

Chapter 4: Research Design and Methodology

4.1 INTRODUCTION

As stated in chapter 1 this doctoral study utilised narrative research design. In a narrative research design researchers describe the lives of persons, tell stories of people's lives and write narratives of people's experiences (Creswell, 2002). Narrative research was selected as the focus is being able to translate educators' experiences into a narrative. The following section discusses narrative research design in more depth.

4.2 RESEARCH DESIGN

The focus of a narrative research design is to collect data, describe people's personal stories and discuss the meaning of the person's experiences. Personal accounts or a personal experience story were used as a method of narrative research (Clandinin & Connelly, 2000; Creswell, 2002). In narrative research design, as Creswell (2002) explains, the researcher aims to understand, explore and discuss the experiences of educators with learners who may have ADHD, in their classrooms.

The context of an educator's story and storytelling is important when considering narratives, as narratives attempt to reveal the meaning that educators attribute to their lived experiences (Swidler, 2000). Narratives capture the individual and the context, as the researcher attempts to understand how the educator feels and thinks within a particular environmental, social, cultural and institutional context (Moen, 2006).

As such, narrative research that captures the educator's experiences (in the form of a narrative or story) offers the researcher an opportunity to present the "complexity of teaching to the public" (Moen, 2006). Thus, the narratives of the educators answer the research questions, as they reflect the experiences of the educators in the classroom. Narratives, as educators' experiences, can also be an illustration to readers as to what takes place in schools with Tshwane. As stated in chapter 1, Purdie *et al.* (2002) state that educators need to directly address their educational difficulties in order to ensure academic success. The narrative is an easy and accessible format for readers such as principals, parents, ADHD support groups, and teacher training institutions to understand what educators experience in the classroom. The narratives of the educators may, therefore, inform relevant persons.

A narrative research design seemed to be an appropriate selection, in terms of design of the research, as it allowed for the research questions to be answered. The following section looks at the research questions and narrative research design.

4.2.1 *Research Questions*

The research questions were posed to elicit the personal accounts of educators' experiences of learners who may have ADHD. Therefore, the research questions were included in an interview schedule that was used in interviewing 17 educators. The primary research question: "How do educators experience learners in their classrooms who may have ADHD?" has been asked. This primary question guided the study in reviewing the literature, developing a conceptual framework and collecting and analysing the data. The primary research question was further developed into sub-questions, listed here below, in order for the educator to articulate his/her experiences of learners who may have ADHD in the classroom.

Research Question: How do educators experience learners who may have ADHD in their classrooms?

Sub-questions:

1. How do educators experience teaching and learning the learner who may have ADHD?
2. How do educators manage their classrooms with learners in their classrooms, who may have ADHD?
3. How has the experience of educating learners who may have ADHD influenced or affected the educator?

In order for the research questions to be answered a narrative design was selected. Creswell (2002) states that narrative research design has recently been implemented in educational studies that have highlighted: (1) educator reflection; (2) educator knowledge (what they know and what they do not know, how they think professionally); and (3) how they make decisions in the classroom and "voicing" educator experiences. I aimed to provide the means for educators to voice their own personal experiences of the learners who may have ADHD in their classrooms. The negative behaviour that is acted out by learners who may have ADHD, as listed earlier in chapter two, can impact negatively on the teaching and learning that takes place in the classroom. Therefore, this negative behaviour can be expressed as an "educational problem". A narrative research design allowed for the educators experience to be explored in the interviews and then to be highlighted as a narrative.

Narrative research design is considered to be qualitative research. The following paragraph discusses qualitative research, interpretive inquiry and the researcher's role and how it relates to how the educators experiences was constructed with meaning.

4.2.2 *Qualitative Research and Interpretive Inquiry*

Qualitative research is focused on “describing, interpreting and understanding” the meaning people attach to their world, how they feel and think about circumstances and situations (Cutcliffe & McKenna, 1999; Thorne, 2000). This study is a qualitative study as it seeks to explore and understand the experiences of educators regarding learners who may have ADHD in their classrooms. Qualitative research often employs inductive reasoning and an interpretive understanding that looks at deconstructing meanings of a particular occurrence (Thorne, 2000). A qualitative study allows me, as researcher, to acquire the descriptions or narratives of experiences from educators.

Qualitative research, from the interpretive inquiry position seeks to understand the meaning of experience, actions and events as interpreted through the participants and the researcher (or co-participant), paying attention to the intricacies of behaviour and meaning in the context of where it naturally occurs (Richardson, 1996). Interpretive inquiry moulds well with a narrative research design as it seeks to understand the personal and social experiences of educators in interaction with others (Clandinin & Connelly, 2000).

4.2.3 *The Role of Researcher*

If the researcher and the participant take an active role in the research process, the researcher assumes that he/she will have a deeper understanding of the social phenomenon chosen to study (Silverman, 2000). A researcher forms an integral part of the process by bringing their unique experiences and understandings to the process, as they observe and participate in the collection of data. The researcher does not stand outside or is not objective to the whole research process. Instead, the researcher plays an important role in understanding and re-constructing the personal accounts and narratives of the participants. As a result, the researcher can be viewed as a co-participant.

The researcher contributes by attempting to understand, explore and empathise with the participant and chooses to focus on context and the integrity of the whole story or experience, and hence, does not rely on quantitative facts (Parker, 1994). Qualitative research is not a fixed truth or fact. It is trying to make sense of the phenomenon and includes exploration, elaboration and systemisation of the phenomenon (Parker, 1994). Seeing the “whole story” and not focusing only on what is considered “fact” could allow the

researcher/co-participant to understand the particular phenomenon. The researcher is able to make use of exploration and elaboration within an interview that allows for the development of a story of an experience and rapport and trust.

As researcher, I aimed to make sure that each participant understood the purpose of the research. In the interviews with the educators I strive to listen to the responses, allowing the participants/educator to speak of his/her experience without judgement. Therefore, the participants were able to speak without feeling as if they were being evaluated and without thinking that they needed to say the “correct” thing.

4.2.4 *Ontological Position*

As meaning of an experience, event or emotion is constructed between people in their everyday living, the researcher maintains that the ontological view in this study is constructivist. Qualitative research and using interviews in particular offer the opportunity to explore how everyday life is experienced and how meaning is understood. I, as researcher, have the unique opportunity to probe, explore or negotiate the participant’s experiences regarding the learner who may have ADHD in the classroom. This PhD study is considered to be constructivist in its ontological position as it supports the notion that social phenomena are socially negotiated in interaction (Bryman, 2004).

The conceptual framework, research approach and strategies to collect data, contribute to the researcher being able to answer the research question (Thorne, 2000). The following section expands further on the research methodology of this study.

4.3 RESEARCH METHODOLOGY

Schools were selected using convenience and purposive sampling. The educators and participants were selected by the discretion of the head of department or principal at each school. A total of seventeen educators participated in this study. The sampling of schools and participants are discussed further in section 4.3.1.

Interviews were the data collection method chosen for this study. Interviews seemed to be an appropriate choice in being able to explore the experiences of educators. The interviews, although guided by an interview schedule, were in depth. Interviews are discussed further in section 4.3.2.

In addition to the data that was collected via interviews for the purpose of narratives it was also interpretively analysed using content theme analysis. Thus, specific meanings were

constructed by the educators' interview data. Content analysis was used as the experiences from educators were elicited through interviews and certain rules of analysis, based on Tesch (1990), Krippendorff (1980) and Creswell (2002) were followed. Content analysis is described further in section 4.4.6. Words and personal life stories were used in order to convey experiences from the classroom. The method of analysis allows for the words and life stories or experiences to be interpreted by identifying themes. The themes identified were interpreted and presented as narrative which is presented in chapter 6. The interpretive nature of this study is constructivist in approach, as interpretations are deduced and constructed in analysis of the data. In the following section the schools and the participants in the study, the interviews, data collection and data analysis are presented and discussed.

4.3.1 *Schools and Participants in the Study*

The type of sampling applied to one's research is determined by the methodology selected and the topic under investigation (Higginbottom, 2002). The schools, in this study, were selected using purposive and convenience sampling (Gay & Airasian, 2003, Onwuegbuzie & Leech, 2007; Silverman, 2000). Purposive sampling was selected as I believed, based on prior site visits, that the schools could have learners who may have ADHD in their classrooms. Another reason why the sampling can be considered purposive is that the schools participating in the study are situated in different contexts. Thus, I was curious to establish if experiences would be different or similar across different socio-economic contexts/environments, even though comparisons would not be possible due to a small sample size. I also decided to include participants from a variety of schools due the high variance in socio-economic contexts of South African schools.

The convenience sampling meant that educators were willing and able to participate in the study (Onwuegbuzie & Leech, 2007) as a relationship had been established with the school and educators. I worked with the schools and educators on a project conducted by the University of Pretoria. Therefore, I had worked together with a number of the educators and Head of Department (HOD's) at the schools. Devers and Frankel (2000) state that establishing and maintaining a good relationship is important for effective sampling and for the credibility of the research. Therefore, the educators felt more comfortable and open to being interviewed. The process of making contact with schools and participants are discussed further in section 4.4.5 (Data Collection).

Prior to each interview with each educator, informed consent was obtained in writing from every participant and confirmed verbally that they understood the consent letter. The interviews were, therefore, conducted with full consent from each educator and the theses

will be made available for the educators and the principal to read. Informed consent is discussed in section 4.5, (Ethical Care and Informed Consent).

Interviews were conducted as the primary form of data collection. The following section discusses the interviews as research methodology.

4.3.2 Interviews

One-to-one interviews were conducted with educators from three different schools from the Tshwane region. Interviews are conversations with a purpose that allow the researcher to discover the participant's views, experiences and/or opinions but being respectful to how he/she frames responses (Marshall & Rossman, 1999). Interviews, therefore, allow the researcher to uncover the meaning that participants give to their everyday lives. The interview presents an opportunity to record the socially constructed meanings and experiences that occur between educator and learner (Kvale, 1996). Interviews allow the researcher to investigate the story behind the experience.

Before the interviews were conducted, the research questions were rephrased into operational questions (data questions) that were included in the interview schedule. Thus, the operational questions were posed to elicit the personal accounts of educators' experiences of learners who may have ADHD. The research questions and how they have been developed into operational questions and included in the interview schedule (Appendix D).

In the interview I could explore classroom experiences of learners who may have ADHD by firstly asking questions and probing the interviewee/participant. The classroom is a setting where social interactions take place between the learner and the educator and thus was also a suitable setting for the interviews to take place. The classroom and the school is where the educator or participant constructs his/her experiences, opinions, feelings, thoughts and behaviours that are relevant to the learner.

The interviews that were conducted for the purposes of this study were the primary means of data collection (Cohen & Manion, 1979), as it provided the greatest amount of data from a variety of participants (Marshall & Rossman, 1999). However, field notes were also taken during the interviews and photographs of the schools were taken. (For anonymity the photographs of the schools were not used in this study). Only one interview was conducted with each of the 17 participating educators. Permission to do the study was granted by the respective principals and Head of Departments on the grounds that it would only be one

interview and therefore not disrupt teaching and learning at school. Permission was granted to enter the schools to gain “member checking” from the educators.

4.3.4 *Data Collection*

As previously mentioned 17 educators were interviewed at schools. The data, therefore, was collected by means of interviews with the educators. The interviews were recorded and transcribed in order for the textual data to be analysed (see Appendix M). The data collection process is discussed in more detail under section 4.4.5.

4.3.5 *Data Analysis*

The textual data that was collected via interviews was first analysed using content analysis. Content analysis was selected in order for themes and meaning to emerge and for interpretations to be drawn. Content analysis based on the works of Tesch (1990), Krippendorff (1980) and Creswell (2003) were used. Content analysis and not thematic analysis was chosen as content analysis seemed an appropriate ‘fit’ to Creswell’s (2002) description of narrative research design, as it seeks to describe a person’s personal stories and discuss the meaning of the person’s experiences. Although content analysis and thematic analysis rely on themes being the ‘output’, both data analysis methods are distinct and have different procedures involved (Krippendorff, 1980). Content analysis is a research technique that makes inferences or interpretations from the textual data to the context (Krippendorff, 1980; Weber 1990). For the purpose of this study, content analysis was selected as the technique to analyse the transcribed textual data so as to comprehend the meaning of text, action and/or narrative through the process of interpreting the emergent themes (Tesch, 1990).

Content analysis was selected on the basis that themes identified in the analysis could be interpreted and re-told as the narratives or personal accounts of the educators/participants. Content analysis is the identification of themes and interpretation of the text and action therefore appeared to be a logical “fit” to the textual data recorded and collected in interviewing the educators. The specific steps that were followed in analysing the data are discussed in more detail under the section 4.4.6. The following section deals with the procedures involved in this study.

4.4 THE RESEARCH PROCESS

A systematic approach to research allows for the process of collecting data and developing narratives to be transparent. The research process, from the literature review to developing a narrative, aims to be transparent and logical to the auditor and/or reader. The following sections relate to the procedure used in the study. Figure 6 (p.87) illustrates the research procedures that shaped this study, adapted from Creswell (2002: 525).

4.4.1 *Identify the Research Problem*

As stated, Holz & Lessing (2002) believe that approximately 3-7% of South African learners could be diagnosed as having ADHD. Bearing this in mind, I believe that educators in South Africa could at some point in their careers come into contact with learners who may have ADHD. As a researcher, I identified that educators' personal stories and narratives of learners who may have ADHD in their classrooms are stories that have not been told. As stated in a previous chapter, educators in South Africa are expected to include learners who may have ADHD, according to the Department Of Education's White Paper 6 (2001), yet the narratives of how they experience learners who may have ADHD in the classroom remains understated.

4.4.2 *Reviewing Literature*

Literature on ADHD (APA, 2000; Barkley, 1994; Biederman & Faraone, 2005, Brown, 2000; Purdie *et al.*, 2002; Quay & Hogan, 1999, amongst others) was consulted in order to ascertain the complexities of the disorder and to assist in the process of the design of the interview schedule. In order to design the interview schedule, literature on interviews (Kvale, 1996) was consulted. The literature chapter and conceptual framework reflects the literature and studies that are available on ADHD. Consequently, the literature review reflects the current knowledge and theory on ADHD. The literature also allows the researcher to understand and explore topics that pertain to ADHD, and therefore allow me, as the researcher, to probe into the meanings of experiences as told in the interviews.

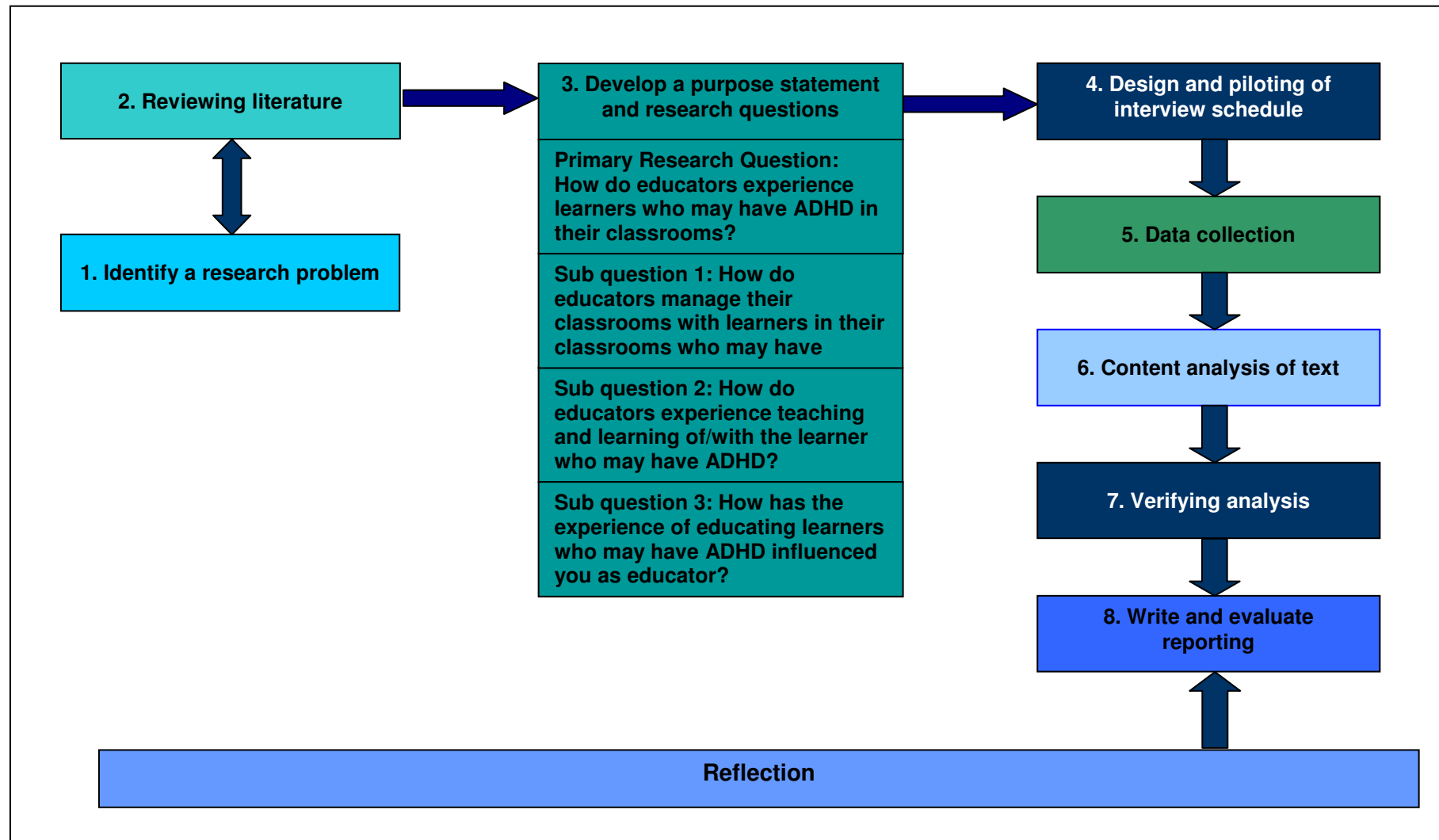


Figure 6: The Study Research Process (adapted from Cresswell, 2002, p525)

4.4.3 *Develop a Purpose Statement and Research Questions*

The development of research questions evolved over time. The purpose statement was designed at the outset of the research study with the draft of the research proposal. Thus, the purpose of the study is to understand and explain how educators experience learners who may have attention deficit hyperactivity disorder in their classrooms.

The development of the research question evolved from the question namely: “How does the educator experience the learner who may have ADHD in the classroom?” In determining what and how to ask the question in an interview schedule, the research question developed sub-questions. The sub-questions permit more focus in order to elicit responses and richer data from the participants. The development of the questions and interview schedule is described further below.

4.4.4 *Design and Piloting of Interview Schedule*

The interviews are semi-structured (Graham, 2000), to allow for the participant or educator to create his/her own story of classroom experiences. The interview schedule is attached herewith as Appendix D.

The interviews in the pilot phase were initially driven by a single open-ended question. This was to explore the field and generate specific operational questions for the main study. Therefore the question: “How do you as an educator experience learners in your classroom who may have ADHD?” was piloted with two teachers at one of the schools. Although the question was an open-ended question, which allowed for the educator to recount his/her own experiences, it appeared from the interview as if this question was not focused enough. This was evident by the way the educators were telling their experiences and seemed to be easily side-tracked and digressed from the topic. In order to eliminate the possibility of digression, more specific questions were developed in order for personal experiences and narratives of educator experiences of learners who may ADHD to be elicited.

Therefore, the next step included adding questions that added focus and sharpened the interview schedule. The interview schedule was then drafted and given to my primary supervisor for review and comments. The interview schedule included the main research questions: (1) how do educators manage their classrooms with learners who may have ADHD in their classrooms? (2) how do educators experience teaching and learning of/with the learner who may have ADHD? and (3) how has the experience of educating learners who may have ADHD influenced you as educator? It also included the sub-questions and space for field notes (refer to Appendix D).

4.4.5 *Data Collection*

The final interview schedule was then accepted, after it was reviewed by the researcher's primary supervisor, after three drafts. It is attached in Appendix D. This schedule was used in the interviews with the participants.

The schools were approached with a letter requesting permission from the principal for interviews with the educators from the Foundation Phase. The letter in the form of a fax is included in Appendix E. Six schools were approached and three schools replied indicating that they were willing to take part in the study. A meeting was held with each of the three schools, where I met either the Head of Department or the Principal. The aim of and procedures for the study were explained.

At the first meeting with the principal and/or Head of Department, it was agreed at two of the schools that all the educators of the Foundation Phase would be interviewed. At one school there were numerous educators in the Foundation Phase. Thus, it was agreed with the Head of Department that she would arrange at least four educators, who had experienced learners who may have had ADHD in the classroom, to be selected and invited to participate in an interview.

At the first meeting the study was explained and the practical arrangements were made, for example the venue and the number of educators needed for interviewing. At this first meeting informed consent forms for educators were left for educators to read through and consider carefully before going on to the next level of interviewing. The informed consent form is listed as Appendix F. The interviews were planned to take place after school activities, as not to disrupt any learning. The educators' schedule needed to be considered, so it would not disrupt extra-mural activities at the school or marking and preparation for the next day's classrooms that the educator may need to do.

The choice of venue is significant in that the interviewees were relaxed in the environment (Silverman, 2000) that they were familiar with. At each school the choice of venue was left to the Head of Department since cooperation was regarded essential between the researcher and participant (Clandinin & Connelly, 2000; Marshall & Rossman, 1999). At two schools a classroom was selected to conduct the interviews. At one school the Head of Department chose to have the interviews in the staff room. It, therefore, provided the safety of familiarity and confidentiality (Marshall & Rossman, 1999).

The researcher, as interviewer, had the control to put the educators at ease in using effective interpersonal skills and rephrasing and repeating the question when required (Appleton, 1995). Mason (1996) suggests that there are certain questions the researcher needs to consider with regards to the interviews, namely: (1) what you ask; (2) how you ask it; (3) what you “let” your participants tell you; (4) whether you guarantee confidentiality and anonymity of your interviews; (5) what consent to ask; (6) to be sure that the consent you ask is informed and (7) the power relations that take place between interviewer and interviewee. The first two points are usually regarded in the designing and drafting of the interview schedule (which is included in Appendix D, e.g. what you “let” your participants tell you, whether you guarantee confidentiality of your interviews and what consent to ask). Informed consent is considered in the initial contact and during the interview process, which is discussed below. The issue of the power dynamics that takes place between two people is a significant aspect of interviewing that needs to be acknowledged, especially when you consider that the educators that took part in this study came from different cultural backgrounds. Therefore, it was important to consider that when going into a school, for example, the educator could be shy, submissive, afraid or nervous. All these sentiments could have a negative impact on the “richness” of the data.

Another consideration was the seating arrangements of the participants and me, as researcher. There are subtleties that can influence an interview that a psychologist should be mindful of, namely: personal space (that is if there is sufficient physical space between researcher and participant) and psychological safety (that is if the researcher creates the psychological space for the participant to express his/her true experiences and feels safe to express them). Before the interview commenced the participants/educators could choose where they wanted to do the interview. Thus, in school one, three of the interviews were conducted in a classroom, at a learner’s desk and seated on a chair. The climate created by the venue and seating arrangement made it more informal for the educators and researcher. At the second school the interviews were conducted in the staff room at a large table, where the educators sat across from the researcher. This arrangement could have been interpreted as being more formal.

Field notes allowed me to collect data that cannot be recorded via tape recording. Therefore, nuances that are communicated as non-verbal language were noted as field notes (Silverman, 2000). Field notes become a “nested set of stories” (Creswell, 2002); where the researcher enters his/her own interpretation and/or experience of events of the interview that becomes a story within a story.

4.4.5.1 Recording the Interviews

The interviews were recorded. A company that specialises in recording and transcribing was utilised to be able to firstly, record interviews with a microphone and a recorder. Secondly, the company converted the audiotapes into transcriptions. The transcriptions served as the text where the exploration of themes were performed (Punch, 1995; Silverman, 2000).

4.4.5.2 Transcribing

The transcribed tapes were made anonymous and then e-mailed to the researcher, whereby the transcribed text could be analysed (see Appendix M). Once the transcribed text was received via e-mail, the data needed to be cleaned. The interviews were inserted into table format that would allow me, as researcher to code and insert comments. Speaker turn units were also inserted (refer to Table 1 below).

Table 1: An Example of the Transcribed Text with Speaker Turn Units

Speaker turner unit	Transcribed text
840	<u>Researcher</u> : Okay.
841	<u>Participant 2b</u> : Yes, I give her a chair and then we sit and talk to her and tell her that I don't like this and this and this, "will you please do this and this".
842	<u>Researcher</u> : Okay.
843	<u>Participant 2b</u> : But I can't shout her in front of the other children.
844	<u>Researcher</u> : Okay, talking about shouting in front of other children, do you have rules and regulations in your classroom?
845	<u>Participant 2b</u> : Yes. At the beginning of the year, we just start with the rules...
846	<u>Researcher</u> : Yes.
847	<u>Participant 2b</u> : I'm asking them they must give me the rules, and then we write them there and then we agree about them...
848	<u>Researcher</u> : Okay.
849	<u>Participant 2b</u> : I don't just think and say "there are the rules" – we discuss it in the classroom...
850	<u>Researcher</u> : Together...

Pope, *et al.* (2000) cautions researchers that the transcripts offer a good descriptive record of the interviews but cannot provide explanations. Thus, the researcher needs to make use of analysis and interpretation of data.

4.4.6 *Data Analysis and Interpretation*

Qualitative researchers seek to “extract meaning” from the data that they have collected (Onwuegbuzie & Leech, 2007). Classical content analysis was administered to the textual data that was collected.

According to Tesch (1990), the hermeneutical circle is where I, as researcher, consider each part of the data in relationship to the whole, the part receives meaning from the whole. Understanding each part, is to some extent to understand the whole text. In taking the whole into consideration, one would consider context, the researcher’s own circumstances and the greater social/historical context or situation (Tesch, 1990). This is an important aspect to consider when analysing the transcripts, when considering the challenges of reductionism and the context of the narratives of the educators. Reducing the data may mean losing the richness of meaning when the “whole” or context is not considered. Meaning of words, actions, themes and/or codes should thus be considered with the broader context in mind. The broader context can include the social, economic, political and historical background of the educator. Although such information is not recorded for the purposes of this study, I am aware that the social, economic, political and historical background would have influenced the personal account and narrative of the educator in the classroom.

The following eight steps guided the study in coding the data (Creswell, 2003, p.192; Tesch, 1990, p.142-144;):

Step 1: The researcher should get a sense of the whole: The researcher read the transcripts and jotted down ideas that came to mind. This allowed the researcher to gain background information to the data. An overall picture of the experiences of the educators was jotted down.

Step 2: Go through a document and ask “what is it about?” The researcher made notes of changes of topic in the text; noting what was talked about and not what was said. When reading through the transcriptions, the question “ask what the underlying meaning of the text is?” was applied. Thus, the underlying meaning of the conversation and text was sought. The essence of the conversation was recorded without reducing the data or disregarding the educator’s personal experience.

Step 3: Make a list of all the topics: A comparison of all the topics was drawn up. Connections or links to topics that are similar, clustering similar topics were made. This was

done by arranging the data into columns; column 1 holds major topics that are constructed from clusters, column 2 holds unique topics that seem important to the research study, column 3 holds the “left over” topics. Refer to Appendix G for an example of how the data was organised into topics. The management of data allows for the data to be “audited” and for the logic of the analysis to be transparent to the reader and the colleague that audits the analysis. An audit of the data performed by a colleague is also called peer examination; where analysis of the data is checked (Creswell, 2003; Krefting, 1991, Marshall & Rossman, 1999).

Step 4: Go back to the data, using the first column of topics to organise the data:

Abbreviations of the topics as codes were written in the margins. This fulfils the coding process; which will show if the topic descriptions correspond to what can be found in the data. New topics were also found in this process.

Codes or labels are used for assigning units of meaning to the descriptive data collected during a study (Miles & Huberman, 1994). Miles and Huberman (1994) recommend starting off with a “start list” of codes, where the conceptual framework, research questions and hypotheses are included. Codes can also deal with phenomena like: a definition of a situation; acts/activities, meaning/perspective/ways of thinking of people; participation; process; strategies; relationships; methods and settings/context (Miles & Huberman, 1994).

Step 5: Refining the organising system: Drawing lines to each of the topics that appear to relate to each other were made; clusters of topics were linked to each other.

Step 6: Make a decision regarding the abbreviation of each category and alphabetise these codes: Coding of the data was completed by using the abbreviated topics/codes.

Step 7: Group the categories and perform a preliminary analysis: The content for each category was identified and summarised. Commonality in content and uniqueness, confusions and contradictions in the content and possible missing information was considered. Content analysis involved coding interviews into categories which organised the data (Smith, 2003). The categories were obtained or informed from data, the researcher’s conceptual framework (Smith, 2003) and literature published on the subject.

Step 8: If necessary, recode the existing data: The researcher considered the themes and stories that emerged from the data. However, recoding of the data was not necessary.

Although content analysis has been applied to the textual data in order to establish themes and understanding of the phenomenon, the researcher needs to interpret what lies “between the lines”. In order to understand the phenomenon under investigation, Weston, Gandell, Beauchamp, McAlpine, Wiseman and Beauchamp (2001) recommend going between the overall concept of the phenomenon, going through the details of the coding and moving out again to view how details could have changed the way we interpreted the “bigger picture”. Emergent themes as well as themes that the researcher anticipates, due to the literature review, need to be considered (Ziebland & McPherson, 2006).

4.4.7 *Verifying Analysis*

As there can be many meanings and interpretations of one story or experience (McAllister, 2001), interpretation thereof needs to be verified before being presented in this study. Once the data was coded, a number of processes were applied in order to ensure the quality of the data. Section 4.6 below is a description of the methods implemented in this study in order to ensure trustworthiness.

4.4.8 *Reporting*

Once the data has been coded and interpreted, or the stories identified, the researcher needs to re-tell the stories of the participants. Stories or narratives may contribute to understanding of an experience as they engage the listener/reader from a safe distance (McAllister, 2001). Moen (2006) states that when researchers describe in detail the participants and setting of a study, it enables the reader to judge the findings, in the hope that the narrative that is developed is a story that is believed and is faithful to facts. As such, there is more than one way of telling a story, interpreting it and deciding what to give precedence (Richardson & Godfrey, 2003). This can become an epistemological and ethical issue (Richardson & Godfrey, 2003). The next chapter deals with the reporting phase of the research process, where the findings as themes will be presented. The subsequent chapter will report the findings in a narrative format.

4.5 ETHICAL CARE: INFORMED CONSENT

According to Silverman (2000) informed consent is firstly, giving information about the research that is relevant to the participant’s decision about whether to participate. Secondly, it means that the participants understand the information given (that the participants understand the language of information etc). Thirdly, it includes ensuring that the participant’s decision is voluntary. In this study the initial meeting with relevant educators, Head of Department and/or Principal provided the opportunity to explain the study in depth

and clarify any questions that the participants may have had. Although letters informing educators about the study were faxed to schools, the personal contact offered the relevant participant to enquire as much as needed about the study I informed participants (Coolican, 1999; Gay & Airasian, 2003; Silverman, 2000) that they have the alternative to opt out if necessary, at any time.

At the first meeting, informed consent forms for educators were discussed and considered carefully, before proceeding onto the next level of the formal interviews. The informed consent form is listed, as Appendix E. The interviews were planned to take place after school activities, as not to disrupt any learning. The educator's schedule also needed to be considered, so it would not disrupt extra-mural activities at the school or marking and preparation that the educator may need to do. As stated earlier, the interviews were conducted with full consent from each educator and the thesis will be made available for educators and the principal to read. One educator at a school did opt not to take part in the study, as she felt uncomfortable with the use of the microphone.

A clearance certificate issued by the Research Ethics Committee of the Faculty of Education of the University of Pretoria is attached as Appendix L.

4.5.1 *Confidentiality*

The schools and participants' names were kept confidential; therefore all schools and participants' names will be changed for anonymity (Hollway & Jefferson, 2000; Mason, 1996). The consent forms in Appendix F stated that the school and educators'/participants' names were kept anonymous and confidential. The names of the participants were changed; for example the participant name was changed to 1b, which indicates to the researcher that 1b means that it is the second educator (b) from the first school (1). This allows the names of the participants to remain unknown to the peer reviewer and auditor, *yet* allows the researcher to link transcriptions to field notes.

Some authors (Smythe & Murray, 2000; Richardson & Godfrey, 2003) have raised the ethical issue of ownership: to whom does the narrative belong to - the participant or the researcher? As Smythe and Murray (2000) point out this is not clear cut, as it presents ethical issues and possible epistemological issues as participants have a stake in being able to interpret their own stories. In this study the participants will have an opportunity to comment on their transcripts and narrative with the member checking. (Member checking is discussed further here below under section 4.6 Trustworthiness of the Data).

4.6 TRUSTWORTHINESS OF THE DATA

The focus of the interpretation of any social phenomenon, which is the textual data from the interviews, should be viewed as something that can be used for better understanding. However, the validity or trustworthiness of the data needs to be ensured and verified. Some strategies for ensuring validity and relevance of qualitative data (Fade, 2003; Pope *et al.*, 2000), and interview data include: (1) triangulation; (2) member checking; (3) clear exposition of methods of data collection and analysis; (4) reflexivity; (5) attention to negative cases and (6) fair dealing. Guba and Lincoln (in Seale 1999) suggest the following in order to increase trustworthiness in a qualitative study, namely: (1) credibility; (2) transferability; (3) dependability and (4) confirmability. The following table reflects Seale's (1999) adaptation of Lincoln and Guba's translation of terms.

Table 2: Lincoln and Guba's translation of terms (Seale, 1999)

Conventional inquiry (found in Quantitative Research)	Naturalistic inquiry (found in Qualitative Research)
Truth value (internal validity)	Credibility
Applicability (external validity)	Transferability
Consistency (reliability)	Dependability
Neutrality (objectivity)	Confirmability

The following sections discuss credibility, transferability, dependability and confirmability as methods of improving trustworthiness of this qualitative research study.

4.6.1 *Credibility*

4.6.1.1 *Reflexivity*

Credibility includes reflexivity, member checking and peer examination. Krefting (1991) suggests that reflexivity will increase the credibility of the research as I, as the researcher, need to reflect on what he/she brings into the interview. The researcher becomes the co-participant; reflecting and identifying how and what he/she contributes to the process in terms of his/her own experiences opinions and/or biases that may influence the process (Mason, 1996). This may also include how I interview the participant; for example how the questions are phrased and probed may influence how the educator/participant chooses to answer. I need to be aware that the educators could have felt that they needed to be politically correct and provide socially desirable answers, instead of having the freedom to express their true experiences of learners with ADHD in the classroom.

Reflexivity includes the researcher being transparent and able to write up on the methodology and procedures chosen for the study (Dowling, 2006). For this reason the research process has been clearly outlined and discussed and can be traced via a “paper trail”. The paper trail refers to the fact that the data, from the raw transcribed data to the analysed and interpreted data, can be traced and reviewed. Reflexivity in a qualitative study ensures a coherent, transparent methodology and allows for the peer review to be unproblematic.

[Note: the *reflexive process* is similar to the reflection process the researcher has described above. It is important to note when a researcher implements reflexivity, the research process is clearly outlined and the process of how the data was collected, analysed and reported is transparent and logical. In the reflection process described above, section 4.3.3, I include reflections of the research process, adding to the transparency and “spirit of openness” (Chenail, 1995)].

4.6.1.2 *Member Checking*

For this study, I aimed to increase the credibility of the interview data by implementing member checking. Krefting (1991) suggests that member checking, which is where the interviewee plays an active role in being part of the process, brings in his/her own meaning or interpretation of the data. Member checking is a form of triangulation and minimises researcher bias (Creswell, 2003). The educators were given the opportunity to review the data and make comments and/or changes where they feel it is necessary (Moen, 2006). This is one method of determining the truthfulness and correctness of the data (Creswell, 2003). Thus as researcher, I determined the narratives and themes that emerged from the transcriptions. The participants/educators were then asked to check my interpretation, note if it is anything like his/her own experience, narrative or interpretation. The educator, as participant, played an active role in being part of the process, in bringing in his/her own meaning or interpretation to the data and verifying the interpretation made by the researcher. However, Krefting (1991) mentions that the participant should be chosen with care as he/she may be reading data that could be hurtful. A peer examination of the collected data was conducted.

4.6.1.3 *Peer Examination*

In the peer review also referred to as an external audit (Creswell, 2003; Mason, 1996, Seale, 1999), the data is given to impartial colleagues who may have experience with qualitative methods and the research process, and findings are then discussed (Krefting, 1991). Peer examination is similar to member checks, but includes a colleague who is experienced with

qualitative methodology and is able to discuss processes and findings with the researcher (Creswell, 2003; Krefting, 1991, Marshall & Rossman, 1999). A colleague was asked to assist in reviewing the themes from the transcripts. The comments from the peer review will be given in chapter 7. Transferability is examined in the next section.

4.6.2 Transferability

Transferability proposes that the data that has been “interpreted” can be useful in other situations (Krefting, 1991; Marshall & Rossman, 1999; Moen, 2006). The data gathered would be viewed in terms of narratives, topics and themes that emerge from the interviews. The themes will be isolated for transferability by referring to literature and the conceptual framework. Qualitative data is often challenging to generalise to other populations (Marshall & Rossman, 1999), however, referring the findings back to the conceptual framework and literature may allow the researcher to draw conclusions. Dependability and a “spirit of openness” are discussed in section 4.6.3.

4.6.3 Dependability

The way the researcher presents the methodology and results of the study adds to the quality of trustworthiness (Atkinson, Heath & Chenail, 1991; Chenail, 1995; Krefting, 1991). Chenail (1995) describes it more specifically as a “spirit of openness”. Being able to describe in detail the process and steps that are to be followed, allows the reader to understand and trust the researcher and the conclusions drawn. Member checking, peer checking and auditing, as mentioned above, may improve the dependability of the study (Krefting, 1991). Allowing one’s peer to check methodology and implementation of methodology can improve the dependability of the study. Confirmability as a method of improving the trustworthiness of the data is discussed in the next section.

4.6.4 Confirmability

Reflection and member checking and the use of an “auditor” can improve confirmability (Krefting, 1991). A peer reviewer is a colleague who has not been directly involved in the process but who can go through the process of the research through the help of audio tapes, transcriptions and summaries that allow him/her to come up with the same conclusions as the researcher (Krefting, 1991; Marshall & Rossman, 1999). The “auditor,” is a peer who has expertise in qualitative methodology to appraise the study. The auditor’s role is different to the peer reviewer. The peer reviewer is a colleague who is present through the process, but not directly involved; whereas the auditor verifies the process close to the end of the study.

Through the use of both the peer reviewer and the auditor the research findings, themes and narratives, are confirmed and verified.

Confirmability is not easy to achieve as the expert qualitative researcher reviews the process the research has undertaken through the audit trail which will bring different interpretations and findings to the fore (Cutcliffe & McKenna, 2004). Thus, an audit trail does not necessarily confirm findings and interpretations, but can instead bring other findings and interpretations to the researcher's attention. Therefore, the auditor is more likely to come to other conclusions.

4.7 CONCLUSION

Qualitative research can be the window to listening to and understanding how people experience and construct their world. The qualitative method of interviewing participants allows the researcher to acquire large amounts of data from different persons of different backgrounds. The interview methods, therefore, allowed me to interview different educators from different schools, who may have had varying experiences of learners who may have ADHD in their classrooms. Different processes throughout the research process allow for the data to be trustworthy and verified. The clarity and logic of the research process presented in this chapter allows for the findings and results to be understood. The next chapter, chapter 5, is a presentation and discussion of the themes that emerged from the data.

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Chapter 5: Themes of Educators' Experiences of Learners who may have ADHD in the Classroom

5.1 INTRODUCTION

In this chapter the themes that emerged from the interviews are discussed. The interviews were held with primary school educators from a variety of contexts from three schools. The findings in this specific mode that are described in this chapter are set against a description of the participants and the member checking implemented in order to improve the credibility of the research. Findings of this study have been structured and presented in three different modes, which are discussed below. The first mode presents the findings in terms of themes that emerged from the textual data.

The second means of presenting the findings of this study includes the presentation and discussion of two unique and different experiences of educator of learners who may have ADHD in their classrooms. Thus, two educators' experiences, as per the transcribed interviews, are contrasted in order to better understand their experiences and the context within which they are describing their experiences. These experiences are presented in the third mode of presenting the findings as the experiences of the educators are reflected as a narrative. This is presented in the next chapter (that is chapter 6) with the contrasting educators' experiences.

The following section (5.2) includes background to the interviews and a description of the participants. Thorne (2000) states that understanding the phenomenon in qualitative research, often includes putting the new knowledge learnt back into the context of how others have articulated the evolving knowledge. Thus a "portrait" sets the background of the context for that evolving knowledge, as the rest of the structure of this chapter.

5.1.1 Description of the Participating Schools

Three schools from the Tshwane area participated. One school is situated in suburban Tshwane and is regarded as a former model C school. In the past the learners at the school were predominantly white. However, the school presently consists of African, white, Indian and coloured learners. The learners vary in background and language, where some learners have emigrated from other countries in Africa and therefore have French, Portuguese and other languages as their first language. The staff is racially mixed with a number of black educators. The educators that took part in this study were all white.

The second school is a school situated in a township, where the learners and educators are all African. The surrounding community is considered to be poor as most of the parents of learners from the school are unemployed and, therefore, cannot afford to pay school fees. The school grows vegetables for the feeding scheme that provide meals for some of its learners. The school is resourced, in that it has sufficient table and chairs for the learners, and text books. Although a couple have been donated to the school, there are not enough computers for a class of learners to use at the same time. The Head of Department at this school also stated that they do not have enough educational products and materials, like puzzles for the learners.

The third school is a school situated in a former Indian House of Delegates school on the West side of Tshwane. Before 1994, the school consisted of predominantly Indian learners and educators. However, this school now consists mainly of African learners, with Indian and coloured learners. The educators in the school consist of Indian, coloured, black and white educators. The participants in this study were Indian, black and coloured educators.

All the participants/educators who were interviewed were female. There were 17 participants/educators who were interviewed altogether, 10 were African, four were white, two were Indian and one was coloured. To be noted is that the researcher is a white female. The figure here below illustrates the distribution of face amongst the participants.

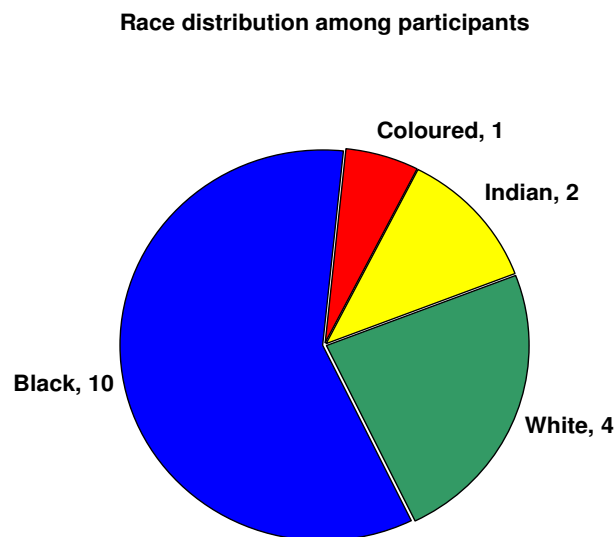


Figure 7: The Distribution of Race amongst Participants

The ages of the participants/educators varies greatly as there were three educators who were over the age of fifty. Two educators were in their twenties. The balance, that is 12

educators, ranged between 30 and 50 years of age. The figure here below illustrates the distribution of age amongst the participants.

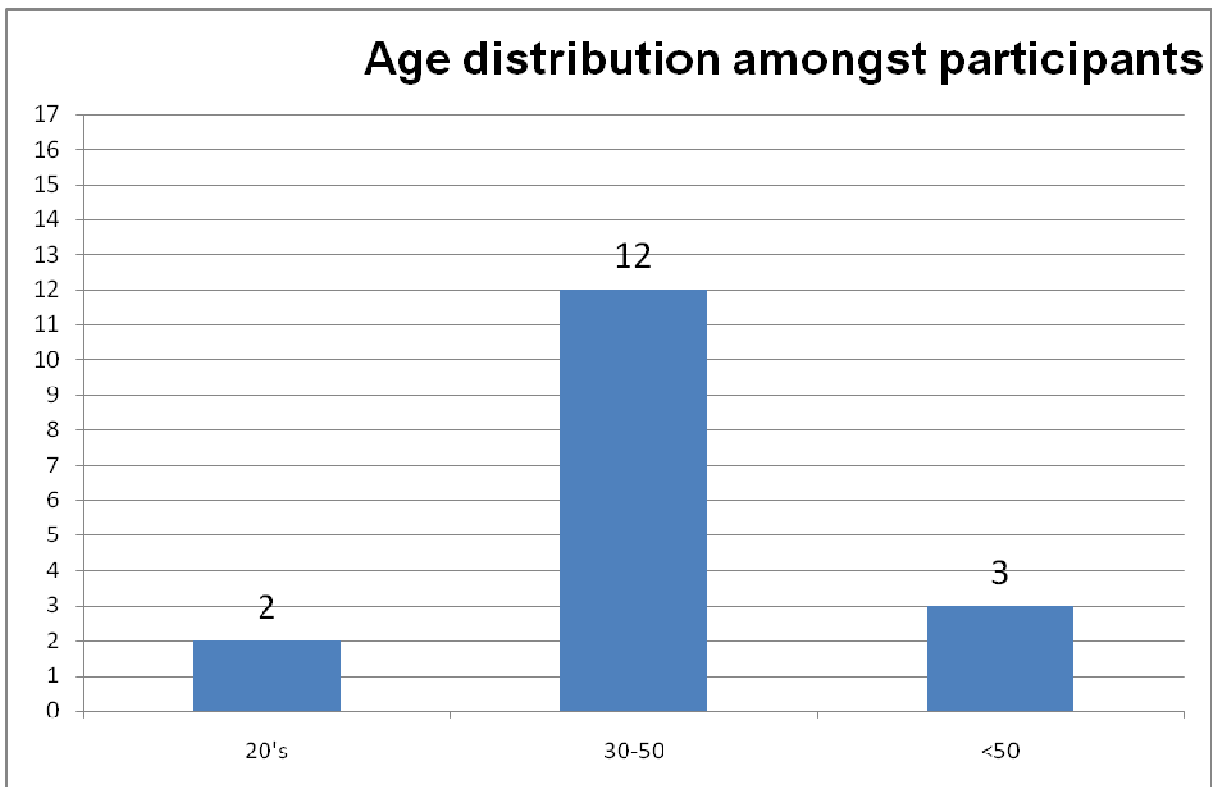


Figure 8: The Distribution of Age amongst Participants

5.1.2 A Short Description of Participants and the Interview

The following section offers a short description of each of the participants interviewed. I, as researcher and psychologist, have also included my impressions or observations made during the interview. A description of where and how the interviews were conducted is described in chapter 4, under the section 4.3.2. The description of the educator's are in the same sequence as the interviews, thus the first educator listed below is the first educator interviewed.

5.1.2.1 1a: School 1, Participant a

This educator is the Head of Department for the Foundation Phase at the school. She teaches Grade one and has 22 learners in her class. The educator seems to be confident during the interview. The educator stated that she had extensive experience, with learners who may have ADHD, in what appears to be a well resourced school. This participant and educator arranged that I, as researcher, could interview educators in her classroom.

5.1.2.2 1b: School 1, Participant b

This educator is a Foundation Phase educator, teaching Grade two with 33 learners in her class, and has been teaching for more than 10 years. The educator explained that she has not only classroom experience of dealing with learners with ADHD, but also personal experience. This educator has a teenage son who has been diagnosed with ADHD. The participant/educator seemed to be open to the interview and willing to speak about her experiences in the classroom as an educator and her experiences as a parent of a learner with ADHD.

5.1.2.3 1c: School 1, Participant c

The educator who was interviewed has been teaching Grade three for a number of years. She is currently teaching Grade three with 34 learners in her classroom. However, this educator has had experience of teaching learners with ADHD as she was an AID educator. The educator explained that the AID class was a class that admitted learners that may have had special needs, such as learners with ADHD or with a learning disability. This participant/educator was well prepared for the interview as she had brought along notes on each of her learners.

5.1.2.4 1d: School 1, Participant d

The last educator from the first school was a young educator that seemed to be particularly nervous in the interview process. This educator teaches Grade two and has 30 learners in her class. The educator explained that this is her third year of teaching since she qualified as an educator. The participant/ educator explained that although she is still new to teaching, she has an interest in special needs and is studying further in this field. She is studying an Honours degree in Special Education at the University of Pretoria.

5.1.2.5 2a: School 2, Participant a

Participant 2a was the first educator interviewed from the second school. She teaches Grade three and has 34 learners in her class. The educator seemed particularly excited to be able to share her experiences, as was evident in the fact that the interview lasted longer than one hour. The educator explained that she is able to manage her class in grouping learners of 15. The educator made it explicit that she would participate in the study if the researcher was prepared to reciprocate in some way to the school by way of presenting a workshop to educators and/or parents on learners with ADHD.



5.1.2.6 2b: School 2, Participant b

The second participant from this particular school is a Grade three educator and has 36 learners in her class. This educator indicated that she had read through all the letters and consent forms corresponded with the school. She requested that the researcher explain what ADHD is. When asked if she knew or understood what an Attention Deficit Hyperactivity Disorder is, she responded that she knew what a hyperactive learner is. The educator answered all the questions, although she expressed some apprehension at having to talk into a microphone.

5.1.2.7 2c: School 2, Participant c

The third educator from school two teaches Grade two and has 34 learners in her class. She also requested more information regarding ADHD. This mature educator appeared to be very nervous during the interview.

5.1.2.8 2d: School 2, Participant d

This young educator teaches Grade one and has 28 learners in her class. This educator appeared to be a young educator who is enthusiastic and enjoys teaching. She explained that she mixes all the learners and makes use of groups and leaders in her classroom.

5.1.2.9 2e: School 2, Participant e

Participant 2e is a Grade one teacher who has 30 learners in her class. She requested more information regarding ADHD. This educator seemed to be apprehensive because of the use of microphones during the interview.

5.1.2.10 2f: School 2, Participant f

The next educator is the Head of Department of the Foundation Phase and teaches Grade two and has 35 learners in her class. This educator requested that I explain ADHD. After the explanation of ADHD, the educator seemed to be more relaxed and seemed at ease to answer the questions during the interview. The educator wanted to know if the researcher could present a workshop to educators and/or parents on learners with ADHD and on parent involvement.



5.1.2.11 3a: School 3, Participant a

The next interview took place at the third school. This educator teaches Grade one and has 39 learners in her class. This educator appeared to be nervous, in that she was very talkative and expressed her concern that her English would not be good enough. This educator explained that she did not know what ADHD is, but she does recognise that she has “hyperactive” learners in her class. Thereafter, the educator appeared to relax and seemed open to the interview and the discussion.

5.1.2.12 3b: School 3, Participant b

The second educator from school three teaches Grade one and has 40 learners in her class. This educator appeared to have some, although limited, knowledge of ADHD. At first it seemed as if the educator was nervous, in that she spoke softly, but she appeared to gain more confidence during the interview.

5.1.2.13 3c: School 3, Participant c

The third participant from the third school teaches Grade two and has 41 learners in her class. The educator appeared to be nervous throughout the interview and seemed aware of the microphone as she sat a little away from it. I, as researcher, am not sure if the educator understood all the questions, as the educator seemed to have a limited understanding of English.

5.1.2.14 3d: School 3, Participant d

The fourth educator is the Head of Department of Foundation Phase at the third school. She teaches Grade two and has 41 learners in her class. The educator appeared to be confident and answered all the questions.

5.1.2.15 3e: School 3, Participant e

The fifth participant teaches Grade two and has 41 learners in her class. The educator appeared to be confident as she answered all the questions convincingly.

5.1.2.16 3f: School 3, Participant f

This participant teaches Grade two and has a class of 41 learners. The educator seemed to be shy and reserved and conscious of the microphone during the interview.

5.1.2.17 3g: School 3, Participant g

The last educator and participant teaches Grade one and has 40 learners in her class. The educator seemed to be interested in the study and appeared confident, as she was talkative and open during the interview.

It also noted that the number of educators/participants from school three seem to be high in comparison to the number of other educators/participants from the other two schools. Thus, schools three's 'voice' may seem to be 'louder' than the other schools. By that I mean that as school three has more educators the textual data may be influenced by their particular experiences. However, it should be stated that school three had the most varying distribution of race and is situated in a former township area. Schools three's educators' experiences were similar to school two's educators' experiences. This is reflected in the textual data; the references substantiating each theme that is presented in section 5.4, seems to reflect similar experiences.

Also noteworthy is that of the 17 educators that were interviewed, six appeared to be nervous during the interview due to the use of the microphone.

5.2 CREDIBILITY OF THE STUDY

5.2.1 Member Checking

In order to ensure that the themes and data that have emerged from this study are not biased, but are truthful and reflect the true experiences (Creswell, 2003) of the educators certain steps were taken. Firstly, each participant was given a copy of his/her own particular interview transcript with a summary of the themes (refer to appendices I, J and K). The educators were kindly requested to read through their interview transcripts and themes and consider if they wish to make any changes or comments. Any comments and feedback that the educators had were requested to be put into the comments and feedback form (see Appendix I and Appendix K). This was followed up with a meeting with the educators.

A follow-up meeting was scheduled with two schools. The researcher was unable to have a follow-up meeting with one school. Although the transcripts, themes and comment and feedback forms were left at school one and a number of messages left with the school secretary, the Head of Department of school one was not available. Feedback and comments from the two other schools were also disrupted due to a four-week industrial action that involved civil servants. Educators stayed away from school for four weeks and

thus communication with the school or with educators was almost impossible. Documentation consisting of (1) interview transcripts; (2) summary of themes and (3) feedback and comments forms were however, left with school caretakers.

Schools two and three participated and checked their transcripts and the themes. At school two the interview transcripts were explained, that is, the researcher explained the purpose of giving them each their own transcript of the interview. Although the educators were given approximately four weeks to read through all the material, very few of the participants did. Thus, when I collected the forms I gave them some time to review the transcripts and themes before comments and feedback could be collected. This was done at first break where the educators were in the staff room and it did not disrupt learning and teaching.

The comments received from school two included the fact that they were happy with the themes that emerged and did not feel it necessary to make any changes to the transcripts. One educator commented on the fact that they would have preferred an opportunity to write the answers to the questions instead of being interviewed. Some educators indicated that the fourth theme that pertains to being able to share information amongst colleagues and specialists is important for their own teaching.

At school three, two of the six educators interviewed were absent, including the head of department and feedback was received from four educators. One of the educators commented that receiving feedback and explanation of the themes from the researcher contributed to more understanding regarding ADHD. Another educator commented that she was happy with the interview, especially as she was able to discuss the problems she was encountering with learners who may have ADHD. Another educator commented that student educators should receive training in ADHD and know how to manage learners with ADHD as it will be a part of their daily teaching. Almost all the educators seemed to enjoy the opportunity to voice their experiences and discuss them within the context of being able to assist the learner with ADHD.

5.2.2 *Peer Examination*

The transcripts and themes were also given to a colleague, who is conversant with qualitative data. She is a registered psychologist and has much experience in conducting research on South African schools. The colleague reviewed the transcripts and themes from an African cultural perspective. As white female researcher, I greatly valued the contribution of a peer examiner who could spot cultural factors that I could miss. I was concerned that I would not understand all the cultural nuances that were revealed during the interviews. In this section

general comments given by the peer examiner will be discussed. (The comments given by the peer examiner that can be viewed as limitations to the study will be listed and discussed in chapter 7).

Her comments indicated that in some cases the educators did not understand the question or know how to answer the questions put to them, even after the researcher had explained ADHD. Possible reasons for this are given in chapter 7. There were some educators who described problems working with learners who may have ADHD and their frustrations of dealing with them. The following themes emerged from the textual data.

<p>Theme 1: They are not treated the same as other learners</p>
<p>Theme 2: Keep them busy</p>
<p>Theme 3: It does challenge you, we're not perfect</p>
<p>Theme 4: It needs sharing as teachers and help from a specialist</p>
<p>Theme 5: They don't pull their part</p>

Figure 9: The Themes

5.3 FINDINGS FROM ANALYSIS

In the next section the themes that emerged from the interview data are discussed. The themes that have been elicited from the text appear to reflect the experiences of educators of learners who may have ADHD in their classrooms. The theme is presented and then the references are listed to substantiate each theme, as they have been found in the textual data. Thus, the references that have been listed here is mainly to substantiate the theme that is presented. There are exceptions to the main themes that have emerged in the interviews. These exceptions are described. Each theme is discussed in view of the literature and other studies' view of the particular theme. The discussion relating the findings of this study to literature will be discussed in chapter 7.

5.3.1 *Theme 1: They are not Treated the Same as Other Learners*

One of the emergent themes taken from the textual data is the theme of “They are not treated the same as other learners”. In the interviews, a number of educators expressed that often learners who may have ADHD are not treated the same as other learners in the classroom.

Direct quotes have been taken from the transcripts to show that the educators’ voices as experiences have been reflected in a truthful manner. Ten quotes have been selected to illustrate references from the textual data. The quotes, as reference to the textual data, substantiate the theme that is presented. Many more quotes could have been included for each theme, but ten of the most relevant direct quotes have been selected to illustrate and substantiate each theme. Thus, 10 direct quotes follow each theme. These quotes will be highlighted in italics and indented in the discussion sections after each theme. Participant and the speaker turner unit have been included after each direct quote. (Please note that (sic) has been used in the references here below to denote grammatical errors as direct quotations have been used).

5.3.1.1 *References from Textual Data*

- ❑ “Because you have to handle them differently... there are so many things that are different from being just an ordinary learner in the classroom.” (Participant 1c, speaker turner unit: 302-305).
- ❑ “Because you cannot teach a whole class, you have to take those into consideration as well.” (Participant 1c, speaker turner unit: 313).
- ❑ “Just because they have got ADHD doesn’t mean that they are all the same.” (Participant 1d, speaker turner unit: 369).
- ❑ “...its been a little bit difficult because they (sic) to get them on the same level is difficult...” (Participant 2a, speaker turner unit: 612).
- ❑ “For them you may repeat (sic). Let’s say it’s after school, then the, the (sic) other group must go, they must be left behind. In order for you to share. The same thing that you have done in the class (sic).” (Participant 2c, speaker turner unit: 1263).
- ❑ “I try to give them individual attention, but sometimes I feel it’s not very fair for those who don’t have it.” (Participant 3b, speaker turner unit: 2616).
- ❑ “Yes, sometimes you feel guilty, and then at the same time if you feel this (sic), you can let this hyperactive one do whatever they want, then you lose control... (sic).” (Participant 3b, speaker turner unit: 2638).

- ❑ “But at the same time, I feel it’s not fair, because they distract the class sometimes... And sometimes you have...like to put too much attention on them... (sic).” (Participant 3b, speaker turner unit: 2626).
- ❑ “Like I said it was... it stressful (sic) and it sometimes disrupts the whole class, so it’s unfair on the other learners that are diligently willing to learn. Not all learners are the same.” (Participant 3g, speaker turner unit: 3457).

5.3.1.2 *Exceptions*

There were exceptions to the theme, where one educator expressed the following:

- ❑ “...he’s not unique in my class...” (Participant 1a, speaker turner unit: 35).
- ❑ “And they have to learn very quickly that they are actually one of the class and they cannot have your attention all the time.” (Participant 1a, speaker turner unit: 25).

5.3.1.3 *Discussion on Theme 1*

The first theme, as stated above is “*They are not treated the same as other learners*” can be interpreted as their behaviour being viewed as different and thus requires different treatment in comparison to the rest of the class. It seems that learners who may have ADHD are perceived as being treated differently from their peers.

One of the references¹⁹ that was selected to illustrate the theme is:

Because you have to handle them differently... there are so many things that are different from being just an ordinary learner in the classroom. (Participant 1c, speaker turner unit: 302-305).

From this quote one understands that educators, interviewed in this study, seem to handle learners who may have ADHD differently to the other learners in the class. It also seems, from this reference, that the educator understands that one classroom can present itself with many different learners. Not every learner on the classroom will be the same. Therefore the educator will respond to each learners’ behaviour differently.

In the next quote the educator states that an educator attempts to give them individual attention.

I try to give them individual attention, but sometimes I feel it’s not very fair for those who don’t have it. (Participant 3b, speaker turner unit: 2616).

¹⁹ The terms quote, reference and extract have been used in the discussions of the themes to mean the direct quotes that were taken from the textual data.

Whilst the learner who may have ADHD is demanding of the educator's time and attention, the educator becomes aware that this learner is treated differently to other learners in the classroom. Thus, the educator seems to be aware that the learner is treated differently from the rest of his/her peers in the class. However, despite this awareness, the educator may have different feelings associated with this; for example he/she may feel guilty for not giving the same treatment to all the learners in the class.

Yes, sometimes you feel guilty... (Participant 3b, speaker turner unit: 2638).

The treatment given to the learner with ADHD may take up time that could be spent on teaching and learning, which could lead to the educator feeling guilty. The educator and learner dyad relationship can be strained if the educator feels guilty at not being able to give the other learners in the class the same amount of attention

Yes, sometimes you feel guilty, and then at the same time if you feel this, you can let this hyperactive one do whatever they want, then you lose control...(Participant 3b, speaker turner unit: 2638).

It seems that the fact that learners who may have ADHD are perceived as being treated differently from their peers challenge educators. Educators realise that learners who may have ADHD may receive extra attention or treatment and that this could influence other learners and/or the teaching and learning take place in the classroom

...okay, I try to give them individual attention, but sometimes I feel its not very fair for the one who are... who don't have it. (Participant 3b, speaker turner unit: 2616).

Another quote that illustrates an educator's experience of learners who may have ADHD in her classroom is the following:

Because you cannot teach a whole class, you have to take those into consideration as well. (Participant 1c, speaker turner unit: 313).

This reference depicts the idea that the educator has to divide his/her time between a learner who may have ADHD and the rest of the class. According to the educator one has "to take those" into consideration. The educator refers to learners who may have ADHD as "those".

The next quote depicts how the learner who may have ADHD impacts on the classroom and the teaching and learning.

Like I said it was... it stressful (sic) and it sometimes disrupts the whole class, so it's unfair on the other learners that are diligently willing to learn. Not all learners are the same. (Participant 3g, speaker turner unit: 3457).

The educator finds that the learner who may have ADHD disrupts the class and thus causes her stress. However, the educator mentions that the disruption is not fair to other learners who want to work. The educator seems to understand that each learner in her classroom is

different and therefore needs to be managed differently even if he/she may disrupt the teaching and learning that occurs in the classroom. The situation appears to cause stress for the educator (*Like I said it was... it stressful (sic)... (Participant 3g, speaker turner unit: 3457)*). The stress that the educator seems to be experiencing appears to be linked to the fact that learners who may have ADHD are treated differently as well as the unfairness to other learners in the class. It also seems that the educator has difficulty managing the one learner who may have ADHD who is disruptive in class.

The following reference stresses the attention an educator gives to the learner who may have ADHD.

But at the same time, I feel it's not fair, because they distract the class sometimes... And sometimes you have... like to put too much attention on them... (sic). (Participant 3b, speaker turner unit: 2626).

The attention that the learner receives from the educator seems to be unfair to the educator. Individual attention that appears to be given to the learner who may have ADHD is seen, by the educator, as being unfair to the other learners. It seems that educators are aware that learners who may have ADHD are treated differently.

The exception to this theme stated the following.

And they have to learn very quickly that they are actually one of the class and they cannot have your attention all the time. ... he's not unique in my class... (Participant 1a, speaker turner unit: 25).

It is interesting to note that this exception occurred from one educator out of the 17 educators interviewed. The educator states that the learner who may have ADHD in her classroom needs to understand that they cannot demand the attention of the educator. The learner needs to understand that he/she cannot be viewed as unique, but rather be seen as part of the group, part of the class. Therefore, according to this participant, the learner who may have ADHD cannot demand the exclusive attention of the educator. This educator's remarks, in contrast to the other remarks, do not express guilt.

Learners who may have ADHD may be treated differently in the various contexts in which they interact. Therefore within the meso-system in the classroom, they may be treated differently by educators and classmates, as stated by the educators in their interviews. Within the exo-system at school, they could be treated differently by other learners, other educators and management staff. At the macro-system level, the learner with ADHD, may be perceived and treated differently within the community. At home the learner who may have ADHD may be treated differently to his/her siblings by his/her parents, which could be reinforcing the learner's demanding behaviour.

The first theme, as stated above is “*They are not treated the same as other learners*”. The Diagnostic and Statistical Manual of Mental Disorders-IV-Text Revised (APA, 2000) describes that a learner with ADHD exhibits impulsive behaviour such as blurting out answers before the educator has finished the question; not being able to wait his/her turn and interrupts conversation or intrudes on others’ activities. The educator, it would seem, spends much time managing this behaviour (Green & Chee, 1994; Sonna, 2005), and seeing to the academic needs of the learners.

Educators are expected to teach the whole class and include learners that may have an emotional or behaviour difficulty (Department of Education, 1996), Educators, it would appear, focus their attention on learners that may have ADHD, as they often demand the attention of the educator.

But at the same time, I feel it’s not fair, because they distract the class sometimes... and sometimes you have... like to put too much attention on them (sic)...
(Participant 3b, speaker turner unit: 2626).

Thus, the learner with ADHD comes across to the educator as being demanding of his/her time and attention. However, Barkley (1994) states educators should be consistent in responding the same way across contexts and situations, so that the learner with ADHD may learn a lesson that is applicable to all social settings.

Literature states that learners who may have ADHD are viewed as being different to their peers (Wagner, Friend, Bursuck, Kutash, Duchnowski, Sumi & Epstein, 2006). Lane, Pierson & Givner (2003) states that learners who behave in accordance with an educator’s social and behaviour expectations are more likely to get a positive response from the educator and from his/her peers. Thus, learners who do not behave as expected may not have the positive response from educators or peers. This could influence the atmosphere and climate of the classroom and could also manifest in disruptive behaviour in the classroom and/or on the playground. Disruptive behaviour in the classroom may impact the learning taking place in the classroom (Seidman, 2005).

5.3.2 *Theme 2: Keep them Busy*

This theme appears in the textual data as educators feel that they should keep the learners who may have ADHD busy with tasks. It would seem as if educators most often choose to keep learners busy with academic tasks, with assisting the educator in collecting material from learners, or with menial tasks that need to be done around the classroom.

5.3.2.1 *References from Textual Data*

- ❑ “They will work up to a point and then they don’t want to work any more so you have to keep them busy with something that they like to keep them away from the other learners or making as noise or being disruptive. So you keep them busy, with things that you, you (sic) will know the learner by the time (sic).” (Participant 1b, speaker turner unit: 129).
- ❑ “So you must keep checking them. But now because I have the collectors at least they check, and sometimes you’ll find they’re giving the (sic), the groups, little papers to do some dictation or whatever - keeping them busy (sic).” (Participant 2a, speaker turner unit: 616).
- ❑ “So I try to give them extra work... just to keep them busy.” (Participant 2b, speaker turner unit: 1522-1524).
- ❑ “I think they require more class work and homework... Don’t give them chance to play (sic)...” (Participant 2c, speaker turner unit: 1183-1185).
- ❑ “Sometimes I give them extra work because most of those that I have in class, they finish up the work quickly (sic)...” (Participant 2d, speaker turner unit: 1514).
- ❑ “They require more work. Even if sometimes it’s not the work that you wanted to give the, the (sic) whole class...” (Participant 2f, speaker turner unit: 1685).
- ❑ “You keep them busy with something else. And then if the other class are busy, then you come to him (sic)...” (Participant 2f, speaker turner unit: 2007).
- ❑ “He needs to be constantly stimulated. And the other children, they don’t finish because they’re trying to deter you (sic), like you know... (Participant 3d, speaker turner unit: 2948).
- ❑ “They need more individual attention. And it’s a problem for me with him (sic) because he finishes off his work so quickly, so I continuously need to keep him occupied. You know there has to be something on my table for him to continue with as soon as he’s finished with...” (Participant 3d, speaker turner unit: 2934).

5.3.2.2 *Exceptions*

Although learners are kept busy in the classroom, some educators believe that learners who may have ADHD will benefit from having to do less homework or class work.

- ❑ “Homework is the same. Class work I break up (sic) into little bits and I also tell the parents with homework, to break up their homework into 10 minute sessions. 10, 10, 10.” (Participant 1c, speaker turner unit: 242).
- ❑ “Because they are also human beings. If we give them more work, then they become bored...” (Participant 3a, speaker turner unit: 2452).

5.4.2.3 Discussion on Theme 2

The second theme is “*Keep them busy*”; which appears to be the response the educators have in order to avoid disruption in the class by a learner who may have ADHD. It seems that educators keep learners who may have ADHD busy with different tasks to ensure that the other learners in the class are not disrupted.

They will work up to a point and then they don't want to work any more so you have to keep them busy with something that they like to keep them away from the other learners or making as noise or being disruptive. (Participant 1b, speaker turner unit: 129).

Educators seem to give learners extra academic work in class to keep them busy.

So I try to give them extra work... Just to keep them busy. (Participant 2b, speaker turner unit: 1522-1524).

Alternatively, educators find errands for the learners, for example sweeping the classroom or sending a message to another educator.

I just make them... let them sweep the class. (Participant 2c, speaker turner unit: 1118).

While most educators described giving the learner who may have ADHD extra work, one educator explained that a slower work pace seemed to work better.

We do a fair amount still because you accommodate the learner and if they to work at a slower pace, then so be it, they work at a slower pace. So you just have to have your wits about you all the time, keep control and still get through the work. (Participant 1a, speaker turner unit: 12).

Educators seem to understand that although extra work is given to the learner to keep them busy, they need to check that the work is complete and correct.

Sometime he'll finish and not doing (sic) the right things, I must just always check whether the work is correct or what (sic)... (Participant 2b, speaker turner unit: 897).

One disruptive learner in a classroom could prevent teaching and learning to take place. It may also impede the learning of the other learners in the classroom. Thus to “*Keep them busy*” may be considered a creative means to manage behaviour, teaching and learning in a classroom. In one case the educator gave learners who may have ADHD reading as extra work to keep him/her busy.

And they'll take those books and go to the reading corner – read... (Participant 2e, speaker turner unit: 1637).

To keep the learners who may have ADHD busy appears to me, as a researcher, to be a creative method in managing the classroom. In *“Keep(ing) them busy”* by involving them in different activities, the learner is not participating in activities that may distract the other learners and educator in the classroom. Thus, the learner’s attention is diverted to another activity that may or may not necessarily be academic. However, the extra activities that are not academic in nature or that do not complement the academic activities that take place in the classroom are not beneficial to the learner who may have ADHD.

I just make them... let them (sic) sweep the class”. (Participant 2c, speaker turner unit: 1118).

I’ll ask them to, to (sic) arrange the library – arrange the library there (sic) – library corner, reading corner, in our classroom. (Participant 2e, speaker turner unit: 1637).

The teaching and learning that takes place in the classroom needs to be questioned if extra work is given without much thought to how it complements and adds to the teaching and learning of the learner who may have ADHD. The theme *“Keep(ing) them busy”* can therefore be interpreted as a method to actively deal with the learner who may have ADHD.

Another interpretation of this theme is that educators find it easier to keep the learner who may have ADHD busy with work in order to be “out of the way”. If the learner is kept busy with work (academic or non-academic), he/she cannot disrupt other learners nor demand the attention of the educator. Thus, if the learner who may have ADHD is *“kept busy,”* the educator is able to continue teaching in his/her classroom. The learner who may have ADHD who is *“kept busy”* is “out of the way”.

The exception to this theme occurred when one educator stated that the homework or class work is broken down into smaller units for the learner who may have ADHD. Thus, the learner who may have ADHD can then focus in completing the smaller units of work correctly.

...to break up their homework into 10 minute sessions. 10, 10, 10. (Participant 1c, speaker turner unit: 242).

Another educator pointed out that if one gives more work to learner who may have ADHD, he/she may get bored.

Because they are also human beings. If we give them more work, then they become bored... (Participant 3a, speaker turner unit: 2452).

These two points are important in that they highlight that if the educator divides smaller units of work, the learner who may have ADHD is more likely to complete the work. If the work is completed the learner may perhaps feel a sense of accomplishment. Secondly, if one gives the learner too much work, he/she may never feel that sense of accomplishment and instead,

and as a consequence, not feel motivated to work. These inferences, however, remain on the level of hypothesis, since it falls beyond the particular focus of this study.

To “*keep them busy*” could influence the educator and his/her relationship with the learner who may have ADHD, as the educator prepares “extra work” for the learner who may have ADHD. According to Vereb and DiPerna (2004) even though educators may receive training on how to identify ADHD, it does not translate into being able to provide an intervention. However, it seems from this theme that even though educators may not be equipped to provide a formal intervention, they are responding pro-actively by increasing classroom tasks and also simplifying learning tasks into smaller units.

The theme “*keep them busy*” reflects one possible classroom management method that the educator implements in dealing with learners who may have ADHD. It could therefore reflect educator knowledge and training.

Classroom management literature (U.S. Department of Education & American Institutes for Research, 2003; Martin & Hayes, 1998) recommends ignoring the distractions that learners may attempt in the classroom. Although it has been found that learners with ADHD prefer to receive immediate gratification for tasks that are completed (Tripp & Alsop, 2001), learners with ADHD need to set their own pace for task completion, as problematic ADHD behaviour seems to be less intense when their work is self-paced (Snider *et al.*, 2003).

School work that is colourful (but not distracting) can benefit the learner with ADHD (Imhof, 2004) and therefore the learner with ADHD will engage more with the task that needs to be completed. One educator understood that a learner who may have ADHD may respond to creative methods of teaching and learning. This particular educator described using role playing and story telling.

And just to break away from the formal work, we make them tell stories and things like that. (Participant 3d, speaker turner unit: 2942).

It would seem that giving learners who may have ADHD more work activities that allow for movement, is essential; therefore educators need to be flexible and modify their teaching accordingly (Barkley, 1994). Learners with ADHD would benefit from being supervised, or work will be incomplete if left unsupervised (Barkley, 1994); therefore giving the learner more work would still need to be supervised. The educator may find it useful to assist the learner with ADHD by giving him/her additional resources that will assist his/her academic performance (Barkley, 1994).

5.3.3 *Theme 3: It Does Challenge You - We're not Perfect*

The educators that participated in this study appear to experience learners who may have ADHD as a challenge. It seems as though learners with ADHD challenge their teaching skills. The following references from the textual data express their challenges.

5.3.3.1 *References From Textual Data*

- ❑ "...and he climbed up on one of the desks that side and was hanging out the window. And, yes, it does, it does challenge you. We're not perfect." (Participant 1c, speaker turner unit: 315).
- ❑ "Yes. Because you know you are only human. You cannot be, although you have to be patient all the time, sometimes it does not work." (Participant 1c, speaker turner unit: 315).
- ❑ "It's very tiring. It drains me every day and some days I think I can't do this." (Participant 1d, speaker turner unit: 406).
- ❑ "Oh, it's so stressful. It's so stressful, and if maybe you're, you're suffering hypertension (sic)..." (Participant 2a, speaker turner unit: 708-710).
- ❑ "They challenge me because they show me I must not be short (sic)... short-tempered to them..." (Participant 2b, speaker turner unit: 921).
- ❑ "Very stressful... Eish (sic), because it needs a person to concentrate and do a lot of work..." (Participant 2c, speaker turner unit: 1201-1203).
- ❑ "Sho (sic), for the first time it was difficult – I, I felt like I, (sic) I don't know what I'm doing in this class. I, I (sic) was so, so nervous..." (Participant 2d, speaker turner unit: 1528).
- ❑ "Very challenging, but at least you are learning something. I as an educator, I'm learning, mmm (sic)..." (Participant 3c, speaker turner unit: 2816).
- ❑ "It's been frustrating. There were times when we had to swap learners from class to class until they were comfortable with a certain teacher..." (Participant 3d, speaker turner unit: 2978).
- ❑ "Okay, it's a little bit of a challenge because it's, it's (sic) not that perfect learner that's always answering questions. You have to watch them all the time, you have to have your eye on them, because they're definitely the ones that are going to slip away and end of being naughty (sic), or distract your class. That sometimes also happens when the rest of them want to do their work, and he's the one talking all the time..." (Participant 3g, speaker turner unit: 3427).

5.3.3.2 Exceptions

There were two exceptions to this theme. In the one exception the educator had taught the Aid class for 10 years.

- “I am used to them. I worked in the Aid class or pilot class for 10 years with learners with severe learning disabilities and with attention problems, so I have got used to it. Yes.” (Participant 1c, speaker turner unit: 298).
- “Mmm, (sic) to me, I can say it’s a good experience, because it, it gives me a chance to, to (sic)...it exposes me to what kind of people we are, because I might be, I might... maybe (sic) when I was young, I was like them...” (Participant 3b, speaker turner unit: 2693).

5.3.3.3 Discussion on Theme 3

The third theme is *“It does challenge you - we’re not perfect”*. In this theme educators expressed the fact that they feel challenged by the learners who may have ADHD in their classroom. The following extract illustrates how the challenge of learners who may have ADHD affect him/her.

Okay, it’s a little bit of a challenge because it’s, it’s (sic) not that perfect learner that’s always answering questions. You have to watch them all the time, you have to have your eye on them, because they’re definitely the ones that are going to slip away and end of being naughty(sic), or distract your class. That sometimes also happens when the rest of them want to do their work, and he’s the one talking all the time... (Participant 3g, speaker turner unit: 3427).

The educator states that the learner who may have ADHD needs to be checked all the time, as the learner who may have ADHD may be disruptive and distract the rest of the class. Educators, in this study, appear to be challenged by learners who may have ADHD as they need to be constantly monitored and may disrupt other learners.

Educators also appear to be “challenged” on their knowledge and experience when faced with learners who may have ADHD. It seems that learners who may have ADHD challenge educators to manage their classrooms differently. The educators thus appear to doubt their own ability to teach all learners.

Sho (sic), for the first time it was difficult – I, I felt like I, I (sic) don’t know what I’m doing in this class. I, I was so, so nervous (sic)... (Participant 2d, speaker turner unit: 1528).

The educators expressed their own ability to manage the learners in the classroom and their ability to control their own personality.

They challenge me because they show me I must not be short (sic)... short-tempered to them... Yes. Because you know you are only human. You cannot be, although you have to be patient all the time, sometimes it does not work. (Participant 2b, speaker turner unit: 921).

Thus, the educators seem to be challenged on their knowledge and experience of classroom management and teaching and learning. Educator knowledge (Vereb and DiPerna, 2004; Kos, Richdale & Jackson, 2004) and experience (Fabiano & Pelham, 2003; Kos *et al.*, 2004) of ADHD could influence how they possibly perceive themselves as educators. If educators are informed about a learner who is diagnosed with ADHD, the educator can design and implement academic and behavioural interventions within the classroom that may assist the learner and educator. If educators feel that they have mastery in managing their classroom and in teaching and learning all learners, then it could change how they perceive themselves as educators and not feel “challenged.”

It appears that educators who teach learners may have ADHD in their classroom are challenged to view and implement their educator knowledge and training differently. The following two quotes reflect that once their perception changes they don't feel it is challenging. (Chapter 6 discusses this point in more detail).

You just have to learn how to deal with them. But once you prepare yourself for them, they're not so much of a challenge (Participant 2f, speaker turner unit: 2032-2034).

I have only been teaching for three years. So in class, when you are sitting in varsity and you like (sic), oh this is how you present a lesson, and you give these fantastic lessons. (Participant 1d, speaker turner unit: 428).

The exception of this theme is reflected in one educator who was formerly the remedial educator. Her 10 year experience has given her the confidence to teach learners who may have ADHD.

The experience of working with learners who may have ADHD allowed another educator to reflect on herself and the fact that she could have been experienced in the same way when she was younger.

Mmm, to me, I can say it's a good experience, because it, it gives me a chance to, to (sic)... it exposes me to what kind of people we are, because I might be, I might... maybe (sic) when I was young, I was like them... (Participant 3b, speaker turner unit: 2693).

This experience can be considered as an exception as the reflection has allowed her to extend more understanding to the learner who may have ADHD. Thus, instead of the learner who may have ADHD being perceived as challenging and stressful, the educator attempts to extend understanding to the learner.

Mitchell and Arnold (2004) state that educators of learners with emotional or behavioural problems seem to report higher rates of emotional stress and job-related distress. Also, educator experience and stress levels could also possibly influence how the educator interprets learner behaviour (Whiteman, Young & Fisher, 2001). Obenchain and Taylor (2005) are of the opinion that one of the two reasons why educators choose to leave teaching is due to the negative learner behaviour within the classroom. Thus, it is not surprising that learners whose behaviour is joined with their educator's expectations are more likely to experience pleasing results with their peers and adults (Lane *et al.*, 2003). According to Mitchem (2005) there will be situations where the educator will feel challenged by learners and teaching. Therefore, Mitchem (2005) goes on to encourage educators to enjoy the experience of teaching as learners can sense the enthusiasm and joy that the educator brings to the class. The literature on ADHD confirms that educators feel unprepared to deal with ADHD and disruptive behaviour (Mitchem, 2005) and educators do not have sufficient knowledge of ADHD (O'Keeffe & McDowell, 2004).

5.3.4 *Theme 4: It Needs Sharing as Teachers and Help from a Specialist*

The fourth theme that emerged from the textual data is that experiences should be shared with colleagues and assistance should be obtained from specialists in the field. The following references from textual data highlight these views.

5.3.4.1 *References from Textual Data*

- "I would use some of that information because that I got from colleagues who knocked it up when I was in absolute desperate need, and said, well try this." (Participant 1d, speaker turner unit: 424).
- "Yes. Because I can use my own discretion, but eish (sic), it's a little bit tough (sic). I can do it, I know I've done (sic)... I went to different courses..." (Participant 2c, speaker turner unit: 1336).
- "And I think it needs sharing as teachers." (Participant 2c, speaker turner unit: 1304).

- ❑ “Okay. I just wanted to ask if we can get a help from the specialist at least once a month, because we are not sure we are doing the correct thing (sic)...” (Participant 2c, speaker turner unit: 1320).
- ❑ “And I think it needs sharing as teachers (sic).... Mmm, (sic) you must share with others in order to broaden your knowledge. And then I just, I just (sic) wanted to add something...” (Participant 2c, speaker turner unit: 1304).
- ❑ “Right now it’s like trial and error, so maybe we should get some training in ADHD and of the learning disorders (sic)...” (Participant 3d, speaker turner unit: 2972).
- ❑ “So I went to other teachers to get information on how to deal with learners with reversals (sic)...” (Participant 2c, speaker turner unit: 1271).
- ❑ “Because the, the (sic) previous teacher will come to you and explain to you, ‘this one is just like this’. But the new one that are (sic) from outside, no one will tell you about them...” (Participant 2f, speaker turner unit: 1933).
- ❑ “...say, ‘how did you work with this one?’ And then the, the (sic) teacher will explain, ‘no, this one is like this’, and they will be able to do this and this (sic), but this one is... because even the homework, it won’t be done (sic).” (Participant 2f, speaker turner unit: 1935).
- ❑ “Mmm, I think as much as I said (sic) we’re experiencing a difficult situation, to share it with other colleagues, then it’s good, my peer group and my, and my (sic) peer groups hey (sic)...” (Participant 3a, speaker turner unit: 2484).

5.3.4.2 *Exceptions*

There seem to be no exceptions to this particular theme available in the textual data.

5.3.4.3 *Discussion on Theme 4*

The fourth theme is “*It needs sharing as teachers and help from a specialist.*” It seems that educators feel that they need assistance for managing learners who may have ADHD from other educators and possibly from a specialist.

Right now it’s like trial and error, so maybe we should get some training in ADHD and of the learning disorders (sic)... (Participant 3d, speaker turner unit: 2972).

This theme reflects the expression of the educators’ need for assistance in being able to assist learners who may have ADHD in their classrooms. The type of assistance appears to be expressed in two ways. The first way this is expressed is from inside the school, from amongst the other educators.

And I think it needs sharing as teachers (sic).... Mmm, you must share with others in order to broaden your knowledge. (Participant 2c, speaker turner unit: 1304).

Sharing information between educators, as expressed in the extract here above, is an informal method of learning from other educators who may have gained knowledge through experience in the classroom. The second method of assistance that the educators expressed is through a specialist from outside the school.

Okay. I just wanted to ask if we can get a help from the specialist at least once a month, because we are not sure we are doing the correct thing (sic)... (Participant 2c, speaker turner unit: 1320).

The first method of assistance, that is sharing informal classroom experience amongst fellow colleagues, suggests that either: (1) this is not currently being done at schools or that (2) sharing information is not of any assistance to educators. As the educators express their need to get further information from a specialist outside of the school, it suggests that further formal knowledge is required to assist the educators within the classroom. There were no exceptions to this found within the transcribed data. Thus, it seems that all the educators interviewed think that they would benefit from sharing their knowledge and experiences and in gaining further knowledge from a specialist in the field.

The direct quotes taken from the transcribed data may also reflect the educators' lack of confidence in their own abilities to assist learners who may have ADHD. As such, the quotes expressed by educators above are a point that is cited in literature (Gurian, Abikoff, Cancro, Carlson, Chess, Furman, Hirsch, Klein, Kovacs & Parks, 2002; Mitchem, 2005; Roffey 2004) where educators have an opportunity to work as a team, they have an opportunity to share knowledge not only of learner experiences but also of "what works" in the classroom.

Educators that are currently sharing information on learners may still need the guidance of an education specialist. (It must be noted that support systems like the school based support team was not mentioned in any of the interviews and therefore I can not draw any inferences from such support or lack of support at schools). The specialist can guide the meetings to meet the classroom challenges, of learners who may have ADHD, in a meaningful way. Educators can receive assistance and training in various ways (Mitchell & Arnold, 2004) that may result in the educator implementing an intervention (DuPual & McGoey, 1997). Once educators have received assistance or training on ADHD, they can fulfil a unique role at the school in not only assisting other educators but also educating parents and the community about ADHD (Gurian *et al.*, 2002). Thus, the educator and the school can play an important role in firstly providing assistance to educators at the school and also parents, serving as a link between home, doctor, parent, learner and school (Gurian *et al.*, 2002).

5.3.5 *Theme 5: They Don't Pull Their Part*

The following theme relates to how educators experience parents of learners who may have ADHD. Some of the experiences seem to be negative in light of the lack of support the educators receive from parents. However, there are exceptions to this; which have been listed here below.

5.3.5.1 *References from Textual Data*

- “Parents today don’t teach routine and structure. They run circles around the children so they cannot plan and organise for themselves. And because the learner has a problem at home, they just take, they don’t allow the learner to do anything, in desperation they’ll do everything for the learner instead of structuring and teaching that learner how to do I (sic), they just give it up and then the learners are spoilt.” (Participant 1a, speaker turner unit: 37).
- “No. The parents are very resistant to it. They don’t want to follow up on any suggestions. They haven’t even taken them for assessments or anything.” (Participant 1b, speaker turner unit: 181).
- “You get very positive parents, very positive parents (sic) and then you get parents who don’t really care. You now they see them for two hours per day and that’s what they see, you know (sic). They come home, they go home, they eat in front of the television, they watch television with them. They come on a Monday, they tell me they saw the movie *The Matrix*, it’s a 16, language, violence movie and they saw this on a Sunday evening, they watched the movie because my mummy said we may watch it and on a Monday you can see the children. But your get very positive parents who will do everything, you know, let’s try it, and then they try it. You know (sic). Or you will tell them what you do in class and they will accept it.” (Participant 1b, speaker turner unit: 131).
- “Yes. So sometimes, you know they will have the same problems. Most of the time they will have the same problem at home. They won’t be able to handle them, you know (sic). They don’t know what to do. So the learner is used to getting away with everything at home and it just gets worse. You know (sic), I think it just gets worse.” (Participant 1b, speaker turner unit: 177).
- “Most definitely. I think if it is not (sic) for the parents’ involvement there is not much you can do as a teacher. They need help with their homework, with remembering to bring things to school.” (Participant 1d, speaker turner unit: 379).
- “I’ve got a child who is supposed to be on medication but the parents don’t send it. Then, you know, then they fall flat (sic) in class and then the parents say, but they

are on medication. You know, but (sic) they don't pull their part (sic)." (Participant 1d, speaker turner unit: 383).

- "Yes. It, it seems they, they (sic) don't just care. Even if the learner comes home with incomplete work..." (Participant 2a, speaker turner unit: 688).
- "Mmm. Especially (sic) the parents are not involved in their children's education. They should be involved..." (Participant 2f, speaker turner unit: 2129).
- "They're just not interested. Uh huh (sic), because some are not working... because usually we have... most of them they don't pay school fees... because they don't have money... yes, but when you call them... because we usually say if a parent is not working, then he can come to school, we have many things... maybe he want to provide the tablecloth and all this (sic)... They just come when you say... they say, "no, we are not working ..." – they say all those things. Yes, but now they are not..." (Participant 2f, speaker turner unit: 2145-2164).
- "Where they can't help them. The learners are frustrated because they come to school not having done their homework, and then you ask them, 'but why didn't you do your homework?' And there was no one that could help them at home." (Participant 3g, speaker turner unit: 3477).

5.3.5.2 *Exceptions*

- "And his mother was very supportive, so she used to come in any time that we used to call her..." (Participant 3d, speaker turner unit: 2966).
- "A lot of the parents in my class, they know their children's problems and they work with them as best they can at home. So they set up their own programme at home. So they've set up their own programme at home (sic)." (Participant 1d, speaker turner unit: 361).
- "Yes. You can definitely see the parents who have sat and helped them and worked with them. Yes." (Participant 1d, speaker turner unit: 365).

5.3.5.3 *Discussion on Theme 5*

The last theme is "*They don't pull their part*". This theme seems to reflect how educators feel about parents of learners that may have ADHD. The educator's perceptions about parents' lack of involvement are reflected in this extract. In the view of the parents sometimes seem not to want to accept that their child may have ADHD and therefore resist the educator's recommendations.

No. The parents are very resistant to it. They don't want to follow up on any suggestions. They haven't even taken them for assessments or anything. (Participant 1b, speaker turner unit: 181).

The following extract reflects the important partnership that educators have with parents.

Most definitely. I think if it is not for the parents' involvement there is not much you can do as a teacher. They need help with their homework, with remembering to bring things to school. (Participant 1d, speaker turner unit: 379).

Thus, it seems that the educator feels that if the partnership between parent and educator is not what it could be, it could impede the quality of teaching and learning in the classroom. The educator, it appears, feels that the parents are responsible for the continuity of learning at home, in being able to supervise homework activities and in checking that the learner brings what is required to school.

The following quote has been selected as it depicts another way educators perceive parents could “play their part.”

Parents today don't teach routine and structure. They run circles around the children so they cannot plan and organise for themselves. And because the learner has a problem at home, they just take, they don't allow the learner to do anything, in desperation they'll do everything for the learner instead of structuring and teaching that learner how to do I (sic), they just give it up and then the learners are spoilt. (Participant 1a, speaker turner unit: 37).

Thus, it seems that this educator perceives that parents should provide learners with structure and routine. If parents do not provide structure and routine for their children, it may be difficult for that learner to adjust to the routine and structure that is required at school and within the classroom. Therefore, parents need to be able to continue with the routine and structure at home, so that learners can adjust more easily to the routine and structure at school.

One other aspect that seems to be reflected within this theme is that parents “*don't pull their part*” because they do not seem to be interested as reported by the participant in this study. It appears as if the educators perceive the parents do not care about their parental responsibility.

Yes. It, it seems they, they don't just care (sic). Even if the learner comes home with incomplete work... (Participant 2a, speaker turner unit: 688).

The educator, it seems perceives that the parents do not care if the learner's homework is incomplete. However, there are exceptions to the experience of disinterest, as stated above.

Yes. You can definitely see the parents who have sat and helped them and worked with them. Yes. (Participant 1d, speaker turner unit: 365).

If a learner with ADHD needs to take medication, communication and cooperation between parent and educator is important, for example the educator may be expected to assist the

learner in taking a dosage of medication during school hours. Understanding what expectations educators have of treating ADHD, including medication, could improve the relationship between learner and educator. Understanding educator expectations of treatment could also assist the learner with his/her academic progress at school. The educator could contribute to the treatment by monitoring the learner's behaviour and academic progress, which could mean adjustments to treatment and medication.

How parents perceive the learners academic performance could influence their involvement. It appears as if mothers of learners with ADHD rate their children's level of school-related performance as above that of their peers, and most of those peers do not have ADHD (Stultz & Flannagan, 1999). This could indicate that mothers do not recognise that their learner may have ADHD. If a mother does not recognise that the learner may have ADHD, the learner may not receive academic or emotional support needed (Van Beijsterveldt, Hudziak & Boomsma, 2005; Sanders, 2002) to be able to succeed at school. Thus, the relationship between parent and educator is important in order for collaboration to take place in order for the learner to succeed at school.

The consistent use of medication prescribed by a physician (and thus the cooperation of educator and parent) can improve learner-parent relationships (Chronis *et al.*, 2003). Studies that relate to learner's behaviour at school (Heiman, 2005) stress that parents and educators could be involved in assisting learners in friendship relationships. Assisting learners who may have ADHD to establish and maintain a friendship could support them in acquiring positive behaviour from another learner. The learner who complies with his/her educator's social and behavioural expectations will receive a positive reaction from his/her peers (Lane *et al.*, 2003). Brown (2000) recommends that health professionals explore what expectations parents and educators have regarding treatment of ADHD.

5.4 CONCLUSION

In conclusion the themes that emerged from the data and that the educators checked are: (1) They are not treated the same as other learners; (2) Keep them busy; (3) It does challenge you and we're not perfect; (4) It needs sharing as teachers and help from a specialist and (5) They do not pull their part. It does not seem surprising that they view the learners who may have ADHD as being challenging (Dietz & Montague, 2006; Lucangeli & Cabrele, 2006; Volk *et al.*, 2005; Holz & Lessing, 2002), as it would seem from the literature that learners who have ADHD are indeed challenging.



The themes also revealed that information and assistance regarding ADHD are not shared. The next chapter looks at two different experiences of ADHD in more detail followed by the narrative.

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