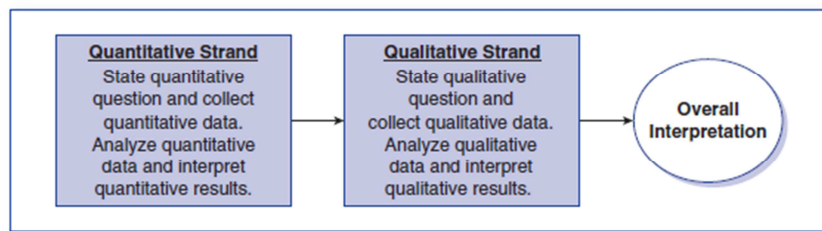
Figure 3.1 Example of quantitative and qualitative strands in mixed methods research (Creswell & Plano Clark, 2011:64)

According to Creswell and Plano Clark (2011:9), there are at least six advantages of integrating methodological approaches. These include the fact that the strengths of one approach compensate for the weaknesses of the other approach, the use of two approaches ensures more comprehensive and convincing evidence and using integrated methodologies further allow the researcher to answer questions that could not be answered by a single method. The use of integrated methods allows collaboration between different disciplines, and it encourages researchers to use multiple worldviews/paradigms as well as multiple techniques and approaches (Creswell & Plano Clark, 2011:9). Creswell and Plano Clark (2011:7-8) argue that mixed-method approaches supplement insufficient data that was collected by a single source and help to explain the initial results. It also helped to generalize the findings. A mixed-method approach is enhanced by a second method. It helps the researcher to use a theoretical stance and have a better understanding of the research objective through the multiple research phases (Creswell and Plano Clark, 2011:7-8).

Mixed methods can also mean converting qualitative data into quantitative data or vice versa (Mertens & McLaughlin, 2004:112). Mixed methods can either be used for triangulation to find a common understanding or to achieve alternative perspectives that cannot be summarized to a single perspective (Mertens & McLaughlin, 2004:112). The mixed methods technique was chosen for this research to ensure triangulation, which in turn improved and explained the results emerging from the quantitative phase. It is also used to improve the extensiveness of the research strategies and to ensure that the various strategies compensate for each other's weaknesses (Joubert, Hartell & Lombard, 2016:384).

3.3   Interpretevism as a philosophical paradigm

Philosophical assumptions underlying the research improve the understanding of the complex social world of special education (Mertens & McLaughlin, 2004:114). For this

research interpretevism as a philosophical worldview was used as it fits in with the philosophical underpinnings of the study.

Interpretivist research starts with the researcher's own knowledge and reality. The researcher used her own perception of reality as a starting point, in order to make sense of her world of work. She looked for shared meanings, insinuating inter-subjectivity rather that objectivity (Walsham, 2006:320). Critical realism, phenomenology and hermeneutics can be seen as philosophical positions for interpretative research (Walsham, 2006:320). Interpretevism is anti-positivistic and therefore concerned with the individual and his/her experiences (Cohen *et al.*, 2007:21). It aims to understand the subjective world of the individual from within. External form and structure are avoided as this will portray the researcher's viewpoint and not that of the participant (Cohen *et al.*, 2007:21). This approach suggests that people act in a certain way to achieve certain goals (Cohen *et al.*, 2007:21). Interpretevism aims to stay as faithful as possible to the actual experiences of participants and often use the participants' own words to describe their experiences with the researcher's interpretation thereof (Yin, 2011:15). Therefore, the researcher used semi-structured interviews with the learners to investigate the depth of their experiences.

In the qualitative phase of this research study, the researcher made use of Interpretative Phenomenological Analysis (IPA), employing phenomenology and hermeneutic positions of inquiry. Interviews should not be used solely for interpretivist research (Walsham, 2006:322). The researcher used the RSES self-esteem measure to strengthen her interpretation. It is apparent that interpretivist research is not limited to qualitative research, although it focuses on the qualitative approach (Walsham, 2006:322).

3.4   Convergent mixed method matrix

Creswell & Plano Clark (2011) described the purpose of the Convergent parallel design as follows: To get a more complete understanding of the research problem by obtaining various sets of complementary data and validate the data. It enables the researcher to collect and analyse two independent strands of quantitative and qualitative data simultaneously and assigns equal priority to both methods. The convergent design keeps the data analysis independent and only mix the results during the overall interpretation. This design is used to look for convergence, divergence, contradictions, or relationships from two different sources of data. Creswell (2015:35) explained that the convergent design is used to merge the quantitative and qualitative data analyses to provide different insights and portray the multiple perspectives. For this study the researcher gathered teachers' perceptions (quantitative phase) and learners' perceptions (qualitative phase) to provide both teachers' and learners' perspective of the influence of LS on the learners self-esteem. The quantitative phase was used to identify trends and relationships between the variables (learning support

and self-esteem). The qualitative phase was done to provide a more in-depth personal perspective of the individual learners, and allowed the learners to share their own experiences. The teachers' perceptions will minimize error due to learners' weaker verbal ability (Marsh, 1996) and false reports on the self-esteem self-report scale, because they were trying to enhance their own value in the eyes of others (Muris *et al.,* 2003:1800). Figure 3.2 Convergent design portrays how the qualitative and quantitative data were gathered separately and the merged for interpretation.
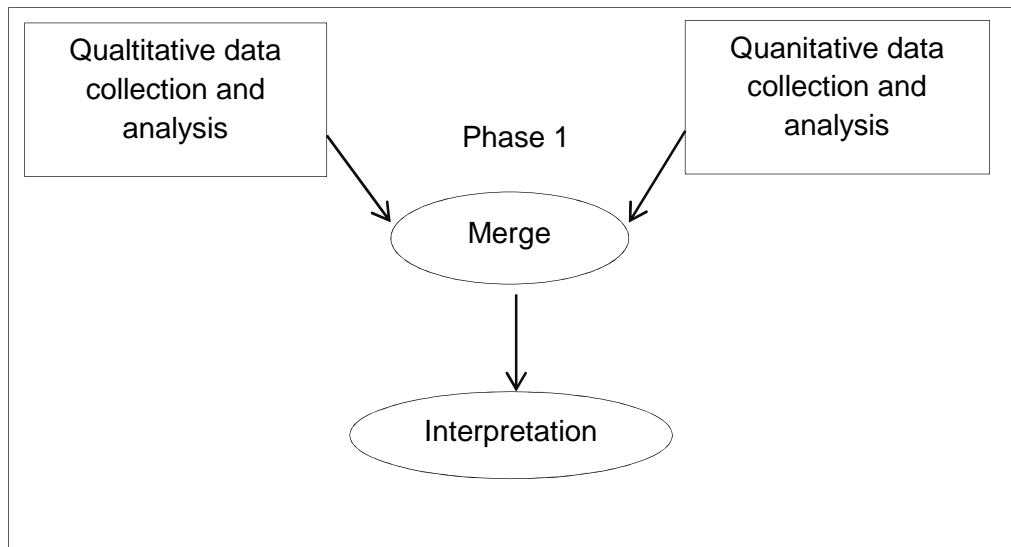
Figure 3.2 Convergent design (Creswell, 2015:37)

A mixed-method convergent design was used for this research. This design was preferred, because the researcher wanted to obtain two different perspectives as well as get a more comprehensive view than could be provided by either one of the qualitative or quantitative design (Creswell, 2015:15). According to Johnson (2014) a convergent parallel design draws separate quantitative and qualitative samples from the population. It this research MSTs and LSTs were used as a quantitative sample, while learners were used as the qualitative sample. The researcher was trying to obtain the perspectives of the learners and teachers and by doing so, strengthening the data. The convergent design was implemented so as to gain multiple pictures of the problem from different angles (Cresswell, 2015:37).

The researcher collected and analysed the qualitative and quantitative data separately (Creswell, 2015:36). The researcher used the narratives from the semi-structured interviews with the learners to represent the learners' perceptions as well as a self-report self-esteem scale based on the RSES (Rosenberg, 1965:17-18) as she tried to portray the learners' own point of view. This method has been used by Wittink, Barg & Gallo (2006:307) to from the interview to present patients' perceptions and viewpoints. The quantitative data was added to enhance the researchers understanding of the influence of LS on foundation phase learners

self-esteem from both the teachers and learners point of view. The two databases were then merged. The researcher reported the quantitative results first, followed by the qualitative results (Creswell, 2015:36). This was followed by a follow up discussion which compares the results by looking for similar themes or contrasting ideas (Creswell, 2015:36). The researcher then determined the extent to which the quantitative results were confirmed by the qualitative results by identifying the similarities between teachers' and learners' perspectives. Wittink *et al.* (2006:304) used this method in their research to allow them to link themes identified by physicians with the personal characteristics of the patients, just as the researcher linked the themes identified by the teachers with the person perceptions of the learners. This design was used to gather rich, personal perceptions. As pointed out by Wittink *et al.* (2006:307) other designs would not have captured the same rich data.

It is possible that the results of a mixed methods approach could agree with each other, thus confirming the conclusion that was reached. However, it is also possible that the two methods are contradictory. If results of two methods differ, the researcher must look for possible explanations for the differences. Differences can be due to the difference in the approaches of changes that took place in the context that influence the dependant variable (Mertens & McLaughlin, 2004:123). It is possible that the conclusions in this research will not agree with each other as the two methods will focus on the perspectives of different samples, namely learners and teachers.

3.5   Surveys as quantitative research

A once off cross-sectional survey design was used in this study. Cross-sectional studies allow the researcher to measure the nature of the development (i.e. the influence of LS on learners' self-esteem from the teachers' perceptions) in a sample of teachers drawn from a representative group at a particular point in time, with the representative group representing a 'snapshot' of the study population (Cohen et al. 2007: 213; Fraenkel & Wallen, 2008: 391).

For the quantitative phase of this study surveys were distributed to MSTs and LSTs. Descriptive statistics were used to analyse the data (Wiersma & Jurs, 2009:382). Teachers' perceptions of learners' self-esteem was determined. The reason for doing this was that third party perceptions can be used to augment the data as young learners might not understand the concepts very well (Davis-Kean & Sandler, 2001:901). Robins *et al.* (2001:158) also found correlations between learners self-reports and parents reports, indicating that an adult report can strengthen the data.

The advantages of surveys include that people easily agree to complete surveys if the questions are straightforward and it can be used to gather data from many participants. It is easy to compare the data from surveys, because everyone answers the same questions (Lambert, 2012:102). However, the disadvantages are that it takes time to prepare surveys

and it requires specific skills. These cannot be adapted after they have been handed out and it limits the written response that people can give. The responses can sometimes be very limited. People's answers can be influenced by the design of the survey and their mood (Lambert, 2012:103).

3.5.1 Participants

The population for this phase of the study were the mainstream and learning support teachers involved in the LS model that is currently used in government schools in the Western Cape (De Vos, Strydom, Fouché & Delport, 2011:109). De Vos *et al.* (2011:110) explain that the population is all the people who are influenced by the study. As it was impossible to access the entire population of the Western Cape, a specific sample was selected to take part in the study.

Purposive sampling relies on selecting participants that are "most characteristic, representative and typical of the population that serve the purpose of the study best" (Smith & Osborn, 2007:56). Only mainstream teachers from whose classes learners are withdrawn for learning support were approached to participate in the study. Twenty nine main stream teachers and seven learning support teachers from nine different schools from Circuit 3 in the Cape Winelands Education District were selected as participants in this study. It must be noted that participation was voluntary and that the participants were free to discontinue their participation in this research project at any time. The reason for the use of twenty nine mainstream teachers in this sample, lies in the fact that although seventy surveys were distributed, only twenty nine MST's responded.

As shown in **figure 3.3 Sampling in a convergent design**, the researcher used a purposive sample of MSTs and LSTs in the quantitative phase, and also used a purposive sample of learners in the qualitative phase. The qualitative findings were used to augment the quantitative findings in order to give a deeper insight into the problem.
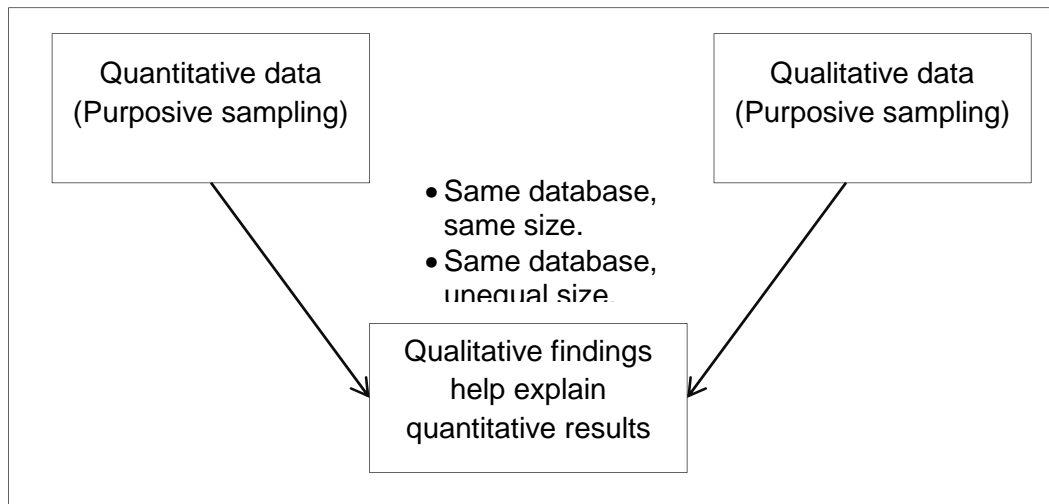
Figure 3.3 Sampling in a convergent design (Creswell, 2015:78)

3.5.2 Instruments

Fraenkel and Wallen (2008:391) explain that cross-sectional surveys are used when the sample is pre-determined. Cross-sectional surveys were used in the quantitative phase as a pre-determined sample of MSTs and LSTs were used and data was only collected at one point in time. The surveys were handed out to the MST's and collected at a later date as the researcher did not have direct access to the sample. The researcher used direct administration for the surveys with LSTs as she had direct access to them. According to Fraenkel and Wallen (2008:393), direct administration of surveys can be used when the researcher has access to all or most of the participants.

The researcher had contact with all the LSTs of the circuit at a cluster meeting, where LST's regularly met. She explained the rights of the participants and the letter of consent that they were expected to sign should they decide to take part in the study. She then explained how to complete the survey. In section A the LSTs had to complete their personal details. In section B they had to cross out the number that agreed most with their perception of the learners who are withdrawn for LS. In section C the researcher explained that LSTs are expected to give a written response in either English or Afrikaans whichever language they felt comfortable with. The LSTs were then given time to complete the surveys. Some teachers preferred to take it with them to complete, as they wanted more time. The researcher collected these surveys from the LSTs at a later stage. The advantage of this was that it led to a high response rate and was cost-effective. The disadvantage was that the researcher did not have access to the MST's in the same way as she did with the LST's and as a result, did not have the same high return rate of completed surveys (Fraenkel & Wallen, 2008:393).

The researcher handed the surveys, invitation and letters of consent to the Head of Department of the foundation phase at each school, to distribute amongst the mainstream teachers and provided them with a date on which she would collect the completed surveys (Fraenkel & Wallen, 2008:393). In some cases, the principals gave the researcher a chance to explain the surveys to the MST teachers and to hand it out personally. The surveys included open-ended as well as closed-ended questions. Closed-ended questions were used to measure the teachers' perceptions, while open-ended questions were included to get more individualized responses regarding self-esteem (Fraenkel & Wallen, 2008:396).

3.5.3 Teacher perception of self-esteem survey (Appendix A)

Surveys (consisting of open and closed questions) were sent to MSTs as well as LSTs. The aim of the survey was to determine teachers' perceptions of the influence of withdrawal from the MS class, for LS, on self-esteem of foundation phase learners. Teachers were asked how they perceived the learners' self-esteem in their classes. Survey questions were adapted from the Revised Self-liking Self-Competence Scale of Tafarodi and Swann (2001:670) as discussed in Self-Liking/Self-Competence Scale (§2.3.4.2) to form a third person statements in order for teachers to respond. The SLCS was also chosen as it is not limited to self-report, as the RSES, and can therefore be used as a reporting tool for other role players as well (Tafarodi & Swann, 2001:667). Eight of the questions were based on self-liking and eight on self-competence. This enabled the researcher to distinguish between these two dimensions of self-esteem in her data analysis. The questions were jumbled, and also mixed with behavioural characteristics of self-esteem, leading to changes in the numbers of the questions as discussed in Section B: Teachers' Perceptions of Self-Esteem. This was done in order to prevent teachers from giving the same score for an entire section, thus enhancing the validity of the survey. Tafarodi & Swann (2001) recommended the inclusion of alternative measures that do not rely on direct evaluative statements, therefore the researcher included behavioural aspects in the survey.

• Section A of this survey aimed at gathering biographical information of the participants (including date of birth, gender, years teaching and tertiary qualifications). This was included to give a clear representation of who the sample was as well as to determine whether certain aspects such as age, qualification etc. influenced the teachers' perceptions.

• Section B of the survey was aimed at determining how the teachers perceived self-liking as a dimension of self-esteem in the learners, the teachers' perceptions of the learners' self-competence and whether the teachers perceived typical behaviour or characteristics of learners with low self-esteem in those who were withdrawn from MS schooling for LS.

• Section C of the survey consisted of open-ended questions posed in an attempt to get teachers to explain their perceptions of the learners' self-esteem.

Section B comprised of the following questions. Questions 11, 13, 14, 16, 18, 22, 30 and 36 were based on the self-liking component of self-esteem. Of these questions, Questions 11, 16, 18 and 36 were negatively worded. Question 13, 14, 22 and 30 were positively. Carmines and Zeller (1974) confirmed that the RSES has measures two factors, namely: positive self-esteem and negative self-esteem. Question 17, 19, 20, 21, 23, 26, 31, and 33 were based on the self-competence component of self-esteem. Of these questions based on self-competence, Question 17, 21, 23 and 33 were negatively worded. Question 19, 20, 26 and 31 were positively worded. Question 12, 15, 24, 25 27, 28, 29, 32, 34 and 35 were based on typical behaviour and characteristics of learners with low self-esteem. It was combined with typical behavioural characteristics of self-esteem, which were identified in the conceptual framework (§2.3.1). A summary of the division of question types is further illustrated in Table 3.1 Explanation of Appendix A.

Table 3.1   Explanation of Appendix A

Dimensions of self-esteem		Questions
Self-liking	Positively worded	13, 14, 22 and 30
	Negatively worded	11, 16, 18 and 36
Self-competence	Positively worded	19, 20, 26, 31
	Negatively worded	17, 21, 23, 33
Behavioural characteristics	Behavioural characteristics	12, 15, 24, 25, 27, 28, 29, 32, 34, 35

All of the questions discussed above and illustrated in Table 3.1 were used to draw conclusions about the perceptions of MST and LST regarding the influence of learning support on the self-esteem of learners.

Surveys were conducted in English, although most of the teachers who took part in this study were Afrikaans-speaking. According to Graddol (1997) English is a co-official language of South Africa. English was used in order to include all teacher participants that may have formed part of the research study as the researcher did not know beforehand what the home language of the participating teachers would be. According to Genc & Bada (2010:142) English is the language of choice to be used in the majority of international scholarly journals. They further argue that it prevents scholars from having to continuously translate publications (Genc & Bada, 2010:147). The survey was not translated into Afrikaans as this was cost prohibitive. Although the survey was administered in English, some of the teachers answered Section C (open-ended questions) of their survey in Afrikaans. In these cases, for the purposes of the data analysis chapter (§4.5), the researcher has given their direct quotations in Afrikaans printed in italics, with the English translations in brackets.

3.5.3.1   Validity and reliability of the Teacher perception of self-esteem survey

The Teacher perception of self-esteem survey was based on the work of Tafarodi and Swann (1995) who developed the Self-liking and competence scale (SLCS) to measure the

two dimensions of self-liking and self-competence. These researchers used confirmatory factorial analysis to verify that a correlated two-factor model worked better than a single factor model (Silvera, Neilands and Perry, 2001:417).

- The validity of a measuring instrument indicates whether or not that instrument measures what it is supposed to measure (Bush, 2002: 65; Gall, Borg, & Gall, 1996: 249). The various types of validity are: content validity, face validity and construct validity. The content validity of the Teachers Perception of Self-Esteem Survey was ensured by determining that the content of the statements were based on the SLCS of Tafarodi & Swann (2001) as well as relevant behavioural characteristics identified in the conceptual framework (Delport, 2005:161).
- The face validity of a questionnaire refers to the subjective judgement of the measuring instrument and whether or not the measuring instrument measures what it intends to measure. The Teachers Perception of Self-Esteem Survey is based SLCS of Tafarodi & Swann (2001) which can be used for third party report, as well as behavioural characteristics from the conceptual framework (see Chapter 2) and aimed to measure MST and LST perception of learners' (who are withdrawn for learning support) self-esteem.
- The construct validity of the Teachers Perception of Self-Esteem Survey refers to the extent to which the survey was able to measure the observable effects of the constructs or traits that were identified, according to Ary *et al.* (1990: 262). This was ensured by replicating the questions presented in the SLCS.

Reliability refers to the consistency with which a measuring instrument yields a certain result when the entity being measured hasn't changed (Ary *et al.*, 1990: 271; Fraenkel & Wallen, 2008: 154; Gall et al., 1996: 254; Leedy & Ormrod, 2005: 29). A number of studies have demonstrated the reliability of the SLCS (e.g., Tafarodi, Marshall, & Milne, 2003; Tafarodi & Swann, 1995, 2001; Tafarodi & Vu, 1997). Both subscales of the SLCS have been shown to have high internal validity (Silvera et al., 2001:424).

According to Macmillian and Schumacher (1989: 246), there are different types of reliability: stability, equivalence, and internal consistency. The Teachers Perception of Self-Esteem Survey did not measure a stable characteristic over time (stability), nor did it compare two measures of the same trait (equivalence). The split-half Kuder-Richardson procedure was not used to determine the internal consistency of the reliability in the Teachers Perception of Self-Esteem Survey as the items were not scored right or wrong. Internal consistency was also not tested as the survey was intended for descriptive statistic use and the perceptions of teachers were being ascertained. The items in this survey were not related to factors and as such, factor analysis was not conducted.

3.5.4 Descriptive statistical techniques used for the analysis of the quantitative data

Due to the small sample (n=29) of main stream teachers who responded to the survey, descriptive statistics were chosen to analyse the data gleaned from the surveys. Descriptive statistics can be described as a summary of the characteristics of the population (De Vos *et al.*, 2011:96) and is used to expound the quantitative data (Wiersma & Jurs, 2009:382). Descriptive statistics are also used to illustrate tendencies, distributions and correlations between variables and in this study, the variables are self-esteem and learning support. (Wiersma & Jurs, 2009:382). Descriptive statistics also includes the calculation of the following concepts: mode, mean, median, minimum and maximum scores, variance, range, standard deviation, standard error, skewness and kurtosis (Cohen *et al.*, 2007:503-504). Descriptive statistics is merely a report of what was found. It does not make any predictions (Cohen *et al.*, 2007:504). In this research the researcher focussed on the calculation of the mean.

In order to be able to interpret the data gleaned from the surveys, it was essential to order it in some way. The researcher made use of a frequency distribution table to categorise the data. The frequency distribution table allowed the researcher to see if the responses were evenly distributed, or if one category was much larger or smaller than the other groups (De Vos *et al.*, 2011:258). It also allowed the researcher to identify the central inclination of the responses. This was determined by using the mode (the most common response) as De Vos *et al.* (2011:258) recommended, or by calculating the mean (the sum of the scores divided by the number of scores). However, it was still difficult to visualize the data in this form, and therefore the data was also presented in graphs, so that a visual representation could aid in the understanding of the data. The researcher used graphs where two frequency polygons were compared, following the recommendation of Fraenkel and Wallen (2008:190). The researcher compared the MST and LST perceptions on one graph in order to visualize similarities and differences in their perceptions easily. This allowed her to identify if data is positively skewed (if most participants had high scores) or negatively skewed (if most participants had low scores) and this was particularly helpful in comparing the two sets of data. If there is a normal (bell-shaped) distribution, the majority of participants fall within one standard deviation of the mean (De Vos *et al.*, 2011:264). This suggests that the differences in opinions were not significant.

The researcher also made use of mean calculations to summarize the data in the frequency distribution. The mean, which is an average score of the distribution, was determined for each question (Fraenkel & Wallen, 2008:192). The mean was calculated by adding up all the scores and dividing it by the total of all scores (Fraenkel & Wallen, 2008:192). The formula for calculating the mean is:

$$\overline{X} = \frac{\sum X}{n}$$

∑ represents the sum of, while *X* represents the raw score value. *n* represents total number of scores. The mean is represented by $\overline{X}$.

3.6 In-depth interviews as qualitative research

A second component of the mixed method approach to this study was the qualitative phase, which provided a rich description of the influence of learning support on the self-esteem of foundation phase learners. Joubert *et al.* (2016:110) argues that the qualitative data will provide a rich description of the specific case. Qualitative research was used to form a social understanding as it placed the focus on peoples' perspectives, thoughts and experiences and not only on documentary recourses, following suggestions by Joubert et al. (2016:110). Interviewing is regarded as an influential tool in gathering information aimed at understanding human behaviour (Koshy, 2005: 92). The purpose of the interviews as part of the qualitative section of this convergent mixed-method study was to gather in-depth information regarding the participants' experiences regarding learning support and their personal self-esteem.

The reasons for the use of one-on-one interviews were also inherent in the rationale for the selection of a mixed-method approach to this study:

- to increase the validity of this research by seeking convergence and corroboration of results,
- information collected from the qualitative study searches for patterns to elaborate, enhance, illustrate and clarify of the results found in the quantitative study,
- to plot the development of the research as inferences emerge from the quantitative research study and
- to ensure that a complete picture of the phenomenon is obtained.

For the qualitative phase of this mixed-method study, the Interpretative Phenomenological Analysis-approach (IPA) was used because the perceptions of learners' self-esteem with regards to their withdrawal from the mainstream class for learning support was under scrutiny. Furthermore, critical questions about this method of learning support were asked, by the researcher. The results were used to strengthen the information found regarding the perceptions of the teachers in the qualitative phase of the study.

3.6.1 Participants

According to Smith and Eatough (2007:188), research questions should address lived experiences. They suggest that data for IPA studies should be collected with semi-structured interviews from a small homogenous sample. Hanley *et al.* (2013:111) point out that the

specific methodology might suggest the sample size. According to Biggerstaff and Thompson (2008:184), IPA can be used to study a single case or multiple cases. IPA focuses on the detail and depth of a small number of cases rather than a large number of cases, in order to ensure that each case is examined in detail for similarities and differences (Smith & Osborn, 2007:56-57). Gibson and Hugh-Jones (2012:131) also confirm that IPA should work with very small samples, or even with single case studies.

Following the guidelines prescribed for IPA studies provided by Smith and Osborn (2007:56), purposive sampling was used in order to ensure that the sample would shed light on the research question. Purposive sampling means that the purpose of the research will determine the parameters of the population (Waltermaurer, 2008:236). The researcher selected a sample that she believed would provide the data she needed, following suggestions by Fraenkel and Wallen (2008:99). The participants that the researcher chooses must have certain characteristics to enhance the representativeness of the specific characteristics (Vogt, 2005:253). In this research the researcher purposively chose participants that had to be learners who were withdrawn from the MS classroom for LS. As pointed out by Olivier (2006:246), the advantage of purposive sampling is that the participants will provide relevant data. In this research the participants had to provide data with regards to LS and therefore had to be learners who receive LS. The disadvantages of purposive sampling include that the researcher might choose the wrong sample (Fraenkel & Wallen, 2008:99), the subjective sample choice of the researcher may lead to bias and it might hold a threat for the research conclusion (Olivier, 2006:246). It also prevents generalization of the findings (Vogt, 2005:253). These disadvantages can be minimalized by ensuring internal consistency between the aims of the research and the criteria that was used for selecting the sample (Olivier, 2006:246). In this research the sample could not be incorrect as it had to be learners who received LS. Learners from different grades and genders were chosen with the aim of making the sample as representative as possible of the learners who receive LS. The findings of this study cannot be generalized due to the sample size and the purposive sample thus do not limit the generalization.

Taking into account what Smith and Osborn (2007:56-57) recommended, five participants were selected from one of the MS schools identified in the study. Initially five foundation phase learners who received LS were interviewed, in order to look for similar themes in the three sets of data by comparing learner responses with the opinions of the teachers who were interviewed, as expounded in 5.3.2. As by the fifth interview no new data was found, no more learners were interviewed. This study aimed to get the in-depth perception of the small number of learners, rather than large quantities of general information.

As discussed above the learners who were included in this study were chosen through purposive sampling as they had to represent a specific group of learners (learners who are

withdrawn from the MS class for learning support). All these learners received LS which focussed mainly on reading and reading comprehension. Other components of LS included writing and basic mathematic concepts. Refer to Table 4.10 Information of learner participants for a summary of the learners.

3.6.2   Instrumentation: Interviews

The self-esteem of five foundation phase learners was determined by using the RSES (Rosenberg, 1965:326), which was adapted into an interview schedule. Due to the specific academic abilities of the participants, semi-structured interviews were used to determine their levels of self-esteem and make in-depth enquiries of the possible influences on the self-esteem of these learners who receive LS. Sigelman *et al.* (1982:511) stress the importance of adapting measures for learners who experience barriers to learning. They tested the self-esteem of learners with barriers to learning using verbal and pictorial multiple-choice questions. This allowed them to respond without leading to bias (§2.3.4.1).

An interview schedule was used as an instrument for data collection. According to Joubert *et al.* (2016:113), the researcher should compile good interview questions from a thorough literature review.

For the purposes of this study, the RSES was adapted and used as an interview schedule. Researchers have adapted the RSES for use with different populations (i.e., younger children; Rosenberg and Pearlin, 1978) and for different purposes, including being administered as an interview (Crandal, 1973). The Rosenberg Self-Esteem Scale (RSES) is a widely used instrument that uses a 10-item self-report measure that has been tested for reliability and validity in many settings; however, some negative-worded items appear to have caused it to reveal low reliability in a number of studies. It consists of 10 statements related to overall feelings of self-worth or self-acceptance and measures global self-esteem. The items are answered on a four-point scale ranging from strongly agree, to strongly disagree.

Self-esteem questions from the RSES that were discovered during the literature review were used. Questions from the RSES (Rosenberg, 1965:305-307) were adapted as the interview schedule, however, the interviewer was able to respond with other questions if the participants gave an unclear answer or mentioned something new that the researcher wanted to investigate.

The RSES is recognised as the scale which has been most widely used successfully with children for measuring global self-esteem (Demo, 1985:1501) and was therefore chosen for the qualitative phase of this research. The RSES was converted into an interview format where questions were posed orally, and was not used as a questionnaire. This was done for

the following reasons: due to the fact that these specific learners were in the foundation phase, did not have the necessary reading skills needed to read a questionnaire of this magnitude, were not able to write coherent answers in full sentences and experienced difficulties with their reading ability. Therefore, if the participants had to read and answer the questions posed in the questionnaires, the results might have been incomplete due to the misreading of questions or the inability to answer in full. This was expounded by the fact that many of the participants have learning support issues. This is supported by Davis-Kean and Sandler (2001:898) who pointed out that questionnaires should not be used on their own when working with young children. They also suggested the use of individually administered questionnaires as a possible way to use questionnaires with young learners. Davis-Kean and Sandler (2001:900) further pointed out that it is unclear whether it is young learners developmental or language limitations that influence the reliability of self-esteem measures for learners.

According to Smith and Eatough (2007:189), interviews are the most common data collection method when doing an IPA. Smith and Osborn (2007:57) also suggest that semi-structured interviews should be used for IPA studies to allow the researcher to investigate new aspects that are revealed during the interview. Semi-structured interviews are guided by a schedule but not limited to it (Smith & Osborn, 2007:57). Gibson and Hugh-Jones (2012:131) also suggest that semi-structured interviews should be used for IPA studies as it allows flexibility for the interviewer to explore new aspects that the participant presents. It facilitates empathy and produce richer, in-depth data (Smith & Osborn, 2007:58). It also enables the researcher to give a more precise representation of the participants' social and psychological world (Smith & Osborn, 2007:59). Disadvantages include that it is time-consuming, the interviewer is not fully in control and the analysis is more difficult than with structured interviews. For IPA studies, it is of utmost importance that the participant has a strong say in the course of the interview to optimize the phenomenological undertaking (Smith & Eatough, 2007:188). Therefore, interviews were used to collect data.

In IPA studies participants are seen as storytellers, therefore although interviews may start out with a structured format, it tends to deviate to unstructured format (Smith & Eatough, 2007:189). The use of a clear interview schedule is of utmost importance to guide the researcher through the interview, although in the actual interview there must be interaction and not fixed structure (Smith & Eatough, 2007). Interviews hold the risk that the interviewee might use the interview for his/her own personal agenda. This raises questions about the reliability of interview data (Schultze & Avital, 2011:3). An interview schedule with fixed questions will make the data more reliable as it will most likely lead to consistent responses across the interviews (Schultze & Avital, 2011:3). In this study the researcher made use of an interview schedule with fixed questions for all of the interviews; however additional questions

were asked for clarification or to explore deeper. IPA expects of the researcher to move away from the script as the participant moves deeper into his/her own experience (Smith & Eatough, 2007:189). This is confirmed by Biggerstaff and Thompson (2008:181) who argue that the researcher should use a prompt sheet with the main themes for discussion, but it should only be used as a basis for conversation. They suggest that the interviewee should take the lead during the conversation and the interview schedule should not override the participant's interests. The researcher therefore used the RSES as a basis but moved away from the script as led by the interviewees' responses. Davis-Kean and Sandler (2001:898) found that measuring childrens' self-esteem in a school setting increases the reliability of the results. Therefore, the researcher completed the self-esteem interviews in a classroom at the learners' school.

3.6.3   Interview process

The researcher individually administered the self-esteem scale in an interview format to address both the issues of poor reading skills and possible lack of understanding or misunderstanding of questions. It allowed the researcher to ask deeper questions, building on what Davis-Kean and Sandler (2001:899) recommend. The questions were translated into Afrikaans as this was the home language of the learners, in order to prevent misunderstanding and incorrect responses due to lack of developmental or language ability. The reason for this is discussed in the sampling section of the qualitative phase, where a brief description of each learner and their developmental, language or academic delays are addressed (§3.6.2). The participants were asked a question and then given the option of responding using a Likert Scale which had been adapted to a five-point scale of smiley faces [Refer to Appendix B: Interview Schedules – The influence of LS on learners' self-esteem]. Davis-Kean & Sandler (2001:897) confirmed that the use of Likert scales are more reliable to use with children.

Questions were asked and learners responded using the Likert scale. The learners were asked to indicate the smiley face for each question that best described their feelings. For Question 1, 3, 4, 7 and 10 smiley faces were scored from left to right (4-0). Questions 2, 5, 6, 8 and 9 were reverse-scored which means they were scored from left to right (0-4). The higher the learner's score, the higher his/her self-esteem. The maximum score that could be achieved was 40, while the minimum was 0.

Following the participants' initial Likert scale (Smiley face) response to the questions which had been posed, the researcher then proceeded to ask in-depth questions based on the participants response. The reason for this was to probe the responses of the participants in order to gain a deeper understanding of the participants' reactions to the questions and to uncover the reasons for their feelings and perceptions.

The researcher responded to learners' indication on the self-esteem scale, asking for the reasons for the high or low score. A voice recorder was used to record the participants' answers. Uszynska-Jarmoc (2008:3) also states that learners do not often make statements about their self-esteem. Therefore analysing the content of narration of a child when he/she is freely talking about himself/herself seems to be a more accurate measure of their self-esteem. According to Uszynska-Jarmoc (2008:7) learners' relationships with peers and family are more significant to them than their identity or school competence. The semi-structured interview allowed the researcher to respond with questions to the learners' self-esteem rating to determine if the learners' self-esteem is influenced by school competence or family and peer relationships. These interviews were done in the learners' school setting as it has been found improve the reliability of the measurement tool (Davis-Kean & Sandler, 2001:898).

Audio recordings were made of the interviews with the learners. According to Fraenkel and Wallen (2008:452), recording of interviews is essential as it is impossible to grasp everything that the interviewee says during the interview. It is also necessary for quoting of the participants' precise words. IPA makes use of quotations from the interviews and therefore recording of the interviews is essential. The advantages of the recordings were that the researcher could listen and converse more intensively during the interviews while the recordings were a validation of what was said. The disadvantage, however, is that the transcription of the recordings took a considerable amount of time. Another disadvantage is that some people might not want to be recorded (Lambert, 2012:126). Joubert *et al.* (2016:117) agree that transcription is very time-consuming but an absolute necessity for good data-analysis.

Fraenkel and Wallen (2008:452) urge that the audio recordings should not replace notes, therefore, the researcher kept field notes in a small notebook to record additional observations, as well as to record data if the participant did not wish to be audiotaped. One learner's parent in this study did not give permission for the learner to be recorded and the researcher made field notes which were transcribed immediately afterwards in order to capture as much as possible. This was done to answer what Gibson and Hugh-Jones (2012:132) stress about the importance of keeping a diary when using IPA, to record impressions, hunches and notes and this guided the researcher's interpretation of what participants' said. Smith and Eatough (2007:188) also suggest that diaries and unstructured life history interviews can also be used in addition to the interviews.

3.7   Validity and reliability

In qualitative research, validity and reliability are referred to as credibility, dependability and confirmabiltiy (Shenton, 2004:63). Furthermore, it refers to the appropriateness, correctness

and meaningfulness of the data collected. In this study the researcher aimed to determine learner's self-esteem in the qualitative phase of the research, but also looked for a deeper understanding of the influence that LS has on the learners' self-esteem which raised specific problems in terms of realising the trustworthiness of this study. Although the original RSES questionnaire was not used in this study, and an interview schedule was developed, the researcher still found it important to safeguard that the psychometric properties of the original questionnaire were noted and not compromised, and that the various validity and reliability constructs of the original RSES were warranted in the following manner:

The validity of a measuring instrument indicates whether or not that instrument measures what it is supposed to measure (Bush, 2002: 65; Gall, Borg, & Gall, 1996: 249). Factor analysis was not performed in this research as the sample was too small. The various types of validity are: content validity, face validity and construct validity.

- The content validity of the instrument was ensured by making sure that the questions that were asked in the interviews, were the same as in the original questionnaire, that it was logically linked and that the format was appropriate (Fraenkel & Wallen, 2008:148).

- The face validity of a questionnaire refers to the subjective judgement of the measuring instrument and whether or not the measuring instrument measures what it intends to measure(Fraenkel & Wallen, 2008:148). By translating the RSES into an interview schedule, the researcher kept the original questions in place in order to ensure face validity and measure self-esteem as intended by the original questionnaire.

- Construct validity refers to the psychological construct or characteristics being measured in an instrument (Fraenkel & Wallen, 2008:148). Since the principle measures of global self-esteem in the RSES usually have intercorrelations of around 0.6 to 0.7 (Blascovich & Tomaka, 1991:123) and the fact that this 10 item instrument is brief, makes the use of this instrument popular when using it to measure the characteristics of self-esteem, it was deemed as acceptable to use as a verbal instrument.

Reliability in the interviews was ensured in the following manner:

- The RSES was translated into a verbal interview schedule and as such, no factorial analysis of the instrument was done. The original items of the scale were retained. Though Rosenberg fashioned the RSES as a ten-item Guttman scale, researchers most commonly adopt five- or seven-point Likert-style response formats anchored by,

for example, 1 = not at all like me to 7 = very much like me. (Blascovich and Tomaka 1991).

- Internal consistency estimates for the scale typically fall in a range from .77 to .88, indicating acceptable internal reliability. Additionally, test-retest estimates for the RSES range from .85 to .82, revealing that the RSES demonstrates excellent test-retest reliability. **The Rosenberg Self-Esteem Scale** presented high ratings in reliability areas; internal consistency was 0.77, minimum Coefficient of Reproducibility was at least 0.90 (Rosenberg, 1965) and showed alpha coefficients ranging from 0.72 to 0.87, and this was also another reason for the retaining of the questions in this questionnaire for a verbal scale.

Due to the extremely subjective nature of the interactions between the researcher and the learner participants, the researcher had to pay particular attention to the following: the credibility of the study, the dependability of the study and the confirmability of the study. By ensuring that the following aspects were adequately addressed, the researcher aimed to ensure the trustworthiness or validity of the qualitative phase of this study.

• Credibility

Within qualitative research, validity is described as credibility (Struwig & Stead, 2001: 143). The credibility of the research process was ensured by following guidelines laid out by Shenton (2004: 65-68):

- Strength of expertise: the strength of this researcher's expertise lies in the fact that she is a LST who is an expert in the field and completed an Honours degree in Inclusive education
- Further credibility of the research process was ensured by the rigorous monitoring of the progress of the study and meetings with mentors.
- A thorough review of literature was completed in order to determine the aim of the study and to verify the results.
- A thorough description of the phenomenon was given so that it could be studied and understood in the correct context
- A recognised research method was used.
- Honesty of the research participants was encouraged by the fact that they were not forced to participate in the study and that the researcher was open and sincere with them.

• Dependability

The dependability of the study indicated the degree to which the study measured the consequentiality of the data (Shenton, 2004:64). Dependability was ensured by implementing the following:

• Verification of the transcriptions of the interviews can be produced.

• Confirmability

Confirmability of the study indicates the neutrality of the data set (Poggenpoel & Myburgh, 2004).

• Direct quotes or references from the transcribed interviews confirm that the reported questions were used during the interview.

3.7.1 Data-analysis and interpretation

Interpretative Phenomenological Analysis (IPA) is a phenomenological approach which involves a thorough investigation of the participants' world (Smith & Eatough, 2007:180). IPA was developed as a qualitative approach grounded in psychology (Smith & Eatough, 2007:180). According to Biggerstaff and Thompson (2008:77), the theoretical underpinning of IPA is grounded in phenomenology. Phenomenology therefore maintains that the meaning that an individual assigns to a specific event is of utmost importance, but can only be accessed through an interpretive process. While acknowledging the researcher's involvement in the interpretive element, IPA takes up an epistemological stance, suggesting that the researcher can access the participants' cognitive inner world, described by Biggerstaff and Thompson (2008:177-178). Phenomenological methods aim to obtain detailed descriptions from individuals concerning their personal experiences. Therefore, it is concerned with personal perceptions and not objective statements, emphasising IPA's ideographic emphasis (Coyle, 2007:15). Gibson and Hugh-Jones (2012:131) agree that IPA focuses on experiences and the meanings thereof for individuals, therefore adopting an ideographic approach (Coyle, 2007:11). IPA is also committed to ideography, implying that detailed examinations of individuals' lives are beneficial. Ideography focuses on the particular rather than on universal experiences (Smith & Eatough, 2007:183). It aims to investigate lived experiences with careful, systematic procedures and develop appropriate investigating methods for human sciences (Smith & Eatough, 2007:183). Hanley, Lennie and West (2013:113) suggest that IPA aims to give insight into how an individual, in his/her specific context, makes sense of a specific phenomenon. This research aims to establish the influence of LS on the self-esteem of foundation phase learners.

IPA involves the collection of non-numerical data by using a psychological lens, it can assume a variety of phenomenological positions and has empathy with corresponding

hermeneutic phenomenology, according to Smith and Eatough (2007:183). IPA is a microanalysis of the diversity and variability of human experiences (Smith & Eatough, 2007:183). It aims to provide a rich description of individual cases through its idiographic approach. IPA is related to empiricism and therefore holds that people's senses, perceptions and observations lead to the development of their complex knowledge (Coyle, 2007:12). Therefore, perceptions and observations should be seen as valuable data. This is why the researcher has used IPA as a research approach in the qualitative phase of this mixed method study, as the perceptions of the learners is able to provide a rich description of their experiences and is seen as valuable data. IPA has been used as a research approach and as a guide to analysing the data gleaned from the interviews.

IPA usually compares different cases in the finest details in order to illustrate qualities and distinctions within personal accounts (Smith & Eatough, 2007:183). Within the ideographical stance, IPA commits to single person case studies. IPA aims to do justice to each individual before comparing cases (Smith & Eatough, 2007:184). Advantages of single person case studies include that much knowledge is gained about an individual and his/her lived experiences. This method focuses on connections between different aspects of the respondents' lives (Smith & Eatough, 2007:184). The ideographic methods of IPA assisted the researcher in uncovering the subjective and interpersonal involvedness of emotion, thought and action as well as the chaotic aspects of life, aiming to gain better understanding of the phenomena that are investigated (Smith & Eatough, 2007:184).

According to Smith and Osborn (2007:53), IPA is concerned with the individuals' personal perceptions of an event, rather than getting an objective statement. Smith and Eatough (2007:183) agree that IPA is concerned with understanding individual life. They explain phenomenology as the way an individual experiences practical engagements with things and people as meaningful, by investigating an individual's unique inter-subjective experiences. An individual's life is usually studied through a lens of cultural and socio-historical meanings. This implies that the researcher examined the way individuals experienced certain events and objects in their specific social milieus.

IPA thus aims to pay attention to each individual's experiences in their specific social system (Coyle, 2007:18). Therefore, the context of the individual becomes an important part in the research (Coyle, 2007:17). Due to the limited ability of quantitative research to create contexts, IPA as a qualitative method was used for this research in order to focus on the foundation phase learners in mainstream schools being withdrawn from the classroom for LS (Coyle, 2007:18). For this research, the effect of withdrawal from the MS class for LS on foundation phase learners is investigated. Therefore, their wishes, desires, emotions, motivations and beliefs and the hermeneutics of their experiences will be taken into account.

For this purpose, the researcher adapted the self-esteem test into semi-structured interviews in order to acquire the participants' personal perceptions.

IPA however, uses a two-sided approach for interpretation, known as the double hermeneutic. The double hermeneutic implies that individuals make sense of their own phenomenological experiences, but at the same time researchers try to make sense of these individuals' experiences (Gibson & Hugh-Jones, 2012:131). Researchers are thus aiming to find the link between speech and cognition (Gibson & Hugh-Jones, 2012:131). The researcher categorised the learners' direct words into themes in an attempt to make sense of their experiences and speech.

IPA as a research method is used to give the readers an understanding of the phenomenon from the point of view of the participant. It further involves asking critical questions aiming at determining how an individual's perceptions were formed (Smith & Eatough, 2007:184). Smith and Osborn (2007:53) warned that the participants' perceptions will be influenced by the researcher's personal conception. Therefore, the researcher will include the learners' direct words in the interpretation in order to negate this problem. According to Smith and Eatough (2007:184), perception is a part of our being in the world. IPA aims to determine the relationship between a person's perception and what he/she says and does (Smith & Eatough, 2007:184). Smith and Osborn (2007:53) and Gibson and Hugh-Jones (2012:131) stress that IPA focuses on phenomenology and interpretation. Therefore, the researcher looked for links between what participants (foundation phase learners, MSTs and LSTs) said and experienced during the interviews. As the researcher played an active role in interpretation, it is important to note, as pointed out by Smith and Eatough (2007:182), that the understanding of an individual's experience is limited to cultural context and that the researcher, as a human being, is interpreting the data

Language plays an important part as the perception and a sense of the self emerges from intersubjective communication (Smith & Eatough, 2007:185). The language of a person's culture is provisional and constraining for their reality (Smith & Eatough, 2007:185). The learners therefore had their interviews in their home language, Afrikaans, and it was translated to English for the sake of the thesis.

IPA investigates matters that are very important to the individuals and it often leads to change as well as reflection and reinterpretation for the individuals (Smith & Eatough, 2007:187). IPA can be used to look for patterns within a study, in particular with regards to a sense of self, the way individuals give meaning to and interpret events and to their sense of lived experiences (Smith & Eatough, 2007:187). IPA was chosen for the current research as the researcher aimed to determine how LS influences the learners' sense of themselves. She also compared the five individual cases to look for patterns in the learners' experiences.

IPA takes emotive and dilemmatic matters as well as long-term reflection into account. It further considers how the individual communicates his/her experienced meaning to other people (Smith & Eatough, 2007:187). The researcher therefore allowed the learners to elaborate on other aspects in their past and present which influenced their self-esteem. The researcher also inquired and commented on their behaviour and body language as this formed part of the way in which they communicated their experiences.

Coyle (2007:18) also stresses the importance that the researcher should make her speaking position as an LST who withdraws learners from the MS classroom for LS, explicit, in order to explain her interpretative framework which was used to frame the research and interpret the research for the readers. This enhanced the transparency of the research as well as the readers' understanding and evaluation of the research following what Coyle (2007:18) suggests. Coyle's (2007:23) emphasis of the importance of the researcher making his/her social context and unique relationship with the participants known, was followed in this research. Following Coyle's suggestion (2007:23), the researcher took care not to exert control over the participants to get information from them.

In this study the researcher is speaking as an LST, herself following the practice of withdrawal of learners from the MS class for support. The researcher chose this approach in an attempt to determine the perceptions of learners towards LS, and also to ask critical questions with regard to the effect that withdrawal from the MS class for LS had on them.

With the analysis of qualitative data it is important that the researcher does not stop with identifying the themes, but seek for the deeper meaning beyond the themes. The researcher was encouraged by Joubert *et al.* (2016:118) to look for connections between the upfront and concealed data. The data-analysis was iterative, beginning with detailed readings, in order to get a holistic overview of the data while noting points of interest and significance.

Analysis was done in continuous steps. Analytic themes and their underlying connections were described, thus providing a link to the original transcribed text. The data was then written up in a narrative account, containing both the participants' and the researcher's opinions, as recommended by Smith and Eatough (2010:188). The narrative included rich descriptions of the participants' feelings as well as the abstract, conceptual interpretations of the researcher. The researcher stood in the shoes of the participants, giving empathetic descriptions of the influence that LS had on their self-esteem. The researcher also gave critical interpretations of what the participants were experiencing in an attempt to make sense of their feelings. IPA always starts with the participant's interpretation and then moves forward to deeper interpretation from the researcher. This is done in order to provide a detailed analysis of the data, while at the same time maintaining interpretive order (Smith &

Eatough, 2007:190). IPA studies can however not be used to generalize to the greater population as the sample sizes are usually too small (Gibson & Hugh-Jones, 2012:131).

In this study, the continuous steps of IPA data-analysis proceeded as follows:

1. Audio recordings were transcribed, leaving margins on both sides for comments following recommendations by Smith and Osborn (2007:65) and Fade (2004:648). Adhering to suggestions by Biggerstaff and Thompson (2008:181), transcriptions were done with meticulous accuracy, including the indication of pauses, mishearing, mistakes and speech dynamics. The pages and lines of the transcription were numbered to allow the researcher to provide an indicator later in the narrative of where the original transcript could be found. The page number of the transcript is given first (e.g. 4), followed by the line number on the page (e.g. .5) Thus 4.5 means than the information in the original transcript is on page 4, line number 5. Due to the fact that all the learners who took part in this study were Afrikaans, the interviews and transcriptions were done in Afrikaans. The words that learners used in the data-analysis were translated into English in brackets in the table of superordinate themes as well as in the data-analysis, for the sake of the thesis.

2. The researcher started with a single case. She then read the transcript a few times and made notes in the left-hand margin. The transcripts were analysed together with the original recordings as well as field notes that the researcher made during the interview. The researcher's notes included thoughts, observations and reflections which occurred to her while reading the transcripts. It included recurring phrases, the researcher's inquiring questions, emotions and description of or comments on language usage. The researcher attempted to suspend all presuppositions and judgements as the aim was to focus on what the data actually presented. The researcher's own interpretations were not included here. However, IPA acknowledges interpretation and therefore Biggerstaff and Thompson (2008:183) suggest that the researcher keep a diary to take note of emergent interpretations. Their recommendations were followed for the analysis of the data.

3. Thirdly the researcher documented emerging themes in the right-hand margin, following suggestions by Smith and Osborn (2007:68). Themes were identified while rereading the transcripts. The researcher identified themes from each section of the transcript and looked for connections between the themes. Similar themes were clustered, while others were placed as subordinate concepts to other themes. Clusters of themes were clustered to form superordinate themes. An identifier was added to the table to indicate where the original source of the theme could be found in the transcript. The identifier is normally a quotation which captures the core of the participant's feelings about the specific phenomenon, says Biggerstaff and Thompson (2008:183). This emphasizes the importance of precise transcription.

4. On completion of the first case, the other four cases were analysed individually and compared to each other to find similarities and differences. The researcher used the list of themes that were obtained during the first interview to look for these themes in other interviews, but was watchful for new themes. Themes were then grouped and either became superordinate or subordinate themes. A final table of superordinate themes were constructed, with the themes on which the researcher was focusing. Themes were chosen due to frequency, richness of the transcript or contribution to other aspects of the study. Superordinate themes were not merely selected due to frequency, but also for their richness and the way the theme informed other parts of the research. The researcher found themes that seemed not to fit the emerging picture. In these cases, she revisited all transcripts to ensure that something vital was not missed or misunderstood, before suggesting a contrasting theme, as recommended by Biggerstaff and Thompson (2008:183).

5. Themes were then written into narrative accounts. The researcher used the table of superordinate themes as the basis and supported the cases with the participants' responses (Smith & Osborn, 2007:76).

6. Results were then compared to the literature as each superordinate theme was discussed (Smith & Osborn, 2007:76).
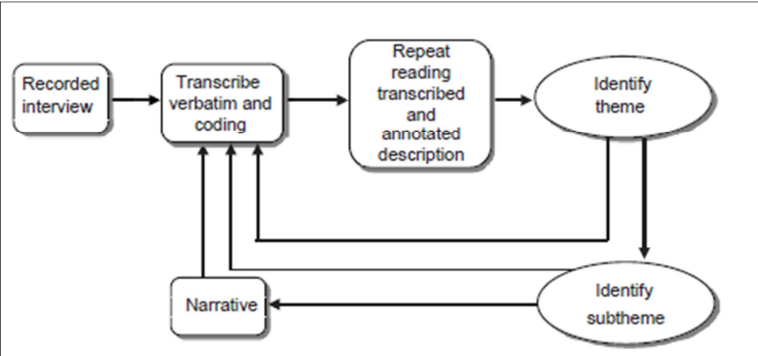
Figure 3.4   Analysis of data by means of Interpretative Phenomenological Analysis
(Talaei, Labbaf, Tabatabayi & Barekatain, 2015:10)

3.8   Merging of the data

During this phase of the study, the data from the qualitative phase was integrated with the quantitative data, in order to explain and augment the phenomena exposed in the quantitative phase of this study. The qualitative phase was specifically geared to explain the influence of LS on learners' self-esteem from their own perceptions, while the quantitative phase explained the MSTs and LSTs' perceptions.

During this phase, an integration of the data from the quantitative phase and the qualitative phase of this study allowed the researcher to answer the main research question regarding the influence of learning support and self-esteem. The quantitative phase was specifically

geared to and was able to reveal the MS and LS teachers' perceptions about the influence of learning support on the self-esteem of learners. The qualitative analysis involved the analysis of the data gleaned from the semi-structured interviews conducted with the learners who receive learning support in order to address the research question specifically aimed at answering the question of how the perceptions of the learners compare with those of the teachers.

The integration of the data occurred in the following manner:
- The themes that emerged from the quantitative phase of this study were compared to the themes that emerged from the qualitative phase.
- Similarities in themes were identified
- Discordant themes were highlighted
- Outlier themes where noted

3.9 Ethical aspects

Letters of invitation as well as letters of informed consent form were distributed to the teacher participants (Refer to Appendix C). The purpose of the letter was to inform the participants about the study and to explain their rights. Participants were informed that they were free to withdraw at any stage of the study without discrimination.

The learners' parents on the other hand, received an invitation letter and an informed consent form that explained the study as well as their own and their children's rights (Refer to Appendix D). The reason for this was because the learners were minors and not able to give consent on their own. It must be stressed though, that the researcher indicated to both the parents and the learners, that the parents were allowed withdraw their children from this study at any time, and that if the learners themselves, as participants in this study, had the right to indicate that they did not want to take part in the study (i.e. learner assent) and also had the freedom to withdraw from the study at any time.

Anonymity was ensured in the following manner. All the participants' names were changed immediately in order to ensure the anonymity of the participants and the surveys from each mainstream school were coded with an alphabetic letter (e.g. A) for the sake of anonymity. Each individual participant from the school received a research number in addition to the school's code (e.g. A1). Learner Support Teachers were coded as LSE and each individual LST was given a number (e.g. LSE 1). This allowed the researcher to discuss each participant's viewpoint separately with regards to each question without compromising their anonymity when the data was transcribed and analysed (Lambert, 2012:138). The same procedure was conducted for the learners who were participants during the interview phase

of this study. On each learner's interview schedule a research code e.g. Learner 1 was given instead of a name. During Transcription of interviews the names were immediately changed to the research code to enhance anonymity. All participants were assured that their details would be kept confidential and confidentiality was honoured by keeping all documents, transcribed notes and computerised data locked away and stored in a password-protected folder.

All the documents and audio recordings were kept safely where only the researcher had access to it. No names of participants or schools will be made known. The only data that will be published is that which will be published in the thesis or other academic publications.

This study held no physical dangers for any of the participants. The researcher strived to respect participants at all times. No financial rewards were given to any of the participants.

The researcher applied for ethical clearance from CPUT as well as the WCED. The principals of the participating schools were informed of the research and permission was requested from these principals for the research to take place at their schools. (Refer to Appendix E). Ethical clearance was obtained from CPUT, reference number EFEC 6-8/2015 (Refer to Appendix F) and ethical clearance was given by the WCED, reference number 20150826-2741 (Refer to Appendix G). Permission to conduct this research was also granted by all the principals of the schools where the research was conducted. Three principals who were approached to be part of this study, did not give permission for their teachers to participate and as a result, these schools were thus excluded from the study. All learners who were included in this research had a signed informed consent form from the parents. Parents had to give additional permission on the consent form for the interview to be recorded. Only one learners' parent did not give consent for the interview to be recorded. This learner's interview was recorded by writing down the learners' responses.

CHAPTER 4

DATA-ANALYSIS AND INTERPRETATION

4.1   Introduction

In order to answer the research questions which had been posed, the data were analysed to determine the influence of LS on the self-esteem of foundation phase learners. There were two sets of data: quantitative and qualitative data-analysis. These two sets of data were analysed in two stages: Firstly, the quantitative data was analysed to determine teachers' perceptions of the influence of withdrawal from the MS classroom on the self-esteem of foundation phase learners. The quantitative phase was broken up into two sub-phases. During the one sub-stage the data on the perceptions of the MSTs from whose classes the learners were withdrawn was analysed. During the second sub-phase data that was collected from the LSTs who withdrew the learners from their MS class in order to provide LS in a separate classroom, was analysed. The next phase of data analysis involved the analysis of the qualitative data and this was analysed using the Interpretivistic Phenomenological Analysis (IPA) method. This was done in order to determine the perceptions of the learners. Once the quantitative and qualitative data had been analysed, the data was then merged and interpreted in order to gain a greater insight into the phenomenon of self-esteem. This was done in accordance with the convergent mixed method approach as outlined in chapter 3.

4.2 Quantitative data-analysis

The quantitative data refers to the recorded data from the teachers' perceptions of self-esteem survey (see Appendix A) and was analysed and presented by using descriptive statistics techniques. The reason for the use of descriptive statistics lay in the size of the population being studied. This study did not make use of a large population due to the fact that there were limited schools that had LS classes and also due to a poor response rate from teachers who were invited to participate in the research. A description of the participants of this phase of the study is presented in 4.3.

4.3   Section A: Biographical information

This section of the analysis is aimed at analysing the data regarding the MST and LST participants with regards to their biographical information. This is done in order to provide a frame of reference for the study, allowing the researcher to describe the population of this study.

Table 4.1 Biographical information

Section A: Biographical information	Mainstream teachers		Learning support teachers	
	∫	%	∫	%
1. Gender				
Male	0	0	0	0
Female	29	100	7	100
2. Age				
20-29 years	3	10,34	1	14,29
30-39 years	3	10,34	2	28,57
40-49 years	5	17,24	0	0
50-59 years	14	48,28	3	42,86
60+ years	2	6,9	0	0
Not indicated	2	6,9	1	14,29
3. Home language				
Afrikaans	28	96,55	7	100
English	1	2,77	0	0
4. Qualifications				
Teaching diploma	15	51,72	1	14,29
B.Ed.	9	31,03	3	42,86
B.Ed. (Hons)	5	17,24	3	42,86
M.Ed.	0	0	0	0
Other	0	0	0	0
5. Teaching experience				
0-5 years	3	10,34	1	14,29
5-10 years	1	3,45	1	14,29
10-20 years	4	13,79	2	28,57
20-30 years	9	31,03	1	14,29
More than 30 years	12	41,38	2	28,57
6. Type of teacher				
Learning support teacher	0	0	7	19,44
Mainstream teacher	29	80,56	0	0
7. Grade currently teaching if mainstream teacher				
Grade 1	8	27,59	n/a	n/a
Grade 2	8	27,59	n/a	n/a
Grade 3	12	41,37	n/a	n/a
Not stated	1	3,45	n/a	n/a
8. Period of observing withdrawal				
0-5 years	10	34,48	2	28,57
5-10 years	4	13,79	1	14,29
10-20 years	9	31,03	0	0
20-30 years	3	10,34	1	14,29
More than 30 years	0	0	0	0
Not stated	4	13,79	2	28,57

The participants from this study are MSTs (n=29) and LSTs (n=7) from a circuit in the Cape Winelands Education District. All of these participants worked at government schools which currently or previously had an LST appointed by die Western Cape Education Department as part of the District-Based Support Team.

4.3.1 Type of teacher

Of all the participants 80,56% are MSTs, while only 19,44% are LSTs. This was due to the fact that each school only had one LST and some LSTs even served two schools (DoE, n.d.:10). The White Paper 6 states that District-Based Support Teams have to create posts for support personnel, but these posts are determined by the available funds (DoE, 2001:41). The main reason for the change from remedial education to LS is because it is more cost-effective (DoE, 2001:41). LSTs are not school-based, but district-based, in order for different schools to utilize their specialist knowledge and experience (DoE, 2001:39-40). LSTs can thus serve more than one school at a time.

4.3.2 Gender

All of the MSTs who took part in this study were females. All of the LSTs who took part in this study were also females. Thus all the teacher participants of the quantitative part of this study were females. The reason why all participants were females, is probably due to the fact that the MSTs are all foundation phase teachers and most LSTs were previously foundation phase teachers. Foundation phase teachers tend to be female. According to Petersen (2014:2), the number of male students studying for foundation phase teachers has increased from 17% in 2010 to 21% in 2012. However, 21% is still a great minority. In 2012 there were 31 males and 199 females enrolled for their first year Bachelor of Education degree for Foundation Phase, at a Johannesburg university (Petersen, 2014:4). Mashiya (2014:25) also pointed out that foundation phase education is dominated by female teachers and used to be a marginalized field of education.

4.3.3 Age

The majority of the participants were in the age group 50-59 years. Of the MSTs 48,28% and of the LSTs 42,86% were in this age category. Of the MS participants 10,34% and of the LS participants 14,29% were in the age group 20-29. Of the MS participants 10,34% were in the age group 30-39 years, while 28,57% of the LS participants belonged to this age category. Of the MS participants 17,24% and of their LS participants 0% were in the 40-49-year age group. Of the MS participants 6,9% were over the age of 60, while no LSTs were older than 60. Two MSTs and one LST did not state their ages.

Overall 55,55% of the teachers (MS and LS combined) who took part in this study were over the age of 50, while a minority of 11,11% of teachers were under 30 years of age. It was evident that there are very few young foundation phase teachers and LSTs. It was also possible that different age groups have different perceptions of LS.

4.3.4 Home language

The majority (97,22%) of the teachers who took part in the study spoke Afrikaans as a home language. Only 3,45% of the MSTs had English as a home language, while 96,55% had Afrikaans as a home language. Of the LSTs 100% were Afrikaans-speaking. Most schools in the participating circuit were either Afrikaans medium schools or Afrikaans and English dual medium schools. With the restructuring of circuits in January 2016, language seemed to be one factor taken into consideration with the regrouping of schools into circuits. The policy emphasizes that circuit teams have to be grouped in ways which make educational sense (DoE, 2013:12).

4.3.5 Qualifications

The majority of the MSTs (51,72%) had a teaching diploma as the highest qualification. Of the MS participants 31,03% had a B.Ed. degree and 17,24% a B.Ed. (Hons) degree. Only 14,29% of the LSTs had a teaching diploma as the highest qualification. Of the LSTs 42,86% had B.Ed. degrees and another 42,86% had B.Ed. (Hons) degrees. None of the MS or LS participants had a higher qualification than B.Ed. (Hons). Of the teacher participants (MST & LST combined), 33,33% had a B.Ed. degree and 22,22% had a B.Ed. (Hons) degree. Only 17,24% of the MSTs had a B.Ed. (Hons) degree, while 42,86% LSTs had a B.Ed. (Hons) degree. This was probably due to the fact that the minimum requirements according to the job description of LSTs are a relevant teacher's diploma/degree and a diploma or degree in Special Education (DoE, n.d.:6).

When combining MST and LST data, the majority of the teachers (44,44%) had a teaching diploma as the highest qualification. This might have been due to the fact that the majority of teachers were above the age of 50. According to the Department of Education (2000:9) academic qualifications obtained before 1 January 2001 can include a minimum of three years full-time academic study. These include a Certificate in Education or a Diploma in Education (DoE, 2000:15). The Recognition and Evaluation of Qualifications for Employment in Education (2000:9) further states that academic qualifications obtained after 1 January 2001 has to be a minimum of 360 SAQA credits and registered by SAQA on NQF Level 6 or above. These include a first Bachelor's degree, Post Graduate Certificate in Education, Bachelors of Education, Advanced Certificate in Education, Bachelor of Education (Hons), Master of Education, Doctor of Education (Recognition and Evaluation of Qualifications for Employment in Education, 2000:15-16).

4.3.6 Teaching experience

Most of the teacher participants had many years of teaching experience. Only 10,34% of the MST participants had less than five years of experience and only 14,29% of the LST

participants had less than five years of experience. Of the MSTs 3,45% and of the LST participants 14,29% had 5 to 10 years of teaching experience. There were 13,79% MST participants and 28,57% LST participants who had 10 to 20 years of teaching experience. Of the MST participants 31,04% and of the LST participants 14,29% had between 20 and 30 years of experience. The majority (41,38%) of the MSTs had more than 30 years of experience. Of the LSTs 28,57% also had more than 30 years of experience.

When combining MSTs and LSTs, most of the teacher participants had vast experience. Only 11,11% had less than five years of experience and 5,56% had 5 to 10 years of experience. The rest (83,33%) had more than 10 years teaching experience. The quantity of teaching experience might have influenced the teacher's perceptions with regards to LS.

4.3.7   Grade currently teaching if mainstream teacher

This study only focused on the foundation phase. Of the MST participants 27,59% were Grade 1-teachers; 27,59% were Grade 2-teachers; 41,37% were Grade 3-teachers and one teacher did not indicate which grade she was teaching.

The fact that more Grade 3-teachers took part in this study might have influenced the result, as self-esteem is a variable that changes with the age of learners. Uszynska-Jarmoc (2008:13) found that the younger the learners, the less differentiation there is in the different domains that defined the self-esteem of older individuals. Various domains of self-esteem are important in different developmental stages of the learner (Uszynska-Jarmoc, 2008:13). Therefore, the influence of LS on self-esteem could vary between learners of different grades/ages. Pullman and Allik (2008:562) also concluded that the correlation between global self-esteem and academic achievement is weak, and lowers as the learner gets older. This indicates that the self-esteem results might be higher due to the fact that most participants were Grade 3 teachers, where the correlation between global self-esteem and academic achievement are weaker than for grade one learners.

4.3.8   Period of observing withdrawal

Teachers had observed the current LS model where learners were withdrawn for LS for various lengths of time. Some of them had observed it as MSTs, others as ex-remedial teachers and others as LSTs. Of the MS participants, 34,48% had observed the current LS model for 0-5 years of their teaching profession. Of the MS participants 13,79% had observed LS for 5-10 years, 31,03% MSTs observed LS for 10-20 years and 10,34% observed this model of LS for 20-30 years. Four of the MS participants did not indicate how long they had observed this model of LS. Of the LSTs 28,57% observed the current LS model for 0-5 years, while only 14,29% had observed it for 5-10 years. A further 14,29% of

the LSTs observed the model for 20-30 years. Two LSTs did not indicate how many years they had observed the current model of LS.

Most of the teachers have witnessed withdrawal for more than 5 but less than 10 years. The period of time that teachers have witnessed LS in their schools might have influenced their perception of LS.

4.3.9   Interpretation of teachers' biographical data

Teacher participants can mainly be broken up into two groups, MSTs and LSTs. The vast majority are however MSTs. All the teacher participants of this study were females. Most teacher participants were Afrikaans speaking and had more than 10 years of teaching experience. The typical MST participant had a teaching diploma, whilst the typical LST participant had a B.Ed. or B.Ed. (Hons) degree. The majority of teachers who took part in this study were Grade 3 teachers. In general, the MSTs and LSTs had witnessed the current LS model for 5 to 10 years.

4.4   Section B: Teachers' perceptions of self-esteem

MSTs' and LSTs' perceptions of learners' self-esteem were included to give a different perspective of the self-esteem results. Muris *et al.* (2003:1800) and Bosson (2006:89) suggest that learners try to create positive impressions of themselves and will therefore report higher self-esteem. Mar *et al.* (2006:4) also warn that overconfidence and unawareness of personal shortcomings can lead to incorrect results with self-report scales. Therefore, teachers were asked to give their opinion about the influence of LS on foundation phase learners' self-esteem in order to get a different perspective of the influence of LS on foundation phase learners' self-esteem. It was also included to triangulate the data as discussed under Validity and Reliability (§3.5.3.1 & §3.7).   Robins *et al.* (2001:158) previously found a correlation between learners' self-reports and parents' reports, therefore adult reports can strengthen the data. Teachers who were included in this research work directly with the learners and perceive their withdrawal from the mainstream class for learning support and reactions to withdrawal daily.

In order to answer the research questions, the researcher asked the following sub-research questions:

a)   What are the MSTs' perceptions of the influence of LS on the self-esteem of foundation phase learners?

b)   What are the LSTs' perceptions of the influence of LS on the self-esteem of foundation phase learners?

These questions were investigated though surveys that consisted of open-ended as well as closed-ended questions as discussed in the section: Quantitative data collection instrument: Teacher perception of self-esteem survey (§3.5.3). Teachers were asked to answer various questions with regards to their perceptions of the learners who are withdrawn for LS.

The questions were answered by indicating the extent to which they agreed with the statement made, on a 5-point Likert Scale where Code 1 indicated *strongly agree* and Code 5 *strongly disagree* (§2.3.4.2). As discussed in Instrument (§3.5.3), Question 11, 13, 14, 16, 18, 22, 30 and 36 were based on the self-liking component of self-esteem of these questions. Question 11, 16, 18 and 36 were negatively worded, thus scored from 0 - 4. Question 13, 14, 22 and 30 were positively worded, thus scored from 4-0. Question 17, 19, 20, 21, 23, 26, 31, and 33 were based on the self-competence component of self-esteem. Of these questions based on self-competence, Question 17, 21, 23 and 33 were negatively worded, thus scored from 0 - 4. Question 19, 20, 26 and 31 were positively worded, thus scored from 4 - 0. Tafarodi & Swann (2001) recommended the inclusion of alternative measures that do not rely on direct evaluative statements, as learners do not often make direct evaluative statements of themselves. Therefore the researcher included behavioural aspects in the survey. Question 12, 15, 24, 25 27, 28, 29, 32, 34 and 35 were based on typical behaviour and characteristics of learners with low self-esteem. All these questions measured negative behaviour or characteristics.

4.4.1 Self-liking of foundation phase learners

As discussed in the conceptual framework (§2.3.4.2), self-liking refers to whether a learner generally thinks of himself as a good or bad person as a social being (Tafarodi & Swann, 2001:655). Self-liking refers to how happy a person is with himself/herself and how well he accepts himself/herself. It is a subjective self-assessment which also implies self-respect (Tafarodi & Milne, 2002:449). Mar *et al.* (2006:6) warns that self-liking is what is generally seen as self-esteem. Teacher perceptions of learners' self-liking were included as young learners might not understand the concepts very well to answer correctly (Davis-Kean & Sandler, 2001:901). Teachers who were included worked directly with the learners and had a thorough perception of how the learners responded to LS. Robins *et al.* (2001:158) found correlations between learners' self-reports and parents' reports, confirming that adult report can strengthen the data.

Figure 4.1 Teacher perceptions of learners' self-liking illustrates the distribution of teachers' perceptions with regard to the learners' self-liking. MST and LST perceptions were recorded separately. Scores of positively worded questions were reversed so that both positively and negatively worded questions could be placed on the same graph. The total teacher responses for very low, low, average, high and very high self-liking was then calculated. The

mean for each level of self-liking was then calculated to draw up a graph to visually compare MST and LST perceptions.
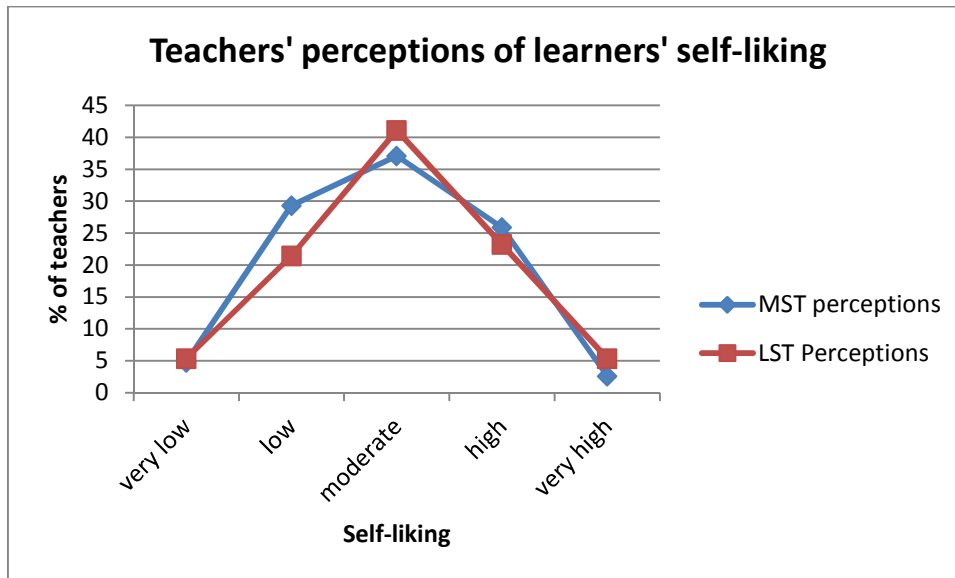
Figure 4.1 Teachers' perceptions of learners' self-liking

4.4.1.1 Mainstream teachers' perceptions of self-liking

The MST distribution showed a bell-shaped curve indicating a normal distribution, thus most teachers had more or less similar perceptions. The majority of MSTs (37,07%) indicated that learners had an average self-liking. However, 29,31% of the MSTs felt that learners who were withdrawn for LS had a low self-liking and a further 4,74% felt that learners had very low self-liking. Of the MSTs 25,86% felt that learners had high self-liking and only 2,59% of MSTs indicated that learners had very high self-liking. 28,45% of the MSTs thus felt that learners had high to very high self-liking. However, it is important to note that 34,05% of the MSTs did in fact perceive low to very low self-esteem. The conclusion was made that the majority of MSTs perceived that learners who were withdrawn for LS had average to low self-esteem. In future, the reasons for the difference in MST opinions should be investigated.

4.4.1.2 Learning support teachers' perceptions of self-liking

The LST-curve slightly deviated from the normal bell-shaped curve, indicating that LST opinions were not evenly spread. The vast majority (41,07%) of LSTs perceived that learners who were withdrawn for LS had average self-liking. 21,43% of the LSTs however perceived that the learners had low self-liking, while only 5,36% of the LSTs felt that learners had very low self-liking. However, 23,21% of the LSTs perceived that leaners who are withdrawn for LS had high self-liking and another 5,36% perceived very high self-liking. Of the LSTs, 26,79% perceived low to very low self-liking. However 28,57 perceived high to very high self-

liking. The majority (69,64%) of LSTs perceived that learners who were withdrawn for LS had average to high self-liking.

In general, it seemed that the majority of LSTs perceived that learners who were withdrawn for LS tended to have average or higher self-liking. This could be explained by previous research. Condren *et al.* (2000:30) and Verster (2001:108) both argue that continuous failure will have a negative effect on a learner's self-worth and self-esteem. Verster (2001:108) claims that learners lose interest in school work and become indifferent towards school if they experience continuous failure. In Dreyer's (2008:193) research teachers reported that learners show greater progress when they are withdrawn from the MS class. The fact that the learners might have achieved success in the LS classroom improved their self-liking.

4.4.1.3 Teachers' perceptions of learners self-liking

Of the MSTs, 34,05% perceived that learners had low to very low self-liking, while 26,79% of the LSTs perceived that learners who were withdrawn for LS had low to very low self-liking, 37,07% of the MSTs perceived that the learners had average self-liking, while 41,07% of the LSTs perceived that learners had average self-liking. A total of 28,45% MSTs perceived that the learners had high self-liking while 28,57% of LSTs perceived that learners had high to very high self-liking. A majority of 65,52% of the MSTs perceived that learners who were withdrawn for LS had average to good self-liking. A total of 69,64% of the LSTs perceived that the learners had average to high self-esteem. The opinions of MSTs and LSTs showed similar distributions, indicating that MSTs and LSTs have similar perceptions of learners' self-liking. However the MST curve showed slightly more teachers who perceive low self-liking, while the LST curve showed slightly more teachers who perceive high self-liking. It is possible that learners' actual self-liking is higher in the LS class that in the MS class because they are surrounded by peers who are on a similar level and will not be teased.

When combining the opinions of MSTs and LSTs, teachers generally perceived that learners who were withdrawn for LS had average self-liking. Both sets of data formed a more or less bell-shaped curve and looked rather similar. Of the MST and LST teachers combined 39,07% perceived average self-liking, 30,42% of the teachers perceived that learners had lower than average self-liking, while 28,51% of the teachers perceived that learners had higher than average self-esteem. The opinions of MSTs and LSTs showed similar distributions.

4.4.2   Self-competence of foundation phase learners

Self-competence refers to the individual's ability to achieve desired outcomes (Tafarodi & Swann, 2001:654). Tafarodi and Milne (2002:449) argue that objective self-assessment forms self-competence and develops when an individual compares his/her own qualities and

abilities with that of others. Teacher perceptions of learners' self-competence were included as young learners might not understand the concepts very well (Davis-Kean & Sandler, 2001:901). Teachers who were included worked directly with the learners and had a thorough perception of how competent the learners are and how they perceive their own competence. Robins *et al.* (2001:158) found correlations between learners self-reports and parents reports, confirming that adult report can strengthen the data. MSTs' and LSTs' perceptions of self-competence will be interpreted individually and then be merged to find the general perception of teachers.

Figure 4.2 Teacher perceptions of learners' self-competence illustrates the distribution of teachers' perceptions with regard to the learners' self-liking. MST and LST perceptions of self-liking were recorded separately. Scores of positively worded questions were reversed so that both positively and negatively worded questions were scored from 0-4 in order to place them on one graph. The total teacher responses for very low, low, average, high and very high self-competence was then calculated. The mean for each level of self-competence was then calculated to draw up a graph to visually compare MST and LST perceptions of self-liking.
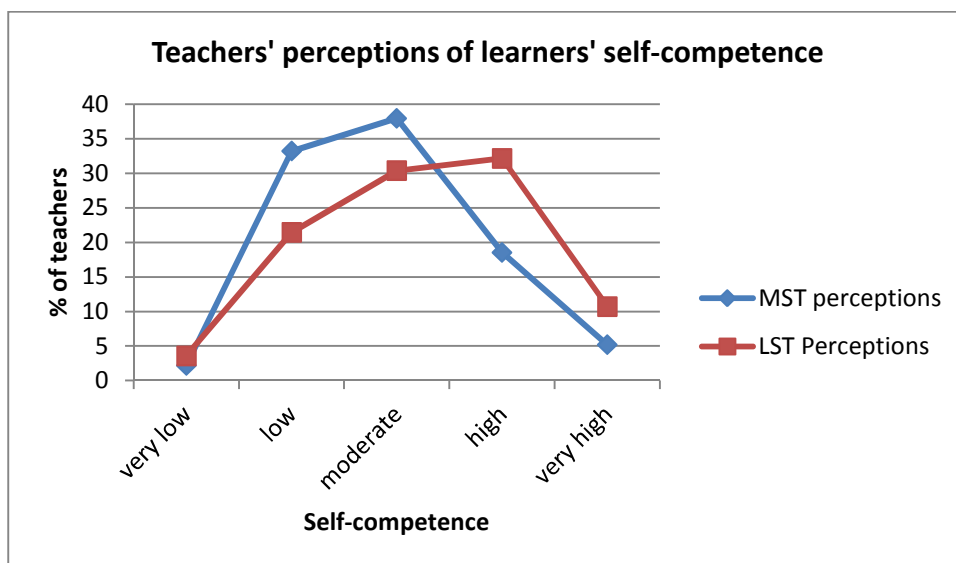
Figure 4.2 Teachers' perceptions of learners' self-competence

4.4.2.1 Mainstream teachers' perceptions of self-competence

The MST perceptions deviated from the normal curve, indicating that there were differences in their perceptions of self-competence. The curve was positively skewed, indicating that most MSTs perceived low self-competence. Of the MSTs 33,19% perceived that these learners had low self-competence, 2,16% perceived very low self-competence, and 37,93% of the MSTs perceived that learners who were withdrawn for LS had average self-competence. There were however 18,53% of teachers who perceived that these learners

had high self-competence and 5,17% of MSTs who perceived that these learners had very high self-competence. In total 61,63% of MSTs perceived that learners who were withdrawn for LS had average to high self-competence. However 73,28 perceived average to low self-competence. The majority of MSTs' thus indicated that they perceived that the learners had average to low self-competence. The conclusion can thus be made that MSTs perceived that learners who were withdrawn for LS had average to low self-competence.

4.4.2.2 Learning support teachers' perceptions of self-competence

The LST perceptions also deviated from the normal curve indicating differences in the LST perceptions of self-competence. The curve was negatively skewed, indicating that the majority of LSTs perceived average to higher self-esteem. A minority of 3,57% of the LSTs perceived that learners who were withdrawn for LS had very low self-competence. However, 21,43% of the LSTs perceived low self-competence in these learners, 30,36% perceived that learners had average self-competence, 32,14% perceived high self-competence, while 10,71% perceived very high self-competence. Of the LSTs 73,21% perceived that learners who were withdrawn for LS had average to high self-competence. The LSTs did not seem to have a unanimous perception. However, there were slightly more LSTs who perceived that learners have average to high self-competence, thus disagreeing with the MSTs' perception on self-competence.

4.4.2.3. Teachers' perception of learners' self-competence

Of the MSTs 23,70% perceived that learners had high to very high self-competence, while 42,85% of the LSTs perceived that the learners had high to very high self-competence, and 37,93% of MSTs perceived average self-competence, while 30,36% LSTs perceived average self-competence. Of the MSTs, 35,35% perceived low to very low self-competence and the remaining and 25% of the LSTs perceived that learners who were withdrawn for LS had low to very low self-competence.

Both MST and LST perceptions of self-competence were slightly skewed distributions. The MST curve was skewed positively indicating low self-competence. The LST curve was, however, slightly negatively skewed, indicating high self-competence. This indicates differences in MST and LST perceptions of self-competence. Generally, MSTs perceived that learners who were withdrawn for learning support had average to lower self-competence. LSTs however perceived average to high self-competence. This can be explained by the fact that the learners needed learning support, because they struggled with their academic work in the MS class. Achievement of success in the LS class thus could have improved their self-competence in the LS class. In both sets of teacher participants the majority indicated that they perceived average self-competence. The conclusion can thus be made that these learners had average self-competence.

When combining the perceptions of MSTs and LSTs, 30,16% of teachers perceived that learners had lower than average self-competence. However, 34,14% of teachers perceived that learners had an average self-esteem. 33,28% of the teachers perceived that the learners had a higher than average self-competence.

4.4.3 Behaviour and characteristics of self-esteem

This section asked teachers whether the learners who were withdrawn for LS revealed the typical behaviour and characteristics of low self-esteem as discussed in the Conceptual Framework (§2.3.1). MSTs' and LSTs' perceptions of learners' behaviour and characteristics that could be associated with self-esteem will now be interpreted individually as well as combined to form the general teacher perception. Figure 4.3 Teachers' perceptions of behaviour and characteristics associated with self-esteem, visually displays the distribution of teachers' answers.
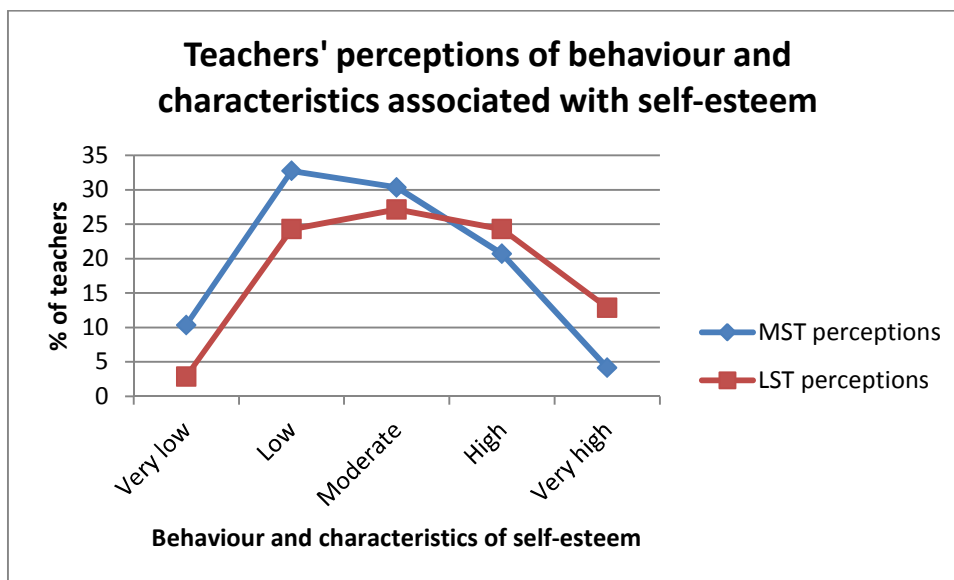
Figure 4.3 Teachers' perceptions of behaviour and characteristics associated with self-esteem

4.4.3.1 Mainstream teachers' perceptions of behaviour and characteristics of self-esteem

The MST perception formed a distribution that was slightly positively skewed. This indicated that a small majority of teachers perceived behaviour and characteristics of average to very low self-esteem. Of the MSTs only 10,34% perceived that learners who were withdrawn for LS displayed behaviour and characteristics of very low self-esteem. However, 32,76% perceived low self-esteem, 30,34% perceived that these learners' behaviour and characteristics showed average self-esteem, and 20,69% of the MSTs felt that learners who were withdrawn for LS had high self-esteem as they rarely portrayed behaviour and

characteristics which was typical of low self-esteem. Only 4,14% of MSTs perceived that these learners never portrayed behaviour and characteristics of low self-esteem and thus had very high self-esteem.

Of the MSTs, 43,1% perceived that learners who were withdrawn for LS, portrayed behaviour and characteristics of learners with low or very low self-esteem, and 30,34% perceived that the learners' behaviour and characteristics showed average self-esteem, while 24,83% perceived that learners portrayed behaviour and characteristics of learners with high to very high self-esteem. In general, MSTs perceived that learners who were withdrawn for LS, showed behaviour and characteristics of average to low self-esteem.

4.4.3.2 Learning support teachers' perceptions of behaviour and characteristics of self-esteem

The LST perceptions formed a distribution that was bell shaped. This indicated that the LSTs perception of behaviour and characteristics associated with self-esteem varied. There were only 2,86% of LSTs who perceived that learners who were withdrawn for LS portrayed behaviour and characteristics of very low self-esteem, 24,29% perceived that learners had behaviour and characteristics of low self-esteem, and 27,14% perceived that learners sometimes portrayed behaviour and characteristics of low self-esteem and thus had average self-esteem. However, 24,29% perceived that learners had high self-esteem as they rarely portrayed behaviour and characteristics of low self-esteem. Only 12,86% of the LSTs felt that these learners had behaviour and characteristics of very high self-esteem.

Only 27,15% of the LSTs perceived that the learners who they withdrew, showed behaviour and characteristics of low to very low self-esteem, 27,14% perceived that the learners had average self-esteem and 37,15% of the LSTs perceived that learners had high to very high self-esteem. The majority of LSTs thus perceived that learners had average to high self-esteem, although there were still a rather large number of teachers who perceived that learners had average to low self-esteem.

4.4.3.3 General teacher perceptions of behaviour and characteristics of self-esteem

The distributions of MSTs and LSTs were skewed to different sides. The MSTs perceptions were behaviour and characteristics of average to low self-esteem, while the majority of LSTs perceived behaviour and characteristics of average to high self-esteem. More MSTs perceived low self-esteem, while more LSTs perceived average self-esteem. When combining teachers' perceptions of learners' behaviour and characteristics associated with self-esteem they tended to perceive average to low self-esteem when learners' behaviour and characteristics were considered. 35,13% of teachers (MST and LST) perceived that

learners portrayed behaviour and characteristics of low to very low self-esteem. While 28,74% perceived average self-esteem and 30,99% perceived high to very high self-esteem.

It was evident that the majority of MSTs perceived that learners portrayed behaviour and characteristics of low self-esteem, while a small majority of LSTs perceived that the learners portrayed behaviour and characteristics of high self-esteem. This difference in their perceptions might have been due to the fact that their actual behaviour might have differed in the MS and LS classes. As pointed out by Muris *et al.* (2003:1792), learners compare themselves to their peers, which influence their self-esteem. Thus in the LS group where they were surrounded by peers who were more or less on the same level as they were, their self-esteem was higher than when surrounded by their MS peers.

4.4.4 Interpretations of teachers' perceptions of self-esteem

Section B investigated the MSTs and LSTs perceptions of learning support on foundation phase learners' self-esteem with regards to self-liking, self-competence and behaviour and characteristics associated with self-esteem. It can be concluded that MSTs and LSTs have slightly different perceptions of learners' (who are withdrawn for LS) self-liking. A slight majority of MSTs perceived that learners have average to low self-liking. A slight majority of LSTs perceived average to high self-liking. Although both MST and LST perceptions of self-competence were slightly skewed distributions they were not similar. The MST curve indicated low self-competence. The LST curve indicated high self-competence. MSTs perceived that learners who were withdrawn for learning support had average to lower self-competence. LSTs however perceived average to high self-competence. A unanimous perception between MSTs and LSTs was not found. Differences might be due to the different expectation of competence in the MS and LS classroom. When interpreting the MSTs and LSTs' perceptions of behaviour and characteristics of low self-esteem it was once again evident that there were differences in how the two groups of teachers perceived the learners. The majority of MSTs perceived that learners portrayed behaviour and characteristics of low self-esteem, while a small majority of LSTs perceived that the learners portrayed behaviour and characteristics of high self-esteem. This difference in their perceptions might have been due to the fact that their actual behaviour might have differed in the MS and LS classes.

Although both groups of teachers in all three categories mainly indicated average self-esteem the distributions were skewed in the various domains of self-esteem. When combining self-liking, self-competence and behaviour and characteristics of self-esteem it can be concluded that MSTs mainly perceive average to low self-esteem, as the majority of MSTs perceived average to low self-liking, average to low self-competence and behaviour and characteristics of low self-esteem. The majority of LSTs perceived average to high self-liking, average to high self-competence and behaviour and characteristics that indicated

average to high self-esteem. The conclusion can thus be made that MSTs perceive low self-esteem while LSTs perceive high self-esteem in learners who are withdrawn for LS. This phenomenon could indicate that the learners' self-esteem actually varies in the LS and MS class or that different types of teachers have different perceptions of learners.

4.5 Section C: Qualitative perspectives of mainstream and learning support teachers

Section C of the survey consisted of open-ended questions with regards to the teachers' perceptions of the influence of LS on foundation phase learners' self-esteem. These questions were asked to MSTs and LSTs to contribute to the answers of the two sub-questions of the research: a) What are the LSTs' perceptions of the influence of LS on self-esteem? b) What are the MSTs' perceptions of the influence of LS on self-esteem? This section also provided a qualitative view of the teachers' perceptions

The following questions were answered by MSTs and LSTs:

4.5.1 Do the learners like to go to the learning support class? Explain your answer

The foundation phase MSTs and LSTs were asked whether the learners like to go to the LS class. The large majority of MSTs perceived that the learners enjoyed going to the LS class. Overall, 88,89% of teachers perceived that the learners enjoyed going for LS. Two MSTs and one LST did not indicate *yes* or *no,* but explained that some learners liked LS, while others didn't.

4.5.1.1 Mainstream teachers' perceptions of whether learners like to go to the learning support class

This question was included as the researcher wanted to determine whether the learners like to go to the LS class. MS teachers observe the learners when they have to leave the MS class to go to LS and can therefore give an opinion of whether the learners like to go or not. This question was asked to both MSTs and LSTs as Pullmann & Allik (2000:711) found that self-esteem might vary due to the environment in which it is measured. Pullmann & Allik (2000:712) further point out that self-esteem can directly be linked to positive and negative emotions. It is highly unlikely that the learners would have enjoyed going to LS if it lowered their self-esteem.

Table 4.2   Mainstream teachers' perceptions of whether learners like to go to the learning support class

Participants answered yes.	Participants answered no.	Participants did not indicate one answer.
26	1	2
89,66%	3,45%	6,9%

Table 4.2 Mainstream teachers' perceptions of whether learners like to go to the learning support class display that the majority (89,66%) of MSTs argued that the learners liked to go to the LS class. Their opinions could be placed under various themes as found in the literature (§2.3.1). The reasons for such perceptions by MSTs are discussed in the following section. However 3,45% of MSTs perceived that learners did not like to go to LS. Two MSTs (6,9%) did not indicate yes or no, but both explained that some of the learners in their classes liked going for LS, while others did not. Themes that will be discussed include individual difference, teaching process and learning materials, achievement of success, praise and love, a different teacher and classroom, mainstream teacher attitude

a) Individual differences

Some teachers stated that some of the learners enjoyed gong to LS but others don't.

- *Some learners enjoy it to go to that class. Some are improving, while some don't like to go there* (B6).
- *Sommige leerders geniet dit baie, verandering vind plaas* (B5)*.*
  (Some of the learners enjoy it a lot, as change takes place.)

b) Teaching process and learning materials

Some teachers argued that the adapted curriculum in the LS classroom was what led to learners' positive responses towards LS. This viewpoint could also be found in the literature (§2.4.6). Some teachers referred to the level of difficulty which varied in the MS and LS class.

- *Hulle geniet die leerondersteuningklasse, want die werk wat hulle verrig is bietjie makliker as wat dit in hoofstroom is* (F2)*.*
  (They enjoy the LS classes, because the work that they have to do is a bit easier than in the MS.)
- *Hulle hou van die klas, omdat die werk makliker i*s (F3).
  (They enjoy the class, because the work is easier.)

- *The learners at our school enjoy it as they are monitored on their achievements and are helped/taught on their level* (B3).
- *Ja, hulle geniet dit om daar te wees. Daar word op hulle vlak gewerk* (B4)*.*
  (Yes, they enjoy being there. Work is done on their level.)

There were also teachers who argued that the teaching methods were different, as the LS focus on working concretely and practically, while this was not always the case in the MS class.

- *As dit vir hulle opwindend en lekker gemaak word kan hulle nie wag op die juffrou om hul te kom haal nie. Daar word prakties in kleiner groep gewerk en die leerders geniet dit* (D1).
  (If the work is made exciting and fun the learners can't wait for the teacher to come get them. Work is done on a practical level in the small group and the learners enjoy that.)
- *Most of their activities/exercises are practical* (E2)*.*
- *Hulle geniet die aktiwiteite wat in die leerondersteuningsklas gedoen word* (B1).
  (They enjoy the activities that they do in the LS classroom.)
- *Sommige leerders geniet die speelbenadering. Minder druk op leerder om suksesvol te wees* (B2)*.*
  (Some of the learners enjoy the play approach. There is less pressure on them to be successful.)

Other teachers argued that it was the smaller group with adapted learning materials that made LS more enjoyable for the learners.

- *Dit is vir hulle lekker omdat hulle individuele aandag kry, maar ook omdat hulle saam met 'n ander opvoeder werk met ander leermiddels. En ek glo omdat sy dit vir hulle lekker maak en hulle selfvertroue 'n 'boost' gee* (G3)*.*
  (They enjoy it because they receive individual attention, but also because they get to work with another teacher and other learning materials. I believe that the teacher also makes it fun for them and boost their self-confidence.)
- *They enjoy the class. They always come back from the class and tell the other learners what they did* (A1)*.*
- *They are very eager to go to the LS class, because activities on their level are being done and they are successful at it* (A2)*.*
- *They enjoy the LS and the activities that they do there* (A7)*.*

Various MSTs commented that the work in the LS classroom was easier (on the learners' level) and they enjoyed it because there they could also achieve success. Verster (2001:108)

suggests that the same content should be taught on a level that the learner can understand, to enhance the understanding of learners experiencing barriers to learning.

It becomes evident that the MSTs had different perceptions of what happened in the LS classroom. MST E1 remarked that learners only completed worksheets. They didn't do many practical activities. However, MST E2 from the same school remarked that most of the LS activities were practical. MST D1 also commented that work was done on a practical level in the small group and that the learners enjoyed that.

c)   Achievement of success

The following comments were made by teachers to emphasise the viewpoint that learners liked LS due to the achievement of success in LS. The teachers perceived that the learners achieved success in the LS class, because the work was easier (§2.4.6).

- *Moet eintlik sê meestal. Hulle ervaar soms meer sukses as in die klas, maar dit hang ook af van die manier waarop hul onderwyseres hul motiveer en hanteer* (D2)*.*
  (I must say most of the times. They sometimes experience more success than they do in the MS class, but it also depends on the way in which their teacher motivates and treats them.)
- *Leerders geniet wat hulle doen. Hulle doen werk wat hulle kan baasraak* (F1)*.*
  (Learners enjoy what they do. They do work that they can master.)
- *No one has ever complained to not go to LS class and they will always tell the teacher what they have accomplished during a session* (A5)*.*
- *Daar behaal hulle sukses op hulle vlak* (A6)*.*
  (They experience success on their level.)
- *Daar word nie soveel druk op hulle geplaas om te vorder nie. Alles is net blaaie invul. Hulle doen nie baie praktiese aktiwiteite nie* (E1).
  (They do not experience as much pressure to progress. They only complete worksheets. They don't do many practical activities.)

One teacher however perceived that the learners in her class now had the ability to achieve success in the MS class as well.

- *They also achieve success in the class because of now being able to do something they were previously not able to* (B3).

A number of teachers commented that learners enjoyed LS, because they could achieve success there, as the work was easier. Both Condren *et al.* (2000:30) and Verster (2001:108) comment on the importance of achieving success as continuous failure will have a negative effect on a learner's self-worth and self-esteem and make learners indifferent towards

school. This corresponds with Dreyer (2008:164-165) who reports that learners experiencing barriers to learning are not always successful in the MS class, but tend to experience success in an LS classroom.

MST B3 even reported that the learners in her class now achieved success even in the MS class, because of what they have learned in the LS class. Dreyer (2008:166) also found that in the most cases these learners who are withdrawn for LS show academic improvement.

d) Praise and love

Some of the teachers perceived that the learners liked to go to the LS class, because of the love and praise they received from the LST (§2.3.1).

- *Yes, they do. They're very excited to go to the class. Love the teacher too* (G2)*.*
- *Hulle word beloon met lekkers* (F1)*.*
  (They are awarded with sweets.)
- *When they have reached they are praised and rewarded* (B3)*.*
- *Hulle voel baie trots as hulle beloon word vir die werk wat hulle gedoen het. Kom wys altyd dat hulle mooi gewerk het* (B4)*.*
  (They feel very proud when they are rewarded for their work. They always come to show me how well they have worked.)

Various MSTs commented that the manner in which the LST makes the learners feel special is what leads to their enjoyment of LS. This agrees with Craven and Marsh (2008:108) who highlighted that any kind of intervention is more successful when it is accompanied by praise and feedback.

e) A different teacher and classroom

Some of the MSTs argue that it is the change in classroom and teacher that the learners enjoy (§2.4.4).

- *They enjoy the attention of a new teacher. They enjoy learning new things. Some of them like to take chances with the other teacher. Just to be out of the class is good for their well-being* (C1)*.*
- *Die feit dat dit 'n ander persoon is wat hulle onttrek, is vir hulle verwelkomend* (F2)*.*
  (They also welcome the fact that it is another person who withdraws them.)
- *Puik juffrou ook met goeie resultate* (B1)*.*
  (It is an excellent teacher who gets good results.)
- *They are looking forward to Mondays and Tuesdays when Mrs X comes to fetch them. They always leave with a smile on their faces. No one has ever cried and refused to go* (A3)*.*

- *They at this stage like the teacher. They also like the break from MS pressure* (A4)*.*
- *They like to go to the LS class, because they feel more comfortable in a smaller group and all of them are more or less on the same level* (A9)*.*

Various MSTs commented that the learners welcomed the fact to go to another teacher for a while. Gammon and Morgan-Samuel (2005:167) point out that individuals who struggle to cope in stressful academic environments should be given structured support to help them cope and enhance their self-esteem. This escape to the LS classroom was thus appreciated by the learners in the classes of the MSTs that were respondents in the study.

Dreyer (2008:164-165) points out that learners experiencing barriers to learning are not always successful in the MS class, but tend to experience success in an LS classroom.

MST A9 argued that the smaller group and similar academic levels is what made LS fun for the learners. This phenomenon has been voiced by Crocker and Major (1989) who argue that belonging to a stigmatised group will facilitate in-group comparison. MST A4 also pointed out that the learners enjoy the break from the pressure of MS education.

f) Mainstream teacher attitude

Only one MST (3,45%) perceived that the learners did not like to go to the LS class.

- *Hulle vul te veel taakkaarte/werkvelle in. Dit is vir hulle lekkerder in die klas* (D3).
  (They complete too many worksheets. They enjoy it more in the classroom.)

Only one MST indicated that learners did not like to go to the LS classroom. She argued that the learners completed too many worksheets in the LS classroom and that they enjoyed it more in the MS classroom. This teacher was from an ex-Model C school. Winzer (2002:32) points out that teachers' attitudes are one of the biggest influences on how inclusive education is handled. According to him the teachers' attitudes and beliefs towards learners experiencing barriers to learning are the most important factors that determine the success of the system. Rose and Shevlin (2004:16) also argue that teachers' expectations of learners have a big influence on their success and failure. Learner 5 also pointed out that he liked learning support, but sometimes his teacher would not allow him to go or she would wipe the board and he would not be able to complete his work(§4.6.8 c). The MSTs' attitudes towards LS thus had a big influence on the learners' willingness to go to LS.

4.5.1.2 Learning support teachers' perceptions of whether learners liked to go to the learning support class

The foundation LSTs were asked whether the learners like to go to the LS class. Overall, 85,71% of the LSTs perceived that the learners enjoyed going for LS. One LST did not

indicate *yes* or *no,* but explained that some learners liked LS, while others didn't. The LSTs perception was included as learners self-esteem might vary in the different environments) (MS classroom and LS classroom) causing a different perception of MSTs and LSTs (Pullmann & Allik, 2000:711).

Table 4.3   Learning support teachers' perceptions of whether learners like to go to the learning support class

Participants answered yes.	Participants answered no.	Participants did not indicate one answer.
6	0	1
85,71%	0%	14,29%

Table 4.3 Learning support teachers' perceptions of whether learners like to go to the learning support class indicates that six of the seven LSTs perceived that learners liked to go to the LS class while one LST did not indicate a specific answer. They gave the following reasons for their answers. The following themes were identified: Emotions, Teaching process and learning materials, Achievement of success, praise and love, a different teacher and classroom and social competence: teasing

a) Emotions

Teachers indicated that the 'smiles' on the learners faces indicated that they enjoyed going to LS.

- *Daar is altyd glimlaggies op leerders se gesiggies wanneer hulle gaan haal word vir onderrig* (LST 3)*.*

  (There are always smiles on the learners' faces when they are being fetched for LS.)

- *Kom altyd met 'n glimlag of mooi sêgoed vir LST-opvoeder* (LST 7).

  (They always come with a smile or say nice things to the LST.)

b) Teaching process and learning materials

One LST said that the adapted teaching process that the learners did in the LS class led to enjoyment (§2.4.6).

- *They run to the class ahead of me. Other children in the MS class often beg to come along. They feel that they come to 'play' and don't always realize they are actually working* (LST 1)*.*

LST 1 also commented that learners thought they came to play and did not always realise that they learned. Dreyer (2008:166) also found that in the most cases these learners show

academic improvement and even those who do not show academic improvement seem to develop emotionally when they are withdrawn from the MS class for LS.

c) Achievement of success

One LST argued that learners liked LS because they experienced success. This agreed with the conceptual framework (§2.4.6).

- *Hulle ervaar sukses, omdat daar in 'n klein groepie gewerk word en hulle individuele aandag kry* (LST 6)*.*
  (They experience success, because they receive individual support in the small group.)

LST 6 argued that the learners achieved success in LS because the group was smaller and they received individual support. Dreyer (2008:164), Mahlo (2011:156) and Herd (2010:163) argue that overcrowded classrooms and more than 20 learners per class are the reason why teachers cannot support learners experiencing barriers to learning in the MS classroom.

d) Praise and love

One LST argued that the learners liked LS because they were loved and accepted there just as they were. This was in agreement with the conceptual framework (§2.3.1).

- *Hulle voel belangrik want iemand gee om, daar word tyd gemaak in die ondersteuningsklas vir daardie leerder wat moontlik oor die hoof gesien word of dalk altyd raas kry a.g.v. die onvermoë om te kan presteer* (LST 3)*.*
  (They feel important because someone cares, someone is making time in the support class, for the learners that are not noticed or are always in trouble because they cannot perform well.)

LST 3 also perceived that learners felt special because they received attention and are not in trouble because of poor performance. Mahlo (2011:156) highlights that MSTs tend to exclude learners with barriers to learning, due to overcrowded classrooms. Trautwein *et al.* (2006:346) also point out that a task- and ego-orientated environment should be created in the classroom, focusing on reward and advancement for all learners. This seems to be what was happening in the LS class of the participating schools as various MSTs also commented on the praise, love, acceptance and rewards that learners received in LS. Therefore, learners could not wait to go to LS (§4.5.1.1 d).

e) A different teacher and classroom

Some of the LSTs argued that it was in fact the change of classroom and teacher that made LS enjoyable for the learners (§2.4.4).

- *Hulle word onttrek in kleiner groepe en kry dus meer individuele aandag as in die klas. 'n Verskeidenheid interessante aktiwiteite word aangebied wat nie altyd moontlik is in die hoofstroomklasse nie. Die leerders neem spontaan deel* (LST 4)*.*

  (The learners are withdrawn in small groups and receive more individual attention. They do a variety of interesting activities that cannot always be done in the MS classes. The learners participate spontaneously.)

- *Most of our learners at our school like LS. Teachers always ask me what I do in LS class, 'cause their learners are very excited and happy when I call them for Afrikaans HT and Maths* (LST 5)*.*

- *Ja, kom altyd baie gewillig en ywerig voor. Sal opvoeder in klas onthou as dit tyd is vir leerondersteuning* (LST 7*.)*

  (They are always willing and diligent. They will remind their class teacher when it is time to go to LS.)

Three LSTs also commented that learners were eager to come to the different class, because the group was smaller and they received more individual attention. Gammon and Morgan-Samuel (2005:167) point out, individuals who struggle to cope in stressful academic environments should be given structured support to help them cope and enhance their self-esteem.

f) Social competence: teasing

One LST indicated both yes and no, explaining that some learners enjoyed LS while others really did not. She argued that some learners experienced praise and love which they liked while others felt bad about going for LS because they were labelled by their peers.

- *I indicated yes and no. Reason being that some learners love to come to LS because they feel a sense of worth here. Some feel embarrassed to be here as they get pointed out by other learners that they are here because they are not clever enough* (LST 2)

One LST felt that some learners enjoyed LS, while others didn't because they were labelled by the other learners. Labelling of learners who struggle academically has been identified before. Bojuwoye *et al.* (2014:9) identify that learners were afraid of being labelled as the weak learner and teased for it by their peers.

The majority of MSTs and LSTs agreed that the learners do like to go to the learning support class. Only one MST from an x-model C school indicated that the learners did not like to go to the LS class. Two MSTs and one LST did not indicate yes or no but all three of them explained that some learners like to go to the LS class, while others do not. In general it can be concluded that MSTs and LSTs agree that most learners like to go to the LS class.

However it is important to note that certain MSTs and LSTs have identified individual learners who do not like to go to the LS class.

4.5.2 Are the learners shy when they have to leave the mainstream class to go for learning support?

Both LSTs and MSTs were asked whether learners were shy when they had to leave the MS class to go for LS. Both LS and MST teachers were asked for their opinions as both types of teachers witnessed the learners' behaviour when they left the class.

4.5.2.1 Mainstream teachers' perceptions of whether learners are shy when they have to leave the mainstream class for learning support

This question was included for MS teachers as they observe the learners when they leave the MS class to go to the LS class. These MSTs can therefore give a valid opinion of whether the learners in their classes are shy when called out from the rest of the MS learners to go to LS.

Table 4.4 Mainstream teachers' perceptions of whether learners are shy when they have to leave the mainstream class for learning support

Participants answered yes.	Participants answered no.	Participants did not indicate one answer.
1	26	2
3,45%	89,66%	6,9%

Table 4.4 Mainstream teachers' perceptions of whether learners are shy when they have to leave the mainstream class for learning support show the large majority of 89,66% of MSTs did not perceive that learners were shy to go to leaning support. Of the MSTs 3,45% felt that learners were shy to go to LS and two MSTs did not choose either one of the options. Both of these teachers explained that some learners were shy, while others were not. The following themes were identified: Mainstream teachers' attitudes, family relationships, self-competence, feeling safe, a different teacher and classroom, praise and love, teaching process and learning materials and teasing and labelling.

a) Teasing and labelling

The teacher who felt that learners were shy to go to LS explained that the other learners in the class knew that the learners went because they needed support (§2.4.5).

- *Ander leerders is bewus van rede hoekom maats klas verlaat en dit maak hulle skaam* (B2)*.*
  (Other learners know why these learners leave the class and that makes them shy.)

The MSTs who perceived that learners were not shy to go to LS gave the following opinions:

One of the teachers, who perceived that learners were not shy, explained that learners in her school did not bully or tease each other (§2.4.5).

- *We also don't bullying or teasing* (B3).

MST B2 argued that other learners knew why these learners left the class and that made them shy. Bojuwoye *et al.* (2014:9) also found that learners fear that their peers will tease them for struggling or being withdrawn from the class. MST B3 however argued that their school did not allow bullying or teasing. It thus seemed that the way in which the school handled the withdrawal situation might have influenced the learners' attitude towards their peers who needed support. Oxoby (2009:4) confirms that the school as an institution has a specific attitude towards the learners of the school as well as the community around the school and this attitude can either lead to inclusion or exclusion.

b) Teaching process and learning materials

Some of the teachers argued that learners were not shy to go to LS as they loved to go to the LS class (§2.4.6).

- … *maar sommige geniet dit baie omdat daar nie soveel druk op hulle geplaas word as in die hoofstroom nie* (B5)*.*
  (Some enjoy it a lot as there is not so much pressure as in the MS.)
- *Hulle hou van wat hulle daar doen en geniet dit baie* (E3)*.*
  (They like what they do in LS class and really enjoy it.)
- *Leerders bly om te gaan. Word gehelp in LS. Werk meer op vlak – ander getalgebied, ens.* (A8)*.*
  (Learners enjoy going to LS because they receive help at LS. They work more on the learners' level, lower number range, etc.)

Various MSTs perceived that the learners were not shy to go to the LS class, but rather that they enjoyed going because of the easier and enjoyable work that they could master on their level. Verster (2001:107-108) stresses the importance of giving learners activities in which they can achieve success, in order to enhance their self-confidence, adaptability and self-esteem. She suggests that the curriculum should be adapted to provide the same contents on a level that the learner experiencing barriers to learning can understand. From the

findings of this research it seemed that this principle of adapting the curriculum for the achievement of success made the LS fun for the learners.

c) Praise and love

One teacher perceived that the learners felt they belonged (§2.3.1). They felt good, because they were socially included in a group to which the other learners had no access.

- *Ek het dit nog nooit ondervind nie. Die ander kinders is jaloers omdat hulle nie ook kan gaan nie* (D1)*.*
  (I have never had learners who are shy to go. The other learners in the class are jealous because they cannot go.)
- *Die leerders voel geëerd om na die klas te gaan. Hulle dink hulle is beter (spesiaal) as die ander leerders* (F1)*.*
  (The learners feel honoured to go to the class. They think they are better (special) than the other learners.)

MST D1 made the following remark: "The other learners in the class are jealous because they cannot go". MST F1 also remarked that the learners felt honoured to go to the class. They thought they were better (more special) than the other learners. This agrees with the theoretical framework of social inclusion. When individuals share an identity and similar behaviour, they view each other as included in the group (Oxoby, 2009:12). Oxoby (2009:19) states that individuals who have been excluded in one dimension of society will often look for inclusion in another dimension of society. Pradhan (2006:11) agrees that groups who are socially excluded will exclude other groups just to include themselves somehow. Therefore, these learners who were withdrawn for LS saw themselves as better than their peers, as they were included in a group to which their peers had no access.

d) A different teacher and classroom

Some teachers argued that the learners were shy because they had to leave the classroom (§2.4.4).

- *Some learners are shy because they have to leave the class group and go to the support class* (B6)*.*
- *Sommige leerders is skaam omdat hulle die groep moet verlaat om ondersteuning te kry … *(B5)*.*
  (Some learners are shy when they have to leave the group to receive support.)

Other teachers argued that the different class and teacher were really appreciated by the learners who experienced barriers to learning.

- *No, it's more than an escaping time for them. They even ask when can they go* (G2).
- *They enjoy to work on their levels (groups), same abilities. They like the individual attention from the other teacher. When they're in class they don't get that all the time because of big classes* (C1).
- *Nee glad nie. Dis vir hulle lekker om uit die hoofstroom na hul hulpklas te gaan. Ons verduidelik aan hulle dat die juffrou hulle 'n bietjie met lees en wiskunde gaan help. Daar werk hulle teen hul eie pas* (B4).
  (They are not shy at all. They enjoy going to the support class. We explain to them that the teacher is going to support them in reading and mathematics. They work at their own pace there.)

MST B5 and B6 were of the opinion that some learners were shy when they were withdrawn for LS. This phenomenon is explained by Brown and Marshall (2006:3) when they point out that only those incidents which an individual considers as important will influence his/her self-esteem.

MST G2 stated that LS is like an escape time for the learners. The reason for this can be explained by Dreyer (2008:164-165) who points out that learners experiencing barriers to learning are not always successful in the MS class, but tend to experience success in an LS classroom. MST C1 is of the opinion that the learners like to go because of the individual attention they receive there, which is not possible in the big MS class. Dreyer (2008:164), Mahlo (2011:156) and Herd (2010:163) explain that overcrowded classrooms (more than 20 learners per class) are the cause that teachers cannot support learners experiencing barriers to learning in the MS classroom. MST B4 suggested that the learners were not shy to go, because the teachers explained to them why they went and because they got to work at their own pace. Mahlo (2011:55) claims that LS emphasizes learning and allows learners to learn at their own pace.

e) Feeling safe

Some teachers argued that the environment that was created for LS within the school was what prevented learners from being shy when they had to leave the class for LS (§2.4.6).

- *Hulle geniet dit omdat niemand hulle ongemaklik laat voel nie. Die ander leerders vra ook wanneer kan hulle gaan! Hulle is opgewonde en sien daarna uit in afwagting* (G3).
  (They enjoy going because no one makes them uncomfortable. The other learners ask when they will get a turn to go to LS. They are expectant and excited to go.)
- *They are keen. They often remind me when it is time for them to leave the class* (E2).
- *Ek het dit nog nooit ondervind nie. Die ander kinders is jaloers omdat hulle nie ook kan gaan nie* (D1).

(I have never had learners who are shy to go. The other learners in the class are jealous because they cannot go.)

- *In ons skool word leerondersteuning nie gesien as 'n ongewone ding nie* (B1)*.*
  (In our school LS is not seen as something unusual.)

- *I think they feel good about themselves, because they know they're gonna get the extra help they needed* (A9)*.*

MST E2 stated that the learners in her class were so eager to go to LS that they would even tell her when it was time to go, which showed that they felt safe and enjoyed the LS class. MST G2 explained that no one made the learners feel uncomfortable. MST B1 stated that LS in their school was not seen as something unusual. As Oxoby (2009:4) points out, the specific attitude towards the learners can either lead to inclusion or exclusion. MST D1 pointed out that the other learners who had to stay behind, were jealous because they could not go with. Oxoby (2009:19) and Pradhan (2006:11) state that individuals who have been excluded in one group will often look for inclusion in another group, by excluding others. This therefore agrees with societies' rules for social inclusion. In this way the learners who struggle academically place themselves above the rest of their peers. Pradhan (2006:14) points out that the assumption that social exclusion is always bad, while social inclusion is always good, ignores the fact that social inclusion has certain conditions for groups to belong and that having a marginalized status can have positive aspects. This explains why most of the learners were not shy to go to LS. They felt safe in the LS classroom because they were included in the LS group.

MST A9 argued that the learners felt good about going because they knew they would receive the support they needed. As recommended by Verster (2001:108), the same content is presented on a level which the learner experiencing barriers to learning can understand. This will allow them to achieve success which will enhance their self-esteem. It can be concluded that the learners felt safe in the LS class because they were able to master the work. Therefore, they were not shy to go to the LS classroom.

f) Self-competence

Some teachers argued that learners were not aware that they had barriers to learning and were therefore not shy to go to LS (§2.4.6).

- *Hulle is nie bewus van hulle agterstande* (F3)*.*
  (They are unaware of their learning barriers.)

- *Die leerders is nie bewus van hulle agterstand daarom is hulle nie skaam daaroor nie* (F2)*.*
  (The learners are unaware of their learning barriers and are therefore not shy.)

- *They are only in Grade 2 – I don't think they understand as such* (A4)*.*

MST F3, F2 and A4 argued that the learners were not aware that they went to LS because they struggled academically. This is confirmed by Cosden *et al.* (1999:285) who found that learners who have knowledge of their learning barrier have lower self-esteem than learners who have little knowledge about their learning barrier. This phenomenon found by Cosde *et al.* (1999) is one reason why some learners in this study had high self-esteem even though they struggle academically.

g) Family relationships

One teacher pointed out that in the five years that learners from her class went for LS, the only time a learner did not want to go to LS, it had nothing to do with the LS or LST, but was due to problems at home (§2.3.2.5).

- *Hulle gaan sonder enige klagtes. In die vyf jaar was daar net een geval by my wat nie wou gaan nie, maar dit was a.g.v. 'n huislike probleem* (D2).
  (They go without complaining. In the five years there was only one learner who did not want to go and that was because of problems at home.)

MST D2 mentioned that the only time a learner in her class did not want to go to LS was because of circumstances at home. This confirms that a learner's family relationships affect his work at school as well as his self-esteem. Manning, Bear and Minke (2006:353) confirm that self-esteem is influenced by accomplishments as well as support from peers and family. This phenomenon found by Cosden *et al.* (1999) is one reason why some learners in this study had high-self-esteem even though they struggled academically.

h) Mainstream teachers' attitudes

There were teachers who argued that the manner in which the MSTs handled the LS situation influenced whether the learners were shy to go for LS or not (§2.4.5).

- *… We as teachers at our school have been calm about it as if it is just another activity or class … The class knows that sometimes we need extra help – all of the learners receive it some or other time. We as teachers also handle these learners like all the other and don't call them names* (B3)*.*
- *To them it's just another class like computer class they have to attend. Part of their daily routine at school* (A5)*.*

According to MST B3 and A5, the way in which the school and teachers handled the withdrawal prevented that the learners were shy when they were withdrawn. The learners did not even realize that LS meant that they struggled. Winzer (2002:32) agrees that teachers'

attitudes and beliefs towards learners experiencing barriers to learning determine the success of the LS system. Oxoby (2009:4) also confirms that the school's attitude towards the learners can either lead to social inclusion or social exclusion of learners.

4.5.2.2 Learning support teachers' perceptions of whether learners are shy when they have to leave the mainstream class for learning support

In this section LSTs' perceptions of whether learners are shy when they have to leave the MS class for LS were interpreted. LSTs perceptions were included as they often go to the MS class to withdraw the learners and can therefore see the learners' responses when they are called out of the MS class.

Table 4.5 Learning support teachers' perceptions of whether learners are shy when they have to leave the mainstream class for learning support

Participants answered yes.	Participants answered no.	Participants did not indicate one answer.
1	5	1
14,29%	71,43%	14,29%

Table 4.5 Learning support teachers' perceptions of whether learners are shy when they have to leave the mainstream class for learning support, indicate that the majority (71,43%) of LSTs perceived that learners were not shy when they had to go to the LS class. 14,29% however perceived that they were shy and the other 14,29% did not indicate a specific answer. The following themes were identified: Achievement of success, self-competence, feeling safe, teasing and labelling, praise and love and age of the learners.

a) Achievement of success

One LST felt that learners were not shy to go to LS, because they experienced success (§2.4.6).

- *With the read project and Khanya Computer project in the LS class, they love it. They can achieve success* (LST 5)*.*

LST 5 perceived that learners were not shy because they could experience success in the LS classroom. Dreyer (2008:164-165) also reports that learners experiencing barriers to learning are not always successful in the MS class, but tend to experience success in an LS classroom. Condren *et al.* (2000:30) and Verster (2001:108) also comment on the importance of achieving success, as continuous failure will have a negative effect on a learner's self-worth and self-esteem.

b) Self-competence

One LST felt that learners were not shy as they became more competent when they received LS (§2.3.2.2).

- *Leerders is ywerig omdat hulle binne leerondersteuningsklas kompeteer met maats wat op dieselfde vlak as hulle funksioneer. Dit gee vir van hulle meer selfvertroue om te kan probeer en om selfs vrylik te gesels. Die self-esteem verhoog en op die manier leer leerders om trots te wees op dit wat hul kon regkry en dit skep waagmoed* (LST 3).
  (The learners are very willing to come because they compete against peers that are on the same level in the LS class. It gives them more self-confidence to try and talk freely. Their self-esteem increase and they are proud of what they can achieve, which fosters confidence.)

LST 3 argued that the learners were not shy, because they competed with peers on the same level and their academic competence improved, which boosted their confidence. Muris *et al.* (2003:1792) point out that learners compare themselves with their peers, which influences their self-esteem. Thus in the LS group they compared themselves with peers who were academically more or less on the same level as they were, which was better for their self-esteem. Learner 3, Learner 4 and Learner 5 felt less competent when they compared themselves to their mainstream peers (§4.6.8.a). However, Learner 1, Learner 3, Learner 4 and Learner 5 felt that they achieved success in LS (§4.6.6.b).

c) Feeling safe

Some LSTs argued that the environments they created in the LS class prevented learners from feeling shy (§2.4.6).

- *Leerders is gretig om die klasse by te woon en vra dikwels wanneer hulle weer moet kom vir leerondersteuning* (LST 4).
  (The learners are eager to come to LS and often ask when they can come again.)
- *Ons maak nie 'n ophef daarvan nie en laat hulle spesiaal voel* (LST 6).
  (We do not make a fuss about it and make the learners feel special.)

LST 4 and 6 perceived that the learners wanted to go to LS and would even ask when they could go again. The LSTs also made the learners feel special. LST 1 explained that some learners were shy in the beginning of the year, but they soon became comfortable with the idea of LS. Verster (2001:108) also confirms that a safe classroom environment where the learner is accepted and loved will enhance his/her self-concept. It can thus be concluded that some learners in this study felt safe in the LS classroom and were therefore not shy to go there.

d) Teasing and labelling

One LST felt that learners were shy to go to LS, because they were teased by other learners in the MS class when they went to LS (§2.4.5).

- *Learners that stay behind tease them* (LST 2).

One teacher did not indicate either yes or no. She argued that there were some times when the learners were shy. LST 2 argued that the learners were shy to go to LS, because the learners who stayed behind, teased them. According to Bojuwoye *et al.* (2014:9) learners are afraid of being teased by their peers. That is why Condren *et al.* (2000:5) and Herd (2010:180) argue that learners should rather be supported in the MS classroom to prevent labelling, which leads to marginalization and social exclusion. However, in this study only one LST perceived that the learners were teased for going to LS. This and other reasons such as the manner in which the teachers handled LS, should be investigated.

e) Praise and love

As discussed in the Conceptual Framework and Review of Literature, praise and love can enhance self-esteem (§2.3.1).

- *Slegs enkele gevalle. Dit gebeur net in die begin, maar na vele lof en prysing van die LST opvoeder vir klein suksesse voel die kind oorwinnend in homself en geniet hy die klasse en sessies* (LST 7)*.*
  (Only in a few cases. It only happens in the beginning of the year, but after a lot of praise from the LST the child feels like a winner and enjoys the classes and sessions.)

LST 7 argued that few learners were shy and this only happened at the beginning of the year. If the LST praised the learner often, the learner felt successful and started to enjoy the class. This once again agrees with Craven and Marsh (2008:108) who highlighted that any kind of intervention is more successful when it is accompanied by praise. It can thus be concluded that praise from the LST prevented the learners from being shy to attend LS.

f) Age of the learners

One teacher mentioned that some Grade 3 learners, who were in the last year of the foundation phase, were sometimes shy to go to LS. This indicated that age might have an influence on how a certain event influenced the learners' self-esteem.

- *One or two in Grade 3 classes are sometimes shy in the beginning of the year, but they soon change. By Term 2 they are usually all comfortable with coming to me* (LST 1)*.*

One LST however felt that the learners were shy when they had to go to LS. She referred back to her previous answer, in which she stated that some learners "love to come" while others are "embarrassed to be here".

LST 1 mentioned that some Grade 3 learners, who were in the last year of the foundation phase, were sometimes shy to go to LS. This indicates that age might have had an influence on the way a certain event influenced the learner's self-esteem. Uszynska-Jarmoc (2008:13) pointed out that various domains of self-esteem are important in different developmental stages of the learner. Uszynska-Jarmoc (2008:13) also found that the younger the learners are, the less differentiation there is in the domains that define the self-esteem of older individuals. This study thus agreed that age was a variable that influenced self-esteem.

When MST and LST's answers were combined, the large majority (86,11%) did not perceive that learners were shy to go to LS. When combining MSTs' and LSTs' perceptions, 5,56% of the teachers perceived that learners were shy when they had to go for LS, and 8,33% of the teachers did not indicate one specific answer. Both MSTs as well as the LST explained that some learners were shy, while others were not. The conclusion can thus be made that the majority of learners are not shy when they are withdrawn for LS.

4.5.3   Do the learners take part in classroom activities in the mainstream class?

Only MSTs were asked to answer whether the learners took part in classroom activities in the MS class. However some LSTs also responded to the question. The researcher asked this question to determine whether learners needed to be withdrawn for support or if work in the MS class were on a level which accommodated them. In this section the MSTs' and LSTs' perceptions of whether the learners took part in activities in the MS classroom, will be analysed and interpreted.

4.5.3.1 Mainstream teachers' perceptions of whether learners take part in mainstream classroom activities

Only MSTs were expected to respond as they experience first-hand whether the learners participate in their classes. Learner participation in the MS class not only inform us whether the teacher accommodates learners on different levels as stipulated in inclusive education policies but also influence whether learners want to be in the MS class or escape from it.

Table 4.6 Mainstream teachers' perceptions of whether learners take part in mainstream classroom activities

Participants answered yes.	Participants answered no.	Participants did not indicate one answer.
23	5	1
79,31%	17,24%	3,44%

Table 4.6 Mainstream teachers 'perceptions of whether learners take part in mainstream classroom activities, portray that the large majority (79,31%) of the MSTs argued that learners did in fact take part in class activities in the MS class. There were however 17,24% of the MSTs who perceived that the learners did not take part in class activities of the MS class. Themes that will be discussed in the following section include: individual difference, behaviour and characteristics of self-esteem, learner motivation, self-competence and mainstream teachers' attitudes.

One teacher argued that some learners took part in the class activities, while others did not. She explained her answer in the following manner.

a) Individual difference

- *Ja en nee. Sommige leerders antwoord baie gemaklik, ander weer is nie bekommerd of hulle nou antwoord of nie, sit net daar.* (B5)
  (Some of the learners answer spontaneously, while others are not bothered about trying to answer at all. They just sit there.)

Teachers (17,24%) who perceived that learners did not take part in classroom activities led to the identification of the specific themes. In contrast with the teachers who argued that learners did not take part in activities in the MS classroom, the teachers (79,31%) who argued that the learners did take part in MS classroom activities gave arguments that were categorised in similar as well as different themes:

b) Behaviour and characteristics of self-esteem

Some of the MSTs perceived that the learners' characteristics caused that they did not take part in MS class activities (§2.3.1).

- *Meestal skaam en teruggetrokke. Neem nie deel aan klasbesprekings nie* (B1)*.*
  (Most of the learners are shy and reserved. They do not take part in class discussions.)
- *Het geen selfvertroue voor groot klas* (A8)*.*
  (They have no self-confidence in the big class.)
- *Some of them are quite passive and do not respond to questions* (A3)*.*

- *Some of them/some are shy (naturally shy). MS learners are the same. Some like to answer and take part in class activities, others don't* (A4).

MST B1, A8 and A3 were of the opinion that the learners did not take part in classroom activities in the big MS class. MST B1 and A3 referred to typical characteristics of the learners. MST B1 felt that learners were shy and reserved. MST A3 perceived that they were passive and unresponsive. This can be linked with Jonsson's (2006:202) opinion that low or high self-esteem has an influence on a learner's behaviour. Oxoby (2009:7) also states that an individual's level of inclusion is influenced by the individual's beliefs and attitude regarding his/her access.

MST A8 however perceived that they had no self-confidence to take part, because of the big class. Bojuwoye *et al.* (2014:9) identify that learners are afraid of being labelled as the weak learner and teased for it by their peers when receiving support in the MS class. Pijl and Hamstra (2005:189) also warn that teasing and conflict within the MS classroom might lead to feelings of uncertainty, a fear of failure, lack of acknowledgement and negative self-esteem. The Guidelines for Inclusive Teaching and Learning also identified negative and discriminating attitudes of teachers and even of learners towards other people who are different from them as one of the biggest barriers to learning (DoE, 2010:17).

Some of the teachers argued that the learners' characteristics were what enabled them to take part in the MS class activities (§2.3.1).

- *Hulle selfvertroue ontwikkel en hulle leer om hulself uit te spreek. Dit is vir hulle lekker om te 'waag'. Iets wat hulle voorheen maar versigtig voor was* (G3).
  (Their self-confidence develops and they learn to express themselves. They enjoy taking risks. Something that they seldom did before.)
- *Baie ywerig om ook goed te doen* (E3).
  (They are very eager to do well too.)
- *Die meerderheid van vandag se kinders het te veel selfvertroue* (D1)*.*
  (The majority of learners these days have too much self-confidence.)
- *They are more confident since they attended LS class* (A1).

MST E3, however, commented that learners in her class were very willing to take part. MST D1 even stated that most of the learners had too much self-confidence. This is explained by Scott *et al.* (1996:286) who state that self-esteem is not the reality of an individual's actual knowledge or abilities, but rather the individual's perception thereof. These learners might perceive that they perform well, although they are actually struggling. The different

responses from teachers might also indicate that the classroom environment and teacher's attitude determine the learners' response, as pointed out by Winzer (2002:32).

Some of the teachers argued that the learners' characteristics developed when receiving LS and enabled them to take part in the MS class activities. Dreyer (2008:166) found that in the most cases learners show noticeable academic improvement and/or emotional development when they are withdrawn from the MS class for LS. MST A1 and MST G3 were of the opinion that learners' self-confidence developed and they learned to express themselves in LS. These MSTs reasoned that the LS improved the self-confidence and willingness to take risks, even in the MS classroom. The learners were now willing to take risks which they previously would not. Mashau *et al.* (2008:416) explain that LS will help learners to overcome their barriers to learning. Donald *et al.* (2012:315) further explain that overcoming barriers to learning will improve the learner's self-esteem and help the learner to achieve academic success. This notion of improved self-confidence due to acquisition of skills has been found before.

c) Learner motivation

One teacher perceived that learners lacked motivation to take part in MS class activities.

- *Baie wil nie saamwerk nie. Of probeer nie. Kos baie aanmoediging. Sommige is lui, bang, skaam of wil net nie probeer nie* (C2).
  (Many learners don't want to cooperate, or even try. It takes a lot of motivation. Some of them are lazy, scared, shy or just don't want to try.)

According to MST C2, some of the learners were lazy, scared or just did not want to try to participate. According to her it took considerable motivation to get them to participate. MST B5 also argued that it varies between learners. Some took part while others were really not bothered to take part. This can be explained by Haney and Durlak (1998:429) who point out that an intervention will not have the same effect on individual learners. Leary (1999:34) also points out that individuals will act in ways that enhance their relational value in the eyes of other people, to improve their social acceptance and self-esteem. Lawrence (1996:7) warns that learners will avoid situations, for example academic work, which may lower their self-esteem. A learner with a low self-esteem will most likely avoid situations where he might fail, to prevent looking foolish around his peers. This explains why some learners took part (they thought they could be successful) while others refused to try (due to fear of failure).

d) Self-competence

Some of the MSTs argued that it was the learners' lack of self-competence that prevented them to take part in MS class activities (§2.3.2.2).

- *Leerders het 'n houding van 'Ek kan nie werk reg doen nie, so nou doen ek dit glad nie'* (B2)*.*

  (The learners have an attitude of 'I can't do my work right, so I won't work at all'.)
- *No they are shy to answer because the other pupils know they are slow learners* (B6)*.*
- *They are afraid that they might get their answers wrong* (A9)*.*
- *Nee, hulle bang dit is verkeerd … Werk dalk te moeilik* (A8)*.*

  (They are afraid that they will be wrong … The work might be too difficult.)

MST B2 was of the opinion that the learners had an attitude of "I cannot do the work right, so I won't work at all". Oxoby (2009:7) explains that an individual's level of inclusion is influenced by his/her beliefs and attitude regarding his/her access. Rose and Shevlin (2004:16) argue that teachers' expectations of learners have a big influence on their success and failure. It might thus be that the work expected from the learner is beyond his/her ability or that the learner's own attitude prevented him/her from participating.

MST B6 felt that they were shy to answer when their peers knew they are struggling. This confirms Pullmann and Allik's (2000:712) point of view that self-esteem is determined by how worthy and competent the learner feels in comparison to his/her peers, as well as the way in which the peers treat the learner. Muris *et al.* (2003:1792) also highlight that children adjust their self-esteem as they compare themselves to their peers. Therefore, some learners would not take part in the mainstream classroom, because they felt incompetent in comparison to their peers.

MST C1 explained that some learners took part, while others were too shy and scared. MST A8 and A9 both felt that the learners were too scared to try, due to fear of failure with the difficult work. Verster (2001:108) also argues that learners lose interest in school work and become indifferent towards school if they experience continuous failure. Leary (1999:34) highlights that failure, criticism and rejection often has a negative effect on self-esteem. Often even the possibility of rejection can lower self-esteem. It seems that the learners in this study would rather not try to participate, to prevent failing which would influence their self-esteem negatively.

In contrast other MSTs argued that learners did take part in activities in the MS class. Some MSTs pointed out that the learners did take part in the MS class activities which was on a level at which they are competent (§2.3.2.2).

- *Yes, they do, at a very slow pace, working in their group. They tend to withdraw and are very insecure. Ask once, they try to answer, ask twice then it's no answer or very soft reply* (G2)*.*

- *If you question them on their level, they will respond with confidence. They are very confident when they achieve a skill/knowledge on their level* (E2)*.*
- *Neem deel aan gesprekvoering in die klas en ander groepaktiwiteite. Kan ook lees* (E1)*.*
(They take part in conversations and other class activities. They can also read.)

Some teachers perceived that learners took part in verbal activities, although not in written activities.

- *Hulle kan gewoonlik goed deelneem aan mondelinge onderwerpe* (F2)*.*
(They usually take part well in oral situations.)
- *Gewoonlik kan hulle mondelinge vrae beantwoord. Skryf is 'n groot probleem* (F1)*.*
(They can usually answer oral questions, but writing is a big problem.)
- *Baie leerders is deesdae verbaal baie sterk, maar sukkel om te lees en te skryf* (D1)*.*
(Many learners nowadays are very strong verbally, but struggle to read and write.)

One teacher mentioned that not all learners took part, as some of the learners were afraid of failing.

- *Some do, others are very shy and are afraid of trying new things, due to fear of failure. They talk softly and some never answer, or give others the answers* (C1)*.*

Some MSTs pointed out that the learners did take part in the MS class activities that were on a level of which they were competent. MST G2 stated that learners took part at a slow pace and mostly only in their ability group. Pullmann and Allik (2000:712) explain that self-esteem is determined by how worthy and competent the learner feels in comparison to his/her peers. In his ability group his self-esteem might be higher than when he compares himself to the whole class. MST F1, F2, E1, E2 and D1 were of the opinion that the learners partook in oral activities, but they found reading and writing to be a big problem. As long as oral activities were on a level that the learners understand, they had no trouble taking part. Tafarodi and Swann (2001:657) point out that success can promote self-liking and self-competence. We take pride in our own abilities, therefore learners will take part in activities where they can achieve success.

e) Mainstream teachers' attitudes

Some of the MSTs created the opportunities for these learners to take part and ensure their participation (§2.4.5 & §2.4.6).

- *Ek laat hulle deelneem* (F3*).*
(I let them take part.)

- *Met 'n positiewe aanslag sal hierdie leerders ook met vrymoedigheid deelneem. Dit hang alles af van die invloed van die klasonderwyseres* (D2).
  (With a positive approach they will willingly take part. It all depends on the class teacher.)
- *We (I) include them in everything as any other child. I might be a bit more patient or encouraging but they fall in with all classroom and routine. They are usually most enthusiastic and eager about classroom activities* (B3)*.
- *Yes. Sometimes they don't but we encourage them to answer simple questions* (A5).
- *Want vrae word so gestel dat hulle ook kan antwoord* (A6)*.
  (Because questions are asked in such a way that they can answer too.)
- *They are not excluded from regular, daily, classroom practices* (A2)*.

Some of the MSTs created the opportunities for these learners to take part and ensure their participation and inclusion in classroom activities. MST F3, D2, B3, A2, A5 and A6 stated that they create opportunities for the learners to take part. MST D2 specifically stated that the way in which the MSTs handled the situation determined whether the learners would take part. This agrees with Winzer's (2002:32) point of view that teachers' attitudes are one of the biggest influences on how inclusive education is handled. MST B3 and A5 mentioned that they were patient with and encouraged the learners. Scott *et al.* (1996:292) point out that teachers should be sensitive towards learners who are at risk of failure, in order to enhance their self-esteem. MST A6 specifically stated that she asked questions in such a way that these learners could also take part. This agrees with Verster's (2001:108) recommendation that the curriculum should be adapted to provide the same contents on a level which the learner experiencing barriers to learning can understand. MST A2 made the learners part of the daily classroom routine. Including the learners in the MS class improved their self-esteem in this study.

Certain LSTs responded to this question although it was not expected of them. LSTs should have an idea of learners' participation in the MS class from learner discussions with the MST.

Table 4.7 Learning support teachers' perceptions of whether learners take part in mainstream classroom activities

Participants answered yes.	Participants answered no.	Participants did not indicate one answer.
4	1	2
57,14%	14,29%	28,57%

Although this question was for MSTs, some of the LSTs gave their opinions about whether learners participated in the MS class. As portrayed in Table 4.7 Learning support teachers' perceptions of whether learners take part in mainstream classroom activities, four of the LSTs argued that learners did participate in the MS class activities, while only one LST perceived that they do not take part. The following themes were identified: achievement of success, teaching process and learning materials and a different teacher and classroom

a) Achievement of success

One LST argued that the learners developed self-confidence to take part in the MS class, because they achieved success in the LS class (§2.4.6).

- *Leerders leer geleidelik om in hulself te glo en daardie geluk wat hul innerlik ervaar (sukses binne ondersteuningsklas) lei tot spontaneïteit en voel hul al minder dat hul 'n mislukking is en dit kweek spontaneïteit* (LST 3)*.*
  (The learners gradually start to believe in themselves as they achieve success in the support classroom and feel less like a failure. This leads to spontaneity.)

LST 3 was of the opinion that the learners gradually became more spontaneous in the MS classroom, due to the success they experienced in the LS classroom. Condren *et al.* (2000:30) and Verster (2001:108) point out the importance of achieving success, as continuous failure will have a negative effect on a learner's self-worth and self-esteem and make learners indifferent towards school.

b) Teaching process and learning materials

As discussed in the review of literature (§2.4.6), one LST was also of the opinion that the learners took part in the MS class, because they learned about books in the LS class that the MS learners did not know.

- *Sometimes the LS learners can talk about subjects, books, the MS do not know* (LST 5)*.*

LST 5 was of the opinion that LS enabled these learners to talk about books that the MS learners did not know about. This is expected as the learners would try to socially include themselves. According to Pradhan (2006:11), groups who are socially excluded will exclude other groups just to include themselves somehow. They place themselves higher than the MS learners (excluding the MS learners) due to the fact that they know other books and learning material.

c) A different teacher and classroom

One LST argued that the learners had to take part in MS class activities as they were only withdrawn for LS for one hour per week.

- *Hulle word net vir een uur per week onttrek, so hulle is genoodsaak om deel te neem en word deelgemaak van die klasaktiwiteite* (LST 6).

  (They are forced to take part in MS classroom activities as they are only withdrawn for LS for one hour per week.)

One LST felt that learners did not take part in classroom activities in the MS class. She was of the opinion that some learners took part in the MS class, while others did not.

- *As always there are some learners who always talk and answer questions* (LST 2).

LST 6 was of the opinion that the learners had no other choice but to take part in the MS classroom as they were only withdrawn for one hour per week. That is why the Guidelines for Inclusive Teaching and Learning states that learners with learning barriers should be assessed to determine what levels of support they need to achieve success in the MS classroom (DoE, 2010:8-9).

The majority of MSTs and LSTs perceived that learners who need LS do take part in activities in the MS classroom, because the teachers adapt the activities to enable them to take part. However 17,24% of MSTs and 14,29% of LSTs perceived that learners do not partake in MS classroom activities. This highlights the importance of including these learners in LS, where they might partake in learning activities.

4.5.4 Do the learners take part in classroom activities in the learning support class?

Teachers were asked for their opinion about whether learners who are withdrawn for LS take part in activities in the small group in the LS classroom. In the following section the perceptions of MSTs and LSTs of whether learners take part in classroom activities in the LS class, was analysed and interpreted.

4.5.4.1 Mainstream teachers' perceptions of whether learners take part in learning support classroom activities

Mainstream teachers were not expected to answer this question, but some of them chose to respond to it. MS teachers should have a rather good idea of learners' participation in the LS classroom from feedback that is provided by the LST.

Table 4.8   Mainstream teachers' perceptions of whether learners take part in learning support classroom activities

Participants answered yes.	Participants answered no.	Participants did not indicate one answer.
16	0	13
55,17%	0%	44,83%

Although the MSTs were not expected to answer this question, some of them responded to this question. Table 4.8 Mainstream teachers' perceptions of whether learners take part in LS classroom activities indicate that 16 teachers answered this question. All of these MSTs agreed that learners take part in activities in the LS class. They gave some meaningful insights, especially with regards to the feedback they received from the LSTs. The following themes were identified from their responses: teaching process and learning materials and achievement of success.

a) Teaching process and learning materials

Some MSTs argued that learners took part in activities in the LS class, because the work was on their level (§2.4.6).

- *Yes, I think so, as the feedback they give is always positive and appreciated. They do enjoy the activities because it is on their level and they can be themselves* (G2).
- *They are able to take part because the work is on a level they understand. If learners are shy they are encouraged. No one is judged, only encouraged and helped* (B3).
- *Ja want hulle werk op hulle vlak* (B4).
  (Yes because they work on their level.)

MST G2 explained that the learners always gave positive and appreciative feedback on the activities in the LS class and therefore must take part. MST G2, B3 and B4 were also of the opinion that they took part because the work was on their level. This corresponds with Verster's (2001:108) suggestion that the same contents should be presented in a level which the learner experiencing barriers to learning can understand as continuous failure will make learners indifferent towards school.

b)   Achievement of success

Some MSTs argued that learners took part in the activities of the LS class, because they were able to achieve success in these activities (§2.4.6).

- *Die terugvoering wat ek van ons ondersteuningsjuffrou gekry het was altyd positief. Leerders het spontaan deelgeneem* (D1).

    (The feedback that I got from the LST was always positive. Learners took part spontaneously.)
- *Yes, teacher gives feedback on every child's performance* (A5).

MST D1 reported that she always received positive feedback from all the learners from LST. MST A5 also agreed that she received feedback about all the learners' performances. Bojuwoye *et al.* (2014:9) found that learners feared that their peers would tease them for struggling or being withdrawn from the class. Tafarodi and Milne (2002:449) state that self-competence develops when an individual compares his/her own qualities and abilities to those of others. Withdrawal for LS will mean that the learner is surrounded by learners with more of less the same competence. Thus learners will be more willing to participate when surrounded by peers who are on the same academic level as they are.

4.5.4.2 Learning support teachers' perceptions of whether learners take part in learning support classroom activities

The LSTs were asked whether learners participate in the LS classroom to determine if it is similar or in contrast with the learners' participation in the MS class. This question allowed the researcher to determine whether learners who receive LS are more responsive in small group instruction in a separate class. Of the LSTs 100% perceived that learners took part in classroom activities in the LS classroom.

Table 4.9 Learning support teachers' perceptions of whether learners take part in learning support classroom activities

Participants answered yes.	Participants answered no.	Participants did not indicate one answer.
7	0	0
100%	0%	0%

Table 4.9 Learning support teachers' perceptions of whether learners take part in learning support classroom activities, show that all the LSTs argued that learners did take part in the activities in the LS class. Themes that were identifies include feeling safe and achievement of success.

a) Feeling safe

Some LSTs argued that the learners took part in the LS activities because they feel safe in the smaller size of the group where all the learners work more or less on the same level (§2.4.6).

- *The learners all take part in the small group activities. Some are shy and scared to talk at first but I try to make them comfortable and reinforce their 'good' behaviour, whenever they talk* (LST 1)*.*
- *Yes, groups are smaller and they feel more confident to answer in front of peers* (LST 2)*.*
- *… Hulle is ywerig en vrymoedig om vrae te beantwoord en deel te wees van gesprekke en groepsaktiwiteite* (LST 3)*.*
  (They are eager and willing to answer questions and participate in group activities.)
- *Die leerders is gretig om antwoorde te gee en neem spontaan deel aan klasaktiwiteite* (LST 4)*.*
  (The learners are eager to answer questions and take part in class activities.)
- *They are very active in the lessons. Some who are new learners in LS are shy, but after one term they are alive and working harder in small groups* (LST 5)*.*

LST 1, LST 2, LST 3, LST 4 and LST 5 argued that learners were eager to take part *in the small group activities.* This can be explained by Tafarodi and Milne's (2002:449) point of view that self-competence develops when an individual compares his/her own qualities and abilities to those of others. In the small group the learner will be more or less as competent as the peers in his LS group.

b) Achievement of success

One LST was of the opinion that the learner obtained confidence to take part in the LS class because they experienced success in this class (§2.4.6).

- *As hy eers sukses gemaak het in die LST klas doen hy dit met meer selfvertroue* (LST 7).
  (Once the learner achieved success in the LST class he participates with more confidence.)

LST 7 remarked that once the learner achieved success in the LST class, he/she participated with more confidence. This phenomenon that self-esteem rises when learners experience success or when they are socially accepted has previously been found by Tafarodi and Milne (2002:475) and Baumeister *et al.* (2003:2).

4.5.4.3 Concluding remarks on teachers' perceptions of whether learners take part in classroom activities in the learning support class

All the LSTs agreed that learners do take part in activities in the LS classroom. All of the MSTs who chose to answer the question also agreed that learners do take part in activities in the LS classroom. It can thus be concluded that learners who need LS do take part in activities in the LS classroom. It was also proposed by Donald *et al.* (2012:315) that assistance to overcome barriers to learning will improve the learner's self-esteem and help the learner to achieve academic success.

4.5.5 What influence does learning support have on the self-esteem of learners in your class?

This question was asked to both MSTs and LSTs, to determine whether they shared similar perceptions or had different perceptions with regards to the way learners' self-esteem was influenced by withdrawal for LS. The general feeling of the MSTs and LSTs was that LS improved learners' self-esteem.

4.5.5.1 Mainstream teachers' perceptions of the influence of learning support on learners' self-esteem

Various themes were identified in the analysis and interpreted in the following section. Their responses indicated the following themes: self-competence, behaviour and characteristics of self-esteem, mainstream teachers' attitudes, feeling safe, teasing and labelling and achievement of success.

a) Self-competence

A number of MSTs felt that the learners' self-esteem was positively influenced by LS due to the improvement of their self-competence by LS (§2.3.2.2).

- *Leerders voel meer betrokke. Vaslegging word op hul vlak gedoen wat leerder meer selfvertroue gee om deel te neem aan aktiwiteite en om antwoorde te gee* (A7). (The learners feel included. Reinforcement is done on their level which gives the learner more self-confidence to take part in activities and give answers.)
- *Positive influence – It help them to understand the work in the class better* (A6)*.*
- *LS in the foundation phase boosts their self-esteem, because it helps them to perform better in the classroom with confidence* (A5)*.*
- *The learners are more confident when taking part, because sometimes they are able to take part just like the rest* (B3)*.*
- *Ondersteuning dra by dat leerders agterstande kan inhaal. Dit gee aanleiding tot meer waagmoed* (D2)*.*

(Support allows the learners to overcome their barriers to learning. It improves their courage.)

- *In their ability group in class their self-esteem is good, but as a class their self-esteem is not that good* (E2)*.*
- *Hul wil beter doen in aktiwiteite wat in klas gedoen word* (E3)*.*
  (The learners want to improve in the activities they do in the class.)
- *They learn at their own pace in a small group. They overcome their disabilities (learning disabilities) and slowly get better self-esteem to tackle MS activities (there is always exceptions* (A4).

One MST however felt that it made them aware of their barriers to learning which caused them to withdraw from the classroom and from learning.

- *Leerders is bewus van dat hulle sukkel. Baie leerders raak teruggetrokke* (A8)*.*
  (The learners are aware that they struggle. Many learners start to withdraw.)

A number of MSTs (A4, A6, A7, D2) felt that the learners' self-esteem was influenced by LS due to their self-competence (academic performance), which improved by reinforcement, work on their academic level, participation in the small group, and better understanding of academic work which is fostered. Their barriers to learning were also overcome. Tafarodi and Milne (2002:449) found that pride develops due to accomplishments. Tafarodi and Swann (2001:657) also agree that success can promote self-liking and self-competence, because we take pride in our own abilities, but also because others approve and accept us when we do. This study can thus conclude that acquisition of academic skills improve some learners' self-esteem. MST A5 and B3 were of the opinion that LS boosted the learner's self-confidence, which improved his participation.

MST E2 pointed out that the learners' self-esteem was good in their ability group in class, but as a class their self-esteem was not that good. This can again be explained by Tafarodi and Milne's (2002:449) point of view that self-competence develops when an individual compares his/her own qualities and abilities to those of others.

MST A8 felt that LS made the learners aware of their barries to learning and caused them to withdraw themselves. Pijl and Hamstra (2005:189) found a similar case where a learner receiving education within an inclusion model excluded herself both from the teacher and the learners. This can happen when the learner becomes aware of his/her differences in abilities compared with their peers and consequently try to escape from the frustration in their classroom (Pijl & Hamstra, 2005:189). Although this study found that LS was good for most of the learners' self-esteem, it seemed that a small number of learners' self-esteem were negatively influenced by LS.

b) Behaviour and characteristics of self-esteem

Some teachers commented on how the LS influenced the behaviour and characteristics of learners, which they perceived influenced self-esteem (§2.3.1).

- *It has a very positive influence on their self-esteem. They share their knowledge and are more confident in answering questions. LS classes are very good for learners* (A1).
- *Yes, their self-confidence and academic morale is noticed to be at an increase after each support session* (A2).
- *They work much better and their behaviour is better because now they actually have sense of purpose and pride* (B3).
- *Leerders tree met meer selfvertroue op en is baie spontaan. Hulle is so gelukkig om ook aan gesprekke deel te het. Hulle dissipline verbeter. Hulle is trots op hulself* (B4).
  (The learners act with more confidence and are spontaneous. They are very happy because they get to take part in discussions. Their discipline improves. They are proud of themselves.)
- *It really boosts their self-esteem. They tend to be more spontaneous* (A3).
- *Leerders is teruggetrokke en skaam in die klaskamer, maar nie skaam oor die feit dat hulle leerondersteuning ontvang nie. Leerondersteuning is so deel van ons skool, is niks snaaks vir die leerders nie* (B1).
  (Learners are shy in the classroom but it is not because of LS. LS is part of our school and it is not strange to the learners.)
- *Sommige leerders het baie meer selfvertroue en kan deelneem aan klasaktiwiteite. Is ook baie meer gelukkig* (B5).
  (Some learners' self-confidence really improved and they are enabled to take part in classroom activities. They are also happier.)
- *Some learners have more confidence to take part in class activities and they enjoy to be part of the class* (B6).
- *Dit help die leerders om hulle selfvertroue te verbeter en hulle is nie verleë of skaam om 'n antwoord te gee nie. En hulle is meer doelgerig en verantwoordelik om take op hulle eie te voltooi* (G3).
  (It helps to improve the learners' self-confidence and they are not ashamed to give answers. They are more focused and responsible to complete tasks on their own.)

One teacher, however, experienced that the learners' self-esteem with regards to confidence to take part did not improve.

- *Leerders is skaam en teruggetrokke in klas. Neem nie aan klasaktiwiteite deel nie. Bang om te waag* (B2).

(The learners are shy and withdrawn. They do not take part in classroom activities and are afraid to take risks.)

MST A1, A2, B4, B5, B6 and G3 perceived that learners' self-confidence improved when they received LS and that it therefore had a positive influence on their self-esteem. According to these teachers the learners' willingness to take part in the MS class improved as their self-confidence improved.

MST B3 and B4 perceived that the learners' discipline improved because they developed a sense of purpose and pride. The fact that self-esteem influences behaviour has been found in previous research. Baumeister *et al.* (2003:3) explain that high global self-esteem causes desirable, adaptive and beneficial behaviour. Jonsson (2006:202) also agrees that low or high self-esteem has an influence on a learner's behaviour.

MST B4 and A3 were also of the opinion that LS improved the learners' self-confidence and spontaneity, which made them more willing to take part in conversations. One MST also perceived that learners became more focused and responsible to complete tasks on their own. Mar *et al.* (2006:24) explain that self-competence is associated with emotional stability, task focus and responsibility.

MST B1 was of the opinion that learners were shy and withdrawn in the MS class, but that this had nothing to do with the fact that they were withdrawn for LS. This confirmed that LS was not the only aspect which influenced these learners' self-esteem.

MST B2 however perceived that learners who received LS were shy and withdrawn, did not take part in classroom activities and were afraid to take risks. However, she did not state whether it was the withdrawal for LS that caused this behaviour. Pijl and Hamstra (2005:187) also found that a minority of learners in the various models of inclusive education had low social-emotional development as well as low academic performance and did not show proper progress in these inclusive education models.

c) **Mainstream teachers' attitudes**

A difference in teacher attitudes could be seen. Some teachers embraced the support while others found it meaningless, as found in previous research (§2.4.5 & §2.4.6).

- *In die Grondslagfase hang dit baie af van hoe die juffrouens dit hanteer. 'n Juffrou se bydrae oor hoe hulle voel dra geweldig baie gewig* (D1).
  (In the foundation phase, how the teacher handles the situation plays a big role. The teachers' contribution carries an enormous weight in how the learner feels.)
- *Geen. LS het nie veel vir die leerders in my klas beteken nie. Sy het hulle te min gesien (eenmaal per week) om enigsins 'n verskil te* maak (D3).

(LS made no difference for the learners in my class. The teacher did not see them enough (only once a week) to make any difference at all.)

MST D1 was of the opinion that the way in which the teachers handled the LS determined the influence on the learner's self-esteem. According to her, the teachers' contribution carried an enormous weight in how the learner felt, while MST D3 perceived that LS made no difference to the learners in her class, as they did not receive LS enough times per week. This teacher was from an ex-Model C school where the LS teacher travelled between two schools and were thus not at the school every day of the week. Winzer (2002:32) points out that teachers' attitudes are one of the biggest influences on the way inclusive education is handled. According to him, the teachers' attitudes and beliefs towards learners experiencing barriers to learning are the most important factors that determine the success of the system.

d) Feeling safe

Some teachers perceived that the learners' self-esteem was influenced by the environment that was created in LS (§2.4.6).

- *They are happy because they get answers right and are clapped for/praise. They feel as if they belong and are a part of the group …* (B3).
- *They're always happy and buzzing when they return. Telling me what they did, to the little jealousy of the other learners. This class really means a lot to them* (G2).
- *They feel worthy. They like the attention and activities on their level. The teacher praise them* (C1)*.*

Some teachers perceived that the learners' self-esteem was influenced by the environment in the LS class. The MSTs perceived that the LS class was really appreciated by the learners. MST B3 mentioned that the learners felt they belonged and were part of the group. Craven and Marsh (2008:108) also highlight that any kind of intervention are more successful when it is accompanied by praise, especially if the intervention focuses on performance. Leary (1999:34) also stresses that success and associated praise and love will cause self-esteem to rise. MST G2 explained that the learners were always happy when they returned from LS and told her what they did in LS, making the other learners jealous. This can be explained by the theory of social inclusion. According to Pradhan (2006:14), social exclusion is not always bad. To belong to a group with a marginalized status can have positive aspects. Crocker and Major (1989) further explain that belonging to a stigmatised group will not only facilitate in-group comparison, but also lead to the learner attributing negative perceptions of others to the group rather than his own self-esteem, therefore improving his own self-esteem. It seems that learners in the LS group formed a kind of superior group to which the other learners had no access, thus excluding them. MST C1 argued that the

learners felt worthy and liked the attention, praise and the activities on their level in the LS class. Verster (2001:108) suggests that the curriculum should be adapted to provide the same contents on a level which the learner experiencing barriers to learning can understand. The current study found that the work on the learners' level made them feel safe and improved their participation and self-esteem.

e) Teasing and labelling

One teacher perceived that LS could cause learners to be shy (lower self-esteem) as the other learners in the class labelled them (§2.4.5).

- *Sommige leerders voel skaam, want ander is altyd geneig om na hulle te verwys as swak leerders* (A9).
  (Some of the learners are shy, because the other learners always refer to them as the struggling learners.)

MST A9 was of the opinion that LS made the learners shy (which is a characteristic of self-esteem), because the other learners referred to them as the weak learners. Bojuwoye *et al.* (2014:9) identify that learners are afraid of being labelled as the weak learner and teased for it by their peers. A small minority of learners seemed to be labelled and teased for LS, influencing their self-esteem negatively.

f) Achievement of success

One teacher felt that the success that learners experienced at LS with activities that were on their level, really improved their self-esteem (§2.4.6).

- *They like the attention and activities on their level. This is good for the self-esteem. They do answer and get the task done* (C1).

MST C1 also explained that the learners' self-esteem improved because of the activities that were on their level, which allowed them to answer and complete tasks. Verster (2001:107) stresses the importance of giving learners activities in which they can achieve success, in order to enhance their self-confidence and self-esteem. Tafarodi and Swann (2001:657) agree that success can promote self-liking and self-competence, which form self-esteem. The notion that success improves self-esteem is thus a common phenomenon.

4.5.5.2 Learning support teachers' perceptions of the influence of learning support on learners' self-esteem

In this section, LSTs' perceptions of the influence of LS on foundation phase learners' self-esteem as analysed and interpreted. The general feeling of the LSTs was that LS improved learners' self-esteem. Themes that were identified include: self-liking, self-competence,

behaviour and characteristics of self-esteem, endurance and learning support causes low self-esteem.

a) Self-liking

Some LSTs felt that learners' self-liking was improved by LS (§2.3.2.2).

- *… My ervaring is dat almal van hulle 'n mislukking voel as hulle onderpresteer en daarom is dit so belangrik dat hulle binne LO-klas meer leer om in hulself te glo …* (LST 3)
  (I experience that all learners who do not achieve well, feel like failures. It is important that they learn to believe in themselves in the LS class.)
- *… en om te fokus op hulle sterk punte en goeie eienskappe deur dit te versterk. Goeie gedrag en netjiese werk word beloon* (LST 4)*.*
  (I focus on their strengths and good qualities by reinforcing it. I reward good behaviour and neat work.)

LST 3 experienced that all learners who did not achieve well felt like failures. It was important that they learned to believe in themselves in the LS class. Leary (1999:34) highlights that failure, criticism and rejection often has a negative effect on self-esteem. Condren *et al.* (2000:35) argue that raising self-esteem is LS's biggest asset, as it is essential for the learner to believe in himself to learn. LST 4 said that her focus was on reinforcing the learners' strengths and good qualities. Jacobs (2005:142) stresses that inclusive education should aim to develop learners' strengths and guide them in becoming part of the learning process. The LST further stated that she rewarded good behaviour and neat work, which also improved the learners' self-esteem. This agrees with the view of Baumeister *et al.* (2003:39) who argue that improvement of behaviour and performance will enhance self-esteem if it is reinforced.

b) Self-competence

One teacher felt that the learners' lack of academic competence did not influence their self-esteem (§2.3.2.2).

- *… They realize that they struggle more than their peers with academic work, but it doesn't seem to bother them or lower their self-esteem. Some learners who have been withdrawn from the program have even come to me and asked to come back to LS as it helped them a lot and they miss coming to my class* (LST 1):

Other LSTs felt that learners' self-competence improved as they received LS.

- *Ek glo dat leerondersteuning die leerder sal help om beter te presteer en sodoende sal sy selfbeeld ook verbeter* (LST 4).

  (I believe that LS will improve learners' academic achievement which will in turn improve their self-esteem.)

- *They achieve more success. They are more confident to partake in new lessons, talk freely, are excited to learn and work harder … Their handwriting improve. Their writing work is neat … a quarter of my learners do athletics, sing school choir and do other sports at our school. They are surely winners. We follow them up in high school, and 10 to 15 learners passed Gr 12* (LST 5).

- *As hulle sukses ervaar ontwikkel hulle selfbeeld outomaties so dis baie belangrik dat hulle ondersteuning kry* (LST 6).

  (When they experience success, their self-esteem automatically improves. Therefore, it is very important that they receive support.)

- *Hier werk die kind op sy vlak, volgens sy vermoë en volgens sy eie pas. Hy behaal sukses en kry erkenning daarvoor … Hy begin in homself te glo en strewe dan na hoër hoogtes …* (LST 7).

  (The learner gets to work on his level, according to his abilities and at his own pace. He achieves success and receives praise. He will start to believe in himself and strive to achieve more.)

Four LSTs stated that LS improved learners' academic achievement as the learner achieved success on his/her own level, which would in turn improve their self-esteem. LST 4 is of the opinion that LS would improve the learners' self-esteem, because of the improving in their academic abilities. LST 6 also pointed out that the success the learners achieved raised their self-esteem. According to LST 7 the learner got to work on his/her level, according to his abilities and at his own pace. He achieved success and received praise. He would start to believe in himself and strive to achieve more. This agrees with Verster's (2001:107) opinion that giving learners activities in which they can achieve success, will enhance their self-confidence, adaptability and self-esteem. LST 5 felt that learners were more confident to partake in new lessons, talk freely, were excited to learn and work harder. This could be due to the learners' achievement of success in the LS classroom. Gammon and Morgan-Samuel (2005:168) are also of the opinion that support helps to enhance learners' self-esteem, because it enables them to master skills and knowledge, which in turn improve their self-acceptance and self-confidence and make them feel more in control of their academic tasks. LST 5 was also of the opinion that the learners did not only achieve success in their academic work but they also started to participate in sport and cultural activities.

LST 1 felt that the learners' lack of academic competence did not influence their self-esteem. They realized that they struggled more than their peers with academic work, but it did not

seem to bother them or lower their self-esteem. Brown and Marshall (2006:3) also point out that only those incidents which an individual considers as important will influence his/her self-esteem.

c)   Behaviour and characteristics of self-esteem

One teacher felt that LS improved the learners' behaviour at school (§2.3.1).

- *Learners who are in LS are more disciplined than learners in the MS. They have more pride in what they are doing* (LST 5).

Some teachers perceived that LS had a positive influence on the learners' self-esteem due to positive changes in their behaviour and characteristics. LST 5 was of the opinion that learners' discipline improved when they received LS. This is confirmed by Baumeister *et al.* (2003:3) who explains that high global self-esteem causes desirable, adaptive and beneficial behaviour. Jonsson (2006:202) also agrees that low or high self-esteem has an influence on a learner's behaviour. The same phenomenon was reported by the MSTs.

d)   Endurance

One teacher argued that learners developed endurance when they received LS. According to Baumeister *et al.* (2003:36), high self-esteem improved persistence when learners failed at first. Thus this teacher was cultivating high self-esteem as she encouraged the learners to try again when they failed.

- *Ek moedig die leerders aan om weer te probeer wanneer hulle sukkel* (LST 4)*.*
  (I encourage the learners to try again when they struggle.)

LST 4 explained that she encouraged learners to try again when they struggle at a task. This agrees with Baumeister *et al.'s* (2003:36) belief that high self-esteem improves persistence when learners fail at first. This study thus confirmed that self-esteem could be improved by improving the learners' skills and persistency.

e)   Learning support causes low self-esteem

One LST however had concerns that LS was not good for all learners' self-esteem. However, she felt that it was good for most foundation phase learners' self-esteem.

- *It builds them up and in some cases (not very often) it breaks them down. Usually I speak to the MSTs and we decide not to take that learner anymore. I find that I have problems with my IP* (intermediate phase) *and SP* (senior phase) *learners. The FP* (foundation phase) *loves coming to visit me* (LST 2).

One LST identified that although LS seemed to be good for foundation phase learners self-esteem she did not perceive that it was good for learners in the intermediate and senior phases. The Guidelines for Inclusive Teaching and Learning warns us to keep in mind that no two learners will be exactly the same, and accept that all children can learn (DoE, 2010:9). Uszynska-Jarmoc (2008:13) also found that various domains of self-esteem are important in different developmental stages of the learner. The teacher thus confirmed the element of individual differences in self-esteem.

4.5.5.3 Concluding remarks on teachers' perceptions of the influence of learning support on learners' self-esteem

The general perception of MSTs was that LS improved learners' self-esteem due to influencing their self-competence, improving their behaviour and developing positive characteristics. The teachers perceived that the learners also felt safe in the LS class environment and that they achieved success there which enhanced their self-esteem. However it also became evident that the manner in which the MST handles the withdrawal situation and her attitude towards it had a big influence on how the learners experience withdrawal from the MS class for LS. One MST perceived that LS made no difference to the learners' confidence to participate and they remained shy. Only one MST perceived that learners are shy because they are teased by other learners because of the withdrawal. Bojuwoye *et al.* (2014:9) also identified that learners are afraid of being labelled as the weak learners and teased for it by their peers. The general perception of LSTs was that learners' self-esteem improved due to the enhancement of their self-liking, self-competence and endurance in the LS class. One teacher even experienced that the learners' behaviour improve. This agrees with Jonsson (2006:202) who states low or high self-esteem has an influence on a learner's behaviour. One LST however perceived that although most learners' self-esteem increases, some learners 'self-esteem decrease due to LS. It is therefore important for MSTs and LSTs to make an informed decision about the inclusion of each learner in LS, to prevent a negative influence on their self-esteem.

4.6 Qualitative data-analysis

The qualitative data-analysis aimed to answer the main research question: How does withdrawal for LS influence foundation phase learners' self-esteem? The learners' self-esteem was evaluated using the RSES in a semi-structured interview format. The RSES is recognised as the scale which has been most widely used successfully with children for measuring global self-esteem (Demo, 1985:1501) and was therefore chosen for the qualitative phase of this research. The RSES is only a self-report measure and was therefore not used with the teacher participants (Tafarodi & Swann, 2001:667). The learners' global self-esteem score will be discussed briefly.

In this phase of the data-analysis, IPA (§3.6.1) was used to give a voice to the learners. The researcher aimed to stay as true as possible to the experience of the learners by using their direct words. Learners' global self-esteem was measured informally during the interview as they indicated the extent to which they agree to each statement before the researcher asked follow up questions to collect the desired qualitative data. Global self-esteem scores were merely included to strengthen the qualitative data and could not be used as the main data as the scale had been translated and was done in interview format, therefore imposed validity issues. The main aim of this qualitative part of the research was to collect and interpret narration of a child when he/she is freely talking about himself/herself as Uszynska-Jarmoc (2008:3) points out that children does not often make statements about their self-esteem, therefore analysing narration about themselves seems to be a more accurate measure of their self-esteem.

4.6.1 Global self-esteem of the learners

The RSES (Rosenberg, 1965:17-18) consists of 10 questions. Question 1, 3, 4, 7 and 10 are positively stated and scored from left to right (4 to 0), while questions 2, 5, 6, 8 and 9 are negatively stated and reverse-scored from left to right (0 to 4). The higher the learners' score, the higher his/her self-esteem (§3.6.2). The highest self-esteem score that could be achieved was 40, while the lowest score is 0. Self-esteem scores that were less than half of the possible maximum score (thus less than 20) were considered as low self-esteem. Self-esteem scores from 20-30 were considered normal self-esteem, while scores over 30 were considered high self-esteem. Table 4.10 Information of learner participants gives a summary of the learners.

Table 4.10 Information of learner participants

Learner	Gender	Age	Grade	Grades repeated	Years received LS
Learner 1	Male	8	1	1	2
Learner 2	Female	9	2	2	3
Learner 3	Male	8	2	none	2
Learner 4	Female	10	3	3	2
Learner 5	Male	10	3	3	1

The global self-esteem of learners was tested using the RSES. The scale was translated into Afrikaans which is the learners' home language and adapted into a semi-structured interview schedule to accommodate the learners' poor reading ability and allow the researcher to pry when learners gave unclear or interesting answers (§3.6.2). The learners' self-esteem score was calculated in Chapter 4 to determine whether they have low, normal or high self-esteem, before the discussion of what it was that influenced their self-esteem.

- Learner 1: The learner's self-esteem score was 25. This score indicated average self-esteem (neither high nor low self-esteem). The boy was currently repeating Grade 1, which seemed to have had a rather big influence on his self-esteem. In his interview he was asked whether he thought he could work just as well as his peers. He replied that he could not because he had failed Grade 1. The researcher then asked him whether he thought that made him worth less that his peers he said yes. Failing Grade 1 lowered this boy's self-esteem. However, Tweed (2001:84) found that learners' self-esteem did not decrease when they had to repeat a grade and in most cases their self-esteem improves. The learner also lacked self-respect because he was bullied. The researcher asked him why he wished that he had more self-respect and he replied that the other children hit him and made fun of him. He also regretted behaving poorly in Grade R and this caused him to lack self-respect.

- Learner 2: The learner's self-esteem score was 26. This score indicated average self-esteem. The learner did not have low self-esteem, nor did she have high self-esteem. She was currently repeating Grade 2. The learner's self-esteem was lowered immensely by the fact that she struggled with mathematics. She compared herself to her peers and realized that she could not work as well as they did in mathematics. She was also not proud of herself, although she did not want to elaborate on why.

- Learner 3: The learner's self-esteem score was 32. This score indicated high self-esteem. This boy has never repeated a grade, which might have contributed to his high self-esteem. Pullman and Allik (2008:561) found a greater correlation between actual achievement and self-esteem of primary school learners before Grade 6. However, Tweed (2001:84) found that learners' self-esteem did not decrease when they had to repeat a grade and in most cases their self-esteem improved. The learner's self-esteem was however negatively affected by the fact that the workload in the MS class was too much for him to cope with. He also struggled with this work and when comparing himself to his peers. He felt as if he was the only one who struggled. This made him feel worthless. He also felt that he was not as good as his peers, because he was bullied. When the researcher asked him why he did not feel he was as good as his peers he said that they had hit him.

- Learner 4: The learner had a self-esteem score of 31, indicating high self-esteem. Although she was currently repeating Grade 3, it seemed as though her self-competence was good. This girl's self-esteem was however influenced negatively by the fact that her father left her and did not want her to live with him. She indicated that she lacked self-respect. When the researcher asked her why she replied that she wanted to live with her father. The learner gave a similar response when the researcher asked her if she was happy with herself.

- Learner 5: The learner had a self-esteem score of 32, indicating high self-esteem. This boy seemed to be very content with himself, although he was currently repeating Grade 3. He was happy with himself because he was loved by his grandma, good at sport and good in English. He referred multiple times to his grandma who cared about him and how well he performed in English. He only once said that he sometimes felt a bit worthless, but this was because he was sometimes lazy and did not want to do his work.

4.6.2 Analysis of data using Interpretative Phenomenological Analysis

In order to answer sub-question c: What are the learners' perceptions of the influence of LS on their self-esteem? The following superordinate and subordinate themes were identified in the five interviews that were conducted in the qualitative phase of this study. For the sake of clarity, it must be noted that the verbatim quote of the participant is first given in Afrikaans, and then for the sake of clarity and the readership of this thesis, the words of the participants are translated into English.

The first step in the analysis was to identify the superordinate themes that emerged from the data. This was done in order to investigate the learner participants 'voices' and to contribute to the data that emerged from the MS and LS teachers 'voices' in the quantitative phase. For a detailed version of the table below, please see Appendix H: Table of superordinate themes. Table 4.11 Table of superordinate themes, lists the superordinate themes and the sub-themes which emerged from the data.

Table 4.11 Table of superordinate themes

Superordinate theme	Sub-themes
Behaviour and characteristics of self-esteem	Socially unacceptable behaviour
	Laziness
	Socially acceptable behaviour
	Hard working
	Self-confidence
Self-competence	Academic incompetence
	Social incompetence
	Musical incompetence
	Academic competence
	Creative competence
	Athletic competence
	Social competence
Self-liking	General self-liking
	Attractiveness
	Poor self-liking
Learning support	Enjoyment
	Experiencing success
Family relationships	Love
	Rejection/ conflict
Extrinsic factors	Comparison to peers
	Rewards
	MSTs' attitudes

In this section of the chapter the themes that were identified in the interviews as having an influence on self-esteem will be discussed.

4.6.3 Behaviour and characteristics of self-esteem

There are various behavioural aspects that are associated with low or high self-esteem (§2.3.1). These behavioural aspects were referred to in the survey that was given to the teachers. Low self-esteem is generally associated with bad behaviour, while higher self-esteem is associated with better behaviour (Jonson, 2006:202; Leary, 1999:34). Most learners however portrayed a combination of low and high self-esteem behavioural aspects.

There are various behavioural aspects that are associated with low or high self-esteem. The learners portrayed a combination of these self-esteem behaviour aspects.

The following behaviour is typically associated with low self-esteem: socially unacceptable behaviour.

a) Socially unacceptable behaviour

Two of the learners commented on behaving poorly at school.

- Learner 1: *In graad R toe gaat ek aan* (1.120). (In Grade R, I behaved poorly.)
- Learner 5: *Wanneer hul my kwaad maak, en dan, en dan en dan as al het ek, al het ek nie respek nie, dan skel my ouma my uit* (5.361 - 5.363). (When they make me angry I don't have respect, but then my grandma scolds me.)
  Dan slat ek hulle (5.367) (Then I hit them.)

One learner was of the opinion that he tended to be lazy to work, but if he worked hard he could actually do his work well.

- Leerder 5: *Want, want partykeer dan's ek 'n bietjie lui, dan's ek nie lui nie* (5.319 - 5.320). (Sometimes I'm a bit lazy, but other times I'm not lazy.)

Learner 1 pointed out that he used to behave poorly in his previous grade, which he regretted. Learner 5 pointed out that he had no respect for others when they made him angry. He hit his peers who make him angry. Both of these learners are boys. Muris *et al.* (2003:1800) found that girls in general have lower self-esteem than boys, except in the behavioural domain. This agrees with what the researcher found in this study. Only boys seemed to portray poor behaviour, which influenced their self-esteem. Learner 5 also pointed out on more than one occasion that he was sometimes lazy to do his work and then he did not do well. Baumeister *et al.* (2003:39) emphasize that high self-esteem should be built on good behaviour and performance, while harmful, unethical and lazy behaviour as well as poor performance should be criticized. They argue that improvement of behaviour and performance will enhance self-esteem if it is reinforced. Good behaviour and performance of these learners should thus be reinforced in order to improve their self-esteem, as it is evident that their poor behaviour had a negative influence on their self-esteem.

The following are behaviour typically associated with high self-esteem: socially acceptable behaviour, hardworking and self-confidence.

b) Socially acceptable behaviour

Most of the learners reported on behaving well at school.

- Learner 1: *Hulle sit stil in die klas. Ek ook* (1.89). (They sit still in the class. I do too.)
  My ma stuur my altyd dan gaan ek (1.164). (When my mother sends me, I always go.)
- Learner 2: The researcher asked the learner if she fights with her friends, but the learner shook her head (2.122 - 2.124). She then asked her how she treats her friends and she replied: *Mooi* (2.127). (Well.)

The researcher asked if the learner shares food with her friends or rather eat alone and she replied: *Maatjies* (2.140). (Friends), indicating that she shared with friends.

- Learner 3: *Ek slaan nie my maatjies nie* (3.48). (I do not hit my friends.)
  Ek slat nie die kinders nie (3.341). (I do not hit other children.)
  Ek deel saam met my maatjies (3.50). (I share with my friends.)

Learner 1 referred to his good discipline. He explained that he sat still in class, just as the rest of his peers. He also commented on how well he obeyed his mother's commands. He thus had good discipline at school and at home. Baumeister *et al.* (2003:39) emphasize that high self-esteem should be built on a platform of good behaviour and performance. Learner 2 and 3 explained that they were nice to their friends. Learner 2 said that she played nicely with friends, while Learner 3 said he never hit his friends and he shared with them. Cosden *et al.* (1999:187) conclude that global self-esteem correlates with non-academic competencies such as social acceptance. It confirms that other non-academic aspects such as social relationships also influence learners' self-esteem.

c) Hard working

Most of the learners indicated that they work hard.

- Learner 2: *Ek hou nie van by die huis bly nie* (2.331). (I do not like to stay at home.)
  When the researcher asked the learner why she would rather stay behind in the MS classroom, she replied: *Werk klaar maak* (2.363). (I want to finish my work.)
- Learner 3: *Ek doen my huiswerk* (3.57). (I do my homework.)
- Learner 4: The learner indicated that she is a hard worker even outside of school.
  Skottelgoed was (4.272). (I wash dishes). *Sokkies uitwas, skoolklere uitwas* (4.274). (I wash out socks and school clothes.)
- Learner 5: *Want partykeer as my ouma vir my 'n werk gee en my vriend is daar, dan doen ek en hy die werk saam* (5.162 -5.164). (Sometimes when my grandma gives me work while I have a friend over, then we will do the work together.)

Learner 2 explained that she did not like to stay at home and thus miss school. When she said that she would prefer not to go to LS, the researcher inquired why. She replied that she wanted to finish her work in the class. Learner 3 explained that he always did his homework. According to Lawrence (1996:7) a learner with high self-esteem is more likely to work harder in school. These learners thus portray characteristics of high self-esteem.

Learner 4 and Learner 5 indicated that they were diligent at home. Learner 4 pointed out that she washed dishes and clothes. Learner 5 explained that he mostly did the work his grandmother gave him and sometimes when his friend was there, he and his friend would do the work together. These learners also portrayed characteristics of high self-esteem.

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d) Self-confidence

Two of the learners indicated that they thought they could become just as good as their peers.

- Learner 3: The teacher asked the learner if he thought he could be just as good as his friends and he replied, *Ja, juffrou* (3.84) (Yes teacher.)
- Learner 4: The researcher asked the learner if she now worked just as good as her peers. *The learner nods her head* (4.83). (Yes.)
- Learner 5: The teacher asked the learner if he thought he could work just as well as the other learners in his class and he replied, *Ja, juffrou* (5.218). (Yes teacher.)

Three of the learners (Learner 3, Learner 4 and Learner 5) were confident that they were or could become just as good as their peers. According to Gammon and Morgan-Samuel (2005:168), the mastering of skills and knowledge will improve learners' self-acceptance and self-confidence. Mar *et al.* (2006:4) however warn that the danger of self-report scales is reporting higher than actual self-esteem due to their overconfidence and ignorance of personal shortcomings. Higher self-confidence of the learners in this study could thus be due to mastering of skills and tasks or due to ignorance of their personal shortcomings.

4.6.4 Self-competence

Self-competence refers to how competent the learner sees himself, not to actual competence. There are various competencies. The following aspects indicate high self-competence (§2.3.2.2): Academic competence, creative competence, athletic competence and social competence.

a) Academic competence

- Learner 1: The teacher asked the learner what he was proud of. *As ek skryf* (1.69). (When I write.)
- Learner 2: The researcher asked the learner what she was good at. *Skryf* (2.52). (Writing.)
  The researcher asked the learner if she struggled with reading and she *shook her head* (2.167).
  The researcher asked the learner if she struggled with writing and she *shook her head* (2.169).
- Learner 3: The researcher asked the learner if he liked the way he did his school work and he said: *Ja juffrou* (3.346). (Yes teacher.)
- Learner 4: The researcher asked the learner if she now worked just as good as her peers. The *learner nods her head* (4.83). (Yes.)

The researcher asked the learner what she was good at. She replied *Met Wiskunde* (4.156). (With mathematics).

Huistaal (4.158). (Home language.)

Skryf (4.162 (Writing.)

The researcher then asked if her reading was not as well as the other children's and she replied *Is* (4.165) (It is.)

Ek is nou in Groep 2 (4.350). (I am now in Group 2.)

- Learner 5: *Ek hou van, van, van Engels lees* (5.43). (I enjoy English reading.)

  He was asked what he was good at. *In lees* (5.188). (In reading.) *Engelse lees. En maar partykeers as my juffrou vir ons moet, ons moet, ons moet werk dan doen ek my werk in die klas* (5.190 -5.192). (English reading and sometimes when my teacher tells us to do our work, then I do my work in the class.)

  The researcher asked him if he struggled with anything. *Nee, juffrou* (5.296). (No teacher.)

  Ek kan Engels doen … (5.416). (I can do English.)

  The researcher asked if he was good with mathematics and he replied: *Ja juffrou* (5.429). (Yes teacher.)

The researcher asked Learner 1 what he was proud of. He replied that he was proud of his writing. It seemed that even though he was not good at writing as he previously mentioned, he was very proud of the writing that he does. Learner 2 also said that she was good at writing. Learner 3 told the researcher that he was proud of the way in which he did his school work. Learner 4 was of the opinion that her work was just as well as her peers' work. She felt that she was good at mathematics, home language, writing and reading. She also boasted that she was now in Group 2. Learner 5 said that he enjoyed English reading and that he was good at reading, but sometimes he also did his other work well. He said that he did not struggle with any work. He also said that he was good at English and mathematics. Although these learners all received LS they seemed to have relatively high academic self-competence. Craven and Marsh (2008:114) suggest that a learner who experiences a specific academic barrier should receive intervention in this specific domain as this should improve reading skills as well as academic self-concept. The improvement of self-concept in a specific domain should in turn enhance global self-esteem (Craven & Marsh, 2008:114). Rahmani (2011:806) found a positive correlation between high self-esteem and academic achievement in foundation phase learners. However, although these learners have poor academic achievement, their self-esteem seems to be unaffected by this. This result thus contrasts with previous research, which can be explained by the phenomenon found by Pullmann and Allik (2008:563) that learners with lower self-esteem were better academic achievers. They further explained that learners who are weak performers tend to elevate their general self-esteem in order to feel better about themselves. Zuffianò *et al.* (2013:160)

also found in their study that academic achievement and self-esteem does not correlate, which could be another explanation of why the learners had high self-esteem despite poor academic achievement. It can however also be due to ignorance of personal shortcomings, as Mar *et al.* (2006:4) point out. Cosden *et al.* (1999:280) explain that learners experiencing barriers to learning who have high self-esteem separate their intellectual abilities from their actual academic performance and therefore see themselves as competent.

b) Creative competence

- Learner 1: The learner was proud of his picture that he drew and coloured in. *Ek hou van my blaai van karnaval* (1.78). (I like my page about the carnival.)
- Learner 2: The researcher asked the learner what she was good at. *Inkleur* (2.56). (Colouring in.)

Learner 1 and Learner 2 both felt that they were good at drawing and colouring in pictures. Oxoby (2009:20) explains if a learner is excluded in school due to poor academic achievement he might look for inclusion in other areas. Although these learners struggled academically, their self-esteem was improved by their ability to draw and colour pictures.

c) Athletic competence

- Learner 1: *Ek hardloop vinnig* (1.172). (I run fast.)
- Learner 5: The researcher asked the learner if there was something in which he was better than the other learners. He replied: *Uhm, my sport* (5.180). (In my sport.) *Sokker* (5.182). (Soccer.)

Learner 1 and Learner 5 felt good about themselves because they were good at sport. Learner 1 felt that he was a good person because he could run fast. Learner 5 thought that he was better than his peers in soccer. Oxoby (2009:20) explains that if a learner is excluded in school due to poor academic achievement, he might look for inclusion in other areas such as sport.

d) Social competence

Social acceptability according to Leary (1999) referred to the extent to which the learner felt that he was accepted by peers in a social environment.

- Learner 1: When the learner was asked what he liked about himself and he replied: *Speel* (*1.176). (Play.) The researcher asked how he plays and he replied: *Met my maatjie* (1.178). (With my friend.)
- Learner 2: The learner was asked what she was good at. *Speel* (2.56). (Playing.)
  When she was asked what good qualities she had she also replied, *Speel* (2.109). (Play.)

She was also asked why she thought her friends liked her and again she replied, *Speel* (5.130). (Play.)

The researcher asked the learner if she helped her friends. *Ja* (2.114). (Yes.)

The researcher asked the learner if other learners teased her when she had to leave the class. She *shook her head* (2.377). (No.)

- Learner 3: *Ek speel saam met die maatjies* (3.53). (I play with my friends.)

  The researcher asked the learner if there were learners in the class who teased him when he left the class. *Nee, juffrou* (3.373). (No teacher.)

- Learner 4: The researcher asked the learner if other learners who stayed in the class teased him when he had to leave the class. *Nee* (4.322). (No.)

- Learner 5: The researcher asked the learner if the other learners were mean to him. *Nee, juffrou* (5.442). (No teacher.)

  The researcher asked if there were other learners who teased him. He *shook his head* (5.444). (No.)

  The researcher asked him if any of the other learners had ever been mean to him because he had to go to LS. *Nee, juffrou* (5.517). (No, teacher.)

Learner 1 liked the way he played with his friends. Learner 2 said that she was good at playing with friends. She was also of the opinion that her good qualities included playing with friends. She also helped her friends. Learner 3 stated that he played with his friends. These learners thus felt that their social competence improved their self-worth. According to Leary (1999:34), characteristics of high self-esteem include believing that you are socially desirable to others and likable. Avramov (2002:26) further explains that the individual's personal perceptions, which include self-esteem and dissatisfaction, play an important role in social inclusion/exclusion.

Learners 2, 3, 4 and 5 said that their peers had never teased them for leaving the class for LS. Learner 5 also said that no other learners had ever been mean to him or teased him. Condren *et al.* (2000:5) and Herd (2010:180) argue that LS methods, such as withdrawal, which cause labelling and segregation should be avoided at all cost as it leads to marginalization and social exclusion. However, it seems that only one of the learners in this study has ever been teased because of withdrawal for LS. Robins *et al.* (2001:152) argue that global self-esteem refers to subjective self-evaluation and is not based on behaviour of performance in specific domains. According to them, poor academic performance, being labelled or being teased by peers about leaving the class for LS will not influence the global self-esteem of a learner. This seems to be the case as learner 1 still had normal self-esteem even though some of the learners teased him for going to LS.

The following aspects indicated low self-competence: academic incompetence, social incompetence and musical incompetence.

e) Academic incompetence

The fact that some of the learners felt that they were academically incompetent could influence self-esteem.

- Learner 1: The learner made various comments on how he struggled with school work. *Ek het gedruip juffrou* (1.56). (I failed, Teacher.)

  Ek het gesukkel (pause) met die skryfwerk (1.125). (I struggled (pause) with the writing.)

  Ek sukkel juffrou (pause) met Kalla-hulle en die baba (1.147). (Teacher I struggle (pause) with Kalla and the baby.)

  Om hulle name af te skryf (1.149). (I struggle to write their names.) The teacher asked if he struggled with the reading too. *Ja, juffrou* (1.153). (Yes, teacher.)

  Wens jy jy kon 'n bietjie beter gewees het daarin? (8.11). (Do you wish that you were a little better in this?) *Ja, juffrou* (1.157). (Yes teacher.)

- Learner 2: The researcher asked the learner if there was nothing she was good at, and she *shook her head* (2.106). (No.)

  The researcher asked the learner with which work she struggled and she replied: *Somme* (2.164). (I struggle with sums.) Later the researcher asked again what she struggled with that made her feel that other learners were better than she was and once again she replied: *Somme* (2.245). (Sums.)

  The researcher asked the learner why she felt that other learners were better than she was and she replied: *Want ek sukkel* (2.243). (Because I struggle.)

  When she was asked what about LS she did not like she replied *Woorde lees* (2.423). (Reading words.)

- Learners 3: When he was asked what he struggled with he replied: *Plus* (3.77). (Plus sums.)

  Ek doen baie werk in die klas (3.179). (I do a lot of work in the class.)

  The researcher asked him if he struggled with this work and he replied *Ja, juffrou* (3.188). (Yes, teacher.)

- Learner 5: *Telwerk, of by die, by die somme en by die bord sukkel ek nog 'n bietjie, maar partykeer dan doen ek my werk* (5.121 – 5.214). (Counting and I struggle a little with the sums on the board, but sometimes I do my work right.)

  The researcher asked the learner what sometimes made him feel like a failure. He replied *Wanneer ek iets verkeerd doen* (5.406). (When I do something wrong.)

  The researcher then asked him what there was that he struggled to do right and he replied *Met my skoolwerk* (5.411). (With my schoolwork.)

  Ek kan Engels doen, maar Afrikaans, is ek nie goed in nie (5.416 – 5.417). (I can do Eglish, but I am not good with Afrikaans.)

Although all of the learners made comments about being academically competent in one area or another, four out of five learners also made comments indicating their academic incompetence. Marsh (1996) explains that negatively worded questions make a questionnaire more cognitively complex, leading to inconsistent responses from learners with poor verbal ability. This aspect should thus be considered.

Although Learner 1 said that he was proud of his writing, he also commented that he struggled with writing. He said that he struggled to write the names of the characters from his reading book. Learner 1 also indicated that he struggled with reading. He wished that he could do better academically. Learner 1 seemed to be very upset that he failed Grade 1. When the researcher asked Learner 1 if he felt that he was just as good as the rest of his peers he completely disagreed and said emotionally that he failed Grade 1. When she asked Learner 2 why she felt that other learners were better than she was, she replied that it was because she struggled. Leary (1999:34) highlights that failure often has a negative effect on self-esteem. Baumeister *et al.* (2003:2) also argues that self-esteem will decrease when the learner fails at something. Learner 2 also said that she was good at writing. She confirmed this viewpoint later when the researcher asked if she struggled with writing. However, she shook her head when the researcher asked if there was anything she was good at. She said that she struggled with sums (mathematics).

Learner 3 also pointed out that he struggled with plus sums (mathematics). Learner 3 said that he did a lot of work in the class, but that he struggled with the work. Although Learner 5 previously said that he did not struggle with anything he did point out at a later stage that he sometimes had difficulty with counting or the sums on the board. Learner 5 also pointed out that he felt like a failure when he did his school work wrong, which indicated that academic achievement might have influenced certain learners' self-esteem. Although he previously said that he did not struggle with Afrikaans he also indicated later that he was not good in Afrikaans and he only did well in English.

According to Tafarodi and Swann (2001:654) self-competence refers to the individual's ability to achieve desired outcomes. These learners might have had a negative concept of their own self-competence, as they were unable to achieve desired academic outcomes causing low self-esteem. Learner 2 also pointed out that she did not enjoy reading words in LS. Lawrence (1996) explains that a learner with a low self-esteem will most likely avoid situations where he might fail, such as academic work, to prevent looking foolish around their peers.

According to Manning *et al.* (2006:353) it is merely a myth that children with learning barriers will have lower self-esteem. The researcher agrees with Manning *et al.* as all of the learners in this study struggled academically but all of them had normal to high self-esteem.

f) Social incompetence

- Learner 1: *Hulle slat 'n mens* (1.106). (They hit me.)
  Hulle vat my vir 'n pop (1.114). (They make fun of me.)
  The researcher asked the learner if he was teased by peers when he struggled with his writing. *Ja, juffrou* (1.127). (Yes, teacher.)
  The researcher also asked if the learner was teased when he left the class for LS. *Ja* (1.199). (Yes.)
- Learner 2: The researcher asked the learner if she had a lot of friends at school. The learner *shook her head* (2.119). (No.)
- Learner 3: *Hulle slaan my* (3.209). (They hit me.)
  Die kinders vloek my uit (3.312). (The children swear at me.)
- Learner 5: *Ek het net twee maatjies* (5.63). (I only have two friends.)

Learner 2 and Learner 5 reported that they did not have many friends at school. Learner 1, 3 and 5 did not always feel accepted by their peers. Learner 1 reported that other learners hit him and made fun of him. Learner 3 also reported that others hit him and swear at him. Both of these learners are boys. Learner 1 also said that his peers made fun of him for struggling with writing. Learner 1 also stated that he was teased when he left the class for LS. Pradhan (2006:14) warns that social inclusion of learners, experiencing barriers to learning, into MS schools may cause social exclusion on another level where the learners are teased or not included in school activities by other learners.

According to Robins *et al.* (2001:152) global self-esteem refers to subjective self-evaluation and is not based on behaviour of performance in specific domains. Being labelled or being teased by peers about leaving the class for LS should not influence a learner's global self-esteem. Although these learners seemed upset about the treatment from their peers, they all had normal to high self-esteem.

g) Musical incompetence

- The researcher asked the learner if there was anything that he was shy of and wished he could do better. *Ja juffrou, partykeers dan doen ons sing in die klas, dan's ek skaam* (5.260 – 5.261) *Want ek kan nie lekker sing nie* (5.263). (Yes teacher, sometimes we have to sing in the classroom and then I am shy, because I can't sing well.)

When the researcher asked Learner 5 if there was anything that he was shy of and wished he could do better, he replied that he could not sing very well. Cosden *et al.* (1999:187) concluded that global self-esteem positively correlated with non-academic competencies. The learners' poor performance in this non-academic domain should thus have had a

negative influence on his self-esteem. However, this learner had high self-esteem. It seemed that musical competence did not have a large influence on self-esteem.

4.6.5 Self-liking

As discussed in the conceptual framework, self-liking referred to how the learner generally felt about himself/herself (§2.3.2.2). Self-liking was broken into sub-themes: general self-liking, attractiveness and poor self-liking.

a) General self-liking

- Learner 2: The researcher asked her if she never felt like a failure and she *shook her head* (2.291). (No.)
- Learner 4: The researcher asked the learner if she normally felt like she was worth a lot. She replied: *Altyd* (4.45). (Always.)
  The researcher asked her if she was proud of everything of herself. She *nodded her head* (4.101). (Yes.)
  The researcher asked her if she always thought she was worth a lot and she *nodded her head* (4.134). (Yes.)
- Learner 5: The researcher asked the learner why he liked himself. *Want uh uh, want. Want ek is 'n seunkind* (5.38). (Because I am a boy.)
  The researcher asked him if he was proud of everything he did. *Ja, juffrou* (5.246). (Yes, teacher.)

Brown and Marshall (2006:2) point out that self-worth (state self-esteem) refers to whether the person feels proud or ashamed of himself. Learner 2 said that she never felt like she was a failure. Learner 4 said that she always felt that she was worth a lot. Learner 4 further said that she was proud of herself. She also felt that she was worth a lot. Muris *et al.* (2003:1791) explain that self-esteem is the feelings of worthiness and competence. Therefore, it does not seem like these learners had low self-esteem. Learner 5 liked himself because he was a boy. It thus seems that gender influenced self-liking. Muris *et al.* (2003:1800) found that boys in general have higher self-esteem than girls.

b) Attractiveness

- Learner 1: *Om my lyf ek hou daarvan* (1.185). (Because I like my body.)
- Learner 4: *Ek's 'n mooi kind* (4.268). (I am a beautiful child.)

Learner 1 liked himself. When the researcher asked what he liked about himself he responded that he liked his body. Learner 4 also referres to physical attractiveness when the researcher asked if she liked herself. She said that she liked herself a lot. When the researcher asked why, her first response was because she was beautiful. Cosden *et al.*

(1999:187) concludes that global self-esteem positively correlates with non-academic competencies, which include attractiveness. Leary (1999:34) agrees that characteristics of high self-esteem include believing that you are physically attractive. The learners' satisfaction with their appearances seemed to have an influence on their self-esteem.

c) Poor self-liking

- Learner 2: The researcher asked her if she felt good about herself and she *shook her head* (2.196).
- Learner 4: *Meer van myself kon hou* (4.190). (I want to like myself more.)

Both learners who made statements that indicated poor self-liking were girls. This notion has previously been found by Muris *et al.* (2003:1800) who concluded that girls in general have lower self-esteem than boys.

4.6.6   Learning support

According to various campaigners for inclusive education, LS had a negative influence on learners' self-esteem (§2.4.5 & §2.4.6). Learners in this study however reported positive LS experiences. Two sub-themes were identified under learning support: experiencing success and enjoyment.

According to Pradhan (2006:14) the assumption is made that social exclusion is always bad, while social inclusion is always good. However, this point of view ignores the fact that social inclusion has certain conditions for groups to belong and that having a marginalized status can have positive aspects. Pullmann and Allik (2008:563) agree that stigmatised groups will not always have low self-esteem, because they will compensate for their weaknesses. Manning *et al.* (2006:353) agree that inclusion will not necessarily improve self-esteem nor will withdrawal necessarily decrease self-esteem. It is confirmed in this study that learners who were withdrawn for LS and therefore formed a stigmatised group did not have low self-esteem. All participants of this study had normal to high self-esteem.

a) Enjoyment

- Learner 1: *Dit is lekker* (1.191). (It is fun.)
  Wil nog steeds kom (1.205). (I still want to come.)
- Learner 4: The researcher asked her on two occasions if she enjoyed coming for LS. *Ja, juffrou* (4.312). (Yes teacher.) *Ja juffrou* (4.342). (Yes teacher.)
- Learner 5: The researcher asked him if it was fun to go to LS. *Ja, juffrou* (5.484). (Yes, teacher.)

When the researcher asked Learner 1 about his experience of LS, he said that it was fun and he wanted to continue coming to LS. Learner 4 said on two occasions that she enjoyed LS. Learner 5 also agreed that LS was fun. According to the Guidelines for Inclusive Teaching and Learning, District-Based Support Teams are also expected to provide stimulation, enrichment and play activities to support learners with socio-economic barriers (DoE, 2010:16-17). The LS program seemed to provide these opportunities. Verster (2001:108) argues that learners lose interest in school work and become indifferent towards school if they experience continuous failure. These learners seemed to enjoy the school work which they did in LS, which would prevent these learners from forming an indifferent attitude.

b) Experiencing success

- Learner 1: *Ons speel games* (1.193). (We play games.)
  Ons leer ook (1.195). (We also learn.)
- Learner 3: *Ons leer* (3.364). (We learn.)
- Learner 4: The researcher asked the learner if it helped her to come for LS. *Ja* (4.77). (Yes.)
  Meer geleer (4.79). (I learned more.)
  Want juffrou vra my altyd … leer (4.315). (Because teacher always asks me. I learned.)
  The researcher asked her if she learned a lot in LS. *Ja, juffrou* (4.317). (Yes teacher.)
  The researcher asked the learner if she would like to come to LS again. *Nee, juffrou* (4.337). (No teacher.) *Want ek het klaar geleer* (4.339). (Because I have already learned.)
- Learner 5: *Omdat, want die ander juffrou, wanneer ek uit my klas uit kom na die ander juffrou toe, sy gee vir my lekker werk om te doen en om te leer en te lees, dan's dit in die klas* (5.487 – 5.490). (When I go out of my class to the other teacher, she gives work that is fun and we learn and we read in the class.)
  The researcher asked the learner if it helped him to go to LS and if his reading improved. *Ja, juffrou* (5.497). (Yes, teacher.)

Learner 1 experienced that LS was playing games, but that they also learned. Learner 3 said that they learned at LS. Learner 5 explained that the LST gave him work that was fun and they learned to read in the LS class. He also said that LS helped him and improved his reading. When the researcher asked Learner 4 if coming to LS helped her she said that it did. Tafarodi and Swann (2001:657) are of the opinion that success can promote self-liking and self-competence, because we take pride in our own abilities. Leary (1999:34) agrees that success and associated praise and love will cause self-esteem to rise. Learner 4 said that she learned more and the LST always asked her to answer questions. Mahlo (2011:156) highlights that MSTs tend to exclude learners with barriers to learning, due to overcrowded

classrooms. This could be why the learner felt good about the attention she received in the small group during LS.

The researcher asked Learner 4 if she would have liked to go to LS again as she was not currently receiving LS and she said: "No". When the researcher asked her why she did not want to go to LS anymore she said that she had already learned. Mar *et al.* (2006:26) are of the opinion that interventions to improve self-esteem should be based on fostering competence, rather than fostering a general positive self-regard. They argue that even for incompetent learners these competence-based interventions may be more valuable. This girl had high self-esteem. It seemed as if the improvement of her competence had a great influence on her self-esteem.

4.6.7 Family relationships

Some of the learners pointed out that their relationships with their family members enhanced or decreased their self-liking. Previous studies have also found that a learner's family relationships may influence his/her self-esteem (§2.3.2.5). Themes identified under family included love and rejection/conflict.

As discussed in Chapter 2 (§2.3.2.5), previous studies found that a learner's family relationships may influence his/her self-esteem. Coopersmith (1967:6) pointed out that different factors, including family will have major influences on self-esteem. Manning *et al.* (2006:353) also confirmed that self-esteem is influenced by support that a person receives from his/her family.

a) Love

- Learner 1: *Ek hou van my ma en pa en my* (1.164 – 1.165). (I like my mother and my father and myself.)
- Learner 5: *Want, want my ouma gee om vir my* (5.50). (Because my grandma cares about me).
  Want, my ouma gee vir my om, want ek hou van my ouma (5.140 -5.141). (Because my grandma cares about me and I like my grandma.)

When Learner 1 was asked why he liked himself so much, he said that he was obedient towards his parents and that he liked his parents a lot. Learner 5 was satisfied with himself because his grandmother cared about him. On two occasions he said that his grandmother cared about him. He seemed very pleased with himself, because his grandmother loved him. Manning *et al.* (2006:353) confirmed that self-esteem was influenced by support from peers and family. The fact that these learners had normal to high self-esteem could thus be explained by the love and support they received from their families.

b) Rejection/conflict

- Learner 4: *Ek, my pa het mos by my gebly né, en toe, en toe wat my pa mos daai vrou gevat het toe soek hy my nie* (4.29 – 4.30). (My dad used to live with me and then when he got that new wife he did not want me anymore.)
  Ek wil by my pa bly (4.194). (I want to live with my dad.)
- Learner 5: *Wanneer, wanneer hulle, my ouma uitskel, dan voel ek nie gelukkig nie* (5.400 – 5.401). (When they shout at my grandma, I do not feel happy.)

Learner 4, in contrast to Learner 1 and 5, was not completely satisfied with herself. When the researcher asked her why, she said that her father did not want her to live with him anymore, although she wanted to live with him. She felt bad because her father chose his new wife over her. Miller and Moran (2012:23) explain that a person will have a low self-esteem and experience negative feelings if they do not feel accepted by others. Learner 4 did not feel accepted by her father and although her self-esteem was high, this aspect seemed to lower her self-esteem immensely. When she was asked about self-respect she indicated a code 0 (very low self-esteem) because she felt unwanted by her father.

Learner 5 said that he felt very unhappy when his grandmother scolded him, which showed how much he valued their relationship. Tafarodi and Swann (2001:657) explain that we take pride when others approve and accept us for who we are. This explains why Learner 5 felt very bad when his grandmother did not approve of his actions.

4.6.8 Extrinsic factors

Extrinsic factors refer to factors that do not originate from within the learner, but rather external factors that influence how the learner feels about himself/herself. These factors include learners being compared to peers, giving of rewards for external motivation and the attitudes of the other people which influence the learners' self-esteem.

a) Comparison to peers

- Learner 3: The researcher asked the learner if the other learners struggled too. *Nee, juffrou* (3.190). (No, teacher.)
- Learner 4: The researcher asked the learner why she didn't always think she was as good as other learners. She replied: *Want ek is hier by juffrou* (4.74). (Because I have to come to you, teacher.)
- Learner 5: *Want partykeers dan uh, dan doen hulle goete beter as my en ek doen goeters sleg* (5.316 – 5.317). (Sometimes they do things well and then I do poorly.)
  Want, want hulle, hulle gee baie aandag aan die ander maatjies (5.98 – 5.99). (They give a lot of attention to the other learners.)

Learner 3 said that he sometimes felt worthless because he struggled. The researcher asked him if the other learners struggled too. He replied that they did not. The learner thus compared himself to his more competent MS peers to determine that he struggled. Learner 5 sometimes felt worthless, because his peers could sometimes do things good, which he did poorly. Most of the time Learner 5 felt that he was just as good as his peers, however not always. He explained that the other children received more attention. Muris *et al.* (2003:1792) concludes that children adjust their self-esteem as they compare themselves to their peers. Tafarodi and Milne (2002:449) agree that objective self-assessment refers to self-competence and develops when an individual compare his/her own qualities and abilities to those of others. Comparison to mainstream peers seems to have a big influence on the learners' self-esteem (§2.4.4 & §2.3.2.2).

Learner 4 said that she did not always think she was as good as the other learners. She replied that she had to go for LS. This agrees with Condren *et al.* (2000:5) who argue that LS methods that cause labelling should be avoided at all cost and therefore learners should rather be supported in the MS classroom. However, only one learner seemed to think she was not as good as her peers because she had to go to LS. As she had never received LS in the MS class it was impossible to say it the effect thereof would have been better.

b) Rewards

- Learner 5: *En party keer wanneer, wanneer ons om die 'ball' skop, gooi, dan, dan, dan gee my juffrou vir my iets, iets wanneer ek dit reg doen* (5.194 – 5.196). (Sometimes when we kick the ball my teacher gives me something because I do it right). *Wanneer ek my werk doen, dan gee hulle my iets, maar wanneer ek, wanneer ek die huis skoonmaak, dan gee my ouma vir my iets* (5.470 – 5.472). (When I do my work, they give me something. When I clean the house, my grandma gives me something.)

Learner 5 felt very good about himself when he received a reward for something he did well. His self-liking also increased when he received rewards. It seemed that he sometimes received rewards from his MST for his athletic competence or when he completed his work, which really boosted his self-esteem. His grandmother also rewarded him when he was working hard at home. His self-esteem seemed to improve when he received rewards. Trautwein *et al.* (2006:343) found that achievement constantly predicted later self-esteem. Receiving rewards for achievement, creates a feeling of achievement and could therefore enhance self-esteem (§2.4.6).

c) Mainstream teachers' attitudes

- Learner 5: *Sy't gesê ek moet uit die klas uit gaan, of partykeers dan sê sy vir ons, uhm, wanneer die juffrou klaar is met die ander groep, dan moet ons gaan. Of as ek noggie*

klaar met my werk is nie, dan weer kom, of as ek partykeers, om op my laaste sin is, dan sê sy ek moet gaan, dan gee sy vir ons ander werk om nog te doen, dan sê sy ek moet daai, daai sin los, ek moet nou die ander werk klaar doen. Dan vee sy daai sin wat ek doen, dan vee sy daai af (5.532 – 5.541). (She says I must leave the class, but other times she says we must wait till teacher finishes with the other group. If I'm not done with my work she says I must come again. Sometimes when I'm busy with my last sentence she says I must go, and then she gives us other work to do and tells me to leave that sentence and finish the other work. Then she wipes that sentence off the board.)

Learner 5 seemed to be a bit upset by the way in which the MST handled the withdrawal. Sometimes the MST would not let him go to LS, because his work was not complete. Other times she would wipe the board and then he could not finish his work. Winzer (2002:32) points out that teachers' attitudes are one of the biggest influences on how inclusive education is handled. According to him the teachers' attitudes and beliefs towards learners experiencing barriers to learning are the most important factors that determine the success of the system. This view is shared by Waghid and Engelbrecht (2002:22) who argue that educators' will to implement inclusive education will influence the success thereof (§2.4.6). This study confirms that MST attitudes influence the success of LS.

4.7 Merging of the data

In the next section overlapping themes between the data sets will be discussed. The quantitative and qualitative data sets were also merged in order to identify and discuss common themes from each of the three participant perspectives. Various themes that influence the learners' self-esteem were identified and compared to similar themes identified in the teacher surveys. The overlapping themes that were identified include behavioural characteristics associated with self-esteem, self-competence, self-liking, family relationships, teacher perceptions, perceptions of success and being compared to peers.

4.7.1 Behavioural characteristics of self-esteem

Four of the learners made statements that indicated behaviour that can be associated with low self-esteem. This agrees with the MST perceptions where there were slightly more MSTs who perceived low self-competence than who perceived high self-competence. Four learners (three of which made negative statements on behaviour and characteristics associated with self-esteem) made positive statements indicating behaviour and characteristics of high self-esteem, thus agreeing with the majority of the LSTs' perceptions that learners portray behaviour and characteristics of high self-esteem. The differences can be ascribed to the learners possibly portraying different behaviour and characteristics in different environments. This can be seen in the fact that learners' statements about good

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behaviour and characteristics associated with high self-esteem were mostly not in academic domains where the MSTs formed their opinion.

4.7.2 Self-competence

Four learners made comments on their academic incompetence which agrees with the general MSTs perceptions that learners have low self-competence. Three of these learners referred specifically to their incompetence in the MS class. This can explain the difference between the MST and LST perceptions as the majority of LSTs perceived high self-competence. LSTs perceptions therefore also agrees with the learners, as all learners also made positive statements with regards to their academic competence. It is also important to note that four learners made negative statements about their competence in non-academic domains. All five learners also made positive statements about competence in non-academic domains.

4.7.3 Self-liking

MST's mostly argued that learners have average self-liking, although there were slightly more MSTs who perceived lower that average self-liking than who perceived higher than average self-liking. The majority of LSTs however perceived average to high self-liking. Four of the five learner participants made statements that indicated high self-liking. It seems that LST and learners have similar perceptions with regards to self-liking. Two learners however also made statements which indicate low self-liking therefore agreeing with MST perceptions.

4.7.4 Family relationships

Three of the learners mentioned that their self-esteem was influenced by their family relationships. Some influenced their self-esteem positively, while others had a negative influence. One MST perceived a learner who did not want to go to LS, because of his circumstances at home. This confirms the influence of family relationships on self-esteem.

4.7.5 Mainstream teachers' handling of withdrawal

One of the learners was very upset about the way that his MST treated him when he had to leave the class for LS. This seemed to influence his self-esteem. This influence was confirmed by MSTs. Two MSTs from different schools commented that the manner in which teachers at their schools handle LS prevents that learners are shy when withdrawn for LS. Another MST was of the opinion that the way in which MSTs handle the withdrawal determines the influence on the learners' self-esteem.

4.7.6   Experiencing success

Three of the learners made positive statements about the enjoyment of LS. Four of the learners made further statements that confirmed they experienced success in the LS class. This phenomenon was confirmed by MSTs and LSTs. Two MSTs commented that they always received positive feedback of learner participation in the LS class. Various MSTs confirmed that the learners enjoy LS as they experience success and enjoy the easier work. One LST also perceived that the learners were not shy when they are withdrawn for LS, because it allowed them to experience success. Another LST perceived that learners' participation on the MS class improved as they experienced success in the LS class. Yet another LST perceived that the learners' confidence in class participation accelerated once they achieved success in the LS class.

4.7.7   Comparison to peers

Three of the learners made statements that indicated that they compared themselves to their MS peers. In all these cases the learners made negative statements of themselves not being as good as their peers. All of these learners were either grade two or three learners, indicating that comparison to peers might start at a later stage in the learners' development. Only one of these learners pointed out that LS made her aware that she was not as good as her peers. The phenomenon that learners' self-esteem is influenced by comparison to their peers, was also reported by MSTs and LSTs. One MST perceived that learners were shy to go to LS because they knew it meant they struggled more than their peers. One MST perceived that learners were shy because MS learners referred to them as the weak learners. One LST also perceived that learners were shy, because the MS learners tease them.

4.8   Concluding remarks

Chapter 4 focused first on analysing and interpreting the quantitative data gathered through the surveys with the MSTs and LSTs. The qualitative data was then interpreted. The informal global self-esteem score and qualitative data gathered through the semi-structured interviews with the learners were then analysed. Quantitative and qualitative data was analysed and interpreted separately to identify the major themes. Merging of the data sets then took place.

This chapter discussed the themes found in the quantitative and qualitative research in accordance with previous studies. The quantitative data were analysed as two sets of data separating the MSTs' and LSTs' viewpoints. In general, the majority of the MSTs and LSTs perceived that learners who were withdrawn for LS had average self-liking. However MSTs leaned slightly towards low self-liking while LSTs perceptions leaned slightly towards high

self-liking. The majority of MSTs perceived that learners who were withdrawn for LS had average to low self-competence. There were slightly more LSTs who perceived that learners had average to high self-competence, thus disagreeing with the MSTs' perception on self-competence. In general MSTs perceived that learners who were withdrawn for LS showed behaviour and characteristics of average to low self-esteem. The LSTs perceptions of learners' behaviour and characteristics were scattered, but the majority perceived that learners portrayed behaviour and characteristics of average to high self-esteem. It can thus be concluded that MSTs and LSTs do not have the same perception of learners' self-esteem. This could be ascribed to actual difference in learners' behaviour in the MS and LS class. Although both groups of teachers mainly perceived average self-esteem the MST graphs all skewed towards lower self-esteem, whereas the LST graphs all skewed towards high self-esteem.

The large majority of MSTs and LSTs perceived that the learners enjoyed going to the LS class. The large majority of MSTs and LSTs did not perceive that learners were shy to go to leaning support. The large majority of the MSTs perceived that learners did take part in class activities in the MS class. Although LSTs were not expected to answer this question, most of them agreed with the MSTs that the learners did take part in MS activities to a certain extent. MSTs and LSTs agreed that learners took part in LS classroom activities. The majority of MSTs and LSTs perceived that LS had a positive influence on learners' self-esteem. There were however MSTs who felt that the MSTs attitude determined the influence on the learners' self-esteem. Only one MST and one LST felt that LS caused teasing and labelling of learners. It can thus be concluded that the majority of learners like to go to LS and are not shy to go to LS. It can further be concluded that most of the learner who need LS participate in the MS class activities, but all learners participate in the LS class activities. The general feeling of MSTs and LSTs are that LS is good for learners' self-esteem, however individual difference should be taken into account.

In the qualitative data-analysis it was found that all the learners had normal to high global self-esteem. All learners portrayed a combination of high and low self-esteem aspects, however their global self-esteem seemed to be high. Various learners also mentioned that they did not feel they were as good as their mainstream peers and struggled in the mainstream class (§4.6.8.a). However, most of the learners mentioned that they enjoyed LS and experienced success in LS (§4.6.6.a). This agrees with LSTs' perception that the majority of learners like to go to LS. None of the learners scored high or low self-esteem in all the questions. It can thus be concluded that the learners' self-esteem vary in different environments and domains which are included in global self-esteem but none of the learners who receive LS have low self-esteem. This agrees with both MSTs and LSTs as the majority of both groups perceived average self-esteem. Only one learner indicated that she did not

want to receive LS anymore, but she explained that it was only because she felt she has learned enough. This agrees with the two LSTs who said that some learners like to go to LS while others do not. LS do not seem to cause low self-esteem, however individual differences should be kept in mind. This also agreed with the majority of MSTs and LSTs who argued that LS had a positive influence on learners' self-esteem. Themes that were identified in all three participant groups include: behavioural characteristics, self-competence, self-liking, family relationships, mainstream teachers' perceptions, perceptions of experienced success and comparison to peers (§4.7).

CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 Introduction and statement of the problem

A transformation of the education system in South Africa led to the addition of inclusive education in order to meet a diversity of learning needs in the MS classroom. A diversity of learning needs in the MS class resulted in a need for LS in the MS class. LS aim to accommodate all learners irrespective of their abilities. Outcome Based Education (OBE) was implemented in South Africa in 1997, in an attempt to promote the developmental needs of Black South Africans (Mdikane, 2004:11). Curriculum 2005 was implemented in 1997 as the main project for educational transformation (South-Africa, 2002a:10). In 1997 National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Educational Support Services (NCESS) also merged the two separate school systems (mainstream and special education) into one education system which must meet the needs of all learners (DoE, 1997:11). The curriculum was then rewritten in 2001 as the Revised National Curriculum Statement (RNCS) (South Africa, 2002b:1-2). White Paper 6 was published in 2001 to support national curriculum in promoting education for all learners (DoE, 2001:5). White Paper 6 further stresses the importance that all schools must become inclusive centres for learning, care and support (DOE, 2001:41)

According to the Salamanca Statement (UNESCO, 1994:6), learners who experience barriers to learning should be accommodated in MS schools and receive extra support from the District-Based Support Team. In certain MS schools, in the Western Cape, learners who experience barriers to learning are withdrawn from the class in groups of one to twelve in order to receive extra support in their home language and mathematics. In the researcher's view, these schools are mostly previously disadvantaged schools.

Researchers such as Condren *et al.* (2000:4) argue that withdrawal causes labelling of learners, which has a negative influence on a learner's self-esteem. Campaigners for inclusive education encourage that LS remains in the MS classroom (Condren *et al.*, 2000:4). However, other researchers like Dreyer (2008:212) argue that learners experiencing barriers to learning have the right to receive additional support outside the classroom. Dreyer (2008:60) is of the opinion that this full inclusion will lead to teasing of these learners, causing reluctance to participate in the MS class. She further argues that overcrowded classrooms often result in disciplinary problems, and this makes LS from the LST in the MS classroom, almost impossible (Dreyer, 2008:164). Uszynska-Jarmoc (2008:13) argues that the younger the learners are, the smaller the influence of the various domains on their self-

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esteem. Pullman and Allik (2008:562) also concluded that the correlation between global self-esteem and academic achievement lowers as the learner gets older.

5.2 Conceptual framework and review of literature

The conceptual framework focused on self-esteem. Different perspectives and models of self-esteem were discussed. Previous research on self-esteem and academic achievement, as well as self-esteem and learning barriers are also discussed. The review of literature focused on LS. Policies were discussed from international through to provincial level. Various researchers' models of LS inside and outside the MS classroom were also discussed.

5.2.1 Self-esteem

Lawrence (2006:13) proposes that self-esteem is an underlying part of self-concept, together with self-image and the ideal self. He proposes that self-image is a person's belief in himself/ herself, while ideal self is the idea of what he/she should be like. Minton (2012:34) explains self-esteem as the gap between self-image and ideal self. Therefore, the more you become like your ideal self, the better your self-esteem becomes.

There are various perspectives of self-esteem. The most widely accepted being the unidimensional perspective (global self-esteem). Rosenberg (1965:30) defines self-esteem as the positive or negative attitude towards oneself as an object. The Rosenberg Self-Esteem Scale (RSES) (Rosenberg, 1965:17-18) is based on unidimensionality of self-esteem as it aims to rank self-esteem according to a single continuum. However, Tafarodi and Milne (2002:444) claim that global self-esteem has two aspects, self-competence and self-liking. They argue that learners' self-esteem will be formed by what they can do (including abilities, skills and talents), as well as what they are (referring to moral character, attractiveness and social acceptance) (Tafarodi & Milne, 2002:444). The Multi-Dimensional Model focuses on different factors that make a major contribution to a person's self-esteem, including the person's peers, family, school, personal interests as well as general social activities (Coopersmith, 1967:6). A learners' perception of self-worth may vary in the different domains, but the combination of these judgements will form the overall self-esteem (Miller & Moran, 2012:19). The Hierarchical Theory, created by Shavelson *et al.* (1976:413), emphasizes self-concept and not self-esteem. This model indicates that self-esteem is formed by judging the academic and non-academic self-concept and combining these judgements to form global self-concept (Miller & Moran, 2012:19). Models of self-esteem include the cognitive (bottom-up) model of self-esteem, which states that success or failure or incidents which an individual considers as important will influence a person's self-worth and global self-esteem (Brown & Marshall, 2006:3). In this research, the researcher used the viewpoint that global self-esteem has two dimensions as a framework on which to base the research.

5.2.2 Learning support

In an attempt to ensure that all learners are included in education, as dictated by the theory of social inclusion, the Western Cape Education Department implemented learning support. Steyn (1997:68) describes LS as a specialized function that aims to improve teaching and learning. Mashau *et al.* (2008:416) define LS as "supplementary, remedial or extra class instruction". According to Engelbrecht (2001:17), LS replaces remedial education that was based on the medical model. LS includes the variety of educational specialists (educational psychiatrists, school counsellors, therapists and LSTs). In the medical model, LSTs were known as remedial-, special class- or special needs teachers (Dreyer, 2008:24).

5.2.2.1 Learning support internationally

According to the Salamanca Statement, learners with special educational needs are entitled to extra support to ensure effective learning. Placing learners in special schools or special classes on a permanent basis should be the exception (UNESCO, 1994:12). The Salamanca Statement provides a continuum for LS, from minimal support in the MS classroom to additional LS programmes within the school or at another institution (UNESCO, 1994:23). The statement stresses the importance that these learners receive instruction in the same curriculum as other children and not through a separate curriculum (UNESCO, 1994:22). LS is an attempt to provide equal opportunities to all learners (DoE, 2003:8).

5.2.2.2 Learning support in South Africa

In the Western Cape LS is provided on different levels. Level 1 refers to LS in the classroom with support from the LST and School-Based Support Team. Level 2 support refers to temporary withdrawal from the MS classroom for small-group support by the LST, but must be strengthened by the MST in the classroom. Level 3 and 4 support refer to learners who are referred for permanent support in a unit or special school (Dreyer, 2008:22). This research focused on Level 2 support as it investigated the influence of temporary withdrawal for LS on learners' self-esteem. LSTs in the Western Cape are expected to withdraw learners, in small groups, from the MS classroom for LS in literacy and numeracy (DoE, n.d.).

5.2.2.3 Learning support and self-esteem

Mashau *et al.* (2008:416) argue that LS will help learners to overcome their barriers to learning, which according to Donald *et al.* (2012:315) will improve the learner's self-esteem and achieve academic success. Condren *et al.* (2000:6) identified that self-esteem is equally as important as a learner's intelligence to ensure academic achievement. Condren *et al.* (2000:5) argue that LS methods that cause labelling should be avoided at all cost and therefore learners should be supported in the MS classroom. Dreyer (2008:60) however

warned that full inclusion holds dangers for lowering self-esteem as it would mean that learners experiencing barriers to learning will be expected to do simplified work in the presence of their peers, which may lead to teasing (Dreyer, 2008:60).

Condren *et al.* (2000:5) argue that self-esteem is vital to enhance academic achievement. Raising self-esteem is LS's biggest asset, as it is essential for the learner to believe in himself to learn (Condren *et al.*, 2000:35). In Dreyer (2008:166) LSTs emphasized that they did not always have a big influence on the learners' academic achievement, but that they did at least build them up. According to Condren *et al.* (2000:30) continuous failure will have a negative influence on a learner's self-worth and self-esteem. Dreyer (2008:193) found that learners showed greater progress when they were withdrawn from the MS class than during collaborative support.

According to the individual learner view, which was proposed by Symeonidou (2002:150) the LST must provide specialized and sometimes individual support in the MS class or in a separate class. However, this model means that learners without barriers are educated in the MS class, whilst 'special learners' are withdrawn for specialist support. Withdrawal from the MS class for additional LS is an international strategy of support. Dreyer (2008:204) highlights that campaigners for inclusive education strongly oppose this form of LS. Dreyer (2008:166) found that in the most cases these learners show academic improvement and even those who do not show academic improvement developed emotionally when they were withdrawn for LS.

Condren *et al.* (2000:3) argue that withdrawal of learners for LS is often unsuccessful, due to discontinuity of the programmes followed in the MS and in the LS classroom. Condren *et al.* (2000:43) however found that although collaborative support in the MS classroom improves learners' self-esteem and participation, literacy and numeracy remained a major problem. Seeing that the purpose of LS is to improve academic skills, the researcher feels that the collaborative support does not meet its purpose. Bojuwoye *et al.* (2014:9) argue that LS in the MS classroom is problematic, because learners are afraid to ask for support, due to impatient and dismissive behaviour from teachers as well as fear of being labelled and teased by their peers (Bojuwoye *et al.*, 2014:9).

5.3 Research design and methodology

In this section the research methods and techniques that were used to collect the data will be discussed. This study employed a basic mixed method design called the Convergent design. The intent of the convergent mixed method design was to merge the results of the quantitative and qualitative data analysis in order to provide insight into the phenomenon as both sets of data provide different insights (Creswell, 2015:35). Three groups of participants took part in this study in order to provide three different perspectives of the influence of

learning support on foundation phase learners' self-esteem. These groups were mainstream teachers, learning support teachers and learners who are withdrawn for learning support.

5.3.1 Interpretevism as a philosophical worldview

The researcher as a practitioner in the field of LS in the foundation phase used her own perception of reality as a starting point to make sense of her world. She looked for shared meanings, insinuating inter-subjectivity, rather that objectivity (Walsham, 2006:320). Interpretevism were used because it aims to stay as faithful as possible to the actual experiences of participants. The researcher used participants' own words to describe their experiences with the researcher's interpretation thereof (Yin, 2011:15).

5.3.2 Research design

The researcher made use of the mixed-method convergent design. This design was used to merge the results of the quantitative and qualitative data analysis in order to provide different insights into the problem from both sets of data (Creswell, 2015:35). Learners own perceptions of their self-esteem as well as teachers' perceptions of the learners' self-esteem were considered, because the learners are young and struggle to understand terms associated with self-esteem. The convergent mixed-method design was also used because the quantitative data identifies trends and relationships, while the qualitative data provide in-depth personal perspectives of individuals (Creswell, 2015:36). The convergent design allowed the researcher to gather multiple perceptions of the influence of learning support of foundation phase learners' self-esteem. The two sets of data were collected and analysed separately and the results were merged afterwards (Creswell, 2015:36).

5.3.3 Quantitative research

For the quantitative phase of this study, surveys were distributed to 70 MS and seven LSTs. However only 29 mainstream teachers responded to the survey. Descriptive statistics were used to analyse the data that was gathered from the quantitative survey (Wiersma & Jurs, 2009:382).

5.3.3.1 Sample

Purposive sampling was used for the selection of participants, making certain that they would meet to the requirements of the study, which was to determine the influence of LS on the self-esteem of LS learners (Smith & Osborn, 2007:56). Participants in the quantitative phase had to be teachers who are learning support teachers or mainstream teachers who have learners in their classes who are withdrawn for learning support by the learning support teacher. These are the teachers who work directly with the learners and can truly give

perceptions from their everyday experience as they witness the effect or influence on the learners' who are withdrawn from the mainstream class in order to receive learning support.

5.3.3.2 Instrument

Cross-sectional surveys were used to collect data from the pre-determined sample of MSTs and LSTs and the data was only collected once, at one place and at one point in time (Fraenkel & Wallen, 2008:391). Surveys included open-ended as well as closed-ended questions. The surveys were used to determine teachers' perceptions of the influence of withdrawal from the MS class, for LS, on learners' self-esteem. Survey questions were adapted from the Revised Self-Liking Self-Competence Scale of Tafarodi and Swann (2001:670). The SLCS was chosen for the quantitative phase of this study, as it is not limited to mere self-report, as is the case with the RSES, and can therefore be used for reporting from the perspectives of other role players as well (Tafarodi & Swann, 2001:667). The wording of statements however had to be changed as this scale was not used for self-report in this study, but for the reporting of perceptions related to the 'other' or the LS learners. The statements from the SLCS were combined with statements regarding typical behavioural characteristics associated with self-esteem, which were identified and included in the survey, after an exhaustive review of literature and inclusion in the conceptual framework. The surveys were used to unveil perceptions, about the MSTs and LSTs perceptions of learners' (who are withdrawn for LS) self-esteem.

5.3.3.3   Validity and reliability of the Teacher perception of self-esteem survey (Appendix A)

The Teacher Perception of Self-Esteem survey was based on the work of Tafarodi and Swann (1995) who developed the Self-liking and competence scale (SLCS) to measure the two dimensions of self-esteem, which are: self-liking and self-competence. These researchers used confirmatory factoral analysis to verify that a correlated two-factor model worked better than a single factor model (Silvera *et al.,* 2001:417) and this is why the researcher chose to use this scale in this particular study. The content validity of the **Teachers Perception of Self-Esteem Survey** was ensured by determining that the content of the statements were based on the SLCS of Tafarodi & Swann (2001) as well as relevant behavioural characteristics identified in the conceptual framework (Delport, 2005:161). The face validity of the **Teachers Perception of Self-Esteem Survey** was ensured as this survey was based on the SLCS of Tafarodi & Swann (2001) which has been reported as being used for third party reporting, as well as by including behavioural characteristics from the conceptual framework (see Chapter 2: §2.3.1) and aimed to measure MST and LST perceptions of learners' (who are withdrawn for learning support) self-esteem. The construct validity of the **Teachers Perception of Self-Esteem Survey** was ensured by replicating the

questions presented in the SLCS and remaining true to the nature of these specific constructs. In various studies, both subscales of the SLCS have been shown to have high internal validity (Silvera et al., 2001:424) and were thus included in the current study.

According to Macmillian and Schumacher (1989: 246), there are different types of reliability in research: stability, equivalence, and internal consistency. These aspects of reliability in the current study were addressed in the following manner. **The Teachers Perception of Self-Esteem Survey** did not measure a stable characteristic over time (**stability**), nor did it compare two measures of the same trait (**equivalence**). The split-half Kuder-Richardson procedure was not used to determine the internal consistency of the reliability in the **Teachers Perception of Self-Esteem Survey** as the items were not scored right or wrong. Internal consistency was also not tested as the survey was intended for qualitative use and the perceptions of teachers were being ascertained. The items in this survey were not related to factors and as such, factor analysis was not conducted.

5.3.3.4 Statistical techniques used for the analysis of the quantitative data

Descriptive statistics were used to analyse the quantitative data, illustrating tendencies, distributions and connexions between learning support and self-esteem. The researcher looked for tendencies and associations, as well as measured distributions (Wiersma & Jurs, 2009:382). She calculated the average (mean), mode, standard deviation and skewness (Cohen *et al.*, 2007:503-504). The descriptive statistics merely reported what was found (Cohen *et al.*, 2007:504).

5.3.4   Qualitative research

Interpretative Phenomenological Analysis was used to analyse the qualitative data in order to determine the perceptions of learners towards withdrawal (from the MS class) for LS and the influence of this on their self-esteem. The self-esteem of five foundation phase learners was determined by using the RSES (Rosenberg, 1965:326) which was adapted into an interview schedule. Semi-structured interviews were used to determine their levels of self-esteem in order to accommodate the weak academic abilities of the participants, as well as to allow the researcher to make in-depth enquiries of possible causes of low self-esteem (Smith & Osborn, 2007:57).

5.3.4.1   Sampling and participants

IPA focuses on the detail and depth of a small number of cases (Smith & Osborn, 2007:56-57). Purposive sampling was used to ensure that the sample is representative of the research question (Smith & Osborn, 2007:56). Participants were learners who were withdrawn from the MS classroom for LS (Wiersma & Jurs, 2009:344). Five foundation phase

learners who received LS were interviewed in order to compare their responses with the perceptions and opinions of the teachers. These learner participants in this study were introduced to the researcher and became known to them as a 'teacher'. This was done in order to ensure that they would be comfortable speaking to the researcher.

The five learners came from one school in Circuit 3 of the Cape Winelands Education District. Learner 1 was a boy who was repeating Grade 1, Learner 2 was a girl who was repeating Grade 2, Learner 3 was a Grade 2 boy, Learner 4 was a girl who was repeating Grade 3 and Learner 5 was a boy who was repeating Grade 3 (§4.6.1).

5.3.4.2   Research approach

Semi-structured interviews were used to allow the researcher to engage with the participants and to use the opportunity to delve further into topics which came to the fore during the process.

5.3.4.3   Data collection instrument

An interview schedule was used as an instrument for data collection. Questions from the RSES (Rosenberg, 1965:305-307) were adapted into an interview schedule, but it must be noted that the schedule was not rigid as the researcher used further questions when the participants gave unclear answers or mentioned something new that the researcher wanted to investigate. The interview format was also used because learners who received LS usually experienced difficulty with reading and the researcher wanted to ensure that the learner participants were as comfortable as possible, thus removing all stress from the process.

Audio recordings were made of the interviews with the learners. However, one learner's parents did not give consent for the interview to be recorded. Field notes were also used to record this learner's answers. Field notes were also used to record additional observations (Wilkinson & Birmingham, 2003:134). The audio recordings and field notes thus made up the data collection instruments for this phase of the research.

- **Trustworthiness**

The researcher aimed to determine the LS learners' perceptions of their own self-esteem in the qualitative phase of the research, while looking for a deeper understanding of the influence that LS has on the learners' self-esteem. This raised specific problems in terms of realising the trustworthiness of this study. Due to the subjective nature of the interactions between the researcher and the learner participants, the researcher paid particular attention to the credibility, dependability and confirmability of the study. By addressing the following aspects, the researcher aimed to ensure the trustworthiness or validity of the qualitative phase of this study.

The credibility of the research process was ensured by the researcher's expertise as a LST who is an expert in the field and completed an Honours degree in Inclusive education. Rigorous monitoring of the progress of the study and meetings with mentors were held. A thorough review of literature was completed in order to determine the aim of the study and to verify the results and a thorough description of the phenomenon was given. A recognised research method was used. Honesty of the research participants was encouraged as they were not forced to participate in the study and that the researcher was open and sincere with them. Dependability was ensured by verification of the transcriptions of the interviews can be produced. Confirmability was ensured through direct quotes or references from the transcribed interviews, which confirm that the reported questions were used during the interview.

5.3.4.4   Data-analysis and interpretation

The data-analysis of the qualitative phase occurred in the following manner:

1. Audio recordings were transcribed, leaving margins on both sides for comments (Smith & Osborn, 2007:65; Fade, 2004:648).
2. The researcher read the transcript of a single case a few times and made notes in the left-hand margin (Smith & Osborn, 2007:67).
3. The researcher documented the emerging themes in the right-hand margin (Smith & Osborn, 2007:68). Similar themes were clustered, while others were placed as subordinate concepts to other themes (Smith & Osborn, 2007:70). Clusters of themes were given a name to form superordinate themes. Identifiers were added to the table to indicate where the original source of the theme could be found in the transcript (Smith & Osborn, 2007:72; Fade, 2004:649).
4. The other four learners' cases were then analysed individually and compared to each other. A final table of superordinate themes were constructed, with the themes on which the researcher would focus. Themes were chosen due to frequency, richness of the transcript or contribution to other aspects (Smith & Osborn, 2007:74-75).
5. Themes were then written into narrative accounts. The researcher used the table of superordinate themes as the basis to support the participants' responses (Smith & Osborn, 2007:76).
6. Results were then compared to the literature as each superordinate theme was discussed (Smith & Osborn, 2007:76).

After the quantitative and qualitative data sets were analysed and interpreted separately, the researcher looked for similar themes in both sets of data in order to determine the common influences on self-esteem. General teacher perceptions of self-liking, self-competence as

well as tendencies in behavioural aspects related to self-esteem were identified in the quantitative phase. Themes were also identified in the open ended questions of the surveys in the quantitative phase of the data. The researcher identified similar themes that arose in the qualitative and quantitative phases of the data analysis and discussed agreeing or contrasting findings between the different data sets when the data was merged.

5.3.4.5 Ethical aspects

A letter of invitation was sent to principals of various schools informing them of the research and asking their permission to let their teachers and/or learners participate in the research. A letter of invitation and informed consent form were distributed to the teacher participants. All participants were allowed to withdraw at any stage of the study without any discrimination. The learners' parents received an invitation letter and an informed consent form that explained the study as well as their own and their children's rights. Either the parents or the learners could withdraw from the study at any time (Burnett, 2009:89). Participants had the right to decide whether they wanted to be audio-recorded or not. Only one learners' parent did not give consent for the interview to be recorded and this interview was written in field notes and transcribed immediately after the interview.

Anonymity and confidentiality were honoured by locking away all data and password-protecting the computerized data. The participants' names were changed immediately when the data was transcribed and analysed (Lambert, 2012:138). All the documents and audio recordings were kept safely where only the researcher had access to it. No names of participants or schools were made known, nor will it be made known in the future. The only data that will be published is that which are published in this thesis or will be published in other academic publications (Burnett, 2009:89). This study held no physical dangers for any of the participants. No financial rewards were given to any participants. The researcher applied for ethical clearance from CPUT as well as the WCED and clearance was granted from both institutions (WCED: 20150826-2741; CPUT: EFEC 6-8/2015).

5.4 Findings

In order to answer the over-arching research question: How does learning support influence foundation phase learners' self-esteem, the three sub-questions were first attended to in the following section:

5.4.1 Research Question a: What are the mainstream teachers' perceptions of learning support's influence on self-esteem?

The survey questions were based on the Self-Liking/Self-Competence Scale of Tafarodi and Swann (2001:670) as well as typical behavioural aspects that can be associated with self-

esteem. The majority of the MSTs perceived that learners who were withdrawn for LS showed average to good self-liking. The majority of MSTs perceived that learners had average self-competence, while the minority perceived high to very high self-competence. It was evident that the majority of MSTs perceived that learners portrayed behaviour and characteristics of low self-esteem.

The majority of MSTs perceived that learners liked to go to the LS class (§4.5.1.1). Some teachers argued that some learners liked to go while others did not. The majority of MSTs perceived that learners were not shy when they had to leave the MS class for LS (§4.5.2.1). Once again some teachers argued that some learners were shy, while others were not. The majority of MSTs perceived that learners who were withdrawn for LS did take part in activities in the MS class (§4.5.3.1). Some of the teachers however mentioned that they created opportunities for the learners to take part, while others argued that participation improved as the learners received LS and their skills and self-confidence developed. Although the MSTs were not expected to answer the question of whether learners took part in activities in the LS classroom, some of them chose to respond. All of the teachers who responded agreed that learners did take part in the activities in the LS classroom (§4.5.4.1).

A number of MSTs felt that the learners' self-esteem was positively influenced by LS due to the improving of their self-competence by LS (§4.5.5.1.a). Many teachers commented on how the LS improved and developed the behaviour and characteristics of learners, which, according to them, influenced self-esteem (§4.5.5.1.b). Some of the MSTs argued that LS helped a lot, while others found that it was useless. A difference in MSTs' attitudes could thus be found (§4.5.5.1.c). Other teachers argued that LS was positive for the learners' self-esteem because it was an environment where the learners received a lot of praise and felt safe (§4.5.5.1.d). Another teacher argued that self-esteem improved because learners experienced success in the LS classroom (§4.5.5.1.f). Only three teachers seemed to perceive that LS did not have a positive influence on learners' self-esteem. They argued that LS made learners aware of their barriers to learning and that other learners in the MS class labelled and teased them. One teacher also argued that learners' self-confidence for participation did not improve from LS.

5.4.2 Research Question b: What are the learning support teachers' perceptions of learning support's influence on self-esteem?

The survey questions were based on the Self-Liking/Self-Competence Scale of Tafarodi and Swann (2001:670) (§3.5.3) as well as typical behavioural aspects (§2.3.1) that can be associated with self-esteem. Most of the LSTs perceived that the learners had average to high self-liking. A small majority of LSTs perceived that learners who were withdrawn for LS had low to very low self-competence. The distribution between high, average and low self-

competence was however very close. A small majority of LSTs perceived that the learners portrayed behaviour and characteristics of high self-esteem. Thus most LSTs perceived that learners had average to high self-esteem when combining the three aspects of self-esteem.

Most of the LSTs agreed that learners liked to go to the LS class. Only one LST did not completely agree. She explained that some learners in her groups loved to go to LS, while others did not like it at all (§4.5.1.2.f). Most of the LSTs agreed that learners were not shy when they had to leave the MS class for LS. Various LSTs however commented that the learners were sometimes shy at first but this changed as they got used to the LST (§4.5.2.2). Although the LSTs were not supposed to answer the question of whether learners took part in activities in the MS classroom, some of them chose to. The majority argued that learners did in fact take part in activities in the MS classroom (§4.5.3.2). All of the LSTs agreed that the learners did take part in activities in the LS classroom (§4.5.4.2).

LSTs in general perceived that LS improved learners' self-esteem. Some LSTs felt that learners' self-liking was improved by LS (§4.5.5.2.a). One LST perceived that the learners' poor academic competence did not influence their self-esteem as it did not seem to bother them that they struggled and needed extra support (§4.5.5.2.b). Most LSTs felt that learners' competence improved as they received LS, which in turn improved their self-esteem (§4.5.5.2.b). One teacher felt that LS improved the learners' behaviour at school (§4.5.5.2.c). Another teacher argued that learners developed endurance when they received LS (§4.5.5.2.d). One LST perceived that LS was not good for all learners' self-esteem. However, she felt that it was good for most foundation phase learners' self-esteem (§4.5.5.2.e).

5.4.3. Research question c: How do the learners' perceptions of the influence of withdrawal for learning support on their self-esteem compare to those of the MSTs and LSTs?

During the Interpretative Phenomenological Analysis, the researcher aimed to determine the learners' self-esteem and asked follow-up questions in order to determine what their perceptions were of what really influences their self-esteem.

None of the learners (who received LS) in this study were perceived to have low self-esteem (§4.6.1). Two learners (one boy and one girl) had average self-esteem and three learners (two boys and one girl) had high self-esteem. The researcher can therefore not distinguish that gender plays a role in the influence of LS on foundation phase learners' self-esteem. This research study found that learners who are withdrawn for LS do not have low global self-esteem. However, all of these learners scored low self-esteem in some of the questions, but when the researcher inquired about the reasons for their low self-esteem, it was often found that the causes were unrelated to LS or even to the school context. The causes of low

self-esteem as identified by the learners were placed in groups of superordinate themes and discussed in the following section.

- **Behaviour and characteristics of self-esteem**

Two of the learners pointed out that they portrayed socially unacceptable behaviour which they regret and that lowers their self-esteem (§4.6.3.a). This aspect is not related to LS or even to school. Socially acceptable behaviour, hard work and self-confidence were identified as positive influences on the learners' self-esteem. Most of the learners explained that their self-esteem was high, because they had good discipline and were nice to their friends and never bullied them (§4.6.3.b). This was once again unrelated to school and LS. Two of the learners also pointed out that they worked hard at school and therefore had good self-esteem. Two other learners pointed out that they worked hard at home with non-academic tasks which made them feel good about themselves (§4.6.3.c). Most of the learners were confident that they were or could become just as good as their peers in their school work and therefore they had high self-esteem (§4.6.3.d). It thus seems that behaviour and characteristics can indicate a learners' level of self-esteem and even influence their self-esteem.

- **Self-competence**

Another aspect that surfaced through learner interview was self-competence. Even though these learners all received LS because they struggled academically, their academic self-competence (the way they perceive their own academic ability) seemed to be good. All of the learners pointed out at some stage that they were proud of an aspect of their school work which strengthened their self-esteem (§4.6.4.a). In contrast to this, most of the learners also pointed out that they sometimes struggled with specific academic work which lowered their self-esteem (§4.6.4.e). However when combining all of the learners' self-competence statements they all felt good about themselves, because they felt competent in non-academic domains. Two learners felt confident about their creative abilities and two felt confident about their athletic abilities (§4.6.4.b, §4.6.4.c). Most of the learners felt that they were socially competent as they have good friendships and were socially accepted. The majority of the learners had never been teased by their peers for going to LS and they thus felt socially accepted (§4.6.4.d). Some learners however pointed out that they did not have many friends at school and some learners felt that their peers in the MS class did not always accept them (§4.6.4.f). Yet all learners still had normal to high global self-esteem. Only one learner felt bad about his poor ability to sing (§4.6.4.g).

- **Self-liking**

Self-liking as an underlying dimension of global self-esteem was evident in learners' response. Most of the learners liked themselves. They felt worthy and rarely or never felt like failures (§4.6.5.a). One learner also pointed out that he liked himself because he was a boy, and it thus seemed that gender might influence learners' self-liking. Some learners' self-liking were positively influenced by their physical attractiveness (§4.6.5.b).

- **Learning support**

All participants in this study had normal to high self-esteem, although they all received LS. Most of the learners said that they enjoyed going to LS (§4.6.6.a). Most of them also pointed out they experienced success in LS and their academic abilities improved (§4.6.6.b). One learner however pointed out that she did not want to go to LS again, but explained that she had learned everything now. She also pointed out that she was in the middle ability group in the MS class now and according to her, her school work was just as good as that of her peers (§4.6.6.b).

- **Family relationships**

Two of the learners pointed out that they had high self-esteem, because of the love they received from their family members (§4.6.7.a). One learner however felt rejected by her father and therefore was not satisfied with herself as a person (§4.6.7.b). These family relationships seemed to have a great influence on the learners' global self-esteem.

- **Extrinsic factors**

Learners also made statement about extrinsic factors which influenced their self-esteem. The learners' self-esteem seemed to be influenced by their comparison to their peers (§4.6.8.a). Most of the learners felt that they were not as good as their peers because their peers could do certain things better than they could do themselves. One learner also commented that his peers received more attention than he did and therefore he felt less competent. One learner commented that she did not always feel that she was as good as her peers, because she had to go for LS. One learner also commented that rewards made him feel good about himself, emphasizing external motivation (§4.6.8.b). Only one learner's self-esteem seemed to be influenced by the MST's attitude towards LS (§4.6.8.c). He seemed upset by the fact that the MST sometimes wouldn't let him go to LS, because his work was not completed. Other times she wiped the board and then he could not finish his work. Although only one learner pointed out this phenomenon of MST attitude, various MSTs and LSTs referred to it in the quantitative phase of the research.

The themes as discussed above were identified as the common influences on learners' self-esteem. The researcher concludes that LS had an influence on the self-esteem of learners. Most of the learners however experienced LS positively. They seemed to enjoy it and experienced success. It seemed that most of the learners did not get labelled and teased about leaving the class for LS. Only one learner mentioned that he was sometimes teased. It seems that most of the MSTs contributed to the positive experience of LS. Only one learner was unhappy about his MST's attitude towards his learning support. It seemed that behavioural aspects, social acceptability and family relationships had a bigger influence on the learners' self-esteem than LS and other school-related factors.

5.4.4 Merging of teachers' and learners' perceptions of the influence of learning support on self-esteem

In order to answer the overarching research question of *How does withdrawal for learning support influence the self-esteem of foundation phase learners?*, quantitative data gathered through the surveys with the MSTs and LSTs was analysed and interpreted. Concurrently, the informal global self-esteem scores and qualitative data gathered through the semi-structured interviews with the learners were also analysed. The quantitative and qualitative data were analysed and interpreted separately to order identify the major themes. This then led to the merging of the quantitative and qualitative data, in order to see how the learners' perceptions of the influence of learning support on their self-esteem compared to the perception of the MSTs and LSTs regarding the same phenomenon. The main themes that emerged from the merging of the data were: behavioural characteristics, self-competence, self-liking, family relationships, mainstream teachers' perceptions, perceptions of experienced success and comparison to peers (§4.7).

The global self-esteem assessment in the qualitative data-analysis found that all the learners had normal to high global self-esteem. All learners portrayed a combination of high and low self-esteem aspects, however their global self-esteem seemed to be high. None of the learners scored high or low self-esteem in all the questions. It can thus be concluded that the learners' self-esteem vary in different environments and domains which are included in global self-esteem, but none of the learners who receive LS have low global self-esteem. The majority of the learners mentioned that they enjoyed LS and experienced success in LS. Various learners also mentioned that they did not feel they were as good as their mainstream peers and struggled in the mainstream class. Only one learner indicated that she did not want to receive LS anymore, but she explained that it was only because she felt she has learned enough. LS does not seem to cause low self-esteem, however individual difference should be kept in mind.

The common theme of behavioural characteristics came to the fore. The majority of the learners made statements that indicated that behaviour can be associated with low self-esteem. This agrees with the MST perceptions where there were slightly more MSTs who perceived that learners portray behaviour and characteristics of low self-esteem. Four learners (three of which made negative statements on behaviour and characteristics associated with self-esteem) made positive statements indicating behaviour and characteristics of high self-esteem, thus agreeing with the majority of the LSTs' perceptions that learners portray behaviour and characteristics of high self-esteem. Therefore learners portray a combination of behaviour and characteristics that can be associated with low and high self-esteem.

Secondly, the theme of 'self-competence' was identified. The majority of learners commented on their academic incompetence which agrees with the general MSTs perceptions that learners have low self-competence. Learners also referred specifically to their incompetence in the MS class. This can explain the difference between the MST and LST perceptions as the majority of LSTs perceived high self-competence. LSTs perceptions' however also agrees with the learners' statements as all learners also made positive statements with regards to their academic competence.

The third theme common to all data sets was that of 'self-liking'. MST's perceived that learners have average to low self-liking. The majority of LSTs however perceived average to high self-liking. Four of the five learner participants made statements that indicated high self-liking. It seems that LST and learners have similar perceptions with regards to self-liking. Two learners however also made statements which indicate low self-liking therefore agreeing with MST perceptions.

Theme four identified the influence of the family on the self-esteem of the LS learner. The majority of the learners mentioned that their self-esteem was influenced by their family relationships. Some influenced their self-esteem positively, while others had a negative influence. One MST perceived a learner who did not want to go to LS, because of his circumstances at home.

Teacher attitudes were reported by teachers and learners as an influence on the learners' self-esteem. One of the learners was very upset about the way that his MST treated him when he had to leave the class for LS. Two MSTs from different schools commented that the manner in which teachers at their schools handled LS prevented that learners were shy when withdrawn for LS. Another MST was of the opinion that the way in which MSTs handle the withdrawal determines the influence on the learners' self-esteem. The fifth theme that presented itself in the merging of the data was 'the strong perceptions of the MS teachers'. The majority of the MSTs and LSTs perceived that learners who were withdrawn for LS had

average self-esteem. There were however differences in the perceptions of the two groups of teachers. The majority of MSTs perceived average to low self-liking while LSTs perceptions were that learners have average to high self-liking. The majority of MSTs perceived that learners who were withdrawn for LS had average to low self-competence. The majority of LSTs perceived that learners had average to high self-competence, thus disagreeing with the MSTs' perception on self-competence. In general MSTs perceived that learners who were withdrawn for LS showed behaviour and characteristics of average to low self-esteem. The LSTs perceptions of learners' behaviour and characteristics were scattered. The majority of LSTs still perceived that learners portrayed behaviour and characteristics of average to high self-esteem. This difference in MSTs and LSTs perceptions may be due to the fact that their actual behaviour might have differed in the MS and LS classes. MSTs and LSTs do not have the same perception of learners' self-esteem. Although both groups of teachers mainly perceived average self-esteem MSTs graphs all skewed towards lower self-esteem, whereas the LST graphs all skewed towards high self-esteem.

Theme six related to 'feelings of perceived successes. The majority of learners made statements that they enjoy LS and experienced success in the LS class. This phenomenon was confirmed by MSTs and LSTs. MSTs reported that they received positive feedback of learner participation in the LS class. Various MSTs reported that the learners enjoy LS as they experience success and enjoy the easier work. LSTs perceived that LS allowed them to experience success and learners' participation in the MS class improved as they experienced success in the LS class. Yet another LST perceived that the learners' confidence in participation, accelerated once they achieved success in the LS class.

The final major theme that came to the fore, was that of 'peer comparison'. The majority of learners indicated that they compared themselves to their MS peers. This had a negative influence on their self-esteem as they did not feel they were as good as their peers. All of these learners were either grade two or three learners, indicating that age can play a role in self-esteem. This highlights the importance of the LS group where learners will compare themselves to peers who work more or less on the same level. Only one learner reported that LS made her aware that she was not as good as her peers. The phenomenon that learners' self-esteem is influenced by comparison to their peers, was also reported by MSTs and LSTs. One MST perceived that learners were shy to go to LS because they knew it meant they struggled more than their peers. One MST perceived that MS learners referred to them as the weak learners and another MST pointed out that MS learners tease them for not being as good.

It can thus be concluded that the answer to the over-arching research question regarding the influence of learning support on the self-esteem of learners is that a connection between LS and self-esteem does exist. However, the influence is not the same in all learners. Some

learners experienced it as a positive influence while others experienced it as a negative influence. Similar themes emerged in the qualitative and quantitative phase of the data-analysis. These themes included behavioural and characteristics associated with self-esteem, self-liking, self-competence, achievement of success, comparison to peers, family relationships and MST attitude toward LS. These aspects can thus be seen as being identified as common perceptions of the influences on learners' self-esteem and that it should be taken into consideration when learners' self-esteem is measured or decisions are made with regards to their support within this research context.

The differences in perceptions regarding behaviour can be ascribed to the learners possibly portraying different behavioural characteristics in different environments. This can be seen in the fact that learners' statements about good behaviour and characteristics associated with high self-esteem were mostly related to non-academic domains where the MSTs formed their opinions around the academic behaviours of LS learners.

Furthermore the differences stretched beyond behaviour and entered the domain of self-competence. None of the LS learners scored high self-esteem in all questions and many learners made one positive and one negative statement under one theme. For example a learner made a statement that implied academic incompetence but artistic competence, therefore leading to contrasting statements with regards to competence. Some learners also made contrasting statements in a specific domain where they referred to their academic incompetence and at another stage, of their academic competence. One reason might be that they misunderstood the question, or that the learners were trying to improve their self-esteem. The learners may also have been referring to different aspects of academic competence (e.g. mathematics and reading) where they either performed well or not. These contrasts in the data could also serve as possible explanations for the difference in teachers' perceptions. What was interesting to note though was that both the MST and learners felt that the learners were perceived as being incompetent within the MS classroom setting, yet the LST and learners agreed that this changed in the LS setting and the learners felt more competent in the LS context. As with self-competence, it seems that LST and learners have similar perceptions with regards to self-liking, while MST perceive that learners suffer from negative self-liking.

It is important to note the differences between MST and LST opinions and perceptions regarding LS and self-esteem, which is also related to the theme of 'behaviour'. A reason for the differences between MST and LST may be that LS learners act or behave differently when in a MS classroom or a LS classroom. Another aspect that might influence the difference in their perceptions is that the MSTs have a different attitude towards LS as was found during the quantitative data analysis. This is particularly true if the learner perceives that the MST has a problem with the fact that they have to leave the class or if the learner is

particularly shy and feels singled out. In general, the LSTs and learners' perceptions of self-esteem, seem to be more closely associated. However, it must be noted that although there were differences between the perceptions of the MSTs and LSTs, these were not major differences. Although the findings of this study cannot be generalised to the broader population, it is can be noted that learning support, within the context of this study, does not seem to have an adverse influence on learners' self-esteem. However, a caveat that must be added is that the LST need to be cautious when withdrawing learners for learning support, as there is small minority of teachers who have perceived that this withdrawal has a negative influence on individual learners. One learner also commented that she did not want to go to LS anymore, although she did not experience lowered self-esteem she just felt that she has learned enough as she had been moved to the middle ability group in the MS class. MSTs and LSTs should be aware of possible influences of LS on self-esteem and ensure that no learners who are withdrawn for LS are negatively influenced by LS.

Learners indicated that they did compare themselves to the MS peers and often made negative comments about themselves. This particularly related to the fact that they see themselves as not being as 'good' as their peers. This was also highlighted by the MST and the LSTs who noted that LS learners who compared themselves to their MS peers, often experienced lower levels of self-esteem.

A positive finding from this study, was the fact that MST, LST and the learners all indicated that LS offered a vehicle for experiencing success in learning. Learners gave positive feedback regarding class participation, indicating that LS gave them the confidence to take part in the MS and LS classes and thus experience success in learning and class integration.

The role of the family also played an important role in a learner's self-esteem. It was interesting to note that whether the comments were positive or negative, regarding the families influence, this is the one aspect which is outside of the influence of the LST and MST's control. It is thus important to get the parents on board in being positive influencers regarding the value of learning support, so that the learners' self-esteem will not be impacted negatively by the role of the family and their acceptance of LS.

5.4.5   Concluding thoughts

This study has found that LS has positive effects on both the self-esteem components of self-competence and the self-liking of LS learners. This study has further highlighted the fact that LSTs often, are more in tune with how the LS learners feel about withdrawal from the classroom for LS and additional help. Although MSTs have noted the benefits of LS, their actions often negatively impact on the way that learners feel about withdrawal and themselves. By being positive and acknowledging the fact that LS learners experience success in both LS and MS academic endeavours when withdrawn from the MS class, and

in being generally positive about LS and the fact that the learners need to leave the MS class for this support, the MSTs can improve the self-esteem of learners receiving support. MST also need to be made aware of the fact that LS learners compare themselves to their MS peers and that this leads to negative self-esteem, especially if they are called 'slow' learners or are teased. The final aspect that has been highlighted by this study, is that the LS learner's family often has an unseen influence on the learner's self-esteem.

5.5   Limitations of the current study

There were various limitations that influenced the results of this research study.

- The first limitation that the researcher identified was restricted access to participants, due to lack of consent from principals. Principals from three schools that were invited to take part in the quantitative phase of the research rejected the invitation and the researcher could not include participants from these schools, limiting the demography of the sample. Another principal only allowed three of his twelve foundation phase teachers to take part in the research.

- The second limitation that the researcher identified was lack of response from MSTs. The researcher had access to 70 MSTs from the schools where the principals gave consent, to whom she handed out surveys. However, only 29 returned their surveys.

- A third limitation is that all teachers did not answer all the questions on the survey. In Section B, three MSTs did not answer all the questions on self-liking. Six MSTs' responses were not given on self-competence questions. Eight responses lacked from MSTs on questions regarding learners' behaviour and characteristics, as well as two LST responses. These unanswered questions might influence the results.

- The small amount of learner participants is another limitation as it did not allow the researcher to generalize the findings. The researcher was however aiming to give a voice to the learners and investigate their feelings. Therefore, a large sample from various schools could not be used.

5.6   Recommendations

The researcher would like to make the following recommendations after the completion of this research study.

5.6.1 Recommendations to improve the current research

- Self-esteem of a larger sample of learners should be measured and it should be compared to the self-esteem of learners who do not receive LS. This will allow the researcher to see if learners who receive LS have lower self-esteem than learners who do not receive LS.

- The research should be expanded to include various educational circuits or a whole district in order to allow the researcher to generalize the findings.
- The research should be done over a longer period of time to allow learners' self-esteem to be tested before they start receiving LS and then retest their self-esteem again after six months and twelve months irrespective of receiving LS. This will allow the researcher to see if learners' self-esteem increases or decreases when receiving LS.

5.6.2 Recommendations for future research

- The current study only investigated the influence of LS on the self-esteem of foundation phase learners. Future research should look to compare the influence of LS on foundation phase learners and intermediate and senior phase learners. As Uszynska-Jarmoc (2008:13) pointed out, various domains of self-esteem are important in different developmental stages of the learner and the younger the learners, the less differentiation there is in the domains that defined the self-esteem of older individuals.
- The research should also be repeated using the multidimensional model of self-esteem as suggested by Coopersmith (1967:6) and Harter (2012:2), in order to determine if there is a bigger correlation between domain-specific self-esteem and LS.

5.6.3 Implications for schools, institutions and inclusive policies

- Schools should test learners' self-esteem before including them in an LS program and monitor their self-esteem to ensure that the LS is not harmful to the individual's self-esteem. Schools should also interview the learners who receive LS to identify the few individuals who do not like to go to LS and whose self-esteem is negatively influenced by it. When the school detects a learner whose self-esteem is negatively influenced by LS, the learner should no longer be withdrawn for LS, but the school should rather investigate alternative methods of LS in the MS classroom.
- MSTs and LSTs should take extra care about the way in which they handle the withdrawal situation. The teachers must never refer to these learners as the weak learners, slow learners or learners who need support. The MSTs should create opportunities for these learners to achieve success in the MS class and openly praise them for it. MSTs and LSTs should never discuss the learners' lack of progress in their presence or the presence of their peers. MSTs should also be aware of the fact that LS learners compare themselves to their peers, often with negative repercussions.
- MSTs and LSTs should take note of the fact that the family of the LS learner often has an unseen impact on the self-esteem of the learner. A family's attitude toward LS must be addressed and the family need to acknowledge the value of LS for the learner.

- Inclusive policies should be adapted in order to allow each learner to make his/her own choice about whether he or she wants to go to LS. Learners should be given the opportunity to choose whether they want to receive LS or not. No learner should be forced to receive LS.

- Schools and Universities should ensure they have policies that prevent passive exclusion of learners/students. Their policies must make provision for support of the learners/students who experience barriers to learning. The policies should also prevent that learners/students are labelled and excluded from certain activities within the mainstream school/institution.

- Government schools in areas where groups of socially excluded people lives should be uplifted and the education enhanced to prevent further social exclusion. This should be done by providing additional funding and teaching materials which is necessary to meet the learners' individual needs.

- Learners who are academically strong should also be withdrawn from time to time for enrichment to prevent that the other learners get labelled as the weak learners who are withdrawn.

- It seems that family relationships have a very large influence on the learners' self-esteem. Therefore, the researcher would recommend that the LSTs, in cooperation with the school psychologists and school social worker, compile a parent training tool to equip the parents on how to treat the learners in a way that will enhance their self-esteem.

5.7 Conclusion

The withdrawal of learners from the mainstream class for learning support as found in the sample and population of this study in the Western Cape, South Africa, is a reality in many other countries as well. LS aims to include all learners, in the MS school closest to where they live, irrespective of their barriers to learning and to provide the support that the learner needs at that MS school.

In this study, the researcher found that learning support did not seem to have a negative influence on the global self-esteem of the learner participants in this study. Evidence shows that none of the learners in this study had low global self-esteem. It appears from the findings of this study that learning support in itself is rarely the cause of negative self-esteem. Rather, it appears that it is the way in which the MS teachers deal with the LS that sometimes has a negative influence on learners' self-esteem. This phenomenon was pointed out by MSTs, LSTs and learners. There are also various other aspects completely unrelated to LS and the school, which seem to have a much bigger influence on learners' self-esteem. Some of these aspects that were raised by both groups of teachers and learners, were family relationships and social competence. Although MSTs perceived that LS learners had an average to low

level of self-esteem, the large majority still argued that LS had a positive influence on learners' self-esteem. The majority of LSTs perceived that the LS learners had an average to high level of self-esteem and all LSTs argued that LS is good for foundation phase learners' self-esteem. These LS teachers' perceptions confirmed the majority of the learners' statements that they enjoyed to going to LS.

Learners' family relationships, social acceptance and non-academic competencies seem to have a greater influence on the learners' perceptions of their self-esteem. Most of the learners feel rather confident about their academic competence, although they do indeed need academic support. In the researchers' opinion the learners enjoy the LS. For them it is something in their day to look forward to, where they get a break from the pressure of the MS curriculum (with which they are not coping) and are offered the opportunity to experience individual academic success. No matter how small that success is, if it is accompanied by praise and love from the LST, the learners 'self-esteem will improve as he/she starts to feel worthy and confident. By handling LS with the correct attitude, teachers can go a long way in fostering self-esteem in learners.

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TEACHER PERCEPTION OF SELF-ESTEEM SURVEY

Name (optional): …………………………………………………………………….

You are hereby invited to take part in an investigation of the influence of withdrawal from the mainstream classroom for learning support on learners' self-esteem. This study aims to determine whether the learning support model that is currently used in the Western Cape is beneficial for learners' self-esteem or whether it should be adapted to enhance learner self-esteem. Your participation is very important to me. Be assured that your anonymity will be honoured. Neither your own name, nor your school's name will be mentioned in any research reports. Your completed survey should be handed in at your school's learning support teacher by 11-03-2015 for collection by the researcher.

SECTION A

Please fill your answer in the open box below the heading.   *Example:*

Year
2016

Where appropriate, mark your answer with X. Example:

Male	~~female~~ ✗

1.   Date of birth:

Year	Month	Day

2.   Gender (indicate the correct box with x):

Male	Female

3.   Home language:

English	Afrikaans	isiXhosa	Other

        If other, please specify: ……………………………………………………………………

4.   School attendance:

Primary school	High school	Highest grade completed

5. Tertiary qualifications:

Teaching diploma	
B.Ed.	
B.Ed. (Hons)	
M.Ed.	
Other	

If other, please specify: ………………………………………………………………………….

6. Teaching experience:

Years	Months

7. Are you a learning support or mainstream teacher? (Indicate the correct box with x):

Learning support teacher	Mainstream teacher

8. If you marked 'mainstream teacher', what grade are you currently teaching?

1	2	3

9. Are your learners withdrawn for learning support? (Indicate the correct box with x):

Yes	No

10. How long have you witnessed learners being withdrawn from the mainstream class for learning support?

Years	Months

SECTION B

Please make use of the following rating scale to answer the questions about the <u>learners that are withdrawn from the mainstream classroom for learning support</u>:

Mark the correct box with x.

Example:

I watch television while having dinner.	1	2 ✗	3	4	5

1: Strongly agree
2: Agree
3: Somewhat agree
4: Disagree

11. The learners tend to devalue themselves.	1	2	3	4	5
12. The learners always try to be the centre of attention.	1	2	3	4	5
13. The learners are secure in their sense of self-worth.	1	2	3	4	5
14. The learners do not like to think about themselves.	1	2	3	4	5
15. The learners do not take care of their physical bodies.	1	2	3	4	5
16. The learners feels good about who they are.	1	2	3	4	5
17. The learners feel that they sometimes deal poorly with challenges.	1	2	3	4	5
18. These learners do not have enough self-respect	1	2	3	4	5
19. The learners feel that they are highly effective in the things they do.	1	2	3	4	5
20. The learners feel that they can accomplish what they try for.	1	2	3	4	5
21. The learners feel that it is sometimes difficult for them to achieve things that are important for them.	1	2	3	4	5
22. The learners never doubt their personal worth.	1	2	3	4	5
23. The learners feel that they perform well at many things.	1	2	3	4	5
24. The learners constantly worry about what others might think of them.	1	2	3	4	5
25. The learners have a careless attitude towards important things.	1	2	3	4	5
26. The learners wish that they were more skilful in their activities.	1	2	3	4	5
27. The learners are critical of other learners.	1	2	3	4	5
28. The learners are afraid of trying new things, due to fear of failure.	1	2	3	4	5
29. The learners have a general negative attitude.	1	2	3	4	5
30. The learners are comfortable with themselves.	1	2	3	4	5
31. The learners feel that they sometimes fail to fulfil their goals.	1	2	3	4	5
32. The learners are very shy.	1	2	3	4	5
33. The learners feel that they are very talented.	1	2	3	4	5
34. The learners feel that they are not as good as the other learners.	1	2	3	4	5
35. The learners portray a lot of anger and frustration.	1	2	3	4	5
36. The learners have a negative attitude towards themselves.	1	2	3	4	5

SECTION C

37. The learners like to go to the learning support class. Explain your answer.

Yes	No

………
………
………………………………………………………………………………………….…………………..
………
…………………………………………………………………………………….……………………….

38. The learners are shy when they have to leave the mainstream class to go for learning support. Explain your answer.

Yes	No

………
………
………………………………………………………………………………………….……………………
………
…………………………………………………………………………………….……………………….

39. Do the learners take part in classroom activities in the mainstream class? (e.g. answering questions before the whole class). Explain your answer.

Yes	No

………
………
………………………………………………………………………………………….……………………
………
…………………………………………………………………………………….……………………….

40. Do the learners take part in classroom activities in the learning support class? (E.g. answering questions before the small group.) Explain your answer.

Yes	No

………
………
………………………………………………………………………………………….……………………..
………
…………………………………………………………………………………….…………………………..

41. What influence does learning support have on the learners' self-esteem in your class?

………
………
………………………………………………………………………………………….……………………
…….…..………………………………………………………………………………………………………

THE INFLUENCE OF LEARNING SUPPORT ON LEARNERS' SELF-ESTEEM

Date of interview: ....

Interviewer: ....

Time start: ....

Time: ....

Original respondent code, title and organization: ....

Hallo, my naam is …………………….. Jy gaan elke week uit jou klas uit vir leerondersteuning by 'n ander juffrou. Ek wil vandag weet hoe jy daaroor voel om na die ander klas toe te gaan vir leerondersteuning. Ek gaan vir jou vrae vra oor hoe jy voel, dan kan jy dit antwoord. Ek gaan jou antwoorde op band opneem, sodat ek later kan neerskryf wat jy gesê het. Ek gaan soms vir jou vra hoe jy oor iets voel, dan kan jy na die gesiggie wys wat die meeste lyk soos hoe jy voel.

Vraag 1:

Is jy tevrede met jouself?

1	2	3	4	5

Vraag 2:

Voel jy soms dat jy niks werd is nie?

1	2	3	4	5

Vraag 3:

Voel jy dat jy goeie eienskappe het?

1	2	3	4	5

Vraag 4:

Voel jy dat jy jou werk net so goed soos die meeste ander kinders kan doen?

1	2	3	4	5

Vraag 5:

Voel jy dat jy niks het om op trots te wees nie?

1	2	3	4	5

Vraag 6:

Voel jy soms dat jy niks werd is nie?

1	2	3	4	5

Vraag 7:

Voel jy dat jy net so goed is soos ander kinders?

1	2	3	4	5

Vraag 8:

Wens jy dat jy meer respek vir jouself gehad het?

1	2	3	4	5

Vraag 9:

Voel jy dat jou lewe 'n mislukking is?

1	2	3	4	5

Vraag 10:

Hou jy van jouself?

1	2	3	4	5

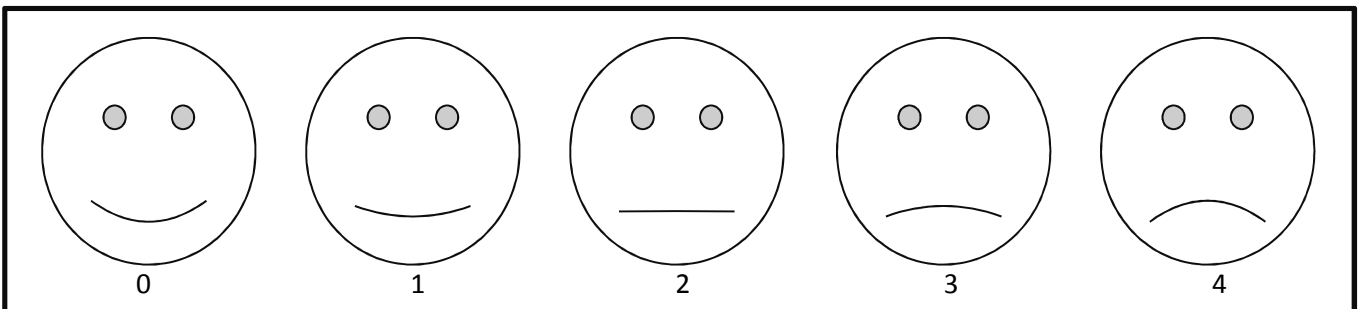For Question 1, 3, 4, 7 and 10, smiley faces are scored from left to right (4-0). Questions 2, 5, 6, 8 and 9 are reverse-scored, which means they are scored from left to right (0-4). The higher the learner's score is, the higher his self-esteem. The maximum score that can be achieved is 40, while the minimum is 0.

Score card for questions 1, 3, 4, 7 and 10:

Score card for questions 2, 5, 6, 8 and 9:

THE INFLUENCE OF LEARNING SUPPORT ON LEARNERS' SELF-ESTEEM

Date of interview: ....

Interviewer: ....

Time start: ....

Time: ....

Original respondent code, title and organization: ....

Hallo, my naam is …………………….. Jy gaan elke week uit jou klas uit vir leerondersteuning by 'n ander juffrou. Ek wil vandag weet hoe daaroor voel om na die ander klas toe te gaan vir leerondersteuning. EK gaan vir jou vrae vra oor hoe jy voel dan kan jy dit antwoord. Ek gaan jou antwoorde op band opneem, sodat ek later kan neerskryf wat jy gesê het. Ek gaan soms vir jou vra hoe jy oor iets voel dan kan jy na die gesiggie wys wat die meeste lyk soos hoe jy voel.

Vraag 1:

Is jy tevrede met jouself?

1	2	3	4	5

Vraag 2:

Voel jy soms dat jy niks werd is nie?

1	2	3	4	5

Vraag 3:

Voel jy dat jy goeie eienskappehet?

1	2	3	4	5

Vraag 4:

Voel jy dat jy jou werk net so goed soos die meeste ander kinders kan doen?

1	2	3	4	5

Vraag 5:

Voel jy dat jy niks het om op trots te wees nie?

1	2	3	4	5

Vraag 6:

Voel jy soms dat jy niks werd is nie?

1	2	3	4	5

Vraag 7:

Voel jy dat jy net so goed is soos ander kinders?

1	2	3	4	5

Vraag 8:

Wens jy dat jy meer respek vir jouself gehad het?

1	2	3	4	5

Vraag 9:

Voel jy dat jou lewe 'n mislukking is?

1	2	3	4	5

Vraag 10:

Hou jy van jouself?

1	2	3	4	5

APPENDIX C: TEACHER INVITATION LETTER

CPUT (Wellington Campus)
Jan van Riebeeckstraat
Wellington
7654
20 January 2016

Dear Teacher …………………………………….

School: …………..…………………………………

My name is Carike Kriel. I am a Masters student at the Cape Peninsula University of Technology, under the supervision of Dr. C. Livingston. Please feel free to contact her regarding any queries you may have concerning this study, at the following number: 0218645251, or email her at livingstonc@cput.ac.za

I am completing a study on the influence that withdrawal from the mainstream classroom for learning support has on the foundation phase learners' self-esteem. This study involves testing the learners' actual self-esteem and getting their opinions on how learning support make them feel. I will also study the perceptions of learning support and mainstream teachers with regard to the influence of learning support on foundation phase learners' self-esteem. Learners' experiences will then be compared to teachers' perceptions.

You are currently working as a learning support teacher or a mainstream teacher who have learners in his/her class who are withdrawn for learning support. You are included as a possible participant as I would like to study your perception of the influence of learning support on foundation phase learners' self-esteem.

This study will require the following from the teachers:

1. Each teacher will be asked to complete a survey of his/her perception of learners that are withdrawn from the mainstream classroom for learning support.
2. Completed surveys are to be collected on 28 February 2016 at the school.
3. Certain teacher who completed a survey will have a short interview of 30-40 minutes with the researcher, on a date and time as agreed by both parties.

Your name as well of the name of the school will remain anonymous. All documentation will be kept safe and destroyed after completion of the study to ensure anonymity and confidentiality. This study holds no physical dangers for you. Participation in this study is not compulsory and you may decide to withdraw at any time.

You have the right to ask questions at any time during the study. A written summary of the research findings will be given to the participants after the completion of the study.

Should you have any further enquiries, please feel free to contact me, Carike Kriel on 060 965 7339.

Yours faithfully

Carike Kriel
MASTERS STUDENT

I have read the Information sheet and have had details of the study explained to me. My questions have been answered to my satisfaction and I understand that I may ask further questions at any time.

I understand that I have the right to withdraw from the study at any time and to decline to answer any particular questions.

I agree to provide information to the researcher on the understanding that my name will not be used without my permission. *The information will only be used for this research and for publications that might arise from this research project.*

I am 18 years or older.

I agree to participate in this study under the conditions set out in the Information Sheet.

Name: ………………………………..

Signed: ……………………………… Date: …..……….……………………………….

CPUT (Wellington Campus)
Jan van Riebeeckstreet
Wellington
7654
Tel: 060 965 7339
20 January 2016

Dear Parents

My name is Carike Kriel. I am a Masters student, at the Cape Peninsula University of Technology, under the supervision of Dr C. Livingston. Please feel free to contact her regarding any queries you may have concerning this study, at the following number: 0218645251, or email her at livingstonc@cput.ac.za

I am completing a study on the influence that withdrawal from the mainstream classroom for learning support has on the foundation phase learners' self-esteem. This study involves testing the learners' actual self-esteem and getting their opinions on how learning support make them feel. I will also study the perceptions of learning support and mainstream teachers with regard to the influence of learning support on foundation phase learners' self-esteem. Learners' experiences will then be compared to teachers' perceptions.

Your child is currently on his/her school's list of learners receiving learning support from a learning support teacher in a separate class. Therefore, he/she was selected as a possible participant for this study. The results of the study will be used to inform teachers and the Western Cape Education Department of the actual influence of learning support on foundation phase learners' self-esteem.

This study will require the following from the learners:

1. Each learner will come for the individual interview with the researcher at his/her school in a private room.
2. During this interview an oral self-esteem evaluation, based on the Rosenberg Self-esteem Scale, will be done with the learner.
3. The learner will also be asked to give his/her opinion on how learning support makes him/her feel.
4. Interview will take 30-45 minutes and a specific date and time will be arranged with you in February 2016.

Your name as well of the name of your child and the school that he/she attends will remain anonymous. All documentation will be kept safe and destroyed after completion of the study to ensure anonymity and confidentiality. This study holds no physical dangers for you or your child. Participation in this study is not compulsory and you or your child may decide to withdraw at any time. Audio recording of the interview is not compulsory. You or the learner may decide not to be recorded or to turn off the audio recorder at any time.

You and the learner have the right to ask questions at any time during the study. A written summary of the research findings will be given to the parents of participating learners after the completion of the study.

Should you have any further enquiries please feel free to contact me, Carike Kriel on 060 965 7339.

Yours faithfully

Carike Kriel   215
MASTERS STUDENT

……………………………………………………………………………………………………

I have read the Information Sheet and have had details of the study explained to me. My questions have been answered to my satisfaction and I understand that I may ask further questions at any time.
I understand that my child has the right to withdraw from the study at any time and to decline to answer any particular questions.
I agree to provide information to the researcher on the understanding that neither my name nor my child's name will be used without my permission. *The information will only be used for this research and for publications that might arise from this research project.*
I agree☐ /do not agree☐ to the interview being recorded [audio].
I understand that I have the right to ask for the recording equipment to be turned off at any time during the interview.
I agree to let my child participate in this study under the conditions set out in the Information Sheet.

Name: …………………………….. Name of child: ………………………………

Signed: ………………………………… Date: …...………………………………………….

CPUT (Wellington Campus)
Jan van Riebeeckstraat
Wellington
7654
Tel: 060 965 7339
20 January 2016

Dear Principal

……………………. Primary

My name is Carike Kriel. I am a Masters student, at the Cape Peninsula University of Technology, under the supervision of Dr C. Livingston. Please feel free to contact her regarding any queries you may have concerning this study, at the following number: 0218645251, or email her at livingstonc@cput.ac.za

I am completing a study on the influence that withdrawal from the mainstream classroom for learning support has on the foundation phase learners' self-esteem. This study involves testing the learners' actual self-esteem and getting their opinions on how learning support make them feel. I will also study the perceptions of learning support and mainstream teachers with regard to the influence of learning support on foundation phase learners' self-esteem. Learners' experiences will then be compared to teachers' perceptions.

Your school currently have/previously had a learning support teacher (LST) that is/was appointed by the district office. This LST withdraws learners from the mainstream class for learning support in a separate class. Therefore, your school are invited to participate in this study. The results of the study will be used to inform teachers and the Western Cape Education Department of the actual influence of learning support on foundation phase learner's self-esteem.

This study will require the following from the learners:

1. Learners who receive learning support from the LST will be interviewed individually.
2. Interviews will be 30-45 minutes and will be held at the school.
3. Specific dates and times will be arranged with the principal and parents in February 2016.
4. The LST as well as foundation phase mainstream teachers who have learners in their classes that are withdrawn from the mainstream class for learning support will be asked to complete a survey on their perceptions of learning support's influence on foundation phase learners' self-esteem.

Your name as well as the name of your school will remain anonymous. All documentation will be kept safe and destroyed after completion of the study to ensure anonymity and confidentiality. This study holds no physical dangers for you or your school. Participation in this study is not compulsory and you may decide to withdraw at any time.

You have the right to ask questions at any time during the study. A written summary of the research findings will be given to the participants after the completion of the study.

Should you have any further enquiries please feel free to contact me, Carike Kriel, on 060 965 7339.

Yours faithfully

Carike Kriel
MASTERS STUDENT
………

I have read the Information Sheet and have had details of the study explained to me. My questions have been answered to my satisfaction and I understand that I may ask further questions at any time.

I understand that I have the right to withdraw from the study at any time and to decline to answer any particular questions.

I agree to provide information to the researcher on the understanding that neither my name nor my school's name will be used without my permission. *The information will only be used for this research and for publications that might arise from this research project.*

I agree to let the researcher conduct research in my school, under the conditions set out in the Information Sheet.

Name of principal: …………………………………….

Name of school: …………………………………….

Signed: ………………………………… Date: …..…………………………………………….

APPENDIX F: CPUT ETHICAL CLEARANCE

Cape Peninsula
University of Technology

FACULTY OF EDUCATION

RESEARCH ETHICS APPLICATION FORM

This form is to be completed by students, staff members and other researchers intending to undertake research in the Faculty. It is to be completed for any piece of research the aim of which is to make an original contribution to the public body of knowledge.

Please note:
- Complete the form in MS Word – no handwritten forms will be accepted.
- All attachments are to be included in this document – your email submission should include only **one** MS Word attachment.
- Your surname must appear at the beginning of the file name, e.g. SMITH Ethics application

1   Applicant and project details

Name(s) of applicant(s):	Carike Kriel
Project/study Title:	The influence of learning support on foundation phase learners' self-esteem.
Is this a staff research project, i.e. not for degree purposes?	Yes / No
If for degree purposes:	Degree: M.Ed GET: Foundation Phase Supervisor(s): Dr C Livingston
Funding sources:	none

2   Abstract of study

Insert a brief summary of the intended project/study in this block.

Indicate clearly what the research entails and how it will be conducted, using a maximum of 500 words.

In certain mainstream schools, in the Cape Winelands Educational district in the Western Cape, South Africa, learners who experience barriers to learning are withdrawn from the mainstream class in small groups to receive extra support in their home language and mathematics. It is argued that withdrawal often cause low self-esteem, due to labelling. The purpose of this mixed method explanatory sequential study is to determine the influence of withdrawal from the mainstream classroom, for learning support, on the foundation phase learners' self-esteem. This research will be based on the theory that global self-esteem is two-dimensional (self-liking and

APPENDIX G: WCED ETHICAL CLEARANCE

Western Cape Government

Education

Directorate: Research

Audrey.wyngaard@westerncape.gov.za
tel: +27 021 467 9272
Fax: 0865902282
Private Bag x9114, Cape Town, 8000
wced.wcape.gov.za

REFERENCE: 20150826-2741
ENQUIRIES: Dr A T Wyngaard

Mrs Carike Kriel
22 Wellington Mews
De Villiers Street
Wellington
7654

Dear Mrs Carike Kriel

RESEARCH PROPOSAL: THE INFLUENCE OF LEARNING SUPPORT ON FOUNDATION PHASE LEARNERS SELF-ESTEEM

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **18 January 2016 till 18 March 2016**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

    The Director: Research Services
    Western Cape Education Department
    Private Bag X9114
    CAPE TOWN
    8000

We wish you success in your research.

Kind regards.
Signed: Dr Audrey T Wyngaard
Directorate: Research
DATE: 27 August 2015

Lower Parliament Street, Cape Town, 8001
tel: +27 21 467 9272   fax: 0865902282
Safe Schools: 0800 45 46 47

Private Bag X9114, Cape Town, 8000
Employment and salary enquiries: 0861 92 33 22
www.westerncape.gov.za

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Superordinate themes identified in the qualitative phase of this study

Superor-dinate theme	Sub-themes	Identifier		
		Quotation	Line number	Learner
Behaviour and characteris-tics of self-esteem	Socially unaccepta-ble behaviour	*In Graad R toe gaat ek aan.* (In Grade R, I behaved poorly.)	120	1
		Wanneer hul my kwaad maak, en dan, en dan en dan as al het ek, al het ek nie respek nie, dan skel my ouma my uit. (When they make me angry I don't have respect, but then my grandma scolds me.) *Dan slat ek hulle.* (Then I hit them.)	361-363 367	5
	Laziness	*Want, want partykeer dan's ek 'n bietjie lui, dan's ek nie lui nie.* (Sometimes I'm a bit lazy, but other times I'm not lazy.)	319-320	5
	Socially acceptable behaviour	*Hulle sit stil in die klas. Ek ook.* (They sit still in the class. I do too.) *My ma stuur my altyd dan gaan ek.* (When my mother sends me somewhere, I always go.)	89 164	1
		Is hulle jou maatjies omdat jy met hulle baklei? (Are they friends with you because you fight with them?) (*Learner shakes head*) Hoe's jy met hulle dat hul jou maatjies is? (How do you treat your friends?) *Mooi* (Well.) Eet jy alleen of gee jy vir jou maatjies ook? (Do you eat alone or do you share with your friends?) *Maatjies.* (Friends)	122–124 126 127 138-139 140	2
		Ek slaan nie my maatjies nie. (I do not hit my friends.) *Ek deel saam met my maatjies.* (I share with my friends.) *Ek slat nie die kinders nie.* (I do not hit other children.)	48 50 341	3

	Hard working	*Ek hou nie van by die huis bly nie.* (I do not like to stay at home.)	331	2
		Nou hoekom sal jy eerder in die klas wil bly? Hmm? (Why do you want to stay in the MS class?)	361-362	
		Werk klaar maak. (I want to finish my work.)	363	
		(Pause) *Ek doen my huiswerk.* (I do my homework.)	57	3
		Skottelgoed was. (I wash dishes).	272	4
		Sokkies uitwas skoolklere uitwas. (I wash out socks and school clothes.)	274	
		Want partykeer as my ouma vir my 'n werk gee en my vriend is daar, dan doen ek en hy die werk saam. (Sometimes when my grandma gives me work while I have a friend over, and then we will do the work together.)	162-164	5
	Self-confidence	*… dink jy jy kan net so goed raak soos die ander maatjies?* (Do you think you can become just as good as all the other learners?)	82- 83	3
		Ja, jufffrou. (Yes teacher.)	84	
		Okay, en uhm dink jy jy kan net so goed soos al die ander kinders werk as jy nóg harder werk in die klas? (Do you think you can work just as well as the other learners if you work even harder in the class?)	215-217	5
		Ja, juffrou. (Yes teacher.)	218	
Self-compe-tence	Academic incompe-tence	*Ek het gedruip juffrou.* (I failed, Teacher.)	56	1
		Ek het gesukkel (pause) met die skryfwerk. (I struggled (pause) with the writing.)	125	
		Ek sukkel juffrou (pause) met Kalla-hulle en die baba. (Teacher I struggle (pause) with Kalla and the baby.)	147	
		Om hulle name af te skryf. (I struggle to write their names.)	149	

		Sukkel jy met die lees ook? (Do you struggle with reading too?)	152	
		Ja juffrou? (Yes teacher.)	153	
		Wens jy jy kon 'n bietjie beter gewees het daarin? (Do you wish you could be a bit better with reading?)	156	
		Ja juffrou. (Yes teacher.)	157	
		Is daar niks waarmee jy goed is nie? (Is there nothing you are good at?)	106	2
		(*Learner shakes head*) …	107	
		Met watter werkies sukkel jy? (With which work do you struggle?)	160	
		(pause) Somme. (I struggle with sums)	162-164	
		*(pause) Want ek sukkel. (*Because I struggle.)	243	
		Somme. (Sums.)	245	
		Woorde lees. (Reading words.)	423	
		Plus. (Plus sums.)	77	3
		Ek doen baie werk in die klas. (I do a lot of work in the class.)	179	
		Sukkel jy met daai werk in die klas? (Do you struggle with the work in the class?)	186-187	
		Ja, juffrou. (Yes teacher.)	188	
		Telwerk, of by die, by die somme en by die bord sukkel ek nog 'n bietjie, maar partykeer dan doen ek my werk. (Counting and I struggle a little with the sums on the board, but sometimes I do my work right.)	212-214	5
		Wanneer ek iets verkeerd doen. (When I do something wrong.)	406	
		Met my skoolwerk. (With my schoolwork.)	411	
		Ek kan Engels doen, maar Afrikaans, is ek nie goed in nie. (I can do Eglish, but I am not good with Afrikaans.)	416-417	

		Social incompe-tence	*Hulle slat 'n mens.* (They hit me.)	106	1
			Hulle vat my vir 'n pop. (They make fun of me.)	114	
			Het die maatjies toe vir jou gespot? (Did your friends tease you?)	126	
			Ja juffrou. (Yes teacher.)	127	
			As jy uitkom uit jou klas uit vir leeronder-steuning, is daar maatjies wat jou spot, omdat jy nou na die leerondersteuningklas toe kom? (Are there learners who tease you when you have to leave the class for LS?)	196-198	
			Ja. (Yes.)	199	
			… het jy baie maatjies by die skool? (Do you have a lot of friends at school?)	117-118	2
			(Learner shakes head)	119	
			Hulle slaan my. (They hit me.)	209	3
			Die kinders vloek my uit. (The children swear at me.)	312	
			Ek het net twee maatjies. (I only have two friends.)	63	5
		Musical incompe-tence	*Ja juffrou, partykeers dan doen ons sing in die klas, dan's ek skaam.* (Yes teacher, sometimes we have to sing in the classroom and then I am shy.)	260-261	5
			Want ek kan nie lekker sing nie. (Because I can't sing well.)	263	
		Academic compe-tence	*Op watter goed wat jy doen is jy trots op?* (What are you proud of?)	68	1
			As ek skryf. (When I write.)	69	
			Skryf. (Writing.)	52	2
			… sukkel jy nie met lees nie? (Don't you struggle with reading?)	166	
			(Learner shakes head)	167	
			En ook nie met jou skryfwerkies nie? (Don't you struggle with written work?)	168	
			(Learner shakes head)	169	
			Hou jy van hoe jy jou skoolwerkies doen? (Do you like the way you do your schoolwork?)	344-345	3
			Ja, juffrou. (Yes teacher.)	346	

		En dink jy, jy is nóú net so goed soos die ander kinders? (Do you think you are now just as good as all the other learners?)	81 - 82	4
		(Learner nods head.)	83	
		Met Wiskunde. (With mathematics.)	156	
		Huistaal. (Home language.)	158	
		Skryf. (Writing.)	162	
		En jou lees, is dit nog nie so goed soos al die ander kinders s'n nie? (Is your reading not as well as the other children's?)	163-164	
		Is. (It is.)	165	
		Ek is nou in Groep 2. (I am now in Group 2.)	350	
		Ek hou van, van, van Engels lees. (I enjoy English reading.)	43	5
		In lees. (In reading.)	188	
		Engels lees. En maar partykeers as my juffrou vir ons moet, ons moet, ons moet werk dan doen ek my werk in die klas. (English reading and sometimes when my teacher tells us to do our work, then I do my work in the class.)	190-192	
		Is daar niks waarmee jy sukkel of so wat vir jou laat voel jy's niks werd nie? (I there nothing that you struggle with, that makes you feel worthless?)	294-295	
		Nee, juffrou. (No teacher.)	296	
		Ek kan Engels doen. (I can do English.)	416	
		Is jy goed in die Wiskunde? (Are you good with mathematics?)	428	
		Ja, juffrou. (Yes teacher.)	429	
	Creative compe-tence	*Ek hou van my blaai van karnaval.* (I like my page about the carnival.)	78	1
		Het julle dit ingekleur? (Did you colour it in?)	79	
		Ja juffrou. (Yes teacher.)	80	
		… inkleur (Colouring in.)	56	2

	Athletic compe-tence	*Ek hardloop vinnig.* (I run fast.)	172	1
		Uhm, my sport. (In my sport.) *Sokker.* (Soccer.)	180 182	5
	Social compet-ence	*Speel.* (Play.) *Met my maatjie.* (With my friend.)	176 178	1
		Speel … inkleur (Playing… colouring.) *Speel.* (Play.) *Help jy ander maatjies?* (Do you help your friends?) *Ja.* (Yes.) *Speel.* (Play.) *… sal hulle vir jou spot as jy uit die klas uitgaan of nie?* (Will they tease you when you leave the class for LS?) (Learner shakes head.)	56 109 113 114 130 375-376 377	2
		Ek speel saam met die maatjies. (I play with my friends.) *Is daar maatjies in die klas wat vir julle spot omdat julle moet uitkom?* (Does some of the friends tease you because you have to go to LS? *Nee, juffrou.* (No teacher.)	53 371-372 373	3
		… die ander maatjies wat in die klas agtergebly het, het hul jou partykeer gespot? (Has the other learners who stay behind in the class ever teased you for going to LS?) *Nee.* (No.)	320-321 322	4
		Want partykeers dan slat hulle mekaar dan sê hul dis ekke. (Sometimes they hit each other and then they say it was me.) *Is hulle lelik met jou?* (Are they nasty towards you?) *Nee, juffrou.* (No, teacher.)	324-325 441 442	5

		Spot hulle vir jou of nie? (Do they tease you or not?)	443	
		(Learner shakes head)	444	
		Was daar van die ander maatjies wat lelik was met jou omdat jy gegaan het, wat vir jou lelike goed gesê het, of vir jou gespot het as jy moet leerondersteuning toe gaan? (Has any of the other learners ever been mean to you or said mean things or teased you because you have to go to LS?)	512-516	
		Nee, juffrou. (No, teacher.)	517	
Self-liking	General self-liking	Jy voel nooit of jy 'n mislukking is nie, nooit nie? (Do you never feel like a failure?)	289-290	2
		(Learner shakes head)	291	
		Voel jy gewoonlik of jy baie werd is? (Do you normally feel like you are worth a lot?	44	4
		Altyd. (Always.)	45	
		Is jy trots op alles van jou? (Are you proud about everything of yourself?)	100	
		(Learner nods head.)	101	
		Dink jy jy is altyd baie werd? (Do you think you are always worth a lot?)	133	
		(Learner nods head.)	134	
		Want uh uh, want. Want ek is 'n seunskind. (Because I am a boy.)	38	5
		Is jy trots op alles wat jy doen? (Are you proud of everything you do?)	244	
		Ja, juffrou. (Yes teacher.)	246	
	Attractive-ness	Om my lyf ek hou daarvan. (Because I like my body.)	185	1
		Ek's 'n mooi kind. (I am a beautiful child.)	268	4
	Poor self-liking	Voel jy nie goed oor jouself nie? (Don't you feel good about yourself?)	195	2
		(Learner shakes head)	196	
		Meer van myself kon hou. (I want to like myself more.)	190	4
LS	Enjoyment	Dit is lekker. (It is fun.)	191	1
		Wil nog steeds kom. (I still want to come.)	205	
		Was dit vir jou lekker om te kom? (Did you enjoy coming to LS?)	310-311	4
		Ja, juffrou. (Yes teacher.)	312	

		Dit was vir jou lekker om te kom? (Did you enjoy it?) *Ja, juffrou.* (Yes teacher.)	340-341 342	4
		Was dit vir jou baie lekker? (Did you enjoy it?) *Ja, juffrou.* (Yes teacher.)	484 485	5
	Experience-ing success	*Ons speel games.* (We play games.) *Ons leer ook.* (We also learn.)	193 195	1
		Ons leer. (We learn.)	364	3
		Het dit vir jou gehelp as jy na juffrou toe gekom het? (Did it help you to come for LS?) *Ja.* (Yes.) *Meer geleer.* (I learned more.) *Want juffrou vra my altyd … leer.* (Because teacher always asks me. I learned.) *En uhm, het jy baie geleer hierso?* (Did you learn a lot here?) *Ja, juffrou.* (Yes teacher.) *… sal jy weer wil kom vir leerondersteuning?* (Would you like to go for LS again?) *Nee, juffrou.* (No teacher.) *Want ek het klaar geleer.* (Because I have already learned.)	75 - 76 77 79 315 316 317 333-334 337 339	4
		Omdat, want die ander juffrou, wanneer ek uit my klas uit kom na die ander juffrou toe, sy gee vir my lekker werk om te doen en om te leer en te lees, dan's dit in die klas. (When I go out of my class to the other teacher she gives work that is fun and we learn and we read in the class.) *Het dit vir jou gehelp? Het dit vir jou gevoel jy lees beter dan?* (Did it help you? Did it feel like your reading improved?) *Ja juffrou.* (Yes teacher.)	487-490 495-496 497	5
Family relation-ships	Love	*Ek hou van my ma en pa en my.* (I like my mother and my father and myself.	164-165	1
		Want, want my ouma gee om vir my. (Because my grandma cares about me. *Want, my ouma gee vir my om, want ek hou van my ouma* (Because my grandma cares about me and I like my grandma.)	50 140-141	5

	Rejection/ conflict	*Ek, my pa het mos by my gebly né, en toe, en toe wat my pa mos daai vrou gevat het toe soek hy my nie.* (My dad used to live with me and then when he got that new wife he did not want me anymore.)	29 - 30	4
		Ek wil my pa bly. (I want to live with my dad.)	194	
		Wanneer, wanneer hulle, my ouma uitskel, dan voel ek nie gelukkig nie. (When they shout at my grandma I do not feel happy.)	400-401	5
Extrinsic factors	Comparison to peers	*En die ander maatjies? Sukkel hulle ook?* (Do the other learners struggle as well?) *Nee, juffrou.* (No teacher.)	189 190	3
		Nou hoekom sê jy jou werk is nie altyd so goed soos die ander kinders s'n nie? (Why don't you always think you are as good as other learners?) *Want ek was hier by juffrou.* (Because I have to come to you, teacher.)	72 – 73 74	4
		Want partykeers dan uh, dan doen hulle goete beter as my en ek doen goeters sleg. (Sometimes they do things well and then I do poorly.) *Want, want hulle, hulle gee baie aandag aan die ander maatjies.* (They give a lot of attention to the other learners.)	316-317 98 - 99	5
	Rewards	*En partykeers wanneer, wanneer ons om die 'ball' skop, gooi, dan dan, dan gee my juffrou vir my iets, iets wanneer ek dit reg doen.* (Sometimes when we kick the ball my teacher gives me something because I do it right.) *Wanneer ek my werk doen, dan gee hulle my iets, maar wanneer ek, wanneer ek die huis skoonmaak, dan gee my ouma vir my iets.* (When I do my work, they give me something. When I clean the house, my grandma gives me something.)	194-196 470-472	5

	MSTs' attitudes	*Sy't gesê ek moet uit die klas uit gaan, of partykeers dan sê sy vir ons, uhm, wanneer die juffrou klaar is met die ander groep, dan moet ons gaan. Of as ek noggie klaar met my werk is nie, dan weer kom, of as ek partykeers, om op my laaste sin is, dan sê sy ek moet gaan, dan gee sy vir ons ander werk om nog te doen, dan sê sy ek moet daai, daai sin los, ek moet nou die ander werk klaar doen. Dan vee sy daai sin wat ek doen, dan vee sy daai af.* (She says I must leave the class, but other times she says we must wait till teacher finishes with the other group. If I'm not done with my work she says I must come again. Sometimes when I'm busy with my last sentence she says I must go, and then she gives us other work to do and tell me to leave that sentence and finish the other work. Then she wipes that sentence off the board.)	532-541	5