



Using drawings to understand the causes of anger in young children

By

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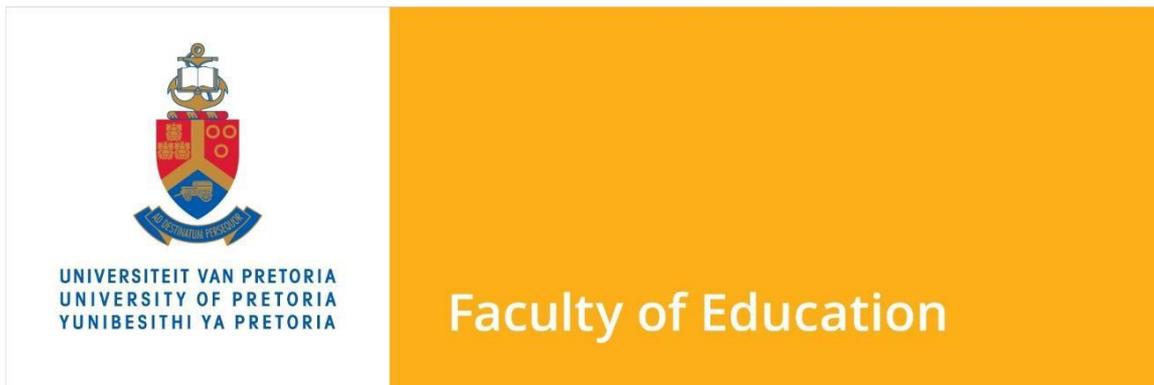
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Using drawings to understand the causes of anger in young children

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Abstract:

This study is set out to explore and understand the causes of anger through drawings, narrative inquiries, observations, field notes and semi-structured interviews by young learners and their teachers. The aims of the study were: 1) to explore the reasons behind learner's anger and subsequently create an awareness of learner's inner experiences, as well as 2) to find out how teachers deal with anger and how it can be addressed in the school setting. Little research and knowledge exist within this field. By using young learner's drawings, the researcher investigated the causes of anger in young learners and how anger was dealt with by these learners. It is established that young learners are more open to draw what they feel rather than verbally explaining their emotions. Therefore, this study wanted to get an in-depth understanding of learner's emotions through the medium of drawing. A qualitative approach was followed where multiple case studies were used to collect the data.

The data collection strategies for this research study comprised of drawings/pictures, narrative inquiries, observations, field notes and semi-structured interviews. The findings demonstrated that it is possible to determine how learners experience different situations that cause anger as well as how these situations are understood and handled by young learners. The findings further showed that there were distinct themes that emerged from the data. The four themes that emerged from the analysis of the data were the home environment, competence, experiences of anger and bullying.

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To whom it may concern:

This is to confirm that the following M Ed dissertation: **Using drawings to understand the causes of anger in young learners** by Jennifer Fourie has been edited for language use. The page layout of the document remains the responsibility of the student.

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Keywords and Abbreviations

Key words:

Young learners

Anger

Bullying

Aggression

Emotional experiences

Well-being

Abbreviations:

EI – Emotional Intelligence

CAPS – Curriculum Assessment Policy Statement.

CHAPTER 1

INTRODUCTION AND ORIENTATION

1.1 INTRODUCTION

In response to another murder in South Africa, African National Congress (ANC) Secretary General, Gwede Mantashe responded: “What is happening is worrying... It is a sign that we are a very angry nation and calls for something to be done. We need to look at what is the problem we as a society are facing. Are we traumatised?” (Colpo, 2013, p. 1). This conclusion by Mr Mantashe can be explained against the backdrop of the latest crime statistics which were recently released. In 2015/16 there were “nearly 34 murders recorded per 100,000 people in the country” (Statistics, 2016). This indicates a 4.9% increase in the number of murders and attempted murders in South Africa. Furthermore, on average, 451.9 people were victims of a common assault every day in South Africa in 2015/16 (Statistics, 2016). Learners who are affected by violence or exposed to violence are at risk of developmental issues (Osofsky, 1995). According to Osofsky (1995) an increase in anxiety and sleep disturbances are often seen with school-age learners, which tend to affect the learner’s attention and concentration levels as they often experience invasive thoughts.

Steyn and Moen (2017) postulate that it is broadly accepted that schools are microcosms of the broader communities and societies in which they are located. Therefore, Burton and Leoschut (2012) assert that the social ills prevalent in a community can also be detected in the school environment. In this vein, The South African Democratic Teachers Union (SADTU) reports that South Africa ranks second in the world with regard to violent incidents in schools (Ntuli, 2015). Mathews, Jamieson, Lake and Smith (2014) furthermore maintain that learners who are exposed to violence in their primary years are at risk of re-victimisation or perpetration in later years which often manifest in bullying behaviour (Steyn & Moen, 2017).

Harcourt, Jasperse and Green (2014) report an extreme increase in bullying and postulate that up to 45% of young learners around the world have been involved in bullying, which is an indication that more and more learners are becoming aggressive in their social relationships. At the heart of this kind of aggressive behaviour is anger, as pointed out by Mr Mantashe (Statistics, 2016). According to Harcourt *et al*

(2014), bullying is a complex, social phenomenon and in order to understand the causes of bullying, it is important to gain a perspective of what makes young learners angry.

The aim of this study was therefore to explore the reasons behind learner's anger and subsequently create an awareness of learner's inner experiences. Another aim of this study was to find out how teachers deal with anger and how this can be addressed in the school setting. Kenaedy, De Young, Le Borcque and March (2011) maintain that teachers are in the ideal position to identify learners who are experiencing difficulties resulting from distressing events due to their role, expertise, and lengthy contact with the learners during the day.

Teachers should therefore be equipped to support and assist young learners in debriefing and processing distressing events and to enable them to "bounce back" to normal life in a morally acceptable way (Adegoke, 2015). This study argued that if teachers are not attuned to notice the child's emotional experiences and needs, they are not fully equipped to handle each child's emotional situation effectively in the classroom.

1.2 RATIONALE

A child's inner experience of any traumatic event often goes unnoticed by adults due to the fact that young learners are frequently unable to express their emotions effectively. Trauma that appears less important to an adult may be of profound importance to a child (Kenaedy *et al*, 2011). I have been a teacher to learners aged three to four years old for a year and Grade 1 learners for two years and have noticed that learners become distressed about the slightest things which at times result in bouts of anger. Andrews, Skinner and Zuma (2006) agree that learners will experience feelings of anger and distress as they become upset by different events that occur, such as bullying among peers, problems at home or even something as simple as not getting the lunch they had asked their parents to pack for them. Kenaedy *et al*. (2011) add that learners may also display feelings of anger when there is a new baby in their family. These events would seem insignificant to an adult, however to a child these events may impact general wellbeing. According to Kenaedy, *et al*. (2011) it is unfortunate that some learners would in turn experience some sort of trauma within their life and this effect may be cumulative which makes the learners more vulnerable to stress reactions, such as being picked on by their friends. Although there is ample research on young learner's emotional experiences (Shonkoff, Levitt, Fox, Gunnar, Mayes, McEwen, Nelson & Thompson, 2011), there is a scarcity on research

addressing anger in learners. The purpose of this study was to raise awareness of what causes anger in young learners in order to inform teachers and other caregivers how to react to instances that may be potential triggers of aggression. Learners may also benefit from this study, as teachers will be made aware of the importance of emotion regulation in helping learners to manage feelings of anger.

1.3 PROBLEM STATEMENT

Strayer and Roberts (2004, p. 1), stipulates that anger is thought to have long lasting consequences for young learners' social relationships, aggression as well as their prosocial behaviours. In other words, a young learners' social relationships and their prosocial behaviours will be affected by the emotion anger and how they experience this emotion as well as how they express their own anger. Furthermore, anger is understood as the emotion young learners experience when they find themselves in unfamiliar situations that they are unable to control and where they are unable to retaliate (Strayer & Roberts, 2004). Salmivalli and Nieminen (2002) highlight the link between bullying and aggression, thereby drawing the conclusion that bullying may be seen as an expression of anger.

Bullying is an escalating world-wide phenomenon (Joubert b, 2013) with dire long-time effects for victims as well as perpetrators (Mathews, Jamieson, Lake & Smith, 2014). Saracho (2017) emphasizes that during early childhood education, bullying is a serious problem that these young learners are faced with on a daily basis and which should be addressed as soon as possible. Cefai and Camilleri (2015) agree and refer to a longitudinal study which found that problem behaviour in learners aged nine years could already be detected very early in their lives. These authors advocate for early intervention "before difficulties become more serious and entrenched in learner's behaviour patterns" (Cefai & Camilleri, 2015, p. 134).

This study proposed that teachers should be made aware of what makes learners angry and that this can be used as a starting point in addressing anger, and indirectly, bullying, in order to find and avoid any difficulties that can in turn develop from children who express anger in an inappropriate manner. This can be done by utilising their strengths and advantages while providing protective contexts for the learners, such as the school system and their home environment where they would feel safer (Cefai & Camilleri, 2015).

In light of the above, the following research questions guided my study:

1.3.1 Primary research question

- What can drawings, interviews, observations and narratives reveal about the causes of anger within young learner's?

1.3.2 Sub-questions

- To what extent is the assumption justified that anger in learners is primarily related to experiences of bullying?
- How do drawings, interviews, observations and narratives provide insight into young learner's experiences of anger?
- What strategies do teachers suggest in preventing anger in young learners?

1.4 CONCEPT CLARIFICATION

In order to understand how different concepts were used in this study, the following concepts need clarification: anger, aggression, bullying and young learners.

1.4.1 Anger

According to Sukhodolsky, Golub, Stone and Orban (2005) using the label 'angry' would be to describe a child who is aggressive towards other people. Anger is defined as wanting to do something but not being allowed to do it (Denham, Mitchell-Copeland, Stranberg, Auerbach & Blair, 1997). For the purpose of this study, anger was understood as the emotion learners experience when they find themselves in a situation that they are unable to control and where they are unable to retaliate (Strayer & Roberts, 2004).

1.4.2 Aggression

Aggression is defined by Leary, Twenge and Quinlivan (2006) as any form of verbal or physical action that is done with the deliberate purpose of hurting another individual. According to Bushman and Anderson (2001), aggression is part of human behaviour that is directed towards another person which carries out the immediate intention to cause harm. On the other hand, Saracho (2017) defines aggression by means of the interaction of a domineering person who continually exhibits aggressive behaviour, which in turn causes anxiety and distress to a vulnerable individual.

1.4.3 Bullying

According to Joubert (2013 a) the action of bullying is understood as a division of aggressive behavior, where learners express aggressive behaviour in an open and direct way or even sometimes in an indirect way. Furthermore, De Wet (2005, p.

44) refers to bullying as “premeditated, continuous, malicious, and belittling tyranny.” For the purpose of this study, anger, aggression and bullying were seen as interrelated concepts where anger was understood as an emotion that learners experience when they are in a situation they cannot control, and where feelings of helplessness are experienced. These feelings may result in aggression if the child feels threatened in any manner, and which may lead to bullying behaviour as a means to retaliate. These concepts, according to Cefai and Camilleri (2015, p. 133) are clear indicators of “social, emotional and behavioural difficulties”.

1.4.4 Young learners

In this study a young child was defined as a child who is especially between infancy and youth and who is in the first stages of development and growth. The Merriam – Webster dictionary (2017) defines ‘young’ as being in the early or first stages of life, development or growth and ‘child’ can be defined as a young person who is between infancy and youth.

Young learners in this study were in the age group of the Foundation Phase. According to the Department of Education (2011), the term Foundation Phase falls under the umbrella term Early Childhood Development which describes this age group as learners who will succeed and grow physically, mentally, emotionally, spiritually, morally and socially. The term Foundation Phase includes learners who are in Grade R – 3, that is, those who are between the ages of five and nine years old. For the purpose of this study I focused only on Grade 1 learners who were between the ages of six and seven.

1.5 PRELIMINARY LITERATURE REVIEW

A literature review can be defined as “a firm foundation for advancing knowledge” and facilitates theory development, closes gaps in existing research, and reveals new research where needed (Webster & Watson, 2002, p. 14). In order to illuminate topic of this research, the following aspects were discussed, namely, the general well-being of the young child with a specific focus on emotional experiences. Anger and aggression, as manifestations of a lack of well-being were also explored.

1.5.1 Well- being of a child

The young child’s well-being is fundamental to their healthy development. Furthermore, young learner’s well-being according to Martin (2013), is how healthy their functioning is which allows them to be more successful throughout their childhood and into adulthood.

Rees (2012, p. 6-8) mentions six priorities for learner's well-being:

- To learn and develop from different conditions and situations;
- To have an identity that is respected and to have a positive view of themselves;
- To have enough of what matters;
- To have relationships that are positive with friends and family;
- To have the opportunity to thrive by taking part in positive activities;
- Have a safe, stable and constant home environment.

Rees (2012) distinguishes between two domains impacting on the child's well-being, namely subjective and objective aspects and asserts that subjective well-being focuses on learner's feelings, while objective well-being would be more focused on the circumstances which affect the learner's feelings. In other words, the child's external environment should be conducive to healthy development as it has a direct impact on the internal emotional experience of the child. This study focused on both these domains.

Martin (2013, p. 2) furthermore expands on understanding the well-being of a child when including the child's immediate family in the definition. This author claims that "the well-being of families and caregivers is a defining pathway to a child's well-being." Therefore, a healthy family relationship and attachment to a caring and reliable adult are prerequisites for the well-being of a child.

The gap in literature, according to Statham and Chase (2010), is that, although the terms well-being and childhood well-being are frequently used concepts, these concepts have a weak theoretical basis. These authors suggest that research should include a course of action that takes into consideration the conditions and wellbeing of learners and how this affects their long-term outcomes (Statham & Chase, 2010). Subsequently a child's healthy development (which includes social, emotional and behavioural qualities) is important to take into account when dealing with young learners at school, as Cefai and Camilleri (2015) point out that the promotion of positive mental health in young learners is based on the significant contribution to their social, emotional and behavioural difficulties at an early age. In other words, it is appropriate to discuss learner's emotional experiences, and how they feel about a situation to ensure that they are also aware of what they are experiencing emotionally.

1.5.2 A child's emotional experiences

Shonkoff *et al.* (2011) state that learners develop their capabilities to express and experience different emotions at a fast rate and will also develop their ability to cope with and manage various feelings at a young age. These authors furthermore suggest that these emotions will change as the child matures. Cole, Martin and Dennis (2004) define emotions as a process that is naturally empowered where situations are assessed quickly and then an equally prompt readiness to act in maintaining a favourable condition and then to deal with the unfavourable condition that the situation brings about. The term, 'appraisal' introduced by these authors, refers to the process of assessing the specific importance of a certain situation to ensure individual well-being. Thus "emotions are partly defined as a means of evaluating experiences" (Cole *et al.*, 2014, p. 319). It was therefore important that learners must be aware and understand the concept of emotions, as they should be able to understand that different situations will cause certain emotional reactions and be aware of how their own expressions of emotions can affect others around them (Cole *et al.*, 2014).

According to Denham *et al.* (1997) a child's emotional competence is essential to their ability to be able to form relationships and interact with others around them. Steyn (2017) suggests that the teacher is in the best position to understand and recognise what a child is feeling by simply just looking at their body language and facial expressions. This author also points to the important role that the teacher has to play in teaching young learners about emotions, as talking about emotions will help learners understand which emotion is more suitable for a specific situation (Steyn, 2017).

Furthermore, Stein and Levine (1989) postulate that when a child attempts to understand another child's emotions, they will draw on their own emotional experiences as well as their knowledge of others. Moreover, the understanding and experiences of emotion involves the appraisal of the condition that the emotion is produced under and then plans the behavior that will initially follow the emotion (Stein & Levine, 1989). In light of the above, a child who is being bullied will look at the situation of what is happening, and from previous experience they will either know how to deal with the situation or they will express a negative emotion such as anger which in turn could lead to aggressive behaviour towards others. Learners, who know how to identify, control and understand their own thoughts and feelings are those learners who were emotionally intelligent. According to Steyn (2017), Emotional Intelligence

(EI) is the ability to recognise, understand and manage feelings and thoughts by communicating them appropriately to those around them, and then having the empathy by showing emotions towards others on an emotional level. This would mean that teachers should teach learners how to cope with their emotions by helping them deal with conflict, sadness, disappointment, and especially anger. A child should have emotional control as this is the ability for them to control their emotions which in this research proposal is understood as mainly the emotion of anger.

Emotions such as anger and aggression are discussed in further detail in the following section. A description on how learners express these emotions had been explained as well. According to Steyn, (2017), young learners have found that by expressing inappropriate expressions of anger would in turn be an effective way for them as children to get what they want. In other words, young learners will manipulate others around them by expressing their anger to get their way. Learners will copy an emotion they have seen adults express in a similar situation. The emotion of anger often leads to aggression, and when learners observe a parent or teacher becoming angry and aggressive, they will modulate how they react when finding themselves in a similar situation (Steyn, 2017).

1.5.3 Anger and aggression

Scherer (2004) defines emotions as an experience of the interconnected and coordinated changes in the intended objective or goal where the reaction to the assessment of the internal or external stimulus event is important to major concerns of the person. As mentioned previously, anger has a direct impact on the child's well-being and the emotions a child experience is clearly affected by their previous experiences and how they interpret the different situations they are faced with every day. Anger and aggression are emotions that learners are often confronted with and due to the lack of emotional regulation, some learners struggle to express these emotions in a manner that is seen as appropriate. As noted by Denham et al. (1997), learners that express aggression are less likely to respond appropriately in any social situation they are faced with.

The connection between anger and aggression point to the interrelationship between bullying and aggression (Salmivalli & Nieminen, 2002) as bullying may be seen as an expression of anger. A trigger that is commonly associated with aggressive behaviour is often rejection by others and bullying which not only makes learners aggressive but also makes them angry. According to Leary, Twenge and Quinlivan, (2006), aggression is any verbal or physical action that is done with the intention of

hurting another person. Aggression is closely related to the emotional process – more specifically anger. Authors Leary, Twenge and Quinlivan (2006) suggest that in many ways, the emotion anger can be regarded and viewed as the emotional state that has a tendency to aggress.

Teachers play an important role in a child's well-being as well as helping learners understand and control their emotions. This highlights the prediction that learners, who develop in a healthy balanced way are more prone to be successful throughout their childhood and adult life and to be more emotionally intelligent, resulting in controlling their emotions appropriately (Coetzee & Jansen, 2007).

1.6 CONCEPTUAL FRAMEWORK

In order to understand what makes learners angry, a conceptual framework was used as a lens to conduct the literature review, and also assisted in interpreting the findings. This is in line with how Maree (2012) explains a conceptual framework when he says it is used as the theory that underlines and describes a situation by explaining what is happening. The conceptual framework also shows the extent of a person's logical, critical and original thinking (Maree, 2012).

The conceptual framework was based on the outline of EI, which has three components, namely "appraisal and expression of emotions, regulation of emotions and utilization of emotions" (Mayer & Salovey, 1990, p. 6) and is basically viewed as the ability to express emotions appropriately, by taking other people into account. On the other hand, anger, as a negative emotion (Coetzee & Jansen, 2007) also forms part of the conceptual framework, as it lacks these three components of EI and therefore has a negative impact on the self and on other people (Serrat, 2017).

Anger as emotion therefore does not meet the requirements of emotional intelligent behaviour, so when exploring anger, it was deemed the best way to investigate this emotion by means of the various components of EI. The conceptual framework will be described in greater detail in Chapter 2.

1.7 RESEARCH METHODOLOGY

The research methodology that was used in this study is clarified in the following section. The research methodology consisted of the research design and the research methods.

1.7.1 Research design

According to Seabi (2012), a research design is a particular task that one intends to

complete, and in research the research design is a plan that provides a structure that informs the researcher as to which methods, instruments and theories that the study being done will be based on. A research design also clarifies the type of study that will be carried out by providing an overall structure which will be carried out by the researcher, and involves the research paradigm, research approach and type of research that will be conducted (Williams, 2007).

1.7.1.1 Research paradigm

As pointed out by Gitchel and Mpofu (2012), the research paradigm in which a study is situated is influenced by the point of view of the nature of the phenomenon being studied, this would include the various types of questions that the research proposes and which data will be gathered that provides the evidence which will be needed to answer the research questions of curiosity. Morgan and Sklar (2012, p. 70) furthermore believe that a research paradigm is comprised of a set of conceptual frameworks that in turn explain which theoretical approach to research will be used and it will cover various aspects of the “ontology, epistemology, teleology and methodology.”

Maree (2012) mentions that within the qualitative research there are different paradigms that exist, which are positivist, constructivist, interpretive and critical theories. Supporters of interpretivism argue that different experiences that humans experience can only be understood from the perspectives of people (Morgan & Sklar, 2012) and that a person’s reality is socially constructed. This study was therefore situated within an interpretive paradigm as the researcher aimed to obtain insight into the experiences and perceptions of learners. The researcher therefore allowed them to express their interpretation of what makes them angry through drawings, narrative and being observed. The learners were studied within their social context/ natural environment (Nieuwenhuis, 2016). This supported the interpretivist point that the researcher will be gaining understanding from the learner’s viewpoint while they are being socially active with peers.

1.7.1.2 Research approach

According to Maree (2012), a research approach is an explanation of the process in which the research study will be steered. This study followed a qualitative approach as qualitative research is naturalistic, that is, it focuses on the natural settings where interaction will occur, such as, viewing social life in its natural setting and in terms of processes that occur (Nieuwenhuis, 2016). According to Maree (2012), qualitative researchers are mostly interested in how individuals arrange themselves and their

settings and how they make sense of how they see things around them. This shows that qualitative research is interactive and deals with exploring and understating the people who are central to the specific study.

This study interacted with various participants and gained insight into their experiences through specific situations that they are faced with. This approach was therefore appropriate in this study as the heart of qualitative research lies in the extraction and understanding of meaning from the data, which is the “meaning people attribute to their experiences, circumstances and situations, as well as the meanings people embed into texts and other objects” (Nieuwenhuis, 2016, p. 53).

1.7.1.3 Research type

The intention of this study was to determine what makes learners angry. A phenomenological approach was thus suitable for such an investigation as phenomenological studies focus on the meaning that participants hold with certain lived experiences (Moustakas, 1994). Furthermore, this research type is geared towards building an understanding of what makes the participants angry as well as their perspectives and views of a particular experience they were faced with (Nieuwenhuis, 2016). Moreover, Van Manen (2007) claims that phenomenology is focused on the individual which, in this case, is the learners experiencing the world. This would mean that phenomenology is based on personal perspectives, experiences and interpretations of certain situations which they are faced with. A phenomenological approach was furthermore appropriate for this study since its primary purpose was to understand and reveal young learner’s experiences – and their feelings regarding those experiences - especially what makes them angry and how they react to a situation.

Multiple case studies were used in this study. Cousin (2005) regards an important feature of a case study to be research-centred, which frequently involves observations of the participants and the endeavour to provide a holistic description and understanding of where the research is taking place. In this regard Guba and Lincoln (1981) categorize case studies into a number of groups or types, highlighting the difference between those that are “factual (descriptive), interpretive and evaluative” (Nieuwenhuis, 2016, p.82)

According to Baxter and Jack (2008) to gain an improved understanding of the phenomenon that is being studied, a multiple case study design should be conducted. For this research study, multiple case studies were used as there are no two people who experience anger and aggression in exactly the same way. To reach this aim, 51

Grade 1 learners from three classes completed drawings from which four learners' pictures which depicted anger the best, were selected as cases.

1.7.2 Research methods

According to McMillan and Schumacher (2010), research methods describe and explain where and how the research data are collected and describe the process of data analysis. In this regard the researcher discussed their role as well as the research site and participants in the ensuing sections.

1.7.2.1 The role of the researcher

The role the researcher played in the research process was that of a participant-observer. According to McMillan and Schumacher (2010), a participant-observer is both the researcher as well as a participant in the study taking place. Since the researcher was the learner's teacher, the researcher was already present in the classroom and the learners were familiar with me. In this way the learners were not uncomfortable with me walking among them, while communicating and observing them. As the participant-observer I walked and observed the learners in the other classes as well. Being a participant-observer permitted me as the researcher to conduct unstructured conversations with the learners, which helped in collecting more data for the research study. In the letter of consent that was given to the parents and guardians, they were fully informed about my dual role as a teacher as well as that of a researcher in the classroom. The consent letter carefully explained that the learner's education was my first priority and that my research would not in any way interfere or affect my teaching responsibilities. The learners were taught everything they had to be taught under that theme of Life Skills and all the activities were completed to ensure that their education and knowledge of that theme was completed.

The data would be collected during the Life Skills lesson, however, it was only further examined in the researcher's own time. All the other Grade 1 classes were very familiar with me as a teacher, as they interacted with me on the playground before, during and after school. Furthermore, the Grade 1 teachers worked very closely together on a daily basis. To ensure there was no bias from the participant-observer point, all the learner's took part and there were no names present on the pictures once they were collected and looked at after the lesson. Each Grade 1 teacher and an assistant in my class was present while the researcher walked around the classroom and observed the learners while they did the drawing. Research site and participants.

A small independent school in a suburb of Pretoria East was the research site. The school comprises predominantly primary school learners who struggle to fit into

another school and require extra help from teachers. In other words, the school was not a special needs school, but the learners needed extra attention in regard to their schoolwork by attending various workshops in the afternoons or in the mornings done by their teachers. As a Grade 1 educator, the researcher had access to the Grade 1 classes at the school and the researcher had already established a sound relationship with learners, colleagues and parents. Permission to conduct the research was obtained from the board of directors and the principal of the school. Parents' permission was also obtained for their child to participate in the research study.

All three Grade 1 classes participated in the study, according to Nieuwenhuis' (2016) using the concept of convenient sampling. Convenient sampling is where the research includes participants that are conveniently available, where for this study the Grade 1 learners were conveniently available as I was a teacher at the school where the research took place.

i) Grade 1 learners as participants

The Grade 1 learners participated by means of their drawings. To prevent labelling learners who are perceived as 'angry', all the learners took part in the lesson during which data were collected in the subject Life Skills under the theme "My emotions". The subject Life Skills is presented every week for two hours. All three Grade 1 classes worked on the same theme, "My emotions", per the Curriculum Assessment Policy Statements (CAPS) document. The researcher attended each class to observe the learner's drawings about what makes them angry; each Grade 1 teacher was also present during the lesson, but the researcher only observed the learners in all three grade 1 classes. After the drawings had been completed, a narrative inquiry was carried out to ensure the researcher understood the content and meaning of each picture. The researcher purposively chose four drawings that depicted anger and the learners who had made the drawings formed the sample of participants, together with their respective teachers. The reason for choosing four drawings was that these pictures had the markers present within their drawings that the researcher was using when choosing the pictures for the research.

The research study was thoroughly explained to the teachers, parents/guardians as well as the participants. Furthermore, a hands-on example was shown to the teachers and parents of how the lesson would be conducted and how the research would take place. The parents of the learners received a consent form to read and sign before any research took place.

The research was conducted during normal class time; therefore, all learners took part. The parents were notified well in advance that they could withdraw their child from the research at any point in time if desired and the learners were also informed that they can stop taking part if they felt uncomfortable at any point of the study. All three grade 1 classes and learner's took part in the Life Skills lesson, however, the 51 learner's drawings that were used, was done so by permission of their parents.

ii) The Grade 1 teachers as participants

The researcher approached my fellow two Grade 1 colleagues at the school and explained the purpose of my study and what I required from them. The researcher informed the teachers that consent was needed in order to select any learners in their class, and their willingness to let me observe the learners would be appreciated as well as their participation.

The researcher would need their consent to select any learner from their classes, and that their willingness to let me observe their learners would be appreciated as well as their participation. The teacher's participation would be to explain the theme "My emotions" to their class and that the learners would complete an activity on their feelings. As the researcher prepared a semi-structured interview for the teachers to participate in and required their consent to conduct this interview. Information gathered from these semi-structured interviews helped the researcher to gain a deeper understanding of the diverse situations that make learners angry or upset and of the extent to which these teachers would have helped these respective learners (if at all) to deal with their anger appropriately. The motivation for the teachers to participate in the semi-structured interviews was to dismiss any personal biases by gathering more information and knowledge of different ways that teachers viewed certain learners in their classrooms. This strategy and approach enriched my findings on the learner's emotions during certain situations and gave me insight into ways of raising awareness of what makes learners angry to guide the reactions of teachers and other caregivers in instances that may be potential triggers of aggression.

1.7.2.2 Data collection

Collecting data means having the ability to identify and select data from individuals for a study, as well as gathering more information by asking the different people questions and by observing what they do and their behaviours (Creswell, 2012).

The data collection strategy for this research study comprised of drawings/pictures, narrative inquiry, observation and field notes and semi-structured interviews.

i) Drawings

The researcher made use of drawings to get a sense of the inner anger experienced by the learners in certain situations, since Hall (2010) as well as Steele and Kuban (2013) postulate that drawings present a safe space for learners to express what talk alone cannot entirely express. In other words, they suggest that drawings can act as a safe mechanism for learners to express their emotions, which they might find difficult to verbalise with adults. Furthermore, most learners experience drawings as an unstructured activity that allows them to express what they feel without getting into trouble (Hawkins, 2002).

Drawings can assist learners to “elaborate on elements of their experiences” (Steele & Kuban, 2013, p. 81) as young learners are sometimes afraid and do not always know how to express verbally what they feel appropriately. In this regard Steyn and Moen (2017, p. 8) assert that “learner’s drawings are thought to reflect their inner words”, which reveal various feelings that they are unable to express to adults.

Therefore, it is important to understand that learners use drawings to express themselves. As the participants in the study are young learners, aged six to seven and in Grade 1, drawings were considered the most suitable instrument to gather rich data, which would help adults understand why learners become angry.

ii) Narrative inquiry

According to Creswell (2012, p. 502), a “narrative inquiry” typically focuses on studying a single person and gathering data through collecting stories, which report the individual’s experience and then by discussing the meaning of those experiences for the individuals. McEwan and Egan (1995) postulate that when learners tell a story, it helps them understand feelings and emotions they need to process. For the purpose of this study, narrative inquiry was used after the completion of each drawing session, which took place as spontaneous discussions. The researcher asked the learners to explain what they had drawn and why. This helped each child to understand his/her feelings and emotions by projecting his/her thoughts on paper. The researcher asked the learners to express their feelings by telling me what their pictures meant to them. The motivation behind this was to gain a clear insight into the learner’s thoughts that are embedded in their drawings, making it possible for me as the researcher to identify what makes them angry and why they become angry.

iii) Observation and field notes

As a participant-observer, my role permitted me to observe the participants in their natural setting (McMillan & Schumacher, 2010). Creswell (2012) maintains that the act

of observing others to gather information about them is named observation. An observational checklist was used to guide my observations in the three Grade 1 classrooms. All observations were recorded, and personal reflections were also done.

iv) Semi-structured interviews

A qualitative interview occurs when the researcher asks one or more participants certain open questions; these are followed by further “probing and clarification and the answers are recorded” (Nieuwenhuis, 2016, p. 93). The researcher records the data for analysis (Creswell, 2012).

Semi-structured interviews were used with the teachers. The “semi- structured interviews are predetermined questions”; however, they do allow for questions that are not determined beforehand (Maree, 2016, p. 80). These interviews helped me fill in the gaps of what the researcher observed in the classroom and helped me gain additional insight into the learners’ classroom environment and whether this had an impact on the learners’ anger and aggression they experienced in certain situations. The researcher recorded the interviews on a digital recorder to ensure that the teachers’ comprehensive feedback was captured to increase my interpretation and understanding of the information provided (Creswell, 2012).

1.7.3 Data analysis

Data were analysed inductively. According to McMillan and Schumacher (2010), inductive data analysis occurs when groups, categories and patterns arise from the coding of the data gathered. They further maintain that the process of inductive analysis is an “ongoing process” where the researcher can go back to previous work and “double check” to correct or improve the analysis. For the purpose of this study documented data were organised and themes, subthemes and categories were identified.

According to Maree (2016, p. 116), coding is a “process of reading the transcribed data” carefully, line by line, and dividing it into different meaning units. In this study the researcher analysed all the observation and field notes first and found similar themes within all the observation and field notes. Once the researcher found similar themes, the researcher began to assign data in similar stated ideas.

Themes need to be explained, elaborated on and divided into categories and sub-themes. The categories and sub-themes led up to the main theme and they all connected with each other (Maree, 2016). The researcher elaborated more on the different themes and labels that the researcher had assigned and further examined

the collected data.

To ensure quality assurance, the trustworthiness of my study is discussed.

1.8 TRUSTWORTHINESS

Maree (2012) postulates that trustworthiness refers to the way in which the data are gathered, collected, classified and sorted, especially if the data collected are verbal and written. Creswell (2012) opines that the validation of data is done through numerous techniques in order to ensure that the findings are precise and credible. Trustworthiness guaranteed that my research was “true, honest and reliable” (Maree, 2007, p. 80). The following aspects attested to the trustworthiness of my research, namely, confirmability, dependability, credibility and transferability.

1.8.1 Confirmability

Zhang and Wildemuth (2009) describe confirmability as the degree of objectivity to which the data findings of a research study are shaped and formed by the participants rather than from the subjective (bias) opinion of the researcher. Confirmability is when a researcher’s data findings can be supported and reinforced by other researchers’ readings and similar investigations (Ary, Jacobs, Sorensen & Razavieh, 2010). In order to ensure confirmability, dependability needs to be guaranteed, as according to White (2011, p. 236) “dependability is [accompanied] by confirmability.”

1.8.2 Dependability

According to Goetz and LeCompte (1984), dependability refers to the constancy and reliability of the research process, approaches and the methods over time as well as the influences of degree of control in the study. Woodside (2010, p. 117) opines that dependability refers to the use of “multiple human investigators to enhance the internal stability of all the measures taken in the study.” Therefore, by using two teachers as added data providers, multiple human investigators were efficiently involved. Maree (2016, p. 124) stresses the “close ties between credibility and dependability, arguing that, in practice, a demonstration of credibility goes some distance in ensuring dependability.”

1.8.3 Credibility

Woodside (2010) states that credibility is a process of using multiple realities to scrutinise a process adequately. Furthermore, White (2011) postulates that there are various ways to ensure credibility. In this study the data the researcher gathered and collected through my observations, semi-structured interviews, drawings and narrative inquiries were compared and enabled me to gain insight into why the learners

become angry in certain situations which could lead to aggression. The learner's parents/guardians were informed and given a consent form to signify their permission for their child's participation in the research study. The parents /guardians were also notified that they could read the research at any point in the study. The narrative inquiry presented different perspectives on the learners, helping to ensure an unbiased analysis of the compiled data. Through my observation the researcher was able to recognise any biases that would be presented.

1.8.4 Transferability

Lincoln and Guba (1985) suggest that transferability refers to the extent to which the results of a study can be transferred and generalised to other contexts. In other words, transferability relates to the use of this data results by other researchers in other contexts (Willis, 2007). I anticipated that this research would contain information and data that could be of significance to research in other classroom contexts or studies involving other age groups that might involve comparative analysis.

1.9 ETHICAL CONSIDERATIONS

Maree (2016, p. 44) states that an important "ethical aspect is the issue of protection and anonymity of the participants' identities." The ethical considerations for this research study were of the utmost importance as the participants were below the age of 18 years (Hedges, 2001). The requirements of the Ethics Committee of the University of Pretoria were followed in order to secure ethical clearance (EC 17 07 03).

When clearance and permission were granted, the researcher conducted my research at a private institution. The researcher asked for written consent from the principal to conduct this research at the selected school. The parents were asked to give consent in order for me to do the research with their learners, the parents gave consent by not returning the form given to them as this was the way of the researchers inclusion/exclusions. The learner participants gave assent and because they are too young to read the assent form, the researcher designed it in such a way that the participants could look at pictures while the researcher explained the research to them. Teachers and learners were both informed that they could withdraw at any point in the research process. Teachers and learners were guaranteed that their identities and privacy would be protected by means of pseudonyms.

1.10 CONCLUSION

To conclude, chapter 1 has provided the reader with an overall synopsis of the study and ensured that its nature and purpose were outlined and explained. In addition, the aims, objectives, rationales and preliminary literature review of the research in turn

gave a clear understanding of the nature of the information that was to be collected and what the next steps were to complete the study. The main aim of the study was therefore to explore different reasons behind young learner's anger and by understanding the reasons, being able to create awareness of the young child's inner experiences. In Chapter 2 the theoretical perspectives on emotions dealt with in this research study are discussed. This includes an explanation of emotions, EI, development of emotions, and what experiences may cause anger in young learners.

CHAPTER 2

CONCEPTUAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

The intention with the research study was to determine what makes learners angry and to raise awareness among teachers regarding these factors to equip them in assisting learners when experiencing negative emotions such as anger. A conceptual framework (see Figure 2.1) served as lens to conduct the literature review.

Chapter 2 therefore first presents a general discussion on emotions, and then focuses on emotions in young learners and how their emotions develop. The difference between positive and negative emotions is also highlighted, with a more detailed exploration of anger, as negative emotion, and how it impacts the various elements of EI, namely the “appraisal and expression of emotion, the regulation of emotion and the utilization of emotion” (Mayer & Salovey, 1990, p.6). The following figure depicts the conceptual framework.

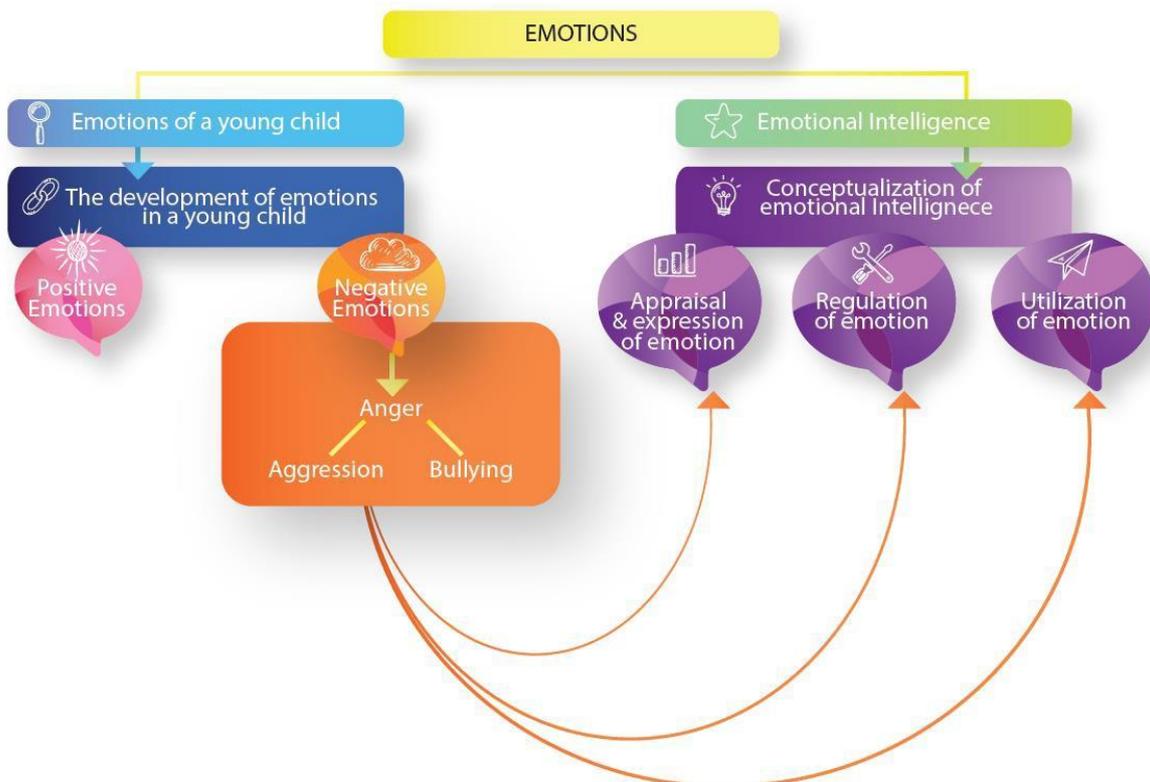


Figure 2.1: Conceptual Framework

From this conceptual framework it is deduced that anger is regarded as a negative emotion which implies that this emotion is not regulated (Mayer & Salovey, 1990), whereas emotional intelligent young learners are able to express their emotions appropriately. To put it differently, anger as an emotion does not meet the requirements for emotional intelligent behaviour. So, when exploring anger in a young child, it was deemed the best way to investigate this emotion by means of the various EI components, such as “appraisal and expression of emotion, regulation of emotion and utilization of emotion” (Mayer & Salovey, 1990, p. 6).

2.2 EMOTIONS

Traditionally emotions have been described as “nonspecific, disruptive activation states” (Gross, 1998, p. 273), which means that emotions were seen as an unregulated state of mind that resulted in specific behaviour. However, according to Niedenthal and Eric (2017) since the commencement of the twenty-first century, the study of emotions and the psychology of emotions has grown to develop into its own field of study, with contributions from various sciences such as “neuroscience, genetics, psychiatry, computer sciences, biology, zoology and behavioural economics.” This field of study is now often termed emotion science or affective science, where there is a subfield which is known as the study of the emotional brain (Niedenthal & Eric, 2017).

Emotions as a concept is difficult to define. Scherer (2004) suggests that emotions are various experiences that are interconnected, coordinated changes in ones intended goal whereby the external and internal stimulus event is evaluated as important to major concerns of the person. To put it differently, emotions refer to how a person assesses a situation that may either hinder or promote a specific desire or goal that this person may have. Scherer (2004) further explains that the appraisal of these experiences is subjective and result in a specific reaction or behaviour, such as “physiological reactions, facial and vocal expression) elements” (Scherer, 2004, p. 240).

Izard (1992) refers to Wundt, who already in the nineteenth century, suggested that emotions can be explained in relation to three different dimensions, namely calm – excitement, pleasantness – unpleasantness, and relaxation – tension. Wundt claimed that all individuals function on a continuum of these dimensions. There are however, opposing views on whether emotions have different dimensions. Darwin (in Izard, 1992), for instance, identified numerous emotions and believed that some of

these were a direct result of functional systems in our bodies. In other words, some emotions were seen as involuntary reactions to the way our bodies function. Eisenberg (2000), on the other hand, adds a more psychological explanation when postulating that emotions enable individuals to distinguish moral features in a specific situation, and in doing so assist in strengthening their moral/ good behaviour and weakening immoral/dishonest behaviour.

Emotions can therefore be understood as important guidance and monitoring systems or structures within an individual, designed to help individuals appraise events and help in motivating their actions to situations. When an individual 'reads' another individual's facial, postural, vocal and gesture expressions, he/she will indirectly understand the other's emotional states and situations (Stein & Levine, 1989). Emotions can therefore be understood as an indicator of well-being, and therefore it is important to understand how young learners respond to the different feelings and emotions they experience as this has a major impact on the choices they will make as well as their behaviour in different situations. One can therefore conclude that when young learners experience too many negative emotions, it may impact their well-being negatively.

2.2.1 Emotions and the young child

Denham, Bassett and Zinsser (2012) mention the importance of early childhood education when learning about emotions. These authors believe that emotions are universal, and by learning together and in collaboration with teachers and class peers, learners will utilise their emotions and begin to regulate and control them, as well as understand their own emotions and the emotions of others.

When a child attempts to understand another person's emotions, he/she will draw on his/her own knowledge of emotions, experiences and understanding of others (Stein & Levine, 1989). In other words, emotions will usually arise in response to an event or situation whether it is internal or external, that has a negative or positive relevance to the child (Mayer & Salovey, 1990). Learner's emotional experiences teach them to respond to emotional triggers differently, therefore they are enabled to handle their emotions appropriately in various situations. Moreover, the understanding and experiences of emotions involves the "assessment of the conditions that produce emotion and the plans and behaviour that follow emotion" (Stein & Levine, 1989, p. 345).

In light of the above, young learners who are bullied will look at the situation of what is happening, and from previous experiences, they will either know how to deal with the situation or they will express a negative emotion such as anger which in turn could lead to aggressive behaviour towards others.

2.2.1.1 The development of emotions in the young child

Emotional development includes learning about what emotions and feelings entail and developing an understanding of why and how these emotions happen. This allows young learners to recognise and understand their own feelings and the emotions of others, which in turn results in an effective way of managing the emotions that are experienced (KidsMatter, 2018). Izard and Ackerman (2000) identify several unique emotions that develop early in a child's life. These emotions are joy, fear, anger, disgust and sadness. It is only when the child matures and develops socially, that emotions such as shyness, guilt, shame and contempt develop (Izard & Ackerman, 2000). According to Shonkoff, Levitt, Thomas, Fox, Gunnar, Mayes, McEwen, Nelson and Thompson (2011), young learners who mature at a fast rate will develop the ability to cope with and manage various emotions at a relatively young age. Therefore, developing skills for managing a range of emotions is very important for a young child's emotional wellbeing.

As young learners grow, their emotional lives will become more complex as they are exposed daily to different situations. Young learners develop quickly during the third and fourth years of their lives and are able to understand more about who they are as well as what they are capable of doing and feeling, they are also able to understand other people around them (Stein & Levine, 1989). These authors furthermore suggest that at the beginning of their fourth year, learners are usually able to distinguish between different emotional terms and will be able to express their knowledge and understanding about the different emotional states that they experience (Stein & Levine, 1989). Furthermore, Widen and Russell (2010) advise that learners should be taught about emotions and warn that professionals such as psychologists and parents often assume that learners, even in babyhood, would be able to read others' emotions just from their facial expressions. Teachers have an important role in supporting the development of a young child's emotions; this can be accomplished by responding efficiently to the emotions expressed by a young child and providing examples of how they can manage, cope and understand the feelings and emotions that they have felt (KidsMatter, 2018).

Izard and Ackerman (2000) furthermore mention that the unique emotions that learners develop at a young age help learners organise their perception, cognition, and actions (behaviour) for coping with various situations they are faced with and these emotions ultimately contribute to a child's personality and behavioural development. As learners develop, the circumstances that provoke their emotional responses change as well as the strategies used to manage them (Izard and Ackerman, 2000). Shonkoff *et al.* (2011) explain that emotions can be adapted in helping to encourage a child to organise and regulate behaviour whereas Davies and Cummings (1995, p. 677) emphasise the value of emotions by organising and directing various reactions to a person's interpersonal situations. Furthermore, although different emotions are experienced by young learners at different times during different situations, Gross (1998) explains that emotions assist in addressing various developmental processes; for example, a child may express an emotion (happiness) to indicate his/her ability to show appreciation for a dog wagging its tail. Emotions will also prepare a young child for any rapid responses, such as to flee a dangerous situation and to help the individual assess the ongoing match between the environment and him/herself. As learners grow, they develop the ability to recognise their feelings and emotions and they become more aware of other emotions and the appropriate response required. Gross (1998) further states that emotions also function as an individual's social compass and will help in guiding him/her about other individuals' behavioural objectives, giving signs as to what is good and what is not good, as well as forming behaviours accordingly to various situations.

Izard and Ackerman (2000) distinguish between positive and negative emotions, which have a determining impact on the child's behaviour. For example, when a young child expresses positive emotions this will in turn appeal to other social individuals. This will also seem to help form various relationships among individuals (Denham & Weissberg, 2004). These authors warn that when young learners express negative emotions, they will have a difficulty in forming social relationships (Denham & Weissberg, 2004).

i) Positive emotions

Coetzee and Jansen (2007, p. 18) identify positive emotions as "appreciation, joy, happiness, achievement, motivation, relaxation, confidence, engagement, faith, pride and enthusiasm" and mention that these create a space that is safe and loving, a requirement for a child's emotional security. Positive emotions (also referred to as

happy emotions) are observed and regarded as the earliest and most understood emotions and are often shown and expressed by young learners in preschool (Denham, 2005). These positive emotions are characteristics of what Denham (2005, p. 195) calls “affect-matching responses” which means that a young child will display positive emotions or prosocial behaviour when challenged with similar behaviour from another person. Denham (2005, p. 195) furthermore stipulates that young learners react “pro-socially” when positive emotions are stimulated and encouraged by adults or other individuals in their immediate environment. Young learners can at a very young age begin to recognise and label different facial expressions of emotions that are observed. Later on, young learners can also identify different emotions that are provoked by various situations, and they will be able to understand and produce specific causes as well as consequences for different basic emotions such as anger, fear, sadness and happiness (Levine, Liwag & Stein, 1999).

Steyn (2017) postulates that young learners, who know how to identify, control and understand their own thoughts and feelings are those learners who are emotionally intelligent, and he defines this concept as the ability to understand and control the feelings and thoughts that are identified by communicating them in an appropriate way to others and also by having empathy with others with use of emotions which shows that a learner will be able to interact on an emotional level. This would mean that teachers should teach learners how to cope with their emotions by helping them deal with conflict, sadness, disappointment, and especially anger. A child should have emotional control, that is, the ability to control emotions, which in this study is mainly the emotion of anger.

Furthermore, Coetzee and Jansen (2007) state that experiences of positive emotions create situations whereby learners are more inclined to motivate themselves to want to succeed. In addition, young learner’s emotions function as important regulators for their intrapersonal and interpersonal behaviours. Young learner’s ability to understand their and other individuals’ emotions is a key component in their social perception (Denham, Zoller & Couchoud, 1994).

ii) Negative emotions

Negative emotions tend to hinder individuals from behaving appropriately and thinking rationally, thus inhibiting individuals from seeing the situations they are in according to their true perspective (Coetzee & Jansen, 2007). These negative emotions can be characterized by fear, anger, disgust, sadness, embarrassment, guilt, envy, frustration, confusion, shame, detachment, distraction and jealousy and may lead to

depression, anxiety and conduct disorders (Coetzee & Jansen, 2007). Individuals usually experience negative emotions and thoughts, but each individual approaches his/her negative mental experiences in various ways. According to Menninghaus, Wagner, Hanich, Wassiliwizky and Koelsch (2017, p. 3), “psychological research suggests that negative emotions have a distinct potential for high intensity of subjective feeling, a powerful grip on attentional resources, and privileged storage in memory.” In other words, negative emotions have a tremendous negative impact on an individual, as they determine one’s psychological experiences and tend to remain in one’s memory for a long time.

Izard and Ackerman (2000) furthermore warn that negative emotions may contribute to dysfunctional behaviour. To illustrate, in a classroom situation a child will most likely resort to some sort of nonadaptive behaviour such as anger or acting out by irritating or hurting another child in their surroundings, when they are feeling vulnerable or unhappy. Some negative emotions (e.g., anger, fear and distress) arouse this specific action tendency in a child. Davies and Cummings (1995) observed the association between young learner’s negative emotions and an increase in their sensitivity to and understanding of unpleasant characteristics of interactive situations, whereas learners who display positive emotions would exhibit greater prosocial behaviour amongst their peers (Levine, Liwag, & Stein, 1999).

To elaborate further, Coetzee and Jansen (2007) note that when teachers and young learners experience negative emotions in the classroom, this in turn could affect their classroom performance. When negative emotions are apparent, this leads to a mental state of mind harmful to performance and improvement. This also creates a negative classroom atmosphere which leads to a decrease in learning and productivity and eventually contributes to a low self-esteem in the learners (Coetzee & Jansen, 2007).

In other words, a young child who is experiencing negative emotions may experience a lower self-esteem and constantly think negative thoughts about him/herself when compared to others. These young learners also display fairly low patience for frustration whereby they will give up very easily and in turn want someone else to take over (Coetzee & Jansen, 2007).

In the next section, anger, as negative emotion will be explored.

2.3 ANGER

Anger is understood as wanting to do something but not being permitted to do it (Denham et al.,1997). Sukhodolsky, Golub, Stone and Orban (2005) describe anger

as aggressive thoughts in an individual that cumulate into aggressive actions directed at other individuals. Moreover, Strayer and Roberts (2004) stipulate that anger is thought to have consequences that are important to the prosocial behaviour, social relationships as well as aggression for young learners. Furthermore, a discussion of anger is an important component in this study so that the reader may grasp the causes of anger and how young learners are impacted by anger. For the purpose of this study, anger is understood as the emotion young learners experience when they find themselves in a situation that they are unable to control and where they are unable to retaliate.

In other words, anger can be understood as an emotion that is experienced by all individuals at some point in their life. Adults are more likely to understand the emotion anger and how to control and deal with it appropriately (Strayer & Roberts, 2004); on the other hand, young learners still need to learn to understand what the emotion is and how to handle it appropriately. This will in turn only be learnt by experiencing the emotion and seeing how other individuals around them handle a situation in which they are faced with anger (DiGiuseppe & Tafrate, 2006).

In addition, DiGiuseppe and Tafrate (2007) explain anger as a protective instrument for young learners to cover up when they are hurt, sad or if they are fearful of something. In other words, young learners will resort to anger rather than having to show they are hurting, fearful or are initially sad about something. This could mean that they are ashamed of why they are sad or fearful or do not know how to express their feelings appropriately.

Furthermore, Gable, Poole, and Harmon-Jones (2015) support the thinking that an emotion (anger) that is experienced by young learners will weaken or even impair their rational thinking in that situation they are faced with.

The different causes of anger and aggression as well as bullying are addressed in the following sub-sections.

2.3.1 Theoretical perspectives on anger

Two theories, Lazarus' theory on emotion (1991) and Piaget's cognitive theory (1969), are relevant to an understanding of anger from the young child's perspective.

a) Lazarus' theory on emotion

Kempen and Strongman (1995) maintain that Lazarus' view on anger is expressed in terms of his cognitive-motivational-relational view of coping process and most

importantly emotions. Lazarus (2000) regards anger as a product of the cognition and reasoning, which includes a motivational aspect in terms of a person or object. In other words, an emotion becomes the experience of anger, and is motivated or stimulated by a person or object, which refers to the relational aspect. Lazarus groups anger the same as any other negative emotion, which is a result of “harm, loss or threat, but with any blame for these being attributed to someone” (Kemp & Strongman, 1995, p. 406).

A very important idea in Lazarus' theory relates to the process of appraisal, where a specific stimulus or event is assessed, and then acted upon. Kemp and Strongman (1995), states that the appraisal process gives rise to a certain emotion with greater or less concentration depending on how the relationship is assessed in respect to the person's well-being. Lazarus characterises the process of appraisal as both the primary and secondary reason for the emotion which Kemp and Strongman (1995, p. 406) explain as follows, the primary appraisal of anger has to be the relevant goal of interest by wanting to reach that goal, and to avoid having concerns of self-esteem against aggression. If all these conditions are reached and met and the primary appraisal which leads the person to experience anger is made, then according to Lazarus (1982) secondary appraisals follow. Kemp and Strongman (1995, p. 406) further allude to the fact that Lazarus sees cognition as being an important and necessary part of a person's emotions. Therefore, Piaget's theory on cognitive development should also be discussed.

b) Piaget's theory on cognitive development

According to Huitt and Hummel (2003), Piaget (1980 - 1986) was one of the most significant researchers who did research on development psychology during the 20th century. Piaget was primarily interested in the area of “how we come to know about different things” and how an individual (organism) is able to adapt to its environment. Piaget's theory of cognitive development best explained how an individual is able to adapt and adjust to the immediate environment between infancy and adulthood. Piaget identified four stages in the cognitive development theory. The four stages in the cognitive development theory are: sensorimotor stage, pre-operational stage, concrete operational stage and formal operational stage (Huitt & Hummel, 2003,). For the purpose of this study, the pre-operational stage has relevance, and the participants in this study were six to seven years old.

Huitt and Hummel (2003) explain that during the pre-operational phase the young child's intellect will be more developed and they can be seen using symbols, as well

as having the understanding that objects in reality can be described by verbal words (Srivastava & Menon, 2017), which means their language becomes more established and mature but not as mature and established as that of an adult. They will be able to explain in a little more detail how they feel in different situations and how these situations make them want to react (Kim, Song, Lee, Heo, Sung, and Lee, 2011).

Furthermore, a young child's imagination and memory are developed; however, the thinking process is not logical and of sequence and order (Huitt & Hummel, 2003). In fact, according to Srivastava and Menon (2017), a young learner's thinking will mostly be inconsistent, disjointed, illogical and unsystematic. In addition, young learners are more likely to think more about themselves, since egocentric thinking is more dominant in this stage (Huitt & Hummel, 2003). However, a child in the pre- operational phase will not understand other individuals' points of view as well as their emotions (Huitt & Hummel, 2003). Furthermore, a young child's thinking will be limited and restricted to "perceptual and motor characteristics of the objects or the situation" (Srivastava & Menon, 2017, p. 40). In other words, a child's thinking is limited to an object's characteristics such as colour, texture, size, and whether the object can be manipulated, throwable or has the ability to turn and change shapes. Learners in the pre-operational phase will think more concretely and understand things better in their immediate environment according to their perceptions of reality. They will also need to learn how to manage their reactions to various situations with which they are faced (Heo, et al., 2011). Understanding this stage in terms of the young child's cognitive development and process is important, as it explains how anger is experienced.

Piaget believed that learning should consist of construction and hands-on learning, and that individuals should adapt and adjust to their environments around them (Blake & Pope, 2008). Blake and Pope (2008) furthermore refer to Piaget, who described the ability needed for an individual to adapt and fit into their environment by explaining two processes, namely accommodation and assimilation.

Accommodation, according to Campbell (2006), is the procedure of changing reasoning (cognitive) structures to accept different situations in the environment, in order to increase the effectiveness of the situation. In other words, it would therefore be the ability of the young child to accept that negative things or situations that make them angry may occur, and to react in a such a way that this negative situation is handled in a socially accepted way. Zhiqing (2015) further explains that assimilation is the process by which an individual change a situation in their environment which in turn influences the environment in either a positive or negative way. However, when

assimilation produces an effect that is positive, this will be by assimilating a new plan into that of an older plan, the new plan is more enriched and renewed. In other words, when young learners are faced with a situation such as bullying and they are unfamiliar with how a situation like is handled, they may react with anger; however, a new plan can be formulated and these young learners can learn different abilities to prevent acting out when angry in a situation such as bullying. Being able to apply these two skills or processes, namely accommodation and assimilation, may assist a young child in standing up to the bully in a more accepted and appropriate way, such as walking away or reporting such behaviour. However, both accommodation and assimilation embody the interactions between the individual and their environment. Each stage mentioned in Piaget's theory incorporates both accommodation to the environment or assimilation of the environment.

Furthermore, a more detailed discussion follows of the link between the pre-operational phase and anger in young learners, by means of their implementation of their learned abilities to understand the situation they are in and why their emotion (anger) can be used to express their feelings positively and appropriately. Young learners' express anger when they are exposed to situations that either make them uncomfortable, such as a social interaction with new learners, or when they are unsure how to react or change the situation, they are in. In turn, a young child in this phase will face numerous limitations; however, as they progress through the pre-operational phase they will acquire different abilities, such as the ability to use words and symbols to represent their reality and they will have a more concrete way of thinking especially regarding their immediate surroundings. In the following sub-section, the different causes of anger and aggression as well as bullying will be addressed.

2.3.2 Causes of anger in young learners

When exploring anger as negative emotion, it is important to establish why this emotion is evoked in young learners. Boman, Smith and Curtis (2003) suggest that there are four extensive contributing influences that are associated with high levels of anger in young learners: the family, background/ culture, peers, and the young child's personality traits.

In relation to the family, a young child who is exposed to adults that express anger and aggression inappropriately and frequently will be more inclined to model the same behaviour that has been seen and experienced (Marshall, Roettger, Mattern, Feinberg & Jones, 2018). Another factor that could potentially lead to high levels of anger, would be frustration levels caused by not being heard or understood by those around them

which would in turn lead to more outbursts of anger from time to time.

Secondly, a young child's background and culture interlink with that of their family. Their anger could in turn be their expression of what they think is the norm and how they have experienced those in their culture as well as in their family express and handle anger in various situations. Furthermore, Conger, Neppl, Kim and Scaramella (2003) report that the parents' antisocial behaviour are more likely to directly affect a young child's behavioural problems such as anger and aggression at school and at home. Parental behaviour is more prone to affect them during the child's younger years. Young learners are more influenced by the behaviours and attitudes they see and are exposed to, and they will model how their parents or adults handle certain situations.

Thirdly, school peers could influence a young child's anger levels in numerous ways and could result in, among others, bullying and teasing (Wilde, 2001). In other words, when a young child expresses anger, aggression or hostility in a school environment, they are either the victim at school or the victim of these factors at home or outside school, and they are enforcing power over the other individual. School peers are more likely to contribute to another child's anger by provoking them as they feel they need to control those around them (Englander, 2017).

Lastly, the young child's personality characteristics may contribute to expression of intense anger. Certain personalities are more likely to misinterpret their social interaction with other individuals in a social setting and this could lead to frequent expressions of anger, aggression and hostility towards other individuals (Boman, Smith & Curtis, 2003).

To elaborate, young learners who experience anger will often be faced with frustration or interactive aggravation. In other words, these young learners are less successful in learning and understanding how to monitor and regulate tasks that could potentially lead to interpersonal conflict, disruptive behaviours and aggression (Joseph & Strain, 2003). These issues would possibly lead learners to display frequent emotions of anger and aggression in a social context.

Additionally, young learners who experience various emotions, in this case anger could be dealing with different situations that they struggle to understand, control or handle. Young learners will find the smallest situations that are unfamiliar very challenging to handle. If a young child has not seen an adult handle or experience a similar situation appropriately, the child will handle the situation incorrectly (Conger,

Neppl, Kim, & Scaramella, 2003).

2.3.3 Anger in the school setting

Sukhodolsky, Kassinove and Gorman (2004) state that anger experienced in young learners can be viewed as a personal experience that differs in intensity and length. Likewise, Radliff, Wang, and Swearer (2016) believe that learners who are angry, can be found in nearly every classroom; moreover, there appears to be an increase of angry young learners in classrooms. This leads to teachers spending less time teaching academic schoolwork and more time trying to correct disobedience among the learners. In other words, young learners will be more inclined to poor behaviour rather than listening to their teacher. This behaviour will result in acting out or showing anger when reprimanded. Another reason for young learner's manifestation of anger at school could be peer victimization. The latter is associated with adjustment problems among young learners such as inattention and hyperactivity resulting in difficulty in making friends or getting along with class peers (Motamedi, Bierman, & Huang- Pollock, 2016). According to Kaynak, Lepore, Kliewer and Jaggi (2015), this will also include young learners expressing aggressive behaviour towards their class peers. However, these authors also believe that not all young learners are aggressive, but they do need to learn how to regulate and control their anger outbursts when faced with peer victimization. Specifically, Kwon, Hanrahan and Kupzyk (2017) maintain that the way in which young learners regulate or express their emotions will help or otherwise hamper their classroom experience with their teachers and peers. This will "contribute to [young learner's] learning- related attitudes and behaviours" (Kwon et al., 2017, p.1) in class and outside the classroom.

From my experience as a teacher, a young child who expresses anger will do so by acting on his/her anger by means of an external show, which leads him/her to becoming angrier at not being understood in the way intended. Alternatively, young learners can be encouraged to express anger in a way that is manageable and more appropriate by drawing the situation that has initially made them angry or by talking to an adult or teacher about what has caused them to become angry (Wilde, 2001).

Sell *et al.* (2017) mention that learners will experience feelings of anger and distress as they pick up on cues of what might be identified and seen as the intentions of the anger. These cues would be bullying among peers, problems that occur at home or even something as simple as not getting the lunch they had asked their parents to pack for them.

2.3.4 Controlling anger and impulses in young learners

Young learners who experience emotional distress which may manifest in anger, usually struggle to control their emotions as the emotional distress will damage their ability to show self-control or will impair their motivation to choose the correct and appropriate way to act in that situation. Furthermore, some learners will adopt self-harming behaviour that arises from the mood created by emotional distress (Tice, Bratslavsky & Baumeister, 2018). Furthermore, young learners in pre-school who have been taught the skills to manage and handle their emotions appropriately will have the ability to not only better understand what disappointment, arguments and hurt feelings are but they will be more understanding and will relate more to others at school and at home. (Joseph & Strain, 2003). Moreover, this clearly brings to light that dealing with anger at a young age is of the uttermost importance. This will be achieved as learners gain more understanding of when they are disappointed by either peers or their parents or having their feelings hurt. A very common way to hurt young learner's feelings is to be told by their peers, "You are not my friend and you cannot play with us". Individuals should be enabled to recognise the feelings of others around them at school, on the playground or at home (Tice et al., 2018) to ensure that they deal with the situation they are faced with in an appropriate manner. In connection to the above, young learners should be taught to know how to regulate and control their own emotional responses and impulses; thereby, they are enabled to manage interpersonal conflict as anger in a young child can often be triggered by various factors such as interpersonal provocation and frustration (Sukhodolsky, Smith, McCauley, Ibrahim & Piasecka, 2016). In a school and classroom environment, a teacher is in the perfect position to teach young learners how to manage and control their emotions in the correct manner (Franco, Amutio, Lopez-Gonzalez, Oriol & Martinez-Tanoada, 2016). This is an important task for the teacher (Joseph & Strain, 2003).

Furthermore, according to Franco et al. (2016), young learners need to learn how to deal with their emotions at school especially anger. This will help young learners to develop intrinsic motivation, increase their concentration in class and control their thoughts and hostility when faced with unpleasant situations. In other words, young learners will improve their schoolwork due to better concentration and enhance personal motivation to develop relationships and be more understanding of others. Lastly, young learners will be able to control what they feel and how they act upon what they are feeling when faced with different situations (Franco et al., 2016).

Joseph and Strain (2003) believe that the early childhood education teacher may teach

anger management in various ways, such as modelling an appropriate way in which emotions can be expressed and how to use the correct emotion in different situations. Teachers can in turn explain to a young child that not all situations will be good, but that there will be situations that will make us unhappy and we must learn to deal with those situations correctly. A teacher should always reinforce and praise a young child who uses emotions appropriately and should assist those that struggle to manage their emotions. However, when young learners do express anger in a situation and they struggle to manage this anger, their anger could lead to aggression.

Furthermore, Ausberger (1993) goes on to say that anger does unquestionably strengthen aggressive acts towards another individual; in other words, when an individual experiences anger and they struggle to manage their anger in a specific situation, they will lash out and become aggressive towards the individual, as this will be how they think the problem is best solved. Moreover, the non-aggressive responses, such as “impulse control, attention and concentration”, are more disordered than what they are normally in situations where an individual has not used their emotions appropriately (Ausberger, 1993).

However, Sell et al. (2017) states that anger in young learners or individuals does not always lead to aggression. However, when anger gets to the point where it does lead to aggression, is open or seen in the situation among young learners (Robertson, Daffern, & Bucks, 2015), this is known as “anger-based aggression” (Sell et al., 2017, p. 111). In other words, the young learners or individuals who express this aggression do not intentionally hurt or become fatal towards the target, but this does demonstrate that they want to fight with the determination to take action against the other individual with the intention of harm which could initially be physical (Sell et al., 2017). Anger based aggression (Sell et al., 2017) will typically involve an incident that starts with individuals who signal aggression, but this will disintegrate if the target of the aggression submits or withdraws from the current situation.

However, if the targeted individual does not submit or withdraw, the aggressive behaviour will become a more serious issue, as this will move from a less harmful situation to a more dangerous situation (Robertson et al., 2015). Therefore, anger-based aggression is not typically to injure or to hurt an individual fatally but appears to recalibrate the individual that is targeted instead (Sell et al., 2017).

Anger and aggression are interlinked, and this will be discussed in further detail in the next section.

2.3.5 Aggression

The term aggression is defined by Leary, Twenge and Quinlivan (2006) as any form of spoken or physical act that is done with the thoughtful purpose to harm or hurt another individual. Aggression is a section of an individual's behaviour that is intentionally directed towards another individual where the main intent is to cause harm (Bushman & Anderson, 2001). On the other hand, Saracho (2017, p. 68) defines aggression as "an interaction where a domineering [individual] continually displays aggressive behaviour to cause anguish to a vulnerable individual".

Furthermore, Lochman, Barry, Powell, and Young (2010) stipulate that aggression and anger in young learners and adolescents are critical and important aspects that has affected the teaching environment for educators and clarify that teachers are faced with a young child's indirect effect of anger and aggression as well as the direct effects of their anger and aggression. This anger and aggression that has an effect which is either direct or indirect towards the teachers or peers, assumes the form of social adjustment problems as well as learning problems (Lochman et al., 2010).

Additionally, Leary, Twenge and Quinlivan, (2006) mention that aggression can be understood as any verbal or physical action by means of hurting another individual, this action is done deliberately with careful thought to it. Aggression is closely related to the emotional process – more specifically anger. In many ways, "anger can be viewed as the emotional concomitant of the propensity to aggress" (Leary et al., 2006, p. 112). In other words, when one becomes angry in a situation that one is unsure how to handle, one may turn to aggression by speaking in such a way to express frustration, anger or embarrassment using slanderous terms towards another individual. The individual may also turn to physical aggression such as hitting and kicking with the intent to hurt the other individual as a way to solve the problem they are facing (Leary et al., 2006).

However, evidence to show the different factors influencing the developing aggressive attribution tendencies is inadequate (Healy, Murray, Cooper, Hughes, & Halligan, 2015). Furthermore, Velotti, Garofalo, Callea, Bucks, Robertson and Daffern (2016) note various efforts to expand the focus, when researching the connection between aggression and other diverse emotions that individuals express and the focus on aggression and emotional regulation.

Velotti et al., (2016) further mention that young learners who struggle with dysregulation of emotions (e.g., when a young child struggles to become more aware of emotions and is unable to find adaptive ways to solve problems) will generally

exhibit aggressive behaviour later on in life. Furthermore, Velotti et al., (2016, p. 2), state that when a young child has expressed or experienced a “complete emotion dysregulation”, there will be an association between lower self-esteem and the tendency to be more aggressive.

In addition, anger and aggression are the two most common emotions that young learners are challenged with daily and due to the lack of emotional regulation, some young learners will struggle to know how to appropriately express these emotions. As noted by Franco et al., (2016) young learners who express the emotion anger and behaviour aggression will in turn struggle to respond to and understand any social situation they are faced with.

Moreover, Liu, Lewis and Evans (2013) suggest a young child’s process of development will include that of experiencing aggressive behaviour some time at a young age. They further mention that a young child’s aggressive behaviour is established before verbal skills are developed. In addition, when a young child matures and verbal skills start to develop, this will in turn be either used in aggressive situations or be used to prevent aggressive behaviours (Liu et al., 2013). In other words, a child will use their verbal skills to either express their aggression or they will use their words to stop and prevent someone from becoming aggressive.

In addition, Salmivalli and Nieminen (2002) discuss the connection between anger and aggression which points to the interrelationship between bullying and aggression. Bullying could in turn be seen as an expression of anger. Rejection by others and bullying are frequent causes of an individual’s aggressive behaviour. This does not only make the individual aggressive, but they will also express anger. The following paragraph will discuss the topic of bullying in more detail.

2.3.6 Bullying

According to Englander (2017, p. 25), bullying is defined as a “decision that is intended, ongoing abuse that is targeting a weaker individual.” Additionally, Byrne, Dooley, Fitzgerald and Dolphin (2016) describe bullying as an aggressive behaviour that is unwanted by another individual or group of individuals who are not related. This aggressive behaviour involves a power imbalance and is done repetitively over a period of time. Additionally, bullying can cause and inflict distress or harm to the individual that is being targeted by means of physical, social, educational or even psychological harm. Furthermore, Saracho (2017) stresses that bullying in schools is a serious issue especially in early childhood education, which is a situation that needs to be addressed accordingly.

Englander (2017) further stipulates that bullying is frequent social hatred, where targeted individuals are not able to defend themselves as they are either mentally or physically less powerful than the individual who is bullying them. Moreover, bullying at school does not only seem to affect the victimized individual, but could in turn also affect those individuals that are observing the behaviour, as they might be afraid of retaliation from the bully (Huston, 2018).

Although Menesini and Saknivali (2017) discuss various types of bullying, only three types will be discussed below however, for the purpose of this study more traditional types of bullying are given greater attention. The reason as to why only these three types of bullying will be relevant to this study is that young learners are not yet exposed to other types of bullying such as cyber bullying. The types of bullying that will be focused on include:

- physical bullying (e.g., kicking, hitting, punching and damaging victim's property)
- verbal bullying (e.g., threats and name calling)
- relational/social bullying (e.g. social exclusion, spreading of rumours)

The various types of bullying will be further discussed below. These types of bullying are verbal bullying, physical bullying and relational/social bullying.

i) Physical bullying

Physical bullying is a form of bullying that includes physical attack such as hitting, kicking, punching or any physical harm towards another individual (Jeong, Davis, Rodriguez, & Han, 2016). Physical bullying initially has the intention to harm the individual that is being victimised. This type of bullying is more noticeable by others unlike that of verbal bullying. Furthermore, other forms of physical bullying can include that of intimidation or shoving another individual as well as stealing or even damaging their personal possessions (Smith, 2016).

ii) Verbal bullying

Bullying in the form of verbal attack is harder to see and prevent by adults. Verbal bullying often occurs where no adults are present and the effects of this form of bullying are not as noticeable, as it takes a form of threatening and teasing other individuals (Waasdorp & Bradshaw, 2015). Individuals who are verbally bullied will often suffer from emotional effects in the long term (Smith, 2016). Verbal bullying takes place often over an extended period of time, is more deceptive and tends to destroy a young child's self-esteem and self-respect (Smith, 2016).

iii) Relational/ social bullying

Bullies use relational/social bullying as a tool to improve their social status within a social group and to control other individuals who they see as weaker. According to Waasdorp and Brandshaw (2015), relational/social bullying can be in the form of spreading rumours and telling lies about other peers as well as leaving a certain individual out of the social group, which is also known as social exclusion (Smith, 2016). Unlike physical bullying that is obvious instantly, relational/social bullying can be continuous for a long period of time, without it being noticeable to any adults (Waasdorp & Bradshaw, 2015). This type of bullying happens in school especially when teachers are not around to prevent it and will continue until the victimised individual speaks out about what is happening (Smith, 2016).

In the following section, emotional intelligence (EI) will be discussed in order to indicate how anger falls short of the three different EI traits. These EI traits are: “appraisal and expression of emotions, regulation of emotions and lastly utilization of emotions” (Mayer & Salovey, 1990, p. 6).

The following section will further discuss EI and the different traits in more detail and how these traits are connected to an individual's EI.

2.4 EMOTIONAL INTELLIGENCE

Emotional Intelligence can be understood as an individual's ability to reason with emotions and to notice, understand and generate an emotion that can be expressed appropriately when faced with various situations. An individual who is emotionally intelligent will have the ability to recognise the meaning of their emotions and why they have experienced this emotion. By understanding their emotions, they develop the ability to reason and solve different problems that arise in a situation they face (Peter, 2010).

Anger does not comply with the first trait appraisal and expression of emotions; in other words, anger can in some way distort how an individual (in this case, a young child) appraises and expresses his/her emotions when faced with a situation. When young learners are faced with an unfamiliar situation, they could in turn react in an inappropriate way as they have not yet seen/ experienced or understood how to react in that specific situation (Mayer, Salovey & Caruso, 2006). The young child will not assess the situation first and then think of how to react. This links with the preoperational phase in which young learners' function. They are unable to think logically and to think about an appropriate outcome; furthermore, they are not able to

understand and reflect on the other person's point of view (Srivastava & Menon, 2017). When young learners are angry, they will react exactly how they think a problem could be solved whether appropriate or not. Furthermore, young learners will not become aware of their emotions when faced with a situation and they will not know how to express these emotions. This in turn leads to their failure to exhibit the trait of EI, which is appraisal and expression of emotions.

The second EI trait that anger does not comply with is that of regulation of emotions. Regulation of emotions can be understood as how young learners' control, manage and cope with their emotions and how they express their emotions in the correct way (Cavanagh, Quinn, Duncan, Graham & Balbuena, 2017). However, when young learners become angry in any situation, they are often unable to control their emotions and this leads to them expressing the wrong emotion which creates an even worse outcome. According to Berkovits, Eisenhower and Blanche (2017), emotional regulation is essential in social interactions. When anger occurs in a situation, young learners are unable to socially interact with those around them which affects their interactive relationships at school or at home.

The third trait that anger does not comply with in EI is that of utilisation of emotions. Appropriate utilization of emotions implies young learners should recognise and understand the emotions of others around them, by being empathetic towards those showing various emotions and building a sound relationship with them (Shonkoff et al., 2004). Utilization of emotion becomes distorted and inaccurate when an individual expresses the emotion of anger. In other words, young learners who express anger will not have the full ability to recognise the emotions of others around them, as the anger within them will overwhelm them and that will initially be all they can think of and react to. This in turn will affect how young learners or individuals think about the future, plan ahead, think more creatively in a situation, redirect their mood to a more superior situation and motivate themselves to overcome a difficult situation rather than dwelling on the negative emotion.

It is clear that when anger as an emotion is present in a situation, the individual or in this case the young child will not comply with that of EI traits. Anger can cause young learners to be narrow minded and to think only about how they feel and not how others around them may be feeling. They may also not be thinking of a different outcome to their situation they are currently in, as their anger has distorted their clear thinking and made them react in an irrational manner (Shonkoff et al., 2004).

Furthermore, there have been several definitions, explanations, and discussions of

what the term EI (EI) entails. Mayer and Salovey (1990) introduced the concept of EI, however, ideas related to EI such as social intelligence was introduced in 1920 by Thorndike (Locke, 2005, p. 428). It was not until the publication of "*Emotional Intelligence: Why It Can Matter More Than IQ*" by Goleman (2002) that the term and concept of Emotional Development become well known and used. Goleman (2002) defined emotional competence as "a learned capability based on EI that results in outstanding

performance at work" (Mayer & Salovey, 1990, p. 189). Furthermore, Mayer and Salovey (1990) explain that EI, is the ability to understand and to monitor one's own emotions and feelings and then to also have the skills to identify and monitor the feelings of others around them by differentiating the different emotions and to use that information to guide their thinking and actions. Furthermore, EI also allows a person to distinguish between different emotions and use this ability to guide his/her own way of thinking and actions. Likewise, Mayer, Salovey, Caruso and Cherkasskiy (2011) explain EI as a set of different abilities that provide the reason for how an individual's emotional awareness and understanding can differ in their correctness of using an emotion. They further define EI as the individual ability to observe and express emotions, adapt emotions in thought, understand emotions, and adapt the expression of emotions according to how others express their emotions (Meyer et al., 2011). Mayer and Salovey (1993) further explain that EI includes the nonverbal and verbal thoughts and expressions of the individual's emotions, which include the regulation of emotion in the self and that of others, as well as the application of emotion when various situations arise. More recently, Serrat (2017) explains EI as referring to having the ability, skill or capability to know how to identify, assess and then control various emotions expressed by one's self and the emotions of other individuals or groups that the person interacts with on an emotional level. Alegre (2011) believes that EI is a combination of various abilities and argues that one can be trained or learn skills to be emotionally intelligent; in other words, EI is not a fixed intelligence but can be developed.

According to Goleman, Boyatzis and Mckee (2002), the value of being emotionally intelligent is situated in the fact that it enables a person to maintain a positive viewpoint on life and this in turn can assist them to overcome any obstacle that they find challenging, be successful leaders in school and have a more self-confidence.

Maier and Davies (2011) explain emotional intelligent behaviour as the ability to communicate and discuss feelings and emotions with appropriate language and not reacting defensively in unfamiliar situations. It therefore involves the ability to cope

with emotions competently and successfully. Furthermore, Noorbakhsh, Besgarat, and Zarei (2010) and Schneider, Lyons and Khazon (2013) believe that the value of EI is to be effective in challenging situations and controlling stressful circumstances.

In addition, Maier *et al.* (2011) explain that EI gathers emotional abilities from four different sections namely “perception and expression of emotion, assimilating emotion in thought, understanding and analysing emotion and reflective regulation of emotion” (See Table 2.1). As this study focuses on young learners, these sections will be applied to the young child. These four sections represent different stages in the process of acquiring EI. The first stage is when young learners show the ability to recognise different emotions around them and according to those emotions, express an emotion in return. Furthermore, young learners that reach the second section will use their experiences of the different emotions they have felt to make their emotional decisions and to ensure that they are able to compare and understand that exhibiting different emotions in a similar situation is possible (Maier *et al.*, 2011) Additionally, young learners who can use different emotions in similar situations will understand why these emotions are appropriate and they know how to explain that emotion verbally. The last section of the table, indicates how young learners who has acquired different skills, are enabled to manage, control and regulate their emotions and by obtaining these skills, young learners can understand other individuals’ emotions (Maier *et al.*, 2011).

Table 2.1: How EI gathers emotional abilities from four sections and how it can be applied to young learners (Maier *et al.* 2011)

Specific sections	Description of sections
<p><i>Section 1</i></p> <p>Perception and expression of emotion</p>	<p>The young child recognises and expresses emotions.</p>
<p><i>Section 2</i></p> <p>Assimilating emotion in thought</p>	<p>The young child uses emotional experiences to help encourage thinking and to assist in comparing different emotions.</p>

<p><i>Section 3</i></p> <p>Understanding and analysing emotion</p>	<p>Understanding and the reasoning of the different emotions.</p>
<p><i>Section 4</i></p> <p>Reflective regulation of emotion</p>	<p>Emotional intelligence skills.</p>

The four sections as described above interlink with the visual representation below (see figure 2.1), in that both explanations give an overview of how young learners regulate their emotions. These sections explain how learners learn to recognise facial expressions, how to use appropriate emotions in situations, and understands emotions.

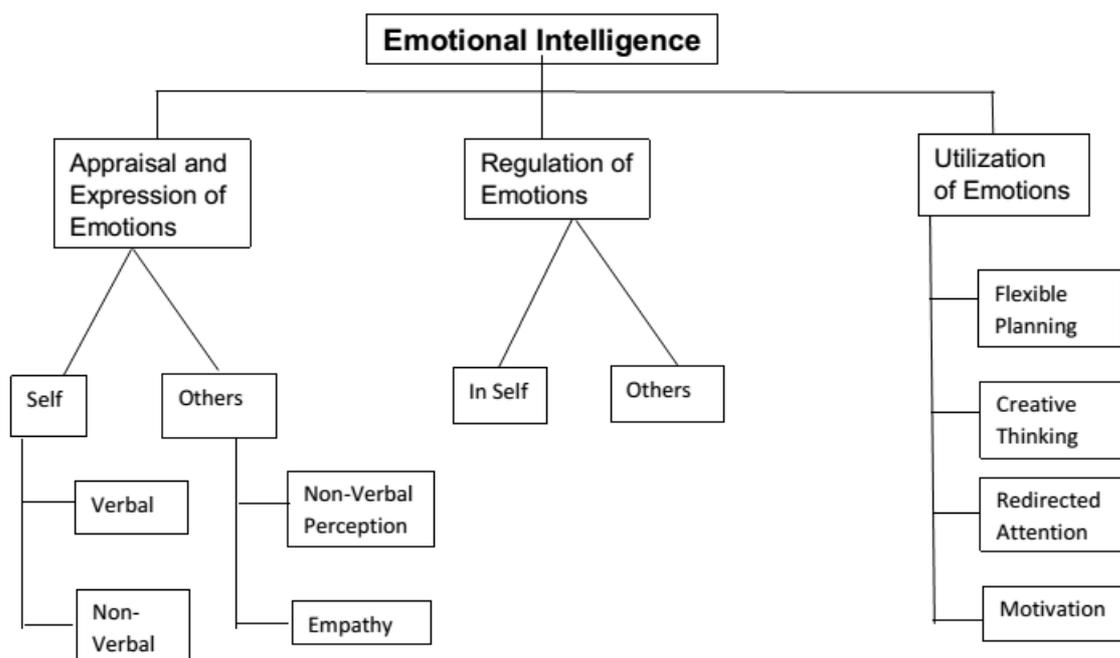


Figure 2.2: Conceptualization of EI (Mayer & Salovey, 1990, p. 6,7)

This visual representation is divided into three sections namely “appraisal and expression of emotion, regulation of emotions and utilization of emotions” (Mayer & Salovey, 1990, p. 6). The first section shows how the individual appraises and expresses emotions, which in turn interlinks with the first section of Table 2.1, where a young child recognises and expresses emotions. The appraisals and expression of emotions is when the information is assessed, and the assessment of the situation will

determine how a young child's emotions will be expressed. Furthermore, the ability to appraise and express emotions also implies that young learners have acquired a skill of identifying emotions in others and are aware of other emotions through body language and facial expressions. These two sections relate to anger, by means of when young learners experiences anger in various situations, they will need to know which emotions to utilise and appraise as well as how to recognise the emotion by means of understanding facial expressions and how to manage or deal with the emotion at hand.

The second section of the visual representation refers to the regulation of emotions which refers to when young learners can regulate and change emotions according to the situation, recognise the emotions of others and change and regulate their response to them. This section interlinks with the third and fourth section of Table 2.1. These sections refer to the ability of young learners to define their emotions as well as know when and how to use the specific emotions in various situations. Furthermore, these sections relate to anger when young learners experience anger in a situation, they should understand what emotion they are experiencing and regulate and change their emotion so that is more suitable for the situation. Young learners should define what they are feeling (anger), when it is appropriate to become angry and how to manage that anger in a suitable manner.

With the last section, Mayer and Salovey (1990) explain the utilisation of and individual's emotions as a way of planning, thinking, redirecting attention and motivating good emotions by being able to be more flexible in their planning, having creative thinking skills, and lastly to know when it is appropriate to redirect their attention from negative to positive emotions. These sections furthermore address individual differences in developing abilities as well as styles. These individual differences are important for two reasons. Firstly, individuals all differ in how they understand and express their emotions in various situations. Secondly, these differences may be learnt through various skills that are taught (Mayer & Salovey, 1990). Each of these elements will be discussed in greater detail hereafter. The last sections of the visual representation and the table link to the emotion anger in that each young child should be able to shift attention from being angry in the specific situation to a calmer, positive emotion, whereby he/she has motivated him/herself to understand the situation and give appropriate expression using taught abilities and skills.

2.4.1 Appraisals and expressions of emotion

Appraisal theorists (e.g., Roseman, 1984; Scherer, 1984; Smith & Ellsworth, 1985), stipulate that emotions are prompted when a situation or event is evaluated by an individual as important to his/her central concerns and well-being (Schmidt, Ting & Testa, 2010). In other words, an individual will encourage certain emotions when specific events or situations arise, which they evaluate (appraise) and understand as important to their well-being and to what concerns them most (Mueller, Jouriles, McDonald, & Rosenfield, 2015).

Mayer and Salovey (1990) propose that appraising and expressing emotions accurately is a critical and important part of EI. This is the case because individuals who are more aware of their emotions can quickly observe, respond and understand their own emotions. EI assists an individual to better express their emotions to other individuals around them. Emotionally intelligent individuals can effectively express their emotions to others and can respond in a more appropriate manner to their own feelings because of the accuracy with which they perceive them. According to Green (2015), young learners who display EI will be able to apply the aspects which are dealt with in the ensuing sections.

a) Emotions in the self

Emotions in the self-refer to the understanding of emotions in one's own emotional and physical state. This enables young learners every day in that they will be able know which emotions are appropriate in certain situations (Mayer, Salovey & Caruso, 2006).

The perception of self-emotion is the capability of an individual (e.g., young learners) to express and understand his/her own and other individual's emotions in the surrounding environment. Individuals who can evaluate and appraise their emotions will be successful in terms of knowing how to manage, cope with and direct their emotions appropriately (Mayer, Salovey & Caruso, 2006). Individuals with high EI not only have the ability of explaining, defining and managing their negative and positive emotions (Othman, 2011) but they have the ability to use their self-emotion evaluation skills. This helps them with organising and understanding who they are and what emotions they experience (Salovey & Grewal, 2005).

Mayer, Salovey and Caruso (2008) identified different ways that emotions are appraised and expressed, verbally and non-verbally. Young learners who express their emotions non-verbally resort to body language or facial expressions to express how they are feeling. Conversely, young learners who express their emotions verbally

primarily use the spoken word to express what they are feeling, for example, “I am angry because, he hurt me.”

These points will be further discussed below.

i) Verbal communication

Emotions can be appraised and expressed through verbal communication, that is, spoken language (Bloom, 1998). Furthermore, Rocci and de Saussure (2016) state that verbal communication is the most universal form of communication, on a descriptive level amongst individuals, where language is either part of direct or indirect communication. To illustrate, language is used to name and describe different feelings and emotions experienced by an individual. In addition, when individuals (young learners) learn about their emotions, they are dependent upon using words to express what they are feeling (Mayer & Salovey, 1990). Various messages transmitted by verbal communication are those speech events and utterances which have different meanings and bear several properties (Rocci & de Saussure, 2016). Young learners learn spoken language primarily to connect with other individuals in their surroundings as they want to share what they are feeling and thinking (Bloom, 1998). Furthermore, young learner’s skills and understanding in how they use language is of vital importance to their emotional development as these skills assist in communicating their emotions as well as knowing how to regulate their emotions (Bloom, 1998).

ii) Non-verbal communication

The concept of non-verbal behaviour or communication, according to (Neill, 2018) comprises of a variety of communication methods that do not include verbal characteristics. In terms of young learners, this includes smiling, hand gestures, eye contact and body posture. To elaborate, a young child who has a frown on his/her face may disapprove of something; a young child smiles when he/she approves or agrees with something. Moreover, verbal and non-verbal communication can be combined to elaborate on further meaning, for example, when a child mutters, “Okay, fine I will”, it can be understood in different ways. The interpretation will depend on the facial expression that accompanied the response from the young child (Neill, 2018).

b) Emotions in others

Young learners may show how they understand the emotions of others around them, through drawings, language, facial expressions and their behaviour (Mayer, Roberts, and Barsade, 2008). This is seen in young learner’s everyday lives when they socialise with others around them. Various indicators enable them to connect and

understand what other individuals around them are feeling. To sense emotions in other people an individual should develop non-verbal sensitivity to emotions in order to gather important cues through observation of body language and facial expressions (Mayer & Salovey, 1990). According to Mayer et al. (2008) non-verbal perceptions include being able to interpret social information, such as the familiarity and the influence of relationships, along with the ability to recognise precise emotional expressions of others. In this regard Petrides, Sangareau, Furnham and Frederickson (2006) suggest that when learners can recognise emotions in others, they develop better peer relations at school.

Mayer and Salovey (1990) provide a summary of the two aspects of appraisal and expression of emotion which explains that the actual application allows individuals to measure precisely the correct responses in self and in others and to choose behaviours that are socially acceptable in a specific situation.

A person who is able to appraise his/her emotions is able to understand them and comprehend the reasons for and consequences of those emotions (Othman, 2011). Ultimately, this can improve how individuals express, manage and understand their emotions and when it is the correct emotion to use in a specific situation.

2.4.2 Emotional regulation

According to Cavanagh et al. (2017) emotional regulation is defined as the process whereby learners can influence their emotions, when they arise and how they are experienced and in turn express these emotions. To state it differently, it is the ability to control emotions. Furthermore, Compas, Jaser, Bettis, Watson, Gruhn, Dunbar, Williams, and Thigpen. (2017) add that regulation of learner's emotions is the ability to know how and when to use an emotion so that they can express their emotional responses appropriately. This ensures that learners are aware of different emotions and know when these emotions are appropriate to express. It also will render them more empathetic to the emotions of others around them (Compas *et al.*, 2017).

Furthermore, emotional regulation is commonly used to discuss learner's strategies and the behaviours they use to communicate and control how their emotions are aroused and how express them appropriately in various situations (Zimmer-Gembeck, Webb, Pepping, Swan, Merlo, Skinner, Dunbar, 2017).

As emotional regulation is fundamental for social interaction, it is a requirement for sound interpersonal relationships (Berkovits et al., 2017). However, Cavanagh *et al.*, (2017) also mention dysregulation of emotions, which refers to the lack of the ability

to control one's temper and emotions, causing one to overreact emotionally and finally experience emotional accountability.

Furthermore, when learners are able to positively regulate their emotions, they are able to "recognize his or her own emotional states at age-appropriate levels, access strategies to self-soothe or relax when experiencing a negative emotion or strong levels of excitement or arousal and maintain progress in current activities in the face of potentially interfering emotions" (Berkovits et al., 2017).

Berkovits et al., 2017, p. 68) distinguish between "behavioural regulation and cognitive regulation". Urbain, Sato, Pang and Taylor (2017, p. 62) explain behavioural regulation as the ability for an individual to adjust, adapt or accommodate behaviour in "accordance with exposure to [different] types of emotions" they experience when faced with various situations. Cognitive regulation is also known as "goal-directed reasoning" which is defined by Philippot, and Feldman, (2004) as the way a situation is changed so as to decrease the emotional influence it has on the individual.

Furthermore, learners learn how to adapt or control certain types of behaviour in accordance to experience to the various types of emotions experienced during peer interaction and social activities (Boman, Smith & Curtis, 2003). Learners therefore learn to detect "socio-emotional cues", such as facial expressions and thereafter formulate the most appropriate strategy to control their emotions to deal with the situation (Widen & Russell, 2010, p. 567). Izard and Ackerman (2000) explain this skill as the ability to recognise that positive emotions will inspire the child to seek answers and action; negative facial expressions will hinder behaviour to avoid an unfavourable situation.

2.4.2.1 Regulation of emotion in the self

Mayer and Salovey (1990, p. 7) have coined the term 'meta-experiences', which refer to the awareness of individuals concerning their own moods and emotions and in time the acquisition of control over or regulation of these emotions. Meta-experiences (Mayer and Salovey, 1990) can act as a monitoring structure that will in turn help an individual regulate, evaluate and observe emotions and moods. In addition, this monitoring structure can change the mood and emotions to ensure appropriate expression (Mayer & Salovey, 1990). Mayer, Roberts and Barsade (2008) clarify that being able to regulate one's own emotions enables learners to recognise and evaluate what they feel about the situation they are faced with so that they can reason accurately about their emotions which will help them to express emotions appropriate to the situation at hand.

Furthermore, Green (2015) succinctly summarises the self-regulation of emotions as:

- Having the ability to be involved with positive emotions but to become detached from emotions that are negative.
- Understanding that there are pleasant and unpleasant feelings and having the ability to be open and understand these feelings.
- Being able to control the negative emotions experienced and enhance the positive emotions.
- Having the ability to control and understand emotions in relation to others and oneself, such as recognising how reasonable or important emotions are.

2.4.2.2 Regulation of emotion in others

EI also comprises the individual's capability to regulate and change the emotional reactions of others (Mayer & Salovey, 1990). Emotion regulation is explained by Suveg and Zeman (2004) as having the ability to act appropriately in situations that are emotionally arousing and postulate that it is an important factor in regard to social functioning and psychological adjustment for learners. Denham, Bassett and Zinsser (2012) believe that young learners who can regulate their emotions are capable of dealing with their own emotions in a more productive way. In other words, young learners will become more aware of their feelings and learn to monitor and adapt them so that they use their emotions to support them rather than hinder their coping in various situations they are faced with.

When others feel that their emotions become too much to handle, they will often turn to people they are close to for help in managing their emotions, for example, a child may help another child to understand how to react in a situation, such as ignoring and walking away from those learners who bully them (Dore, Morris, Burr, Picard & Ochsner, 2017). Furthermore, emotional regulation of others can change the way others experience a situation and how they express their emotions regarding that situation. This can be achieved when the individual has been exposed to or shown how to express his/her emotions appropriately. This can be modelled by an adult such as a teacher or parent (Dore et al., 2017).

2.4.3 Utilisation of emotions

Emotional development has various essential structures that include being able as an individual to know how to understand and identify one's own feelings, to be able to manage those strong emotions and how to express them appropriately (Shonkoff

et.al., 2004). In other words, utilising emotions positively presumes reading and understanding the emotions of others more accurately, having empathy for them and creating and continuing relationships with them (Shonkoff et al., 2004).

To elaborate, utilisation of emotion pertains to the following aspects (Green, 2015, p. 1):

1. The competence to label emotions and understand the relationships between words and emotions, for example the association between hate and anger.
2. The ability to understand the connection between emotions and relationships, such as happiness that accompanies success.
3. Being able to comprehend complex feelings: in other words, feelings of sadness and happiness simultaneously.
4. The ability to notice shifts from one emotion to another, for example, the transition anger to regret.

As per Figure 2.1, utilisation of emotions is broken down into four subcategories namely, flexible planning, creative thinking, redirected attention and motivating emotions whereby moods and emotions are used to assist and motivate performances of intricate intellectual tasks. According to Palmer, Walls, Burgees and Stough (2001), flexible planning and creative thinking are related to EI, specifically with the ability to integrate and utilise an individual's emotions.

These subcategories will be explained in greater detail below.

2.4.3.1 Flexible planning

Reynolds and Fletcher-Janzen (2002) state that flexible planning refers to the individual's ability to plan for his/her future in different ways; this helps the individual to respond better to various opportunities he/she is exposed to during life. By being able to look at a wide range of possibilities, the individual can construct different plans for the future (Reynolds & Fletcher-Janzen, 2002).

According to Duxbury (2015), moods involve incidental emotions, which means that when an individual expresses a mood such as irritation, this in turn poses a greater problem as these moods are undirected (i.e., they lack intentional objects entirely) (Mendelovici, 2014). Furthermore, moods determine an individual's experience of satisfaction and the ability to meet environmental necessities. Duxbury (2015) further

states that a mood lasts longer than an emotion; in other words, if a young child experiences a mood, it will last longer even after the cause of the mood is no longer present. To elaborate, an individual in a good mood is more likely to perceive events as positive rather than negative and vice versa. In sum, emotions influence an individual's adaptive response; moods influence and affect an individual's reasoning and perspective.

2.4.3.2 Creative thinking

According to Birgili (2015), creative thinking can be understood as an entire set of cognitive activities that is used by individuals that relates to a specific problem, object and condition, or even a type of effort concerning a certain event and the problem based on the capability of the individual. Furthermore, Reynolds and Fletcher-Janzen (2002) stipulate that creative thinking is more likely to happen if an individual is in a good mood and happy with the situation faced. Mayer and Salovey (1990) state that moods can also play an integral part in problem solving due to their varying impact with regard to the use of information in memory. To elaborate on the previous statement, individuals can compartmentalise specific aspects of problems as relevant or irrelevant based on their mood. Wokke, Ridderinkhof and Padding (2018) further elaborate on what Mayer and Salovey (1990) mention about moods and problem solving. They discuss that creative thinking plays a significant part in problem solving, where an individual who experiences a positive mood will be more likely to envision a creative solution to everyday problems that may arise. The clarity of compartmentalising moods may either have a positive or negative affect on creative problem solving. Individuals experiencing a positive mood can generate an increased number of creative response tasks (Ivcevic & Hoffmann, 2019). Thus, a positive mood can enhance a person's field of view in terms of creativity (Isen, Daubman, & Nowicki, 1987). Ivcevic and Hoffmann (2019) mention that creativity is enhanced by the individual's positive stimulated emotions and creativity is influenced by emotional abilities and emotional states (i.e., moods).

2.4.3.3 Mood redirection attention

Mood redirection attention, according to Reynolds and Fletcher-Janzen (2002), involves the idea that when an individual experience an intense emotion, his/her attention and resources are turned to face a new problem.

This principle states that attention can be diverted from an ongoing problem when stronger feelings occur which redirects attention to a new issue of superior importance.

For example, the attention of an individual who is experiencing work-related issues as well as the loss of a loved one, will be diverted from the work-related issues and will focus on the loss due to overpowering feelings of grief. Individuals adapt to refocus attention on the most important event occurring at that current moment, which can assist them to reprioritise items of varying importance and allocate attention accordingly (Mayer & Salovey, 1990).

2.4.3.4 Motivating emotions

Differences in moods can be a vital part in providing motivation to take on interesting tasks (Mayer & Salovey, 1990). Certain individuals can channel high stress situations to motivate them to go the extra mile to achieve the standards that are required (Mayer & Salovey, 1990). On the contrary, the perception of the possibility of a negative outcome can motivate the individual to take the necessary steps to avoid any of the perceived negative scenarios. Individuals can embrace their positive moods to increase their confidence to handle situations which may be of a difficult or strenuous nature. Lastly, individuals which project a positive attitude towards life will construct optimistic possibilities and will reap the awards associated with the task (Mayer & Salovey, 1990)

Furthermore, Serrat (2017) states that when a young child develops EI, he/she can become more successful and productive. These individuals will be able to handle and understand a situation that leads to frustration and disappointment. They will further be able to help others around them be more successful and productive when facing different situations. In other words, when young learners approach life's responsibilities with EI, they will have the benefit of being able to solve problems and being able to use an emotion that is appropriate in the situation they are facing (Serrat, 2017) even though this situation may be difficult for them.

2.5 CONCLUSION

This chapter provided a conceptual framework and focused on a literature review to determine what makes young learners angry and how teachers and caregivers can help young learners manage their anger. Many factors lead to anger in young learners, such as, the family, background/ culture, school peers (bullying and fighting) and the individual personality. Additionally, teachers and caregivers are in an ideal position to teach young learners how to regulate, manage and understand emotions especially anger, by providing them with the skills and experience to learn from. Anger in young learners, according to Sell *et al.*, (2017), is an anticipated reaction that is initially intricate, and one needs to learn how to manage and understand it.

Different components in developing learners can help them understand their emotions and how to use them appropriately in different situations at home or at school.

Young learner's emotions can therefore be understood as an important guide and monitoring system designed to assist them in evaluating a situation and motivating them to use the correct emotion in that situation. This involves the development of EI. Once young learners have learnt how to be emotionally intelligent, they acquire the ability to understand emotions such as anger, when anger is acceptable and how to deal with that anger appropriately. Young learners develop at different levels mentally, physically or emotionally, and at some point, they should reach their optimal potential. Childhood development is an important factor to empower a child to reach his/her goals and develop his/her skills.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In Chapter 2 the focus was on the review of literature through a lens of a conceptual framework on how young learners understand and regulate their emotions, specifically anger, which mainly included a discussion on emotions and EI. Anger as an emotion does not comply with the traits of EI behaviour, as it is a negative emotion that does not testify of empathy and emotional control.

Chapter 3 deals with the research design and methods used to gather data to indicate the situations that make learners angry and how they experience this anger. The aim of this study was therefore to explore the using of drawings, interviews, observations and narratives to understand the causes of anger in young learners and how anger is related to bullying. Chapter 3 commences with a discussion on the research design that was followed in this study, followed by the research methods used to conduct the empirical study. The data collection and methods of analysis are explained in detail, followed by a clarification on how the researcher ensured the trustworthiness of this research study. In conclusion, the ethical procedure that was followed is also explained.

3.2 RESEARCH METHODOLOGY

The research methodology that the researcher used in my study will be clarified in the following sections. Bilau, Witt and Lill (2018, p.599) state that the research methodology can be defined as a “theory and an analysis of undertaking a research” which validates the practical framework applied in constructing research data and the investigation towards the knowledge. The research methodology consists of the research design and the research methods.

3.2.1 Research design

A research design can be described as a precise plan for how a research problem is studied (Glatthorn & Joyner 2005). Furthermore, according to Seabi (2016) a design of something is a plan that will be accomplished by a person who intends to do so, and in a research study the plan that is used provides a formation and structure that keeps the researcher informed as to what methods, theories and instruments will be used

within the study and what the study will be based on. In the discussion of the research design, the paradigm in which this study was situated, the approach that was followed, as well as type of design that was used, namely a multiple case study have been outlined.

a. Research paradigm

Morgan and Sklar (2012, p. 70) define the research paradigm as covering aspects such as epistemology, teleology, ontology and methodology because it is a set of conceptual frameworks that tends to explain a specific theoretical approach to research. As pointed out by Gitchel and Mpofo (2012), the research paradigm in which a study is situated is influenced by the nature of the phenomenon being studied, as well as the different questions that will be asked regarding the phenomenon and the data gathered that will provide the evidence needed to answer the research questions. According to Rahi (2017), when a researcher is defining a research project that is valid, the suggested method is to follow a research paradigm. This author furthermore distinguishes between four paradigms, namely "Positivism, Interpretive, Advocacy and Pragmatism" (Rahi, 2017, p. 1). For the purpose of this study, the interpretivist paradigm was the most suitable.

Morgan and Sklar (2012, p. 73) hold that with regard to interpretivism, "human experience can only be understood from the viewpoint of people" and that one's reality is socially constructed in one's immediate environment. This relates to this study as the researcher wanted to understand how learners experience anger. According to Williamson (2006), the interpretivist paradigm also refers to information that is constructed from the observations that are made in a real and natural settings. This was also particularly suitable to this research study as the researcher observed the learners in class (the natural setting) with regard to things that make them angry.

The learners were requested to express their interpretation of what makes them angry through drawings and narrative inquiries. They were studied within their social context/natural environment (Nieuwenhuis, 2016) which was for the purpose of this study, the learners' Grade 1 classrooms where they spend a minimum of five hours each day. The participants for this study were therefore familiar with this space, and the researcher believes this is where they felt comfortable and safe.

b. Qualitative approach

According to Maree (2012) a research approach is an explanation of the process in which the research will be steered. This study followed a qualitative approach as qualitative research is naturalistic, that is, it focuses on the natural settings where

interaction will occur, such as, viewing social life in its natural setting in terms of processes that occur (Nieuwenhuis, 2016). According to Maree (2012), qualitative researchers are mostly interested in how individuals arrange themselves and their settings and how they make sense of how they see things around them. In this study the researcher was interested to understand the reasons behind learner’s anger and subsequently create an awareness of learner’s inner experiences, as well as to develop guidelines for teachers on how aggression in general can be addressed in the school setting.

Qualitative research is furthermore interactive and deals with understanding and exploring the people who are central to a specific study (Maree, 2012). This research study made it possible to interact with participants and allowed me to gain more insight into their experiences about specific situations that they are faced with, such as learners who are being bullied, or not being able to express their anger appropriately. This approach was deemed appropriate for this research as the heart of qualitative research lies in the extraction and understanding of meaning from the data, which is what individuals take from an experience, circumstance and situation by giving their own meaning to it, as well as the meaning they give to texts and other objects (Nieuwenhuis, 2016).

Table 3.1 describes the qualitative approach characteristics and how these characteristics applied to this research study.

Table 3.1: The characteristics of a qualitative approach in this research study

Characteristics	How it features in the study
Data is collected in the participant’s natural setting (Nieuwenhuis, 2016).	Data was collected in research sites: the learners’ own classrooms.

<p>The researcher is the “human instrument” who should be collecting data (Hoepfl, 1997).</p>	<p>The researcher was the collector of data who assumed the role of participant-observer inside the classrooms where the researcher could record all observations made in a reflective journal.</p> <p>My role as the observer was to gather important information from observing how the learners reacted when drawing their pictures, the researcher was able to gather not only drawn information but also emotional reactions while drawing.</p>
<p>Multiple data collection techniques are used to gather data (Hoepfl, 1997)</p>	<p>The researcher made use of various data collection techniques such as face-to-face interviews with the teachers, observing the learners while they did the drawings, studying the drawings and making notes while the learners told me about their drawings (narrative inquiries). This was done to gather in-depth data so that not only a single data source was used.</p>
<p>Qualitative research is a method where the researcher uses interpretive inquiry, where the participants are the main informers of the data and not literature (Creswell, 2008).</p>	<p>As the researcher, I made use of interpretative inquiry by looking at the drawings of learners as well as talking to them about what they had drawn. The researcher found that this method granted me more</p>

	information to understand the phenomenon in the context of this study. The two Grade 1 teachers were interviewed and I as the researcher gave my informative opinion regarding the questions asked.
Analysis of data would consist of words . (Ary et al., 2010, p. 25; Maree, 2007, p. 257). This includes the observations, drawings, interviews and discussions.	The data collected were analysed by copying the exact words (quotes) that the learners used when telling me about their drawings.

According to Maree (2012), qualitative researchers are mostly interested in how individuals organise themselves and their settings and how they make sense of things around them. Therefore, the characteristics described in the above table can be seen throughout the research study.

c. Research type: Multiple case study

Maree (2007) describes that case study research provides various ways which allows the researcher to look at a real-life phenomenon or an occasion with the aim to determine why certain matters arise within the occasion. In addition, Woodside (2010) describes a case study as providing a thoughtful understanding of the cognitive processes, intentions, and contextual properties that are identified and acknowledged within case study research. Furthermore, a case study can be described as the gathering and recording of information about a single case or even multiple cases, as well as using it as a 'generic' term for studying an individual or even a group of people (Bassegy, 1999, p. 26).

Case studies do however generate considerable information as this provides the researcher with rich insights into the particular situations, events, classrooms, people or even organisations (Rule & John, 2011). Bassegy (1999) furthermore suggests that the researcher uses case studies to discover the different features, to create explanations and to be able to test trustworthiness within the study.

An important feature of case study research is that it is research centered, which often involves observation of the participants and the endeavour to provide a complete representation and understanding of the research study conducted (Nieuwenhuis, 2015, p. 82).

According to Rule and John (2011, p.5), a case study has three components, namely, suggest that “the process of conducting an investigation, the unit of study and the product of this type of investigation.” Table 3.2 indicates how these components featured in my study.

Table 3.2: Components of case studies (Rule & John, 2011) and how these featured in this study:

Component	How it featured in the study
<p>The unit of the case study. This will be the identified case of your study (Rule & John, 2011).</p>	<p>The case that the researcher investigated related to how learners in a Grade 1 classroom use drawings to experience anger. Other data collection methods were also used to explain as to why learners experience anger and to what extent this affects them.</p>
<p>The process. A case study will involve following numerous steps (Rule & John, 2011).</p> <p>This process involves interacting closely with the participants as well as developing a relationship.</p>	<p>The process of the study was to make sure the researcher could first gain access to the school and the learners, so the researcher had to get consent from the learners’ parents or guardians as well as the principal and the board of directors to conduct the study at the school.</p> <p>Once the researcher had received the consent, the researcher began to gather the data.</p> <p>All the information gathered was through drawings, observation and a narrative inquiry with the learners and semi-structured interviews with the teachers, the researcher recorded all my observations in a journal.</p>

	<p>Analysing the data began once all the information needed for the study was collected and there was enough information to answer the research questions.</p> <p>As the researcher I interacted very closely with the participants and because I was a Grade 1 teacher at the school, the researcher had already developed a relationship with the Grade 1 participants in the study.</p>
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According to Rule and John (2011, p. 7), multiple case studies can include either a single or multiple case studies which can be analysed in several different ways. To explore what makes learners angry, I made use of multiple case studies, which involved four cases, namely Bella, Sandy, Jim and Lenny – each representing a drawing of a learner depicting what makes them angry. This is in line with the suggestion of Baxter and Jack (2008, p. 550) that multiple case studies are an appropriate type of research to gain an improved understanding of the phenomenon being studied.

Furthermore, Cousin (2005) regards an important feature of a case study to be research-centred, which frequently involves observations of the participants and trying to provide an all-inclusive description and understanding of the where the research took place.

3.2.2 Research methods

According to McMillan and Schumacher (2010), the research method gives details and explains where and how the research data is collected, as well as how the data will be analysed. The following section describes in more detail where the research study took place, and how the participants were selected. This section also reports on the data collection, data interpretations and analysis process. My role as the researcher is first to be discussed.

3.2.2.1 The role of the researcher

As a qualitative researcher, the main role I played was to be participant – observer. Nieuwenhuis (2015) stipulates that a participant – observer is a researcher that gets into the situation but focuses mainly on the role of observer by looking for patterns in the participant’s behaviour in a particular situation in order to understand the participant personally. The participant – observer remains uninvolved and does not interfere or influence the dynamics of the research setting (Nieuwenhuis, 2015). According to Jorgensen (2015), a participant – observer will interact with participants in their everyday life, while also collecting important information about them and how they interact in their natural setting. Furthermore, McMillan and Schumacher (2010, p. 350) postulate that a participant-observer is a researcher as well as a participant in the study. This applied to my role because I was a teacher of one of the three classes that formed part of the study; the drawings were collected in my presence in each of the other two classes while the drawings were being drawn and this made the learners comfortable as the researcher was a part of their natural environment (the classroom). In this way the learners did not find it strange when I walked among them, while observing and communicating with them. Therefore, being participant-observer has allowed me to conduct narrative inquiries about the pictures the learners drew and what they felt while drawing the pictures (see section 4.3.1, 4.3.2, 4.3.3 and 4.3.4). This allowed me to collect more rich data for the empirical study. Furthermore, gathering information from the learners through the explanation inquiry provided rich insight into what makes learners angry and how they feel when they are angry. As the interviewer I gathered information from the teachers and their personal experience when faced with a learner that is angry.

As researcher, I also had the task of prompting the learners to draw a specific picture. This was done by reading them a book: “What makes me angry” (see Appendix J), while they were sitting on the carpet in the classroom. The aim of reading the story was to prompt the learners to draw things that makes them angry. Thereafter we had a discussion about different situations that can make people angry, followed by asking the learners to draw a picture of any situation that makes them angry. I observed the learners’ body language as well as their emotions while drawing. I walked around the classroom and I observed their physical behaviour as well as their reactions while they were drawing their pictures. After the drawings were completed, we discussed the drawings, while the learners were drawings, they explained what was drawn and why that specific situation made them angry.

In the letter of consent (Appendix C) to the parents/ guardians, they were fully informed

of my dual role as the researcher and as the teacher in the classroom. This consent form carefully explained to the parents that the learners' education was of first priority and that the research would not in any way interfere or hinder with their education and my teaching responsibilities. The parents were not asked to sign the consent for as this was the researcher way of inclusion/ exclusion in regard to all learners.

As a qualitative researcher, I have realised the importance of reflecting on my role as the researcher in this project. I have also come to realise that my current experience as a teacher in the Foundation Phase, created a lens through which I could conduct my study. My role as the researcher demanded my objectivity and sensitivity to each learner's emotions expressed verbally or non-verbally (Rieffe & Wiefferink, 2017).

3.2.2.2 Research site and participants

The following section gives a detailed description of where the research study took place and the steps taken to select the participants for the study. The researcher also took into consideration that the participants were minors and vulnerable to issues.

i) Research site and sampling

The researcher chose to conduct this study at the school where she was teaching, which is an independent school in Pretoria East to ensure that the participants would feel as comfortable as possible while the research was being conducted. The research site was very important to this study, as learners had to feel psychologically safe. The classroom is the place where they spend most of their time during the day. This choice of research site relates to the convenient sampling method as the research site was based on convenience and availability since I am a teacher at the school. According to Etikan, Musa and Alkassim (2016), convenience sampling for a researcher is inexpensive, easy and participants are easily available.

The school opened in 2016 and comprises predominantly learners who struggle to fit into another school and need extra help from teachers. There were 22 - 25 learners in each class. As a Grade 1 educator, I had access to all the Grade 1 classes at the school where I have already established a sound relationship with the participants since the participants know and trust me. Since the school is a private institution, permission had to be granted by the board of directors and the principal in order to conduct my research at the school (See Appendix B).

The research study further took place in each Grade 1 classroom where the theme "My emotions" under the subject Life Skills was being discussed. The learners felt

comfortable within their classrooms as this was where they had done all their work throughout the year and where they could freely and comfortably express, through their drawings, what made them angry, as well as talk about their experiences.

ii) Selection of participants

Grade 1 learners and their teachers participated in this study.

All three Grade 1 classes participated in the study, however only four learners from all the learners in the three classes were purposefully selected according to specific markers. As explained below (see Section 4.3), I first read a story, titled “What makes me angry” to the learners. The story explained how a turtle experienced different situation that made her angry and what she could do to help her express her anger appropriately. We had a conversation about various situations learners are faced with that could be a potential trigger for anger. Then followed the drawing activity and I was able to gain valuable information about the learners while they drew their pictures of what makes them angry. All the Grade 1 learners which were 51 learners took part in the drawings, where I as the researcher chose four drawings that depicted anger the best.

The choice of the four pictures was done according to a checklist of markers recommended by Hess and Hareli (2015) and Burkitt (2017) as explained Table 3.3.

Table 3.3: Markers used to choose pictures and the explanation of the markers.

Markers used to choose pictures that depicted anger best:	Explanation of the markers:
Facial expressions (Hess & Hareli, 2015, pp. 121-123)	These facial expressions can be described as standardized set of emotions that are expressed such as a frown and clenched teeth which could be perceived that the expresser (drawer) is not
Non- literal abstract properties (Burkitt, 2017, p. 5)	According to Burkitt (2017) the non-literal abstract properties can be described as colour change to encode different emotions.

Colour of picture (Burkitt, 2017, p. 5)	Burkitt (2017) further went on to explain that the colour of the picture can explain emotions when learners use less preferred colours for to show negative feelings and they will use more preferred
Increased negative behaviour. (Burkitt, 2017, p. 8)	The increased negative behaviour marker can be described as hitting and frowning being draw in the picture.

The markers mentioned above helped me identify the pictures from the participants, and the researcher recorded the data of the observations. The researcher recorded the learner's description of what he/she had drawn and the emotions and expressions observed during the drawing process.

a. Grade 1 learners as participants

The unit of analysis (Zhang & Wildemuth, 2016) was Grade 1 learners in an independent school in Pretoria East where the researcher is a Grade1 teacher. The researcher decided to use Grade 1 learners as participants as they were convenient for the research, as Maree and Pietersen, (2016, p. 197) explain that convenient sampling is where the researcher selects the participants based on convenience and availability. All Grade 1 learners in the school participated in the drawing exercise and narrative to prevent excluding learners from participating. The researcher selected four learners from the three classes whose pictures depicted anger best, using the checklist of markers as a guide. In the first Grade 1 class there was 23 learners, in the second class there was 23 learners and in the last class which was my class there was 22 learners. The researcher was able to retrieve rich information from the learners' drawings and narratives (Maree & Pietersen, 2016, p. 198) as to what makes them angry and how they felt when drawing the pictures. The selection of the four learners was done according to convenient sampling. Purposive sampling can be explained as when sampling is done with a more precise purpose in mind (Maree & Pietersen, 2016) 198). Convenient sampling is used as a method in qualitative research for the collection and identification of information-rich cases. Purposive sampling involves the selecting and identifying of various individuals who are well-informed and have the experience in which the researcher is specifically interested (Palinkas, Horwitz, Green, Wisdom, Duan & Hoagwood, 2015). The research activity formed part of the theme, "My Emotions", in the subject Life Skills, (CAPS, 2011). The researcher decided to use all three Grade 1 classes to expose them to the

same lesson. All three Grade 1 classes were included as the lesson was part of the Grade 1 curriculum and planning. The learners chosen for the study was asked probing questions about their pictures while they were drawing as well as after their pictures were done and why they drew that specific picture.

b. Grade 1 teachers as the participants

The researcher decided to include the two Grade 1 teachers because of their knowledge and experience with their Grade 1 class and knowledge of how each learner reacts to certain situations. I explained the study to my colleagues and also what I required from them; this ensured that they knew why the researcher needed them to participate in the study. They were informed that they needed to give me consent to participate in my study, to allow me to select any learner from their classes and give me permission to observe the learners from their classroom.

Their responsibility in the study involved explaining the theme “My emotions” to their class and explaining to the learners that they would be doing an activity about their feelings especially anger. A semi-structured interview was conducted with the two teachers to gather more valuable information about how they understand anger in learners, and the researcher also got consent from the teachers to conduct the interview with them (see Appendix E).

Information gathered from these semi-structured interviews helped me in gaining a deeper understanding of the various situations that make the learners angry or upset. The researcher also grasped the extent to which these teachers helped these particular learners (if at all) to deal with their anger appropriately.

My motivation in conducting the semi-structured interviews with my colleagues was to minimise any biases that could be personal, by obtaining knowledge and information of the ways that teachers viewed certain learners in their classrooms. This strategy has helped enrich my findings on the learners’ emotions and has given me insight into ways of helping raise more awareness of what makes learner angry in order for teachers to know how to react to instances that may be potential triggers of aggression.

3.2.3 Data collection

Data collection can be described as using different methods to collect the data from participants so that the researcher has information for the research study (Maree & Pietersen, 2016, p. 175). Flick (2017) furthermore asserts that qualitative data collection is the selection and construction of verbal or visual material for analysing and understanding the participants, environments, experiences and related social an

subjective meanings. Data collection can further be described as having the ability and availability of identify and selecting various individuals for the study taking place, as well as obtaining their consent to having them as a study and gathering important information for the study taking place. This can be done by asking various questions or observing the individual's behaviours and actions (Creswell, 2016).

As the researcher the researcher was able to collect data that would be reliable and rich in information as it was taken from the learners' natural environment (Maree, 2007, p.

37) which was their Grade 1 classroom. The data collection instruments comprised of drawings, narrative inquiry, observation, field notes, and semi- structured interviews with the teachers and learners.

a. Drawings

Drawings present a safe vehicle for learners to express what they struggle to talk about. In this regard Steyn and Moen (2017, p. 8) assert that learner's drawings are thought to reflect their inner words, which reveal various feelings that they are unable to express to adults. It has been argued that a child's drawing can provide a valuable and important source of information about his/her psychological well-being and intelligence (Gross & Hayne, 1998, p. 173). Undeniably, learner's drawings have been recognised as an important way to gather information about how learners can express themselves and their drawings have been linked frequently to the expression of their personality and emotions (Rollins, 2005, p. 204). Rollins (2005, p. 204) further explains that mental health professionals and other professionals have used a child's drawings to provide the child with another communication tool to communicate feelings, problems and further experiences and to help the child discover, explore, create and problem solve through a way of self-expression. Steyn and Moen (2017, p. 5) furthermore suggest that, over the past few years, research is focusing on using learner's drawings as important and respected data as well as recognising that drawings are a way to help solve child-related problems.

As the aim of my study was to determine what makes learners angry, the researcher opted for this data collection instrument, as drawings helped me to have gained a better understanding of the inner anger that is experienced by the four learners (Hall, 2010; Steele & Kuban, 2013). Gross and Hayne (1998) propose that a child's drawing can be used to help facilitate him/her to talk about various events difficult to understand and describe (Gross & Hayne, 1998). As the participants in the study were young learners, aged six to seven in Grade 1, drawings were considered the most suitable

instrument to provide rich data, and to enable adults to understand why learners become angry. The classroom setup was that each child sat at their own desk with a partner next to them, the desks were in rows facing the board in front of the classroom.

b. Narrative inquiry

A narrative inquiry focuses on studying and understanding a single person; this would be by gathering data through stories that have been collected, which give explanations for the individual's experiences, and then discussing the meaning of those experiences (Creswell, 2012). Nieuwenhuis (2015) states a researcher that collects various narratives will collect these told stories from the different individuals that describe their experiences, which the researcher will analyse and retell in terms of a narrative by trying to link the events in both meaning and time.

According to McEwan and Egan (1995), a story helps learners understand their feelings and emotions that they need to process at that time. For the purpose of this study, narrative inquiry seemed best suited to collect data from the four learners after each drawing session was completed, to assist the participants in explaining what they drew, how they felt and why this situation made them angry. This helped me as the researcher to understand their experiences with certain situations that made them angry.

In their narratives, the participants responded to informal questions asked during the drawing activities. These informal questions gave more insight into how they felt when they drew their pictures as well as why they drew their pictures.

Their narratives/explanations helped me understand their situations as well as providing a clear image of the situation that had a negative impact on them, especially if the situation made them angry.

The motivation for the narrative was to gain a clear insight into the learner's thoughts while drawing as well as after the drawing session, making it possible for me as the researcher to identify what made them angry and why they became angry.

c. Observation

As a participant-observer my role involved observing participants (learners) in their natural setting and to gather information on the participants' actions and movements (Creswell, 2008) as well as to gain an "insider perspective" about the participants (Nieuwenhuis, 2015, p. 91). There was a number of aspects such as if the learners looked anxious while drawing and the use of colour, the lines or how hard the learners

were pressing down while drawing that I needed to observe, therefore the researcher made use of an observational checklist that was self-completed, to guide me with the observations in the classroom (Appendix F). The checklist allowed me to look at several different aspects while the researcher was busy observing the learners as follows:

The researcher was able to freely move among the learners while they were busy with their drawings, observing them and simultaneously gathering information and data. All the observations the researcher made were written on the observational list, with as much detail as possible, guided by the observational checklist; the journal was labelled Field entries. During the observation the researcher observed the learner's behaviour as well as body language and facial expressions while drawing the pictures. All these aspects were part of the observational checklist. As the researcher, I had to go to the other classes to observe the learners while they draw their pictures, the learners in my classroom was supervised by an assistant teacher.

d. Semi-structured interview

A qualitative interview occurs when the researcher asks one or more participants certain questions; these are followed by further probing and explanation (Nieuwenhuis, 2016) to gain knowledge and information about a certain problem or topic (McMillan & Schumacher, 2010). For the purpose of this study the researcher conducted semi-structured interviews with the two Grade 1 teachers, which were prepared according to a set of predetermined questions (see Appendix G). Additional questions were asked where clarification was needed. The (semi structured interview or the additional questions) provided me with extra information, as it was important that the learner participants explained to me what they drew and why. This initially helped me understand things from their perspective. I then transcribed the data for analysis (Creswell, 2012).

The main focus of the semi-structured interviews with the teachers was to understand how the teachers deal with learners who express anger in their classrooms and how they handled the situation. The researcher explained to the teachers beforehand that the interviews would be recorded so that the researcher did not miscue any important information they provided. The interviews were recorded on a cell phone to ensure that comprehensive feedback was recorded to help me understand and interpret the information and data provided (Creswell, 2012). The teachers knew in advance that all unanalysed data would be kept in storage complying to the policy requirements of the University of Pretoria for an extended period of fifteen years.

Nieuwenhuis (2007) has identified key aspects which ensure that an interview is successful. Table 3.4 shows how aspects of successful interviewing were applied to this research.

Table 3.4: Key aspects to successful interviewing (Adopted from Nieuwenhuis, 2007, p.88) and how these aspects were applicable to this study

Key aspects to successful interviewing	How I effectively implemented the key aspects into my study.
Find participants best qualified to provide data.	The Grade 1 teachers were the best participants for this interview, as they knew the learners in their classrooms very well.
State the aim of the interview.	Before my research was started, all the participants were verbally informed of the aim of my study as well as the information I would require from them.
Ensure that the data is saturated.	Once the interviews ended with the teachers, I made sure there was enough rich and descriptive data on the topic being studied.

<p>Ensure that your questioning strategy is good.</p>	<p>Throughout the interview process I made sure to avoid questions that demanded yes/no answers, and if the teacher answered with a yes/no answer I prompted for further information. I made sure that all the questions were clear and unbiased. To avoid having a long interview, I made sure to keep the number of questions asked to a minimum. To ensure saturation was achieved I made sure the teachers understood the questions being asked and made sure they stayed on track while giving an answer.</p>
<p>The type of questions asked is important.</p>	<p>A variety of questions were included throughout the process of the interview (see Appendix G). The questions ranged from experience and strategy questions, to opinion and value questions as well as questions informed by the literature on the topic of the research study.</p>
<p>Be a good listener.</p>	<p>In order to ensure I listened to what my participant had to say, I reminded myself that I was there to listen and not to control the interview. I did not criticise or judge any of my participants, to disagree with what they had to say.</p>

Observe the participant at all times.	Throughout the process of the interview I made eye contact with my participants and kept an upright posture to display interest in their views. I also observed their non-verbal communication in order to gather more data from their emotions.
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3.2.4 Data analysis

Okeke and Van Wyk (2015) describe data analysis as an attempt by the researcher to make sense of the data, or interpret the data gathered, in other words, to make meaning of the information gathered through various methods. Data analysis can be done by using two approaches, namely a deductive and an inductive approach (Maree, 2016). The deductive approach takes on a method where the researcher has to look for evidence of the existences of prior themes that could be evident in the data determined by the literature being done, or, to put it differently, to predetermine themes. The inductive approach is followed when themes emerge from the data itself and there are not pre-existing themes.

This study followed an inductive approach by using thematic analysis. According to Javadi and Zarea (2016), thematic analysis can be defined as a search of various themes in the study that would emerge as being important to the explanation and understanding of the phenomenon. Furthermore, Fereday and Muir-Cochrane, (2006, p. 82) stipulate that “thematic analysis is a process” which involves the identification of various themes in the study through careful reading of the data and re-reading of the same data to ensure all the themes have been found. This would be a form of pattern recognition that will take place within the data, as the themes that emerged from the data will become the different categories for analysis (Fereday & Muir-Cochrane, 2006). By analysing the data gathered through the drawings, narratives, observations and semi-structured interviews, the researcher looked for themes that correlated with each other and labelled them accordingly. The researcher could find distinct relationships amongst the categories and the researcher therefore could create patterns that emerged from the data. According to Maree (2016, p. 116), “coding is a process” of reading the transcribed data cautiously, line by line, and dividing it into different meaning units or themes, that have been divided into categories (Maree, 2016).

Although analysing the data was time consuming, the researcher found that doing the

analysis by hand was easier and less confusing when it came to understand the data. Manual analysis is the process of reading the data collected and marking and dividing the data by hand instead of the computer (Creswell, 2008). For the purpose of my study the researcher analysed all the observation and field notes first and found similar themes within all the observation and field notes. Once the researcher had found similar themes, then data was assigned according to similar stated ideas. The transcriptions from all the data collected were written by hand and thereafter typed on the computer. The coding of the data was also written by hand and added to the computer.

McMillan and Schumacher (2010) further maintain that the process of inductive analysis is a continuing process where the researcher can return to previous work and check again to correct or improve the analysis. According to Mills, Durepos and Wiebe (2010), qualitative data analysis has general characteristics: it is a flexible and continuing process which is time-consuming and laborious.

In order to understand and make sense of the data from this research study, and to answer the research questions guiding it, I used the following data analysis procedure (see Figure 3.1) suggested by McMillan and Schumacher (2010, p. 368) and Creswell (2008, p. 244) that will be evident throughout Chapter 4.

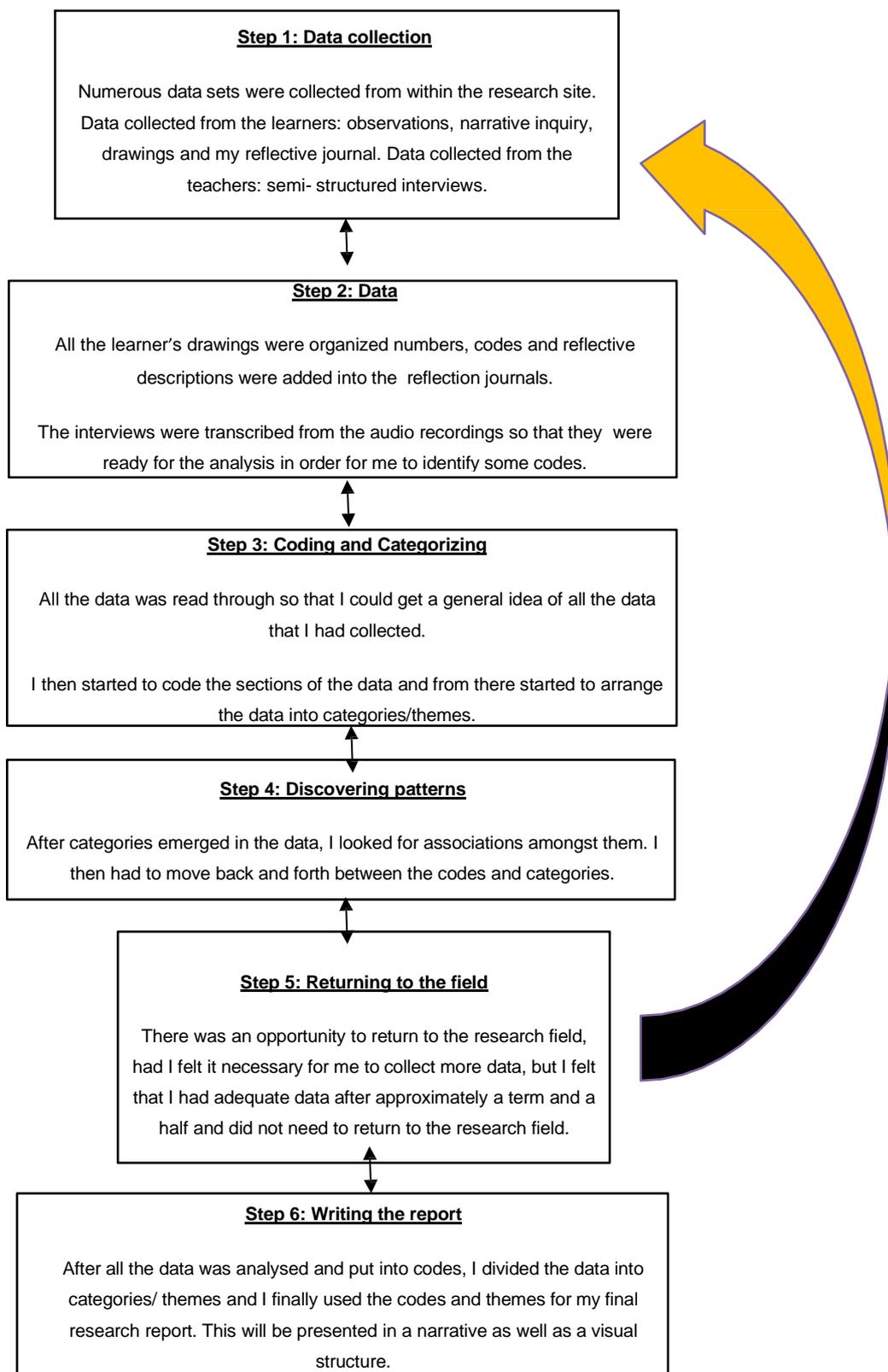


Figure 3.1 The data analysis process (McMillan & Schumacher, 2010: 368; Creswell, 2008: 244)

The first step in this process was to collect data from the learners and their teachers and to transcribe the data as well as organise the data collected. I started to collect the learner's drawings, sorted them, stored them in a file that was categorised according to specific classes, outcomes and analysed the data as mentioned in the

steps above. It was time consuming and challenging to store all the drawings pictures, so only the four pictures that depicted anger the best were used. After all the data were collected, I transcribed the teachers' interviews that were recorded on the digital recordings. The learners' narrative inquiries about their pictures were also transcribed and coded.

The researcher divided the learners' responses and the teachers' responses into sections and began searching for codes. The learners' drawings were organized and their reflective descriptions along with their narrative inquiry were added to the computer file where one could see more codes emerging.

The journal in which all my observations on the learners' reactions and behaviour as well as own reflection all contributed to the data that was collected. The same process was followed with the reflective journal as was taken with the transcribed interviews and narrative inquiries. All transcriptions were written by hand and sorted accordingly. The researcher had to read the data numerous times to get a general idea and understanding thereof.

Finally, all the findings were interpreted by giving an overview of what was gathered, which the researcher compared with existing research and then I personally reflected on the meaning of the data from my own perspective (Creswell, 2007). According to Nieuwenhuis (2007, p. 112) the main aim of "data being interpreted" was to draw conclusions from the findings as well as to ask further questions if clarification was needed (Creswell, 2007).

Throughout this data analysis process, the researcher could see from the data that was collected if it was necessary to return to the research site to gather more data. The researcher concluded that there was adequate data after approximately four weeks spent in the classrooms for an hour every week during the subject Life Skills under the Theme "My Emotions" which ran from the 18 September 2017 to 13 October 2018 and deemed it unnecessary to return to the research site.

3.3 TRUSTWORTHINESS

Maree (2012) postulates that trustworthiness refers to the way in which the data are collected, classified and organised, especially if the data collected are verbal and textual. Maree (2012) also states that trustworthiness is the reassurance that the researcher engaged with data in a true, honest and reliable way (Maree, 2007). Furthermore, Creswell (2012) opines that the authentication of data is done through

numerous techniques in order to ensure that the findings are accurate and reliable. Guba (in Rule & John, 2011) postulates that to accomplish trustworthiness of a qualitative study, the researcher has to take into consideration the studies dependability, transferability, confirmability and lastly the credibility. These elements of trustworthiness are now discussed, and the researcher also indicated how this study met the criteria of these elements.

3.3.1 Confirmability

Where the term validity is used in quantitative research, the term confirmability is used in qualitative research. Confirmability is when a researcher's data findings can be supported by other researchers who have done similar studies (Ary, *et al*, 2010). The researcher did a comprehensive literature review in Chapter 2 to verify the studies and viewpoints of other researchers.

Lincoln and Guba (1985) describes confirmability as the degree of neutrality of the extent to which the data findings of a study are formed by the participants rather than from the subjective (bias) opinion of the researcher. The researcher read the participants a story on anger and requested them to draw something that makes them angry. The researcher did not interpret their drawings but allowed them to describe to me what their drawings meant. The researcher therefore allowed participants to 'shape' the findings.

3.3.2 Dependability

According to Goetz and LeCompte (1984), dependability refers to the consistency and stability of the research process and the methods over time as well as the influences of degree of control in the study. The researcher had two supervisors who controlled the research process, and external examiners will also act as moderators to assess whether this study met the requirements of sound and ethical practice. Dependability is also used in a qualitative study to see if one's own research can take place in various other settings with different participants (Ary, Jacobs, Sorensen, & Razavieh, 2010). As for this study, it could be replicated in other settings, such as public schools and if adapted accordingly, one could replicate it with older learners.

Furthermore, Woodside (2010, p. 117) opines that dependability refers to the use of "multiple [individual] investigators" to enrich the internal constancy of all the measures taken in the study. Therefore, by using two additional teachers as added data providers, multiple individual investigators were efficiently involved.

Maree (2016) stresses the important link between credibility and dependability,

claiming that, when put into practice credibility will to some point ensure that dependability is attained within the study. However, in order to ensure dependability, conformability needs to be guaranteed, as according to White (2011, p. 235) “dependability is complemented by conformability.”

3.3.3 Credibility

Credibility can best be defined as the quality of a researcher who is unbiased (Maree, 2007). According to (Nieuwenhuis, 2016), credibility deals with questions such as: “How congruent are the findings with reality?” My findings were consistent with the learner’s reality, meaning that they would explain and give their own understandings of why they get angry and what makes them angry. This helped me understand their pictures drawn from their point of view. The data collected was detailed to ensure that all the information was correct and understandable to the reader. To ensure the researcher made provision for absence of bias, the researcher involved the two Grade 1 colleagues in the research project inviting their presence during the lessons and interviewing them.

3.3.4 Transferability

Maree (2007) stipulates that transferability is regarded as the way in which the findings of the study can be taken by the reader and transferred to other similar situations. Furthermore, Lincoln and Guba (1985) suggest that transferability refers to the extent to which the results of a study can be transferred and generalised to other contexts and studies. In other words, transferability is when other readers can make use of my data results from my research and use them in other contexts (Willis, 2002).

The researcher anticipated that this research would contain relevant information to inform future data and that could be significant to research in other classroom contexts or studies involving other age groups. The research can contribute to understand why learners of all ages become angry and what causes this anger. Furthermore, it can help other researchers understand to what extent anger in learners is related to bullying. Researchers can use my research to gain an understanding of different strategies that teachers can use in preventing anger in learners or adults and similar research can be used to investigate other emotions that may arise in learners.

3.4 ETHICAL CONSIDERATIONS

Ethical standards for this research, which involved learners under the age of 18, was of utmost importance to ensure the safety and well-being of the participants (Hedges, 2001). Maree (2016, p. 44) states that a vital “ethical aspect” is the issue of protection

and anonymity of the participants' identities. The researcher followed the correct procedures of the University of Pretoria to obtain ethical clearance. The application was revised by the ethics committee and upon approval, an ethical clearance certificate was issued (**REFERENCE: 17/07/03** – See Appendix A). In the sections to follow, the various ethical procedures as applied in the research study are explained in further detail:

3.4.1 Permission to conduct research at the school

Gaining access to the research site is facilitated if the researcher knows someone who is able to grant access to the research (Maree, 2004). Since the researcher was already a Grade 1 teacher at the particular school and therefore knew the principal, the board of directors granted me permission to conduct the research within the three Grade 1 classes. As the school is a private institution, written consent from the principal as well as the board of directors to conduct my research at the school (see Appendix B) was needed. The principal and board of directors signed the consent forms and the school stamp was added to the form to ensure legitimacy. The permission from the principal to conduct my research at the particular school, the informed consent of the parents/guardians and teachers and informed assent of the learners ensured that harm to participants was avoided and confidentiality and privacy of all participants maintained throughout the study. Teachers and learners were assured that their identities and privacy were protected by means of pseudonyms. Both the teachers and the learners were informed that they could withdraw from the research process at any time. The participants were selected purposively and conveniently to avoid any favouritism and bias; all the Grade 1 teachers, parents and learners received consent and assent forms. No learner was excluded because the research took place during a lesson under the subject Life Orientation and under the theme "My emotions".

3.4.2 Informed consent and assent

Informed consent is the procedure of informing participants through verbal/ or written instructions of what the research study is about and how their privacy will be maintained throughout the research study. Verbal or written consent must be given by the participants (Marvasti, 2004). Creswell (2009) postulates that throughout the research study and the process of collecting data, the researcher should respect the participants and the research site, as various ethical issues could arise during the data collection stage of the research. Creswell (2008, p. 159) furthermore states that the "informed consent and assent" should include voluntary participation and consent

documents should state that the participants are in no danger of harm and that their identity and privacy will be protected at all times throughout the study.

For the purpose of this research study all the learners' parents/ guardians were given a consent form (Appendix C) where the research study and research process were explained to them in full detail and my assurance was given that no harm would come to their learners. The parents were also informed that their learners were not obligated to participate in the study and that their learners could withdraw at any point during the research study.

As the learners who participated in this study were all in Grade 1 and younger than 18 years, parents were given a consent form to sign to give me the permission to involve their child as a participant. The learners also had to give their permission to take part in the research study; this consent is known as assent (Flewitt, 2005). The learners' assent form (Appendix D) was designed so that the learners could understand the form. All the information was explained in a way that they understood the contents of the assent form. The researcher also explained to the learners that they did not have to take part in the research study if they did not want to or could stop at any time if they wanted to.

Young learners can give their permission through a drawing or just indicating their preference by a mark (Flewitt, 2005). At the end of all my assent forms, which was created for the learners, a space for their name was present as well as pictures of a smiley face and a sad face. These pictures were explained to the learners that if they agreed to do the research study, they should circle the smiley face but if they did not want to take part in the research, they should circle the sad face.

All the data collected from this study would be kept safely in the Early Childhood Development Department of the University of Pretoria for a period of approximately 15 years as stated by the University's policy requirements. This was also explained to the teachers, parents and the learner participants of the research study.

3.4.3 Avoiding harm

According to McMillan and Schumacher (2010), avoiding harm is to ensure that all the participants in a study understand that they have the control during the research process to withdraw from the research at any given time and that their privacy will be kept confidential at all times during the study. The study was fully explained to the parents as well as the learners and it was also explained that all learners would take part in the lesson as this was part of the CAPS curriculum under the subject Life

Orientation. Parents were asked to give approval (consent) in order for their learners to part take in the research to ensure that all harm would be avoided and that the learner's (Grade 1 learners) rights were protected. Teachers also had to give their consent to take part in the research study. To prevent harm during my research study, the researcher tried to be honest, respectful and sympathetic towards all my participants.

Teachers and learners were assured that their identities and privacy would be protected by means of using pseudonyms.

3.4.4 Maintaining confidentiality and privacy

McMillan and Schumacher (2010) remark that confidentiality is the guarantee that no identity of the participants is exposed and that the use of pseudonyms or code names are allocated to a certain participant in the research study. When conducting the semi-structured interviews with the teachers, the researcher referred to the teachers as either teacher 1 or teacher 2. The learners' names were not mentioned; instead the researcher used pseudonyms. The information that the researcher gathered throughout the research process was kept confidential and participants could request insight into the publishing and dissemination of the findings at any time.

3.5 CONCLUSION

Chapter 3 gave a comprehensive description of the research methodology that was used to explore what makes learners angry. In order to gain an in-depth understanding, the researcher followed a qualitative research approach as this permitted me to make use of numerous data collection methods which allowed me to collect data for the problem the researcher wished to research. Being a participant-observer allowed me to observe the learners (participants) in their natural setting and the researcher was able to capture valuable and data rich information without disturbing the teaching process. A detailed discussion of the analysis of the data and interpretation of the findings follows in Chapter 4.

CHAPTER 4

Data Analysis and Interpretation

4.1 INTRODUCTION

Chapter 3 described the research methodology that was followed to conduct the empirical part of this study. The study was situated within an interpretive paradigm, as learner participants had to portray in drawings and discussion what makes them angry. A qualitative approach was followed, where multiple case studies were used as design. Valuable data was retrieved from both the learners' drawings and explanations, my observations as well as the relevant teachers' interviews.

Chapter 4 elaborates a more in-depth understanding of each participant's background and drawing. The information that was gathered from each participant's drawing and from their teachers was analysed and interpreted.

4.2 AN OVERVIEW OF QUALITATIVE DATA ANALYSIS

A multiple case study design was followed to determine what causes anger in young learners. All the learners in the three Grade 1 classes in the selected school drew pictures of incidents or experiences that caused them anger. After all the pictures were drawn, four learners were selected as participants through purposeful sampling, as their pictures depicted anger the best, and because they also met the requirements of the indicators of anger (see Table 3.3). These four drawings were rich in information and gave a lot of insight as to why learners become angry in certain situations. The three Grade 1 teachers were also participants in the study as the researcher conducted semi-structured interviews with them to gain more information regarding anger, and the different strategies they have in place to handle learners who display this negative emotion. Drawings, participant explanations (in the form of narratives) observations, semi-structured interviews (see appendix H and I) and a reflective journal were used to obtain a comprehensive understanding of anger in young learners.

The researcher used an inductive approach in analysing the data (see section 3.2.4). The explanations and observations made were read numerous times and the pictures drawn by the learners were also studied and looked at in depth. The researcher identified various themes from the data collected using thematic analysis, which, according to Creswell, (2008), ensured that the researcher had a comprehensive understanding and overview of all the

data. The researcher identified codes from the subdivisions of the data and categorised the data according to similar meanings. This was to ensure that the researcher could cluster the segments together and relate the different segments to one another (Stuckey, 2015). The data was also labelled according to a colour scheme (Creswell, 2008). Furthermore, the researcher used McMillian and Schumacher (2010) as well as Saldana (2015) to guide my discovery of patterns from the relationships between the identified categories. Figure 4.1 represents the process from where the data was coded, formed into categories and lastly into patterns.

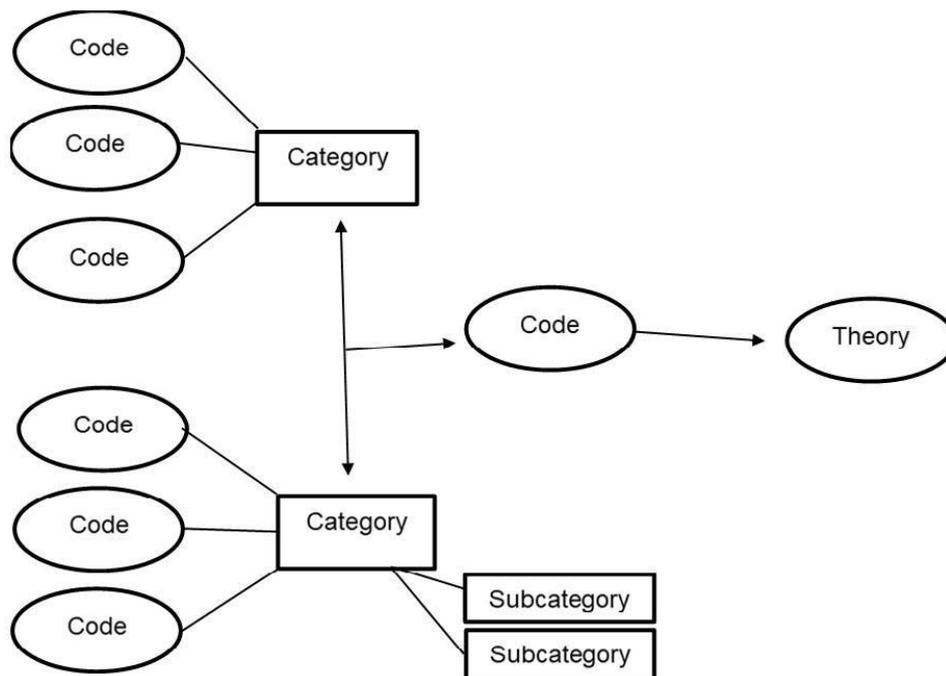


Figure 4.1: A streamline of codes-to-theory model for qualitative inquiry (McMillian and Schumacher, 2010, p. 343)

4.3 DATA ANALYSIS: LEARNER PARTICIPANTS

As this study followed a multiple-case study design (see section 3.2.3), the researcher discussed the four cases separately, which constituted the drawings and narratives of four learners. Before their selection, all the learners from the three Grade 1 classes were included in the study as this was done in the subject Life Orientation, under the theme “My emotions”. Based on this theme, the researcher read the story to all three Grade 1 classes, titled: “What makes me angry”. This story was about a young turtle named Alice that goes through different situations at home as well as at school which makes her angry. She thinks of different ways and she asks others to help her with her anger outbursts to ensure that she learns how to handle her emotions appropriately. At the end of the story, Alice always thinks back to

what her teacher told her about her anger and Alice recalls different ways to manage her anger (see appendix J). Afterwards, the learners were told to think of what made them angry in different situations and as the class was sitting on a carpet in a relaxed atmosphere, we spoke about the causes of anger. After carpet time, the learners were instructed to draw something that makes them angry. They went to their individual tables and the researcher handed out numbered blank A4 papers; they did not need to put their names on the paper and started drawing.

Table 4.1 describes the learners in the three Grade 1 classes who participated in the drawing exercise.

Table 4.1: Information on all learners in the three classes which participated in the drawing activity

	Class 1	Class 2	Class 3	Absent learners	Pictures not allowed to be used	Total: Learners pictures who could be used.
Number of learners	23	23	22	12	5	51
Boys	14	10	11	0	0	35
Girls	9	12	12	0	0	33
Age groups	6 years – 7 years	6 years – 7 years	6 years – 7 years.			

Learners in three Grade 1 classes participated in the drawing activity, as this activity was part of the CAPS curriculum. Although all the learners participated (68 learners), not all parents/ guardians gave their consent for their learners to part take in the activity. Furthermore, 12 learners, that were not all from the same class were absent during the days of the drawing activity. The activity took place over one day, however, each class did their drawing on different days. The total number of learners who took part in the drawing activity was 51 learners. The sizes of the classes were more or less the same; two classes (class 1 and 2) had 23 learners and class 3 had 23 learners. Age range of participants in all three classes

was similar: between five to seven years of age. Table 4.2 explains the causes of anger in young learners.

Table 4.2: Causes of anger in the participants

Causes	Class 1	Class 2	Class 3	Total
Aggression and bullying	7	5	2	14
Things being taken from learners	2	4	1	7
Teasing	1	3	3	7
Other	10	6	7	23

Saracho (2017, p. 68) defines aggression by explaining “an interaction where a domineering person continually displays aggressive behaviour to cause anguish to a vulnerable individual”. In addition, according to Joubert (2013 a, p. 45) “bullying is seen as a subset of aggressive behaviour” where learners express aggressive behaviour in an open and direct way or sometimes in an indirect way. Furthermore, De Wet (2005, p. 44) refers to bullying as “premeditated, continuous, malicious, and belittling tyranny.”

Table 4.2 explains the different causes of anger that the participants had experienced and drawn. Three main causes of anger were identified, namely aggression, things being taken from learners and teasing; the rest were other factors such as rain, thunder, hail, animals scaring learners, or how their parents drove or spoke to them. Some drawings indicated learners were afraid of different sounds that aroused fear and unhappiness. It was interesting to note that many learners perceived any form of negative emotion as anger.

The four learners were selected according to the markers that were identified (Table 3.3). Table 3.3 explains the different markers used in choosing the pictures that depict anger the best. These were facial expressions, non-literal features, that is, the change of colour to encode the different emotions and line pressure, the colour of the picture and the increased negative behaviour such as thumping (Burkitt, Watling, & Message, 2019) and hitting another individual. According to Hess and Hareli (2015) and Burkitt (2017), these markers can help in understanding a picture, and these markers helped me in choosing the pictures best depicting anger.

In order to present the data, each participants information was depicted in a different colour for identification purposes. Each case commenced with biographical information, which in turn was given to the researcher from the teacher as the learner's teacher knew more about the learner which would help further the research, followed by the drawing, explanations and observation. The data analysis concluded with the analysis of the teacher interviews.

While the learners were busy with their drawings, the researcher observed learners' behaviour, facial expressions and body language. These observations of the learners were general observations done over the four weeks and then written down in my journal and the entries from this journal are referred to as "field text entry", which was recorded for approximately four weeks for an hour every week during the subject Life Skills under the Theme "My Emotions" which ran from the 18 September to the 13 October 2017. The researcher reflected upon the observations and all entries in the reflective journal are referred to as 'observations'. An observation checklist was also used to guide me while observing the whole group drawing their pictures, which was done on different days for each class (see Appendix F). After the four participants were selected, the researcher had informal conversation with them and asked them to explain what they were drawing and why they were drawing it. The researcher wrote down these conversations with the four learners. All the data were analysed together to ensure in-depth information was gathered.

The following sections present the four different cases.

4.3.1 Participant 1: Bella

Bella is a seven year old English-speaking girl in my class, whose drawing clearly depicted anger. My motivation for choosing Bella's drawing was that during the drawing session, Bella had an outburst and her picture showed why she was angry and upset. The outburst was caused by some of Bella's peers looking at her. This upset her as she thought they were laughing at her.

4.3.1.1 Biographical information for Bella

Table 4. 3 Biographical information - Bella

	<u>Biographical information</u>
Home language	<ul style="list-style-type: none"> • English
Age of learner.	<ul style="list-style-type: none"> • 7 years old
At school	<ul style="list-style-type: none"> • Bella is easily angered and has numerous outbursts during the day. • She usually screams and runs out of classroom to get away from situations. • Bella does not respond well to being reprimanded. Bella will become extremely angry and upset when reprimanded; this causes her to storm out or start crying and screaming. • She does not like to share. • Few friends. • Always needs to win and be first. • Prefers to use pink and purple colours for everything. • Loses stationery almost every day.
Background	<ul style="list-style-type: none"> • Bella is an autistic learner, who needs structure at home as well as school. • The mother is very involved with the learner. • According to Bella's teacher she said Bella's father is not as involved in her life as he lives in Botswana.
Sibling/s	<ul style="list-style-type: none"> • One sister who is in grade 4
Parents' marital status	<ul style="list-style-type: none"> • Single mother, father moves around due to work.

**Markers used to
select the picture**



- The facial expressions in Bella's picture show a clear frown and an upturned corner of the mouth – which in this picture means that she is angry about what has happened.
- Bella's human figures all have a different facial expression, the figure far left has a surprised face whereas, the next stick figure has a frown as well as an unpleasant look on the face. The facial expression of learner 3 in the blue dress, show a clear picture of clenched teeth and unhappy eyes, this figure seems to be the angriest figure. The last stick figure has a similar facial expression as the second figure, whereas they both look angry and unhappy in this situation.
- Bella's drawing and colours lead to me as a researcher think that her intentions regarding the picture was leading more towards negative feelings especially that the drawing was not coloured in properly and or neatly (scribbling to finish off). A few colours were used in Bella's picture she has drawn.
- It is very clear that in Bella's picture her human stick figures have an increased negative behaviour. The figures body language gives off a negative feeling as well as the speech bubbles.

The information gathered for this case was mainly done through general conversations by asking the learner a few questions. Other ways of gathering information for participant 1

was through observation. Bella is an autistic learner who is seven years old. She thrives well when there is a well-established structure and routine that she can follow at home and at school. She is very sensitive to external stimuli such as noise and touch. Bella's mother is very involved with her well-being and her education and ensures that Bella is understood in the best way. Bella's mother is a single parent who raises Bella and her sister on her own. Her father lives in Botswana. Bella has an older sister in the same school in Grade 4 and the two girls visit their father during school holidays.

Bella's behaviour at school varies in accordance to how she is feeling or if anything has bothered her in the morning or the night before. Bella is easily angered, and she tends to have numerous outbursts during the day. When Bella has an outburst, she runs out of the classroom while screaming and crying. She does not like being reprimanded.

Bella struggles with the idea of sharing and has a tendency to lose her stationery almost daily. She does not like to lose or come second in a game or schoolwork; this makes her angry and leads to more outbursts. Consequently, her peers do not want to be friends and she has few friends to play with. Bella prefers to only use certain colours when doing her schoolwork such as pink and purple and will rush to finish any work. Her tendency to rush her work leads to untidy work. If asked to redo her work, she gets extremely upset and argues that she has already done the work and will not redo it. The following picture was drawn by Bella.

4.3.1.2 Drawing and explanation



Drawing 1: Bella (7 years old)

Bella explained that her friends always make fun of her and stare at her all the time for no apparent reason. Bella said the following when asked about her drawing: "I drew my friends staring at me for no reason and them laughing at me when I work. Then they shout at me for staring at them. It makes me angry when they stare at me and shout." The picture she drew depicts four little girls, three of them are very angry which can be concluded the figures' eyebrows and the down-turned mouths. Bella is depicted as the girl sitting on the chair. The speech bubbles give voices to the girls, indicating their aggression.

While observing Bella, the researcher saw that she started off drawing and colouring neatly, but suddenly, she started to rush to finish off her work. During the drawing process, the researcher asked Bella the following:

Explanations:

Researcher: "What situations/ problems make you angry?"

Bella: "My friends always make fun of me and stare at me all the time for no reason and then they say I stare at them."

Researcher: "Tell me more about this drawing that you are busy with?"

Bella: "I drew my friends staring at me for no reason and them laughing at me when I work. Then they shout at me for staring at them. It makes me angry when they stare at me and shout."

A while later the researcher saw Bella drawing more friends in her picture and using a variety of colours while completing the picture. The researcher decided to ask her about this:

Researcher: "I see you are drawing more friends in your picture?"

Bella: "Yes, sometimes my friends help me when I am angry."

Researcher: "Have you ever spoken to a friend about what makes you angry?"

Bella: "Yes, I have spoken to a friend about what makes me angry, but they do not always want to listen to why I am angry. They always walk away."

Researcher: "Have you ever told a teacher when you are angry?"

Bella: "Yes, I have spoken to another teacher about what makes me

angry and when I am angry.”

Researcher: “Does your teacher help you when you are angry?”

Bella: “Yes, sometimes.”

Researcher: “Do you prefer to talk to your teacher or a friend when you are angry?”

Bella: “I do not like talking to anyone when I am angry.”

The researcher was quick to conclude that Bella did not want help when she became angry, as she did not give the impression that she needed assistance when angry. Bella would often scream, cry and run away when she became upset. When asked about her drawing, it was clear that she was unsure of how to approach individuals when she was angry. At first, she wanted to talk to her friends, but they did not want to listen, and she would turn to her teacher, who would give her a solution. However, Bella did not always like the solution given to her.

4.3.1.3 Observation of activity

Observation and the field text entry was done on 19 September 2017 during the Subject Life Skills which was a two-hour lesson and observation also took place during the same period.

During the carpet and drawing stage of the research, the researcher observed that Bella had an outburst and began to scream and cry as certain learners would not move out of her space. This upset her and she could not express her emotions appropriately.

a) Field text entry

Field text entry:

Bella is still shouting and crying from an outburst she had during the reading activity done on the carpet. This outburst was due to other peers looking at her while she was working. She had previously asked them to stop and they continued to stare at her. She was the first one to ask for the paper and to start the drawing activity.

Through observation, the researcher could see that Bella grasped what made her angry and why these situations made her angry. The researcher was surprised at her ability to draw her angry feelings. Normally, she does not want to draw and

explain her feelings.

Observation -

Bella seemed very angry and upset in the beginning of the drawing activity. She was shouting and crying and did not interact with the learners around her. However, every time a learner looked in her direction, she would scream and shout at them to stop looking at her. Bella was aware of the situation in class with her peers that made her angry and how this situation was brought about.

It became evident that during the study that Bella became angry and upset and had an outburst which resulted in her screaming and crying:

Field text entry-

Bella had an outburst during the drawing session as she was upset about her friends looking at what she was busy drawing. The researcher observed that this situation made her very irritable and then angry. This would lead her to shouting and crying and even storming out of the classroom in a rage. Bella was well aware of the situations that makes her angry and can explain them in full detail.

She was the first one to ask for the paper to start the drawing after she had returned to the classroom but seemed to rush the picture to finish as she was becoming irritated.

During the spontaneous conversation with Bella, I had asked her a few questions about her picture she was drawing. The researcher was given more clarity as to what she was drawing and why this situation made her so upset. It was clear that Bella was not always comfortable asking and talking about why she is angry, so drawing is the way she prefers to express her emotions.

Observations -

Bella did not hesitate to start her drawing as this could be the way she expresses herself and understands better as to why she is angry and what makes her so angry about this situation. Although she started off her drawing neatly, this

became a rushed drawing towards the end as Bella became more irritated and frustrated. The researcher was very quick to judge Bella when she shouted and began to cry when other learners looked at her while she worked, but the researcher realised that Bella does not always feel comfortable communicating what she feels, and this could result in her feeling stuck when faced with an unfamiliar situation. This is the only way she has to express what she is feeling.

Most of the time Bella preferred to sit alone during the activity. She did not interact with the friends around her. When others looked in her direction, she would become angrier.

Field text entry-

Bella sat alone at her table as she refused to have any other learner sit next to her. She did not want to talk to anyone about what she was drawing and would get angry when the other peers looked in her direction.

The general deductions from Bella's case is that she becomes upset during situations where she feels uncomfortable and where she is asked to redo work when it has already been done. Bella's drawings show that she likes having friends around her; however, when they shout at her and stare for no apparent reason, this makes her angry and in turn she struggles to express her emotions appropriately. Bella is able to do all the work in class although she is autistic and her mother believes she can function in a mainstream school. She also believes that having Bella in a mainstream school will in turn help Bella with her communication and social skills.

4.3.2 Participant 2: Sandy

Sandy was a girl in another teacher's class who's drawing clearly depicted anger and bullying. Her picture illustrated aptly how Sandy was feeling and her body language confirmed that she was upset while drawing. The motivation as to why Sandy's drawing was chosen is that the picture shows a learner being pulled and hurt by the other learners.

The biographical information is presented in Table 4.4.

4.3.2.1 Biographical information for Sandy

Table 4.4 Biographical information - Sandy

	<u>Biographical information</u>
Home language	English
Age of learner.	<ul style="list-style-type: none"> • 7 years old
At school	<ul style="list-style-type: none"> • Sandy is a very lovely girl with lots of friends. • Sandy is very confident, and her personality reflects that. • She wants to always be in charge and win in games. • Very loud and always has to have her say. • Drawings always have to be perfect to her otherwise she starts over. • Keeps all stationery together, becomes angry if she loses anything.
Background	<ul style="list-style-type: none"> • Information was given y Sandy’s teacher. • Mother and father live together. • Mother very involved with learner’s social and education. • Father is sick and has to undergo surgery. He has a heart and lung condition that makes it difficult for him to work and move around. • Mother very sensitive about father’s situation. • Sandy becomes very emotional about her father’s situation. • Mother is not completely happy regarding school. In other words, Sandy’s mother thinks that their advertising “a low-income private school” will attract low income families to the school. The mother is also not happy with how the aftercare is run and how homework is done during aftercare.

Sibling/s	<ul style="list-style-type: none"> • One younger sister – five years old
Parents' marital status	<ul style="list-style-type: none"> • Married
Markers used to select the picture	<div data-bbox="727 356 967 611" data-label="Image"> </div> <ul style="list-style-type: none"> • According to the facial expression markers from Hess and Hareli (2015), Sandy's drawing clearly shows four different figures with similar facial expressions. These facial expressions are lowered brows (frowns) and upside-down smile, which could mean the human figures in the picture are angry. Sandy does mention that this situation does make her angry. • The negative behaviour can be seen in the picture where the figures are pulling and kicking the learner. She expresses this as them hurting her. The frowns are also a marker of increased negative behaviour.

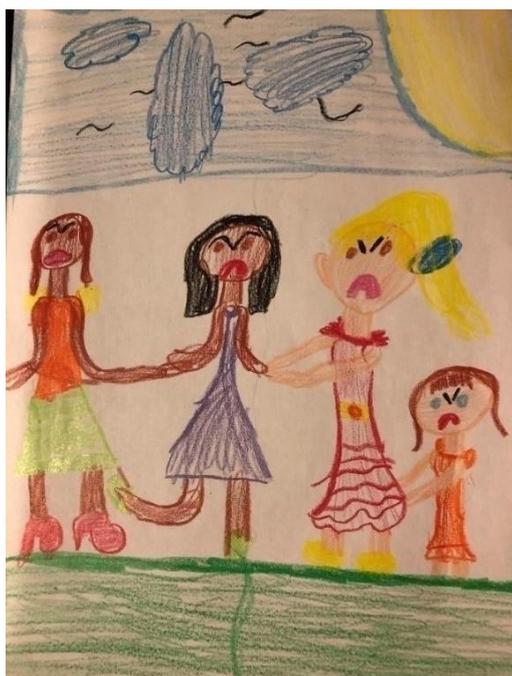
The information gathered for this case was done through observation of the learner, general discussion with her teacher, when letters of informed consent was sent home to the parents, the researcher also spoke to the child to gain more information. Sandy is seven years old; her birthday is in the middle of the year. Sandy thrives well in an environment where she has lots of friends as she likes to socialise. Her personality shows that she is confident, always likes to be right and in charge of anything that happens at school. Sandy is a very loud on the playground and in class, she is a perfectionist who likes it when all her things are correct and in place at all times. Sandy has both parents living with her as well as a younger sister who is five years old. Sandy's mother is very involved with her socially as well as with

her education. According to the mother, Sandy's father is unwell with a heart and lung condition for which he has to undergo surgery. The situation with the father has made Sandy and her mother extremely emotional. Although Sandy's mother is very involved with her schooling, her mother is not completely happy with the school, as she fears that the school is attracting low-income families. Sandy's mother is also unhappy with how the aftercare is run and how homework is done during aftercare.

Sandy's emotions vary daily and are affected by her father's condition. Sandy is not easily angered; however, she does become angry when things do not go her way. When Sandy becomes angry, she will cry and be mean to her friends verbally, refuse to play with them and walks away.

The following picture was drawn by Sandy.

4.3.2.2 Drawing and Explanations



Drawing 2: Sandy (7 years old)

Sandy said the following when asked about things that made her sad: "My friends are always hurting me during break and in the mornings." The drawing of herself and three other learners depicts that the three other learners are very angry as observed from the facial expressions, it is also observed that the three girls pulling the middle learner (Sandy) in opposite directions and Sandy the learner in the middle appears to be kicking the girl on the left. All four girls in the picture are wearing bright clothing and shoes. Sandy drew herself in the middle with the other girls around her. She also drew

herself with creased eyebrows and a mouth turned downwards, showing her anger. The other three learners in the drawing also had creased eyebrows and down turned mouths showing that they were also angry. During this process, the researcher asked Sandy the following:

Explanations: Sandy

Researcher: “What situations/ problems make you angry?”

Sandy: “My friends are always hurting me during break and in the mornings.”

Researcher: “Tell me more about this drawing that you are busy with?”

Sandy: “I drew my friends hurting me during break and being mean to me. I always tell adults but my friends do not stop hurting me”

Later the researcher observed Sandy drawing one more friend in her picture using very vibrant colours. The researcher asked her about this.

Researcher: “I see you are drawing one more friend in your picture, why you doing that?”

Sandy: “I drew Mandy in my pictures, because she helps me when my other friends hurt me.”

Researcher: “Have you ever spoken to a friend (Mandy) about what makes you angry?”

Sandy: “Yes I always tell her that I am going to tell someone when my friends hurt me, and she always comes with me.”

Researcher: “Have you ever told a teacher when you are angry?”

Sandy: “Yes, I tell the teacher on duty and she says she will tell you (Sandy’s teacher) after break. I also tell the aftercare teachers.”

Researcher: “Does your teacher help you when you are angry?”

Sandy: “Yes, but not always.”

Researcher: “Do you prefer to talk to your teacher or a friend when you are angry?”

Sandy:

“I like to talk to Mandy when I am angry, and I talk to my mom.”

Knowing Sandy, the researcher was quick to conclude that she only became angry to attract the attention of an adult and her friends. Sandy did not give any impression that she needed help or comfort. She would often become upset with her friends and would walk away when they did not want to listen to her. At first Sandy would talk to her friend before talking to a teacher. This meant that Sandy found comfort in talking to her friends when she was angry or upset. Sandy turned to the teachers to help her when her friends were unkind to her, however this was not always the way that helped her.

4.3.2.3 Observations of activity

During the carpet and drawing stage of the research, the researcher had observed that Sandy was very eager to start her drawing and was even talking to friends around her about what makes her angry. Sandy knew of a situation straightaway of what made her angry and upset. Observation and field text entries are dated 21 September 2017 during the Subject Life Skills which was a two-hour lesson.

a) Field text entries

Field text entry-

Sandy is very eager to start the drawing activity, done on the 21st of September. She listened carefully to the story that was read on the carpet. Sandy spoke to her friends about the story and what the story meant to her. Sandy offered to hand out the papers to the class and her stationary was ready on her table to begin the drawing activity.

Through observation, of Sandy's body language, behaviour and drawings as well as her explanation of her drawing, the researcher could see that Sandy had a good understanding of what made her angry and how this situation affected her. The researcher surmised that Sandy would draw a picture that was clear and colourful. Her picture showed what she was feeling during that situation. Sandy drew her picture in great detail and was very open to explain what she had drawn.

Observation -

Sandy asked to hand out papers to learners and was ready for the activity. She became more anxious as she started drawing and kept looking around the class.

The researcher observed that that Sandy became angry during breaks and after school more often

during the study and this resulted in her crying more than usual.

Field text entry-

Sandy was happy to start the activity, but it became clear that the situation that she was busy drawing had happened numerous times before. It is observed that this situation made her very upset and then angry. This would lead Sandy to cry in times when she was unsure of what to do and when the teachers around her could not help her. Sandy was well aware of the situation that made her angry and could explain them in full detail. She asked to hand the papers out and she was ready for the activity. Sandy took her time to complete her picture.

During the spontaneous conversation with Sandy, the researcher questioned her about her picture she was drawing. The researcher was given more clarity as to what she was drawing and why this situation upset her. It emerged that Sandy was not always comfortable talking to teachers about why she is angry but talking to her friend helped her express what she is feeling. Drawing is the way she prefers to express her emotions as she is not interrupted when drawing.

Observations -

Sandy did not hesitate to start her drawing as this was a way she could express her feelings without being interrupted by her friends. Sandy started drawing neatly and throughout the drawing activity her work was neat and clear. Sandy felt very anxious when drawing; she kept looking around as if to hide her work from her friends. This could be the only way she has to express what she is feeling.

Sandy would prefer to have her work hidden and not seen. Clearly, she would like to have been left alone. She did not interact with any peers around her and was very focused on her drawing. Her body and facial expressions showed how she felt about the drawing and situation. Sandy's facial expression was very serious, with lowered eyebrows, leaning more in words, which explained how the researcher could see the picture she drew made her angry. Furthermore, Sandy's body language was tense, and

she was very protective over her drawing., by covering it up and not wanting to show it.

Field text entry-

Sandy sat next to a friend but kept her drawing hidden and did not interact with her peers. She would however keep looking around to make sure no one was looking at what she was drawing.

The general deductions from Sandy’s case is that she is a very social person and certain situations make her more upset and angrier than others. She did not want to share her drawing with her peers and wanted to keep it to herself. Sandy likes to play with her friends but does not like when her friends are mean to and hurt her. She has a strong personality and wants everything to go her way or she becomes upset. The researcher found that Sandy becomes more upset and angrier when something has upset her at home the night before. This in turn disrupts her day and she became more adamant to win or get her friends to do what she wants.

4.3.3 Participant 3: Lenny

Lenny is a very emotional boy in another teacher’s class. The information gathered about Lenny was during my interactions with him on the playground or conversations with his teacher, where she would ask for options to best help Lenny when he becomes emotional. He drew a picture that was very dark; it illustrated an individual being hurt and things being taken from him. Lenny showed that while drawing this picture he was irritated, upset and he displayed no smile.

The biographical information is presented in Table 4.5.

4.3.3.1 Biographical information of Lenny

Table 4.5 Biographical information - Lenny

	Biographical information
Home language	English
Age of learner.	6 years old
At school	<ul style="list-style-type: none"> • Lenny is easily angered and has become very emotional when faced with situations he cannot manage. • Lenny usually cries and makes noises when he does not want to

	<p>do things such as working independently or sharing toys on the carpet.</p> <ul style="list-style-type: none"> • Lenny does not respond well to being reprimanded. Lenny will just shut down and not respond or he will talk back to the teacher or adult reprimanding him. He will raise his voice and tell the teacher or adult he did not do it. • Lenny does not like to share, especially his stationery. • He has lots of friends. • Always needs to win and be first otherwise he becomes upset. • Prefers to use dark colours when he has not had a good start to his day. • Very organised and become upset when things are not done his way or when he loses things.
<p>Background</p>	<ul style="list-style-type: none"> • Lenny comes from a family that has a mother that is the main bread winner. • His father is sick with cancer. • His sister does not show much emotions towards Lenny. • Lenny comes from Cape Town, they moved back to Gauteng, Pretoria before he started reception year, he has been in this grade 1 class from the beginning of the year. • Lenny goes to play therapy as he struggles to express and manage his emotions.

	<ul style="list-style-type: none"> Lenny is very emotional and likes physical touch.
Sibling/s	<ul style="list-style-type: none"> One older sister – 17 years old
Parents' marital status	<ul style="list-style-type: none"> Married
Markers used to select the picture	<div data-bbox="906 409 1118 566" data-label="Image"> </div> <ul style="list-style-type: none"> Lenny's human figure drawings have hollow eyes and the facial expressions are easily recognisable. However, the human stick figures do look scary and angry. If one looks carefully, you can see the figure in the middle (Lenny) has clenched teeth, which in turn expresses his anger. The colour of Lenny's picture is very dark and not many colours are used. The lines are jiggered in black as if he wanted to make sure we see the figures clearly and in a negative light. The increased negative behaviour can be seen with the fist drawn for the figures. This does seem to be a marker of the intention to hurt and the figure on the right are in a "fight" or altercation already.

Lenny is a six year old boy, turning seven at the end of the year. He is a learner who functions well on an established structure and routine that can be followed at school and at home. Lenny is easily angered when things do not go his way and becomes very emotional when faced with situations he cannot manage. Lenny does not like to be reprimanded. He will just shut down and not respond to anyone talking to him. Furthermore, Lenny will talk back to the teacher or adult reprimanding him. He raises his voice and tells the teacher or adult he did not do it. This leads to his crying and making noises until he gets his way. General conversations with Lenny's teacher were conducted, to ensure that all background information regarding Lenny was given and understood by the teacher.

Lenny's mother and father are very involved with his well-being and his education. They have sent Lenny to an occupational therapist to ensure he is understood in the best way possible and that he learns different ways to manage his emotions especially his anger. Lenny's mother had a very demanding job and worked until late, but this has currently changed, and she spends more time with him. His father is sick and has to go for treatment in hospital a few times a month. This situation upsets Lenny, his emotions are heightened, and he struggles even more to control them appropriately. According to a general conversation with Lenny's mother, Lenny's older sister does not show much emotional attachment towards him and this upsets him as he loves physical touch and being around people.

According to his teacher, Lenny struggles with the idea of sharing especially when he has to share his stationery and has a tendency to become extremely upset when he loses his stationery. He cannot seem to carry on with a task unless all his stationery is in his pencil bag. Furthermore, Lenny does not enjoy drawing pictures to describe a situation as he always says his drawings are not perfect. Lenny is however, a very social person has lots of friends, mainly boys. He is very competitive, and he is very domineering with games and in class. Lenny likes to win always in games and be first. When this does not occur, he becomes upset to a point where he cannot work or he cries. This in turns leads to him not having a good day and not knowing how to express his emotions.

The following picture was drawn by Lenny:

4.3.3.2 Drawing and Explanations



Drawing 3: Lenny (6 years old)

Lenny said the following when he was asked about his drawing: “I drew my friends hurting me and taking my things without asking.” The drawing of himself (learner in the middle) and the learner to the left of him depicts a very dark, stick figure drawing with unclear facial expressions; however, the figures have hollow eyes and large heads. Lenny as well as the learner to the left is wearing black pants with a blue shirt; the larger figure is all blue in appearance. The figure in the middle which is Lenny appears to have something being taken from him by the other learner. The figure on the right is standing further away from Lenny, while the situation is taking place.

During this process, the researcher asked Lenny the following:

Explanations: Lenny

Researcher: “What situations/ problems make you angry?”

Lenny: “I get angry when my friends hurt me and take my things from me.”

Researcher: “Tell me more about this drawing that you are busy with?”

Lenny: “I drew my friends hurting me and taking my things without asking.”

A while later I noticed that Lenny was only using a few colours to complete his picture.

Researcher: “I see you are using only a few colours when completing your picture, why is that?”

Lenny: “I like using blue and black when I am angry.”

Researcher: “Have you ever spoken to a friend about what makes you angry?”

Lenny: “No, my friends do not listen to me when I tell them I am angry.”

Researcher: “Have you ever told a teacher when you are angry?”

Lenny: “No, I do not tell the teachers when I am angry.”

Researcher: “Why do you not tell your teacher?”

Lenny: “Because I do not like telling anyone.”

Researcher: “Do you prefer to talk to your teacher or a friend when you are angry?”

Lenny: “I like to talk to my sister, but she does not always listen to me.”

Since the researcher is not Lenny’s teacher, she did not realise that Lenny struggled with his emotions until the researcher saw his drawing and spoke to him about it. Lenny enjoys the other learners’ attention and he looks for their attention by losing his temper. He is unsure how to control his emotions especially when he becomes angry. Lenny often cries when he cannot deal with his emotions and as a teacher the researcher would try and understand what and how he feels. He often plays with several friends but play often becomes competitive. This also leads to anger if he does not get his way or win. Lenny is comforted by talking to his older sister when he becomes upset, however, she does not show much affection or attention towards Lenny. He does not like to talk to any friends but when he does interact with them, they are interested in what he has to say about his feelings. Lenny is not comfortable talking to his teachers about his feelings and his struggle to cope with difficult situations.

4.3.3.3 Observations of activity

During the carpet and drawing stage of the research, the researcher was more aware of Lenny and while observing him, the researcher saw that he was not very keen to draw a picture about what he feels. Lenny was also reluctant to take part in the discussion on the carpet.

a) Field text entries

This field text entry and the observation was done on 9 October 2017 during the Subject Life Skills which was a two-hour lesson.

Field text entry-

Lenny did not seem eager to start the activity. He seemed happier when the story was being read but once the instructions were given, he became more withdrawn and did

not want to do the activity. Lenny kept walking around the classroom while the papers were handed out and took longer to get to his chair to start the activity.

Through observation, the researcher could see that Lenny knew what made him angry but seemed afraid to draw it on paper. This became more upset as he did not necessarily enjoy drawing.

Observation –

Lenny is very eager to listen to the story being read, he rushed over to be on the carpet first. Once the story was over and the discussion part began, Lenny became quieter and did not interact as much as what he normally would. Lenny does not seem to want to draw his picture – he does not like drawing as he thinks it will not be perfect.

During the study Lenny's irritation increased as the activity progressed. Drawing is not something Lenny enjoys and this activity during class time is always very difficult for him as well as for the teacher because he would cry and not want to continue working. This is because he does not think his drawings are perfect.

Field text entry-

Lenny was unhappy when he was asked to start the activity, as the picture he wanted to draw was a situation that made him angry. On top of that he was being asked to do something he was not as fond of. Lenny is not particularly fond of drawing and this tends to upset him and he will start crying if he is unhappy with his picture. During the drawing process Lenny became more irritated and he seems to be very upset. Lenny did not smile and he was not happy.

During the spontaneous conversation with Lenny, the researcher asked him a few questions about his picture. The researcher was given more clarity as to what he was drawing and why this situation made him so upset. It was clear that Lenny had drawn a picture of a situation that upset him. It helped him explain the situation and this also helped him understand that drawing a picture can be another way to express what he is feeling.

The general deduction from Lenny's case is that he is a very social person and there

are various situations that he cannot understand and control which makes him become angry. Lenny likes to have all his stationery with him and has to be first in everything. This time round Lenny was not so eager to be first to draw what makes him angry. Possibly he struggles to talk and express his emotions in the most appropriate way. Lenny likes to play with friends and has lots of friends to socialise with. He becomes upset when his friends do not do what he wants them to do. I have found that Lenny is more upset or angry when something happened the day or night before that was not part of his routine. This disrupts his day; he will do anything he can to disrupt the class for the day.

4.3.4 Participant 4: Jim

Jim is a seven year old boy who is quiet and takes his time when he works especially drawing pictures. He uses various colours to ensure his pictures are very bright and clear. Jim presses extremely hard when writing or drawing with a pencil and this in turn makes all his work very dark in colour. This picture was different to the other pictures as it was so clear, and the facial expressions could be seen on the figures drawn. I chose Jim's picture because it shows clear facial expressions of anger, such as a furrowed brow and clenching teeth, while another learner teases him or them. During the drawing process Jim's facial expression was very serious and his body was very tense.

4.3.4.1 Biographical information of Jim

Table 4.6 Biographical information - Jim

	<u>Biographical information</u>
Home language	English
Age of learner.	<ul style="list-style-type: none"> • 7 years old

At school	<ul style="list-style-type: none"> • Jim is a very strong boy who loves to play rough games. • Jim is a very quiet learner, but he does tend to use inappropriate words. • He does not like to be reprimanded when he has done something wrong – he becomes angry, cries and starts using inappropriate language to any friends who laugh at him. • Jim hurts his friends but says it was a mistake. • Very loud and does not listen to instructions. • Day dreams and takes a long time to complete work. • Jim always wants to be first in the line and if he is not, he becomes angry and hurts other learners. • He always has to win in games – if other learners do not do what he wants, he becomes angry and always tells a teacher his friends hurt him. • Loses his stationery and then takes others' stationery. • Few friends
Background	<ul style="list-style-type: none"> • Very strict father. • Mother is a clam person; this deduction has been made through interactions with her and observation of how the mother interacts with people at the school. • Grandmother very involved with Jim. • Mother works till late. • Father has a very demanding job, that involves him to travel a lot. • Parents travel a lot. • Jim's grandmother fetches him from school every day.
Sibling/s	<ul style="list-style-type: none"> • Only child.
Parents' marital status	<ul style="list-style-type: none"> • Married

Markers used to choose the picture



- The markers in Jim pictures would firstly be the figure's facial expression (figure on the left which is Jim) which can be seen in a frown and clenched teeth. This represents his emotions which is anger. The facial expression of the figure on the right is that of a teasing learner, sticking out his tongue and pulling a face.
- The increased negative behaviour is clearly seen in Jim's drawing: the child under the jungle gym pulling faces and teasing the other child. Increased negative behaviour would be the frown on his face and angry look.

Jim is a seven year old boy who is very quiet but when he is angry or irritated, he tends to use inappropriate language towards his peers. He is also very strong and likes to play rough games, which leads to other peers being hurt and not wanting to play with him. Furthermore, Jim does not like to be told he is wrong and in turn he becomes extremely angry/ upset when he is reprimanded. In addition, Jim will cry and will not take responsibility for his behaviour.

Jim likes to talk very loudly and does not give his peers a chance to talk. He seldom listens to instructions and does what he likes. His work is never completed on time as he tends to daydream. He does not finish his work even when told to do so. Jim is a very competitive boy who always runs to be first. When lining up to leave the class or getting lunch, he pushes and runs to be first. If he is not first, he becomes agitated and hurts his peers who are close to him. He cries that he was not the fastest and blames everyone around him. This situation is repeated when Jim loses his stationery. He blames others around him and takes their stationery as his own.

Jim's parents are very busy and they both travel a lot during the week. He is frequently left with his granny who fetches him from school most days. Jim's father is very strict according to the mother: Jim has to do everything correctly or there are consequences and Jim has to redo work that does not match his father's expectations. She does not believe that Jim has any emotional problems and will not accept that he acts out during

the day. Jim is an only child and he seems unsure how to socialise with learners his own age.

The following picture was drawn by Jim:

4.3.4.2 Drawing and explanations



Drawing 4: Jim (7 years old)

Jim explained that he hated the fact that his friends' brothers bully him at home after school, while his friends are with him. He drew himself on the left wearing black pants and a bright blue shirt. Jim is standing in front of the jungle gym slide. His eyebrows are creased and his mouth is turned downwards, showing his anger. Jim's friends' brother is standing under the jungle gym with his tongue sticking out, as if he is teasing him.

Jim became more tense as the drawing progressed. He became more anxious, irritated, withdrawn and frustrated. During this process, the researcher asked Jim the following:

Explanations: Jim

Researcher: "What situations/ problems make you angry?"

Jim: "I hate when they bully me, this makes me angry."

Researcher: "What brothers are you talking about?"

Jim: "My friends have brothers that bully me."

Researcher: "Are your friends with you when this happens?"

Jim: "Yes, they are with when I get bullied."

Researcher: "Tell me more about this drawing that you are busy with?"

Jim: "In my picture I drew them bullying me at home after school."

A while later I had seen how hard Jim was gripping his pencil and the amount of pressure he was exerting while drawing.

Researcher: "Jim, I see you are really pressing very hard while drawing, why is that?"

Jim: "When I feel upset, I cannot control my hands and how I draw."

Researcher: "Have you ever spoken to a friend about what makes you angry?"

Jim: "Yes, my friends just laugh at me when I tell them what makes me angry."

Researcher: "Have you ever told a teacher when you are angry?"

Jim: "No, not really as this happens at home."

Researcher: "Why do you not tell your teacher?"

Jim: "Because I tell my mommy and she says she will tell my teacher."

Researcher: "Do you prefer to talk to your mom or a friend when you are angry?"

Jim: "I always talk to my mommy as she makes me feel better."

Jim always wants attention whether positive or negative, however, the researcher did not take the time to realise that Jim was struggling with a difficult situation at home. The difficult situation that Jim struggles with at home would be that both his parents are very busy and not always present and that when they are present his father is extremely strict with him. He also struggles with the issue of being bullied at home by his friends' brother. This made him very unhappy and angrier when nothing was done about it. Jim projected his anger about what was happening at home onto the peers at school. He blamed them for everything that happened and did not take any responsibility for what he had done. Jim would cry when he did not get his way and thought he had to always be first otherwise he felt he had not won.

Jim struggles to accept what learners say to him although he would say something mean to them. The researcher noticed that Jim struggles with his emotions when he feels threatened in a situation. As a teacher, there were different ways to ensure

that Jim did not feel threatened in a situation. The researcher should have safeguarded against this and made sure he felt comfortable to express what he wanted to.

When the activity ended, Jim appeared to have enjoyed it as he could explain what was happening to him. He could open up more about his emotions and how he felt when he was faced with this situation. I felt that through drawing, Jim had found a way to express his emotions other than talking about them.

4.3.4.3 Observations of activity

During the carpet and drawing stage of the research, Jim stood out for me as I had never seen him not wanting to be first in completing a task. This was something new and I wanted to understand why he was acting this way. Jim avoided taking the paper to start the drawing activity, however, he did seem to enjoy taking part in the discussion activity after the story had been read.

a) Field text entries

This field text entry and observation were done on 19 September 2017 during the Subject Life Skills which was a two-hour lesson.

Field text entry-

Jim listened to the story and took part while we had the discussion about what makes us angry. He spoke about different things that could make people angry. He does not want to start the drawing part of the activity. Jim avoided taking the paper from me and walked the other way.

Through observation, Jim's facial and body language changed and he became more irritable and tense. Jim walked in the opposite direction when the paper for drawing was being handed out. It appeared as if he knew of a situation that made him angry and with which he was uncomfortable.

Observation –

Jim does not want to draw this picture. He avoided getting a paper and could not find any stationery. Once I gave Jim his paper, he started at the page and his facial and body expression changed almost immediately. Jim did not interact with the other learners as he sat very quietly and drew his picture.

During the study Jim became more tense and he had no smile on his face. His pencil

grip became tighter and he pressed harder as he drew. His picture was very colourful and almost immediately I could see what the situation that made him angry.

Field text entry-

Jim is tensed, and pencil grip has become more tighter; his pressure while drawing is also very hard. This is a situation that truly makes him angry and he was also struggling to find the colours he needed for his picture. Jim was not happy while drawing and his facial expression is unsmiling.

During the spontaneous conversation with Jim, I asked him a few questions to help me understand what he was drawing. I could see what was happening in his picture, but Jim's explanation also put his picture into greater perspective. Jim was faced with a situation that he was struggling to resolve, which in turn made him angry.

Observation –

Jim finds it easier to talk about what he has drawn, once he had completed the drawing. This seems to be a good method for Jim to use when he struggles to explain his emotions or a situation. His pencil pressure was hard, but this made the picture brighter and clearer as to what was happening with him. Jim did not interact with other peers during this activity but drew the situation with careful consideration as to what he was trying to express.

4.4 SEMI -STRUCTURED INTERVIEW: TEACHER PARTICIPANTS

Semi-structured interviews were conducted with the three Foundation Phase teachers to gather information regarding emotions of young learners in their classrooms. These semi-structured interviews were recorded and transcribed for the purpose of the analysis. To distinguish between the participating teachers, they are referred to PT1, PT2 and PT3 (the researcher).

Table 4.7 below represents the biographical information of the teacher participants.

Table 4.7 Teachers' biographical information.

Teacher	Grade	Years of Experience	Gender
Teacher 1 - (PT1)	Grade 1	11 years	Female
Teacher 2 – (PT2)	Grade 1	30 years	Female
Teacher 3 – (PT3) (the researcher)	Grade 1	3 years	Female

Semi- structured interviews hold certain benefits as Oplatka (2018, p. 1350) mentions: "...flexibility by questioning and structure allows the emergence of new topics and findings during the conversation, but at the same time requires thorough preparation before the interview meeting begins and careful listening throughout the conversation". I was flexible in the sense that when I saw that a participant did not understand the answer or needed extra explanation, I would rephrase the question or ask additional questions to elicit the required answer.

Two teachers were interviewed and as I was the researcher, my own perspectives and opinion was added into data collected, using the questions bellow as well as further probing questions when needed.

4.4.1 Question 1 - How would you recognise an angry child in your class?

Although this question seems to elicit an obvious answer, I wanted to know whether the teacher participants were able to look beyond the tell-tale signs such as shouting, crying or frowning. PT1 responded that she usually makes use of drawings and notices behaviour reflecting anger towards other learners. PT2 agrees that behaviour is actually a give-away, but she also looks at how the learners do their work in their books. PT3 (the researcher) took clues from the learners' body language and also notices how learners "will act out against their friends".

It was concluded that all three teachers can usually detect angry behaviour in learners' reactions towards their peers.

4.4.2 Question 2 - How do you deal with learners that display angry behaviour?

In response to this question, the researcher found that the two teachers had unique ways of dealing with angry learners. PT1 responded that she would remove the

angry child from the situation so that the child could reflect on his/her behaviour. She also mentioned the usefulness of a general discussion about what had happened and the do's and the don'ts when learners feel angry. PT2 agrees that talking to the child who is angry and finding out what the problem was will help the child understand why he/she is angry. PT2 likewise mentioned that looking at the learner's work and what they have done in their books helped her as a teacher to find out what they are feeling. PT3 (the researcher) took a unique route on how to deal with angry learners. She explained how she gets down to the child's eye level and has him/her to do a breathing exercise. Once the situation has been understood, PT3 (the researcher) questions the child and seats him/her in an area where he/she feels safe.

Thus, all three teachers have their own way of dealing with young learners who are angry in their classrooms.

4.4.3 Question 3 - How can you prevent learners from acting out and becoming aggressive?

Although teachers have individual ways of preventing learners from acting out and becoming aggressive, the researcher wished to explore common strategies regarding prevention of aggression. PT1 uses methods such as meditation and calming pictures in her classroom to calm the learners. PT1 uses music to help the learners calm down. PT2 keeps the learners busy when she notices that they are angry by allocating special tasks to them such as sorting books and she uses art to help them express what they feel. PT3 (the researcher) role models calm behaviour when faced with a difficult situation, as she knows young learners copy adult behaviour. She also explains to the learners that there are different and more appropriate ways to express anger and aggression.

Thus, teachers have both individual and shared strategies to prevent aggression in young learners: PT1 uses calming techniques; PT2 keeps her learners busy; and PT3 models appropriate behaviour during trying situations. All these techniques involve positive reinforcement yet are different ways to prevent aggression in young learners.

4.4.4 Question 4 - What existing strategies do you suggest in preventing anger in young learners?

Question 4 although similar to question 3 was designed to determine if teachers can think beyond the normal strategies in preventing anger, such as separating learners from the situation, and to explore the teachers' unique strategies.

At first PT1 was not sure as to what strategies she would have used, but with further

probing she mentioned she would let the learners walk outside or do some sort of physical activity. PT2 mentioned that referral to a trained play therapist. Further probing questions were asked and PT2 agreed that keeping learners busy who are angry by doing physical activity keeps their minds off the cause of anger. PT3 (the researcher) mentioned the breathing activity as well as asking the angry child to blow up a balloon until he/she has calmed down.

It is clear that teachers have different strategies to prevent anger in a young child. Some strategies are more unique than others. This depends on the teacher and what works in her classroom.

4.4.5 Question 5 - Do you think learners are able to regulate their emotions when faced with unfamiliar situations?

I wanted to gain more information from the teachers about their views on emotional regulation in young learners. PT1 thought it is difficult for young learners to regulate their emotions when faced with an unfamiliar situation and they model behaviour observed in an adult in a similar situation. PT2 agreed that young learners find it difficult to regulate their emotions. She mentioned that the learners do not think about what they are feeling, they just act on their emotions. PT3 (the researcher) concurred that not all learners find it easy to regulate their emotions, and this could mean that they might not express their emotions appropriately.

Thus, all the teachers agreed that young learners are not fully aware of how to regulate their emotions when they are faced with an unfamiliar situation.

4.4.6 Question 6 - How would drawings help a child express their emotions?

This question was a follow up to explore if the teachers understood why drawings are important to obtain information about the child and how drawings can help learners express their emotions.

PT1 explained that when a child uses dark colours or no colour in their picture, they could be expressing anger in some way, in contrast with a child who uses bright and different colours in a picture. PT2 agreed that the colours that are used in learner's pictures as well as the detail can show what they are feeling and helps them express those emotions. PT2 explained that talking to learners before they draw their picture can help them express more visually what they are initially feeling. PT3 (the researcher) had a good understanding of how drawings can help a child express emotion. She mentioned that drawings help learners express what they do not want to talk about as drawing is another form of communication for learners. She explained

that learners do not always have the correct words to explain what they feel and in turn drawings help them process their emotions.

It is therefore clear that all three teachers use drawings in their class to help learners express what they are feeling, and the teachers find they can gain a lot of information from the drawings.

4.4.7 Question 7 - What in your opinion are the main causes of anger in young learners? Although this question might have a straightforward answer such as friends fighting or hurting each other, I wanted to determine if the teachers had other ideas about the main cause of anger in young learners.

PT1 mentioned that the main causes for anger is initially learner's unkindness to each other and bullying. She also thought an unstable home environment affects the learner's well-being. PT2 agreed that the main cause of anger among learners, especially young learners, is when they do not want to play with each other and unkind behaviour. PT3 noted that anger occurs in learners who are struggling to communicate with those around them or who are struggling academically. This leads to frustration and then anger. She also explained that learners who find it difficult to express what they are feeling become angry as they are not understood correctly. PT3 (the researcher) noticed that learners who come from a home that is not stable and where parents are not very involved express anger more easily than learners who come from a stable home where parents are involved.

The teachers' responses indicated a similar understanding as to why learners become angry.

4.4.8 Question 8 - Do you think you are in an ideal position to teach learners how to regulate their emotions?

I wanted to ascertain whether teachers considered themselves equipped in helping and teaching learners to regulate their emotions and why teachers gave the answers they did.

PT1 was very certain that she is in an ideal position to teach learners how to regulate their emotions. Her reasoning for this was that she is with the learners five of the seven days a week and three quarters of their day. PT1 further mentioned that she would use dramatization or general discussion about how they can regulate their emotions. PT2 agreed that she is in an ideal position to help young learners regulate their emotions and she finds it a privilege to help them. PT3 (the researcher) stated that in general all teachers are in an ideal position to teach young learners to regulate

their emotions as they are around the learners most the day. PT3 further mentioned that teachers are exposed to various situations and they can expose the young learners to these situations to teach and model the correct behaviour.

Although all three participants believed that they were in an ideal position to help and teach learners, they did not refer to any particular professional training in this regard. They relied on their own skills and experience in the classroom and in different schools. However, the teachers recognised that they are in an ideal position to teach learners how to regulate their emotions and this could be achieved through modelled behaviour or through exposing them to different situations by showing the learners how to react when faced with the unknown.

4.4.9 - Question 9 - From the drawings I could deduct that bullying is the determinant factor in the cause of anger. Are the learners in your class open to discuss when they have been bullied?

The final question was to inquire from the teachers if their classroom environment is safe enough for learners to share what is happening to them especially with regard to bullying.

PT1 said that her learners in her class are open to tell her if they have been bullied. She explained that by first talking to the child alone allows him/her to explain his/her side of the story. She speaks to the other learners involved to ensure the issue was resolved. PT2 agreed that learners are open to tell her if they have been bullied; however, she also mentioned that some learners tend to keep what has happened to themselves. PT3 has a very open and safe classroom environment, as her learners are confident to tell her when they have been bullied. She explained that her learners are also open enough to talk their own feelings if they want to be unkind or hurt someone. PT3 uses this as a teaching and learning experience for the whole class.

Thus, all three teachers maintain safe classroom environments which ensure the learners feel safe enough to be open to discuss if they have been bullied.

The teachers answered all eleven questions honestly and with integrity as these questions were related to situations they face daily.

4.5 CONCLUSION

The aim of this chapter was to analyse the data through the drawings of four Foundation Phase learners. These drawings were complemented by information, and conversations about their drawings as well as background information given by

their respective teachers. Bullying was identified as the main cause of anger in young learners. Furthermore, the respective teachers were asked questions regarding anger, learner's drawings and what they do to help young learners faced with anger. Concluding distinct themes and their categories arose from the data findings which are interpreted in chapter 5.

CHAPTER 5

DATA INTERPRETATION

5.1 INTRODUCTION

In the previous chapter, the responses of the Grade 1 learner participants as well as the teachers were presented. The Grade 1 teachers' semi-structured interviews have also been discussed and analysed. Each learner participant's biographical information, the data from their drawings, their responses to the questions as well as my observations during the drawing activity during the subject Life Skills were analysed. Themes and subsequent categories emerged from the data analysis which are interpreted and discussed in this chapter.

Sutton and Austin (2015, p. 227) state that the "interpretation of the data will depend on the theoretical standpoint taken by researchers." My standpoint, as a Grade 1 teacher, was that learners should express their emotions freely and openly while drawing pictures to allow them to express what they are feeling and not to keep their emotions to themselves.

Ngulube (2015) stipulates that data interpretation is the core activity of qualitative research. Maree (2007) reckons that the data interpretation phase involves the analysis, assessment and the interpretation of the empirical findings that have been gathered and collected as a source of information, which helps the researcher in creating new insights and meanings from the findings to contribute to further other educational perceptions. Creswell (2008) furthermore believes that personal reflections comprise of a large part of the interpretation of data because there is personal involvement of the research within the field of study. Therefore, the data interpreted was done from my own experience as a teacher, and also in view of my own personal observations. These were also based on the literature findings in chapter 2, as well as referring to the theoretical framework, namely Lazarus's theory on emotions (1991) and the theory of Piaget on cognitive development (1969) (see section 2.3.1).

In the next section the themes and categories that were identified by analysing the data, will be discussed in further detail.

5.2 THEMES AND CATEGORIES FROM THE RESEARCH FINDINGS

Four themes with their relevant categories emerged from analysing the data from learner and teacher participants and are presented in the following table.

Through various data collection methods (see 3.2.3), the researcher was able to gather rich data. Inductive data analysis allowed the identification of very distinctive themes as well as their categories.

Table 5.2: Themes and categories

Themes	Categories
Home environment	<ul style="list-style-type: none">• Parental involvement• Family interaction
Competence	<ul style="list-style-type: none">• Cognitive abilities• Social skills• Emotional regulation
Experience of anger	<ul style="list-style-type: none">• Observation• Safe environment
Bullying	<ul style="list-style-type: none">• Retaliation• Types of bullying

The four themes that emerged from the analysis of the data were home environment, competence, experiences of anger and bullying.

The first theme that emerged from the data is that of the home environment, where the parental involvement and family interaction with the child emerged as categories. Black et al. (2017) believe that a child's home environment should provide a safe space where the child can reach his/her potential. A safe and nurturing home environment as well as parents or guardians who love and accept the child unconditionally are vital conditions for the child's well-being, emotional development and cognitive development (Black, et al., 2017).

Theme two relates to the competence of the child, which, for the purpose of my study, refers to the capabilities and characteristics of the child. The categories that were identified refer to the child's cognitive abilities, social skills and emotional regulation.

Theme three represents the child's experiences of anger. The categories that emerged here were the observations and subsequent opinions of other people, such as the parents and teachers and also a safe environment, as prerequisite for expressing anger. DiGiuseppe and Tafrate (2006) believe that a child's expression of anger is actually a protective instrument, which they use to hide behind when they are hurting, sad or scared. In other words, young learners will express their anger in a manner of retaliation to a situation they are unable to manage or cope with.

Lastly, theme four was identified as bullying. The different categories that emerged from this theme was that of retaliation towards bullying as well as the different types of bullying that young learners are daily faced with. Young learners are affected by different types of bullying such as physical, verbal, relational and social bullying; all these are becoming an escalating world-wide phenomenon (Joubert, 2013 b). These, however, also have a long-term negative effect on the victims as well as the perpetrators. Young learners who are exposed to bullying tend to retaliate in a way that makes them feel safer; however, retaliation is not the most appropriate way to handle the situation.

All four themes were identified while analysing the data from the observations while the learners were drawing, interviews with the teachers/parents and the field notes, as the background and drawings of the young learners were linked to the identified themes mentioned above.

5.3 DATA INTERPRETATIONS OF THEMES AND CATEGORIES

Creswell (2014) specifies that research data that is interpreted, produces results that are linked with the literature researched; this could either be where the interpretation of data may differ from, or agree with the literature findings. Therefore, in the following interpretation, the researcher shall refer continuously to my literature chapter.

Narrative inquiries as well as observations of the participants' drawings and their body language during the drawing activity, gave me considerable insight into the situations that make young learners angry and how this affects them in regulating their emotions. The semi-structured interviews with the Grade 1 teachers also contributed to my

insights into why learners get angry, what they are feeling during this experience and the cause of their anger.

Four distinct themes and their categories featured prominently after the data analysis (see section 4.3). The interpretation of theme 1 and 2 is based on interviews with the grade 1 teachers and conversations with the grade 1 learners and observations of the grade 1 learners and has to do with the underlying reasons for anger. In other words, the first two themes' interpretation is focused on the deeper, more psychological reasons for anger in participants. In themes 3 and 4, the drawings of learner participants feature more prominently as basis for the interpretation, as these two themes relate directly to the causes of anger and how anger is expressed. These themes will now be discussed in more detail.

5.3.1 Theme 1: Home environment

Every family has different factors influencing a child's development and wellbeing (Conger, Conger, & Martin, 2010). These familiar and environmental factors can contribute to a young child's emotional experiences and also how they express anger (see section 2.3.2). From my data, it was clear that the involvement of the father figure had a profound effect on the young child's development, either negatively or positively, even if they do not live with their child in the same house (Cabrera, Volling, & Barr, 2018). Cabrera et al. (2018) maintain that even though fathers who do not live with their learners may spend less time with them, the outcome that could positively impact young learners comes from the quality of the interaction and not the quantity. These authors furthermore warn that the absence of a father figure may impact negatively on learner's cognitive and emotional development, which may result in impaired emotional and cognitive functioning.

All four participants had absent fathers in the sense that they were not only emotionally absent and but also at times absent from the household. Sandy and Lenny's fathers were ill, Jim's father worked long hours and Bella's father lived far away. Jim's father and mother worked long hours which resulted in Jim being left in the care of the grandmother on a regular basis. When Jim's father was at home, he would be extremely strict with any academic work as well as behaviour. Both Sandy and Lenny's fathers were ill, implying that they could not take up their parental roles as they should have.

It was clear that Sandy and Lenny's fathers' health contributed to feelings of insecurity, which affected both learners emotionally. Sandy was often emotional at school and her father's illness also affected her schoolwork. Her mother would often react emotionally when the father's illness was discussed. It was clear that both Sandy and her mother struggled to cope with the situation that their family was facing in regard to having an ill father/ husband. Furthermore, from Lenny's response to his father's illness, it was clear that this understandably affected him negatively. His father's illness prevented him from taking part in sporting activities as his father had to go for treatment to the hospital a few times a month, and no transport was available for sport events. His father's illness was extremely upsetting to Lenny and he regularly struggled to control his emotions at school. He would act out in class and throw uncontrollable tantrums. His teacher was at a loss to deal with his outburst and would ask for assistance and advice from other teachers. Lenny's Grade 1 teacher suggested different techniques to assist Lenny with his anger outbursts (see section 4.4.4). An effective strategy with Lenny that was observed was the breathing activity mentioned by PT3 (the researcher) as well as asking him to blow up a balloon until he had calmed down.

Jim, an only child whose parents are very busy and who travel frequently during the week, was frequently left with his grandmother who fetched him from school most days. Jim's father is very strict according to the mother: Jim had to do everything correctly or there were consequences and Jim had to redo work that did not match his father's expectations. His mother does not believe that Jim has any emotional problems and will not accept that he acts out during the day. Jim's father lives at home but he has a time-consuming job and has to travel or work late so he has little time to spend with Jim. His father is also strict about how Jim does things at home or at school. Jim's grandmother is very involved in his academic activities. His mother is a very calm person but is not as involved with him as needed as she also works until late.

One can postulate that these young learners experience anger because their parents are not always present to help them and support them in doing homework or reading to them before bedtime. A young child needs quality time with not only one but with both parents. In other words, young learners will express anger if they think that their parents do not want to spend time with them or they may feel they have done something amiss. However, the reason may be that a parent is either very busy at work or does not live with the child (Pronzato & Aassve, 2019).

According to Pronzato and Aassve (2019), parental separation, where one parent is absent might have detrimental but minor effects on a young child's behaviour in the

early stages. However, a young child's behaviour will become more disruptive or negative the longer the separation lasts or if the parent is totally absent. Similarly, Coleman, Schiller, and Schneider, (2018) state that absent parents may have a negative impact on their child's learning environment and their socialisation in school. For instance, a single parent will assume the responsibility of both parents, such as doing all the household duties. This will affect the time spent with the child, such as help with homework. Furthermore, if a single parent has a demanding full-day job, this may further decrease the quality time spent with the child (Coleman, Schiller, and Schneider, 2018).

Morris, Martini and Preen (2016) agree and maintain that a young child's well-being will be impacted over the long-term when a parent/parents are facing an illness as it has an impact on the whole family. Furthermore, Mendolia, Nguyen and Yerokhin (2019) also maintain that a family's well-being can be affected by the health of a family member as this may have a high unpredictable outcome which may be devastating and severe especially the well-being of a young child. However, the interviews with the Grade 1 teachers indicated that they used different techniques to ensure that the learners in their class and those who struggled with regulating emotions are assisted to express and manage their emotions appropriately; this in turn will promote the learner's well-being. During the various observations and spontaneous conversations with the learner participants, it was observed and understood that most of them found it difficult to talk about what they were feeling. However, by having them draw the situation that made them angry, they opened up more easily about why they felt angry, how a particular situation made them angry and why they acted the way they did. According to McDaniel (2019), there is an interlink between the outcomes of parenting and a child, this can be seen in the lowered awareness and sensitivity, less coordinated parenting and co-parenting, fewer verbal and nonverbal interactions, dissatisfaction with time spent together and lastly a child's negative reaction.

Bella was the only participant from a single-parent household. Her father does not live close to her and this means she sees her father only during holidays if he does not work. This in turn resulted in anger related behaviours in school, which made it more difficult for her to process her emotions and she struggled to deal with her emotions appropriately.

Bella, Sandy, Lenny and Jim displayed anger related behaviour when they did not get their way. All four participants are extremely emotional learners who throw tantrums, become angry, become physical and cry when they struggle to manage how they feel in various situations. This links with a young child's emotional experiences and the extent to which they are able to manage their emotions (see section 2.4). During emotional distress, young learners struggle to cope with and manage their emotions (see section 2.3.4). According to Piaget (1969) and Lazarus (1991), young learners between the ages of 2 and 7 years old, struggle to understand and regulate their emotions, although the older learners in this stage are better equipped to control their emotions to a great extent. Kim *et al.* (2011) found that learners in this age bracket struggled to understand and manage emotions if they are unsure of when to use these emotions. In other words, young learners have a lack of emotional control which leads to feelings of attachment insecurity if they lack parental attention. This negatively affects young learner's well-being and how they experience and express their emotions (Partington, Borelli, Smiley, Rasmussen, Gomez, Seaman & Nurmi, 2017).

Three out of the four participants had mothers who are involved with them and always willing to help them with their emotions. In one case the grandmother was more involved than the mother with the child. It would however seem that the mothers were not always equipped to deal with their learner's emotions appropriately as indicated through their learner's drawings and the observations at school. In this study, added stressors, such as illness and absent or partially absent fathers, compounded feelings of insecurity, anger and aggression. Looking at the child holistically is therefore important when researching emotion. Although the participants had caring mothers, they still displayed anger or struggled to cope with their emotions. This could be attributed to the child's lack of knowledge as to the correct or appropriate way to respond to challenging situations.

In other words, one can assume that a young child's emotional well-being will be affected by their home environment, whether it be a parent that is ill, separated parents or an absent parent. A young child will take strain in both aspects of their lives, socially and educationally (Coleman, Schiller, and Schneider, 2018). Single parents or parents taking care of their spouse could in turn have less time to spend with their child due to them taking on the responsibility of both parents within the house.

5.3.2 Theme 2: Competence

Competence can be understood as “a cluster of related abilities, commitments, knowledge, and skills that enable a person (or organization) to act effectively in a job or situation” (Business Dictionary, 2019, p. 122). Translated to my study, this theme refers to the interplay between the abilities that my participants display on a cognitive, social, and emotional level in their experience of anger.

In order to understand how young learners experience anger, and the correlation between these three domains, namely cognitive, social and emotional, it is necessary to refer to Piaget’s theory of cognitive development. Piaget’s (1969) was primarily interested in the areas focusing on how individuals come to know about the different things around them and his theory on cognitive development best explains how an individual is able to adapt and adjust to the immediate environment between infancy and adulthood. Piaget identified four stages in the cognitive development of the child, namely the that he grouped sensorimotor stage, pre-operational stage, concrete operational stage and formal operational stage (Huitt & Hummel, 2003). For the purpose of this study, the pre- operational stage has relevance, as the participants in this study were six to seven years old.

In short, according to Piaget (1969) a child that is in the pre-operational stage has various limitations, however, they will also develop skills in order to progress further in life. These skills that young learners acquire within the pre-operational stage are the ability to explain in a little more detail how situations make them feel as their intellect will be more developed and the ability to use symbols and to understand that objects in reality can be described verbally by words (Srivastava & Menon, 2017), which means their language becomes more established. A young child’s imagination, memory, the ability to think more concretely and the ability to relate things in their immediate environment to what they know as reality are also further developed during this stage. The limitations that young learners face in this developmental stage are that they do not see another’s point of view, they think only about themselves and think more concretely (Huitt & Hummel, 2003).

Anger can be understood as a negative emotion (see section 2.3), and it has a detrimental effect on a young child’s cognitive abilities. Although Piaget (1969) mentions that young learners in the pre-operational phase are not able to understand and manage their emotions in an appropriate way, an older child in this age bracket would be able to display emotional control in a provocative situation (see section 2.3.1). This, however, was not the case with my participants, due to various reasons.

To illustrate, Bella, who has special needs as an autistic learner, struggled to regulate her emotions, especially when faced with an unfamiliar situation. Furthermore, Jim struggled on a cognitive level as he was not able to follow instructions, which affected his ability to complete his work in class. When reprimanded, he became angry, as he felt frustrated and powerless. When considering all the aspects of the drawing done by the learner, such as how they drew their figures, how hard they pressed and the colours they used and their behaviour when acting out, elements of anger could be identified in their drawings. This could be because they have not yet been taught how to regulate their emotions or they could be emulating how others deal with a similar situation (see section 2.3.1). According to the interviews done with the Grade 1 teachers, all three Grade 1 teachers agreed that young learners are not fully aware of how to regulate their emotions when they are faced with an unfamiliar situation (see section 4.4.5). This was confirmed by the observations of the participants, who struggled to manage and regulate how they dealt with a new situation. This in turn would lead to their inappropriate expression of emotions.

When a young child faces cognitive challenges or limitations, this will in turn also affect their social skills, as young learners do not have the ability yet to understand the emotions of others around them and see their point of view in a situation (Huitt & Hummel, 2003). As a teacher it was clear that retaliation, such as nasty or unkind behaviour directed at peers, has negative repercussions on a young child's social interaction, as others do not want to associate with learners who are unkind or unfriendly. Furthermore, this concurs with PT1 and PT2's interviews, that unkindness affects young learner's behaviour which initially causes anger (see section 4.4.7). Two of the four participants, namely, Bella and Jim, struggled to maintain friendships with peers who disliked the way in which they retaliated or expressed anger towards them. However, through observation, the other two learners, Sandy and Lenny, had multiple friends they socialised with during school hours. These two learners did not always direct their anger or any other negative emotions towards their friends. Although they struggled to regulate their emotions, these emotions or anger would be more frequently directed towards the situation they are presented with and not those around them.

These categories that were identified link with one other and indicate how young learners perceive and adapt to their environment and how people in that environment act in regard to behaviour or managing emotions in different situations.

5.3.3 Theme 3: Experiences of anger

Where the previous theme explained how internal competencies determine the reaction to situations that may lead to anger, this theme relates to the experience and subsequent expression of anger. These manifestations of inner emotional experiences are explained by Lazarus' theory of emotions (1991) and Piaget's theory of cognitive development (1969) (see section 2.3.1).

Lazarus' theory relates to the process of appraisal, where a specific stimulus from a situation is assessed and then acted upon, which links to what the participants drew in their pictures (see section 2.3.1). To illustrate, Bella drew a picture that depicts four little girls; three were very angry as demonstrated by the eyebrows and the down-turned mouths. The speech bubbles give voices to the girls, indicating their aggression (see section 4.3.1.2). Sandy drew a picture of herself and three other learners showing three very angry learners as observed from the facial expressions. The three girls are pulling the middle learner (Sandy) in opposite directions and Sandy is kicking the girl on the left. All four girls in the picture are wearing bright clothing and shoes. Sandy drew herself with creased eyebrows and a down-turned mouth, showing her anger. The other three learners in the drawing also had similar expressions (see section 4.3.2.2).

Lenny drew a picture that depicted himself in the middle and the learner to the left being a very dark, stick figure, with unclear facial expression. The figures have hollow eyes and large heads. Lenny as well as the learner to the left are wearing black pants with blue shirts; the larger figure is all blue in appearance. The figure in the middle (Lenny) is having something taken from him by the other learner. The figure on the right is standing further away from Lenny, while the situation is taking place (see section 4.3.3.2). Lastly, participant 4, Jim, drew a picture of himself on the left wearing black pants and a bright blue shirt. Jim is standing in front of the jungle gym slide. His eyebrows are creased, and his mouth is turned downwards, showing his anger. The brother of Jim's friends is standing under the jungle gym with his tongue sticking out, as if he is teasing him (see section 4.3.4.2.)

In other words, young learners have to reach a certain level of emotional development before they are fully able to assess the situation and respond appropriately. This means that they will use the process of appraisal, which gives rise to a certain emotion depending on how the young child's well-being is taken into consideration (Kemp & Strongman, 1995). Likewise, Piaget's (1969) theory of cognitive development also posits that a young child's emotional expression will be a little more developed as they will be able to explain to some extent how they feel in different situations and how

these situations make them want to react (Kim et al., 2011). This will in turn links to how the participants talked about what they had drawn in their pictures.

It was clear that the learners in the pre-operational phase could explain in more detail how they felt in various situations that made them angry and how these situations made them react. The drawings done by the participants had clear indications of various facial expressions as well as emotions that could be seen in the final drawing. This indicates that a young child within the pre-operational phase is more willing to express what they feel through drawings and talk about their emotions and what they feel when faced with a situation. However, they are not fully able to regulate their emotions (Kim et al., 2011). The drawings done by the participants showed that not all the participants understood how to regulate their emotions appropriately when provoked. The drawing exercise helped the young learners express what they felt and helped them understand and manage their emotions (see section 2.2 and section 2.4).

According to Sprung, Münch, Harris, Ebesutani and Hofmann (2015), external expressions can be understood with regard to the following components: the ability to recognise emotional expressions as positive or negative emotions (e.g., anger, happiness or sadness) (see section 2.2) and the ability to understand what causes these emotions, whether it be external or internal situations (e.g., a young child's anger in response to a peer continually irritating them and the inability to control emotions appropriately). Moreover, anger is understood by Lazarus (2000, p,39) according to his theory of emotions, as an outcome that can be motivated by a person or an object (see section 2.3.1.1). In other words, the negative emotion that a young child experiences such as anger is stimulated and/or motivated by a particular person or object (see section 2.3.1.1). Each drawing clearly indicated that a person or situation had motivated or stimulated the anger outburst (see table 4.2). This included aggression or bullying, things taken from the learner, teasing, fathers speaking to other individuals rudely, mothers who continually nag the young child to complete homework or young learner's experiences while driving to school with transport or parents. These are, however, different stimulators or motivators for their emotional distress (see section 2.3.2), which could lead to anger (see table 4.2). Young learners who struggle to control their emotions will suffer from emotional distress, which in turn restricts their ability to control their emotions and to choose the correct and appropriate emotional response to the distressing situation (see section 2.3.4). This relates to Piaget's theory of cognitive development (1969), especially the pre-operational phase, which states that young learners will only understand things better in their immediate

environment according to their perceptions of reality and how they experience a similar situation. Young learners, who have experienced situations where they have observed an adult express an emotion incorrectly, such as anger while driving, will most likely think that this expression is the correct way in which to handle the situation and copy that reaction when they are faced with a similar situation.

Lastly, Sprung et al. (2015, p. 2) stipulate that a young child will also need to “understand the impact of [the] external reminders” which means that they need to understand that they might encounter a similar situation in the future which in turn could have the same effect on them as the previous situation and this could re-activate the same emotion. For young learners to be able to express their inner emotions, they need to feel emotionally safe; in other words, young learners need to feel safe enough to express openly what they feel and that some action will be taken if they speak up. They require the emotional intelligence to understand their own and another’s emotions (see section 2.4) and to assess the situation before acting on the emotions. This is possible where a young child’s emotions have developed sufficiently to understand why they experience these emotions and how others experience their own emotions (see section 2.2.1.2). Many young learners are comfortable talking about what they feel, however some learners do not want to verbalise their emotions and how different situations make them feel (see section 1.7.2.3).

Bella drew a picture that clearly depicted anger as her picture had various markers that stood out (see table 4.1). Firstly, the facial expressions in Bella’s picture show frowns and an upturned corner of the mouth – which can be interpreted as her anger about what has happened. The second marker was Bella’s human figures which all had different facial expressions: the figure far left has a surprised face and the next stick figure has a frown and unpleasant look on the face. The facial expression of figure 3 drawn in the blue dress shows clenched teeth and unhappy eyes; this figure appears the angriest. The last stick figure has a similar facial expression as the second figure, whereas they both look angry and unhappy in this situation. Bella’s drawing, the colours she used, the unfinished colouring-in and the untidiness (scribbling to finish off) led me think that her intentions with the drawing were negative. Only a few colours were used in Bella’s picture; this was the third marker used. The final marker was that the body language of all her human stick figures and speech bubbles are associated with negative feelings. Furthermore, before the drawing session began, Bella had an anger outburst which led to crying and screaming; she did not manage her emotions correctly in the situation (see section 4.3.1.3). However, by drawing her picture, she

was able to explain in more detail as to how she felt and why she acted the way she did.

Sandy drew a picture in which she was being tugged and hurt by peers. Her picture had numerous markers, namely, facial expression markers and the negative behaviours seen in her picture (Hess & Hareli, 2015). Sandy's drawing clearly shows four different figures with similar facial expressions. These facial expressions are lowered brows (frowns) and upside-down mouths, which suggest anger. Sandy also mentioned that the situation depicted made her angry. The other marker was the negative behaviour in the picture where the figures tugged and kicked her. She explained that they were hurting her. The frowns are also a marker of increased negative behaviour and anger (see table 4.4). This clearly showed how the situation she faced made her angry and how she dealt with it. Her pictures were very neat and clear, which helped to communicate what she was not comfortable talking about. The researcher observed that while Sandy was drawing, her body language showed that she was upset about what she was drawing. Sandy felt more comfortable drawing than speaking about the situation, as she enjoys drawing pictures where she can use as much colour and include as much detail as she likes.

The last two participants, Lenny and Jim, both drew pictures in which they were hurt or teased. The pictures demonstrated bullying and their reactions to the situations where they expressed anger towards the individuals involved (see sections 4.3.3 and 4.3.4). Lenny's picture was darker in colour and not as clear as Jim's, which had brighter colours and the individuals drawn were clear and big. When observing the two participants drawing their pictures, both Lenny and Jim's body language reflected anger and tension. However, Lenny was not as open to talk about his picture as Jim, who was freely explained why the specific situation made him angry.

Therefore, what was deducted from all the drawings was that there were various situations that made young learners angry, where they both understood and managed their emotions, or they did not regulate their emotions correctly. It was also clear that most young learners found it easier to draw pictures of the situations that made them angry and thereafter they were more comfortable explaining what they had drawn. However, of the four participants, Bella, Jim and Lenny were not as comfortable talking about the situations that make them angry and how they reacted to these situations. These participants were in some way reluctant to discuss what they had drawn even though they felt more comfortable talking about their drawings in the end. Young

learners are very impressionable and in turn will follow or imitate what they see an adult do in different situations, as they think this is the correct way to deal with a situation.

As seen above, numerous potential factors could lead to a young child experiencing anger without being able to manage or understand their emotions. These factors and situations are the meaningful results of the data interpretation.

The last theme that was identified by the findings, related to bullying, with the categories of retaliation and the different types of bullying. Bullying can be understood as unwanted behaviour that could be aggressive towards another individual, who is not related or between siblings, where there is an imbalance of power by inflicting harm or distress (Byrne, Dooley, Fitzgerald & Dolphin, 2016).

5.3.4 Theme 4: Bullying

According to Joubert (2013 b), bullying is an escalating world-wide phenomenon. It has dire effects that last for a longer time on the victims than on the perpetrators (Mathews, Jamieson, Lake & Smith, 2014). These dire consequences that affect a young child are very serious and should be addressed immediately to prevent any further serious behaviour problems in the young child. Individuals are exposed to different types of bullying (see section 2.3.6) on a daily basis (Menesini & Saknivali, 2017). Many young learners are affected especially by physical, relational and verbal bullying. In this study, 51 participants in Grade 1 drew pictures and of these a total of 14 learners drew pictures that depicted some sort of bullying. Furthermore, other pictures that were drawn depicted various causes of the young child's anger.

The drawings of bullying, included in the four selected cases, showed learners who were kicked, hurt or spoken to in hurtful ways. This theme relates to the two theories in Chapter 2, namely Lazarus' theory (1991) on emotions and Piaget's theory on cognitive development. Piaget's theory (1969) on cognitive development relates to this theme as the young learners that drew pictures that depicted anger and bullying were all in the age group of the second stage in Piaget's theory (1969). The second stage of Piaget's theory relates to learners from 2 to 7 years of age; at this age learners are not fully aware what makes them angry nor know how to express what they feel. Learners in this stage are more capable of expressing what they feel to some extent, these expressions of emotions are not mature (Srivastava & Menon, 2017). Furthermore, the relation of this theme to Lazarus' theory (1991) on emotions is that when young learners are bullied, they could in turn express the emotion of anger

towards what is happening. According to Lazarus (in Kemp & Strongman, 1995), anger that is expressed by a young child, is motivated or stimulated by another person or object (see section 2.3.1.1). For instance, Bella drew a picture of peers mistreating her, thus her anger was triggered by another person. Anger as an emotion is also defined by Lazarus (1991) as a negative emotion (see section 2.2 ii) which has an end result of “harm, loss or threat, but with any blame for these being attributed to someone” (Kemp & Strongman, 1995, p. 406). A young child who is being bullied will be affected and this effect could bring about a negative emotion such as anger.

The four participants’ drawings depicted anger and how their anger was related to bullying. For instance, Bella drew a picture of unkind treatment and being made fun of by friends, which gave rise to anger. Jim and Sandy both drew pictures that related to physical bullying by other individuals.

While understanding what the different types of bullying are (see section 2.3.6), it was clear that the four participants’ drawings were an indication of at least two types of bullying. Participant 1 drew verbal bullying, while participant 2 and 3 drew pictures that depicted physical bullying.

The drawings were drawn on the following basis:

What situations make participants angry and how these different situations made them feel. This also links with Lazarus’ theory (1991) that relates to the process of appraisal (see section 2.4.1), where the learner assesses a specific situation or event and acts upon what they have seen by responding in the best way they know how to deal with the situation (see section 2.3.1). Likewise, according to Piaget’s theory (1969) on cognitive development, a young child in the pre-operational stage needs to learn how to manage and control their reactions to various situations (see section 2.3.1.2) for example, bullying. However, according to Piaget (1969), this can be expected of young learners in the pre-operational stage as they are unable to regulate their emotions or understand the emotions of those around them. Additionally, in line with Piaget’s theory (1969) of cognitive development, the young learners who drew pictures that depicted situations that made them angry were able to explain a little more in detail how this situation made them feel and how they reacted to the situation (Kim et al., 2011) (see section 2.3.1.2). This can be seen in the four participants drawings that were used as data. Once they drew their pictures these participants were to some degree more willing to explain the situation that made them angry as well as why they reacted the way they did.

One participant in particular (Bella) drew her friend's mistreatment of her, which relates to verbal bullying (see section 2.3.6 ii) as if this is an ongoing occurrence among these learners. Bella's picture has very clear indications that this situation makes her angry and in turn she retaliates by shouting and crying (see section 4.3.1.2). Similarly, Jim's picture also depicted verbal bullying where Jim explained that he drew his friends' brother bullying him after school, even though his friends are with him. Through observation, Jim's body language betrayed his anger about this situation and that he could actually feel the anger build up while he was drawing his picture (see section 4.3.4.2).

Moreover, the last two participants produced drawings that depicted anger as well as bullying. Both drawings done by Sandy and Lenny showed a type of bullying which is known as physical bullying (see section 2.3.6 i). Physical bullying can be understood as physically attack, such as kicking, punching and hitting another individual (Jeong, Davis, Rodriguez, & Han, 2016). Sandy's picture showed her being tugged and hurt by others and she explained that this happened often at school in the mornings and during break times (see section 4.3.2.2). Likewise, Lenny drew a picture which depicted individuals hurting him and taking his things. This situation is similar to that of Sandy. The physical bullying includes Lenny being hit and hurt by another individual in the presence of a passive bystander (see section 4.3.3.2). Situations like this also in turn could affect the bystanders watching the situation (see section 2.3.6). Both participants retaliated by becoming angry at what was happening to them and found it difficult to handle the situation correctly. Responses by the victims of bullying include anger that leads to aggression (see section 2.3.4), fear or unhappiness about what is taking place.

In summary, bullying was the main theme that emerged from the drawings of the participants. Bullying triggers anger and often aggression among victims of bullying. Young learners who are bullied react to the situation in different ways as they would need to understand how to deal with the situation they are faced with.

5.4 CONCLUSION

The data interpretation allowed me to understand why young learners become angry through identifying four themes while analysing the data: bullying, home environment, competence of the young child and the child's experiences of anger (see section 5.2). Additionally, bullying was the main theme that emerged from the drawings of the participants. Bullying triggers anger and some aggression among victims. Young

learners who are being bullied react to the situation in different ways as they would have yet to have been taught how to deal with the situation they are faced with (see section 5.3.4). Moreover, under the theme of the home environment, parental involvement and family interaction with the child emerged as categories (see section 5.3.1). Competence of the child as a theme referred to the capabilities and characteristics of the child to deal with anger. The categories that were identified refer to the child's cognitive abilities, social skills and emotional regulation (see section 5.3.2). The last theme that was evident was the child's experiences of anger. The categories that emerged here were the observations and subsequent opinions of other people, such as the parents and teachers, and also a safe environment, as prerequisite for expressing anger (see section 5.3.3).

It was interesting to see what situations made learners angry. Some pictures showed that minor things made them angry, such as being stared at by others. However, the four participants selected to take part in the study produced very different drawings, yet which shared similar expressions of bullying and anger. The participants' drawings were chosen according to certain markers that suggested that these pictures clearly depicted anger (see section 3.2.2.2, table 3.3). The participants' non-verbal cues were also observed to understand their pictures they were drawing and how the situation made them feel. All four themes have made it clear that young learners need to know how to manage, understand and recognise not only their emotions to be able to deal with a situation but also understand and recognise the emotions of others around them. By having this ability, young learners will feel more comfortable expressing their emotions whether verbally or by drawing what they feel. Emotional intelligence should therefore be promoted in classrooms.

Chapter 6 provides a summary of the research findings, the research conclusions and the research-based recommendations.

CHAPTER 6

Summary, Conclusions and Recommendations

6.1 INTRODUCTION

The purpose of Chapter 6 was to summarise the perspectives that were derived from the literature review as well as the empirical research findings. There were various conclusions drawn and the research questions that guided this research study were answered. Recommendations derived from this study include suggestions for educational policies, the curriculum, teachers, parents, as well as for further research.

6.2 SUMMARY OF LITERATURE AND EMPIRICAL RESEARCH FINDINGS

This section contains a summary which includes the most important literature findings pertaining to my topic, as well as the empirical findings based on the data collected from my participants.

6.2.1 Summary of key literature findings

Parents, guardians and teachers play an important role in supporting the emotional development of young learners (see section 2.2.1.1) by providing a learning environment that allows young learners to learn from modelled behaviour when faced with different situations that may provoke emotions such as anger (see section 2.3). A young child's wellbeing and cognitive processes are greatly influenced by the development of emotions, as well as the type of emotion, namely positive or negative.

Young learners will learn about positive and negative emotions in collaboration with their class peers, teachers and guardians. By doing so they will learn how to utilise their emotions as well as regulate and understand various emotions they may express. Expressing positive emotions such as happiness, joy, pride and enthusiasm has a positive effect on the young child's cognitive process and their well-being (see section 2.3.1.1). This positive effect will promote a better outcome, as these young learners are able to understand, regulate and express their emotions appropriately that arise in the situation they are faced with. By being more aware of their own emotions, young learners will also learn to recognise and understand the emotions of those around them, which will promote and encourage prosocial behaviour (see section 2.2.1.2 i).

If, however, a young child expresses emotions such as anger, fear, frustration and distress which are categorised as negative emotions, their cognitive processes, well-being and rational thinking are negatively influenced, distorted or hindered. These negative emotions that young learners express may lead to dysfunctional behaviour which could affect how they perform socially and academically (see section 2.3.2 and 2.3.3).

Anger, as a negative emotion, can be understood as the emotion young learners experience when they find themselves in a situation, they are unable to control, whether it be at school or at home. Anger can be triggered by an inability to deal with an unfamiliar situation or a situation that may make a child uncomfortable. This emotion can, therefore, not be regulated without learning what the emotion 'anger' is and how this emotion can be controlled and dealt with in an appropriate way. Young learners will only learn how to handle or understand this emotion from what they see and experience from people around them, especially teachers (see section 2.3). Teachers play a very important role by assisting young learners to cope with their emotions especially anger. To ensure that all learners are able to cope with their emotions, a teacher would need to identify a young child that needs additional help with understanding how to regulate emotions (see section 1.5.2). This identification would need to be made early on in the young child's life before they find it more challenging to regulate and manage their emotions. A teacher can help learners understand their emotions and model the correct way in which the emotion should be expressed (see section 1.5.2). A young child's anger can be triggered by various situations, which could range from serious to less serious in relation to their understanding of why they have become angry. It is therefore important for a young child to understand what situations trigger their anger and how this could be managed or avoided completely. When the emotion anger is not dealt with or understood by the young child, this could lead to aggression; however, not all anger leads to aggression (see section 1.5.3).

Aggression can be understood as anger-based emotion, which implies intentional physical assault involving other learners. In addition, anger and aggression are the two most common emotions that young learners are challenged with on a daily basis. Due to the difficulty with emotional regulation, some young learners will struggle to know how to appropriately express these emotions and how to understand them when assessing a potential challenging situation. Young learners who are aggressive tend

to engage in fighting with other individuals; however, it is common for individuals to confuse bullying and fighting (see section 2.3.5).

In addition, Salmivalli and Nieminen (2002) discuss the connection between anger and aggression which points to the interrelationship between bullying and aggression. Bullying could in turn be seen as an expression of anger. Rejection by others and bullying are frequent causes of an individual's aggressive behaviour. This does not only make the individual aggressive, but they will also express anger (see section 2.3.5).

Bullying has been seen as a serious problem in early childhood education. There are various types of bullying that occur among young learners (see section 2.3.6). These types of bullying that occur between young learners, or any other individuals are seen as abusive and should be understood as that (Harcourt et al., 2014). In addition, bullying is not easy to identify and teachers who are not aware of the different types of bullying will not be able to recognise each type (Waasdorp & Bradshaw, 2015).

Furthermore, young learners who struggle to express their emotions, especially anger, in an appropriate way, may resort to aggression as they do not know how to deal with bullying. To prevent a child retaliating inappropriately, a young child needs develop his/her emotional intelligence to regulate emotions correctly. Emotionally intelligent learners will know how to deal with a situation they might not be familiar with, and this is only learnt by being exposed to various situations as well as seeing adults model the correct way in which emotions should be handled in these situations. It can be said that emotional intelligence is related to social intelligence. If young learners are emotionally intelligent, they are able to observe, monitor, express and differentiate between not only their emotions and feelings but those of others around them. Emotional intelligence implies a young child will understand not only verbal thoughts and expressions but nonverbal communication as well. The value of being emotionally intelligent is that it enables a young child to maintain a positive viewpoint to overcome any situation that could be challenging by being self-confident and assertive and knowing what they are feeling and how to manage and cope with their emotions in various situations (see section 2.4).

Two theories, namely Lazarus's theory of emotion and Piaget's theory of cognitive development, are relevant to how anger as an emotion can be understood from a young child's perspective (see section 2.3.1). The theory of emotion by Lazarus focuses on how a situation or event is assessed and then acted upon, whereas the

pre-operational stage that was developed by Piaget and his theory of cognitive development is relevant to young learners from ages 2 to 7 (see section 2.3.1.2). Piaget (1969) was primarily interested in the stages whereby individuals come to know about the different things around them and his theory of cognitive development best explains how an individual is able to adapt and adjust to the immediate environment between infancy and adulthood. According to Piaget's theory of cognitive development (1969), he grouped individuals into four stages: "sensorimotor stage, pre-operational stage, concrete operational stage and formal operational stage" (Huitt & Hummel, 2003, p. 2). In a brief explanation according to Piaget (1969) a child in the pre-operational stage will be faced with various limitations, however, young learners will also gain different skills that will help them progress further in life. The skills that young learners learn and acquire in the pre-operational stage are the ability to explain in a little more detail how situations make them feel, the ability to grasp symbols and to understand that objects in reality can be described by verbal words (Srivastava & Menon, 2017), which means their language becomes more established. A young child's imagination and memory are also further developed within this stage as well as concrete thinking and relating things that are in their immediate environment to what they know as reality. The limitations that a young child faces in this developmental stage would be that they do not see another individual's point of view, or that they will think only about themselves and think more concretely (Huitt & Hummel, 2003).

The literature that was studied helped me to gain more information on how other researchers understand this specific emotion known as anger and how young learners react to specific situations. Emotionally intelligence is beneficial for young learners to develop early in life as this will help them regulate their emotions and to assist in making the correct decisions when faced with an unfamiliar situation.

6.2.2 Summary of key empirical findings

The study took place at a private school in a suburb of Pretoria East, where three Grade 1 classrooms accommodating 22 to 23 learners per class were the research sites. Participants ranging from 6 to 7 years of age took part in the Life Skills lesson, where only four learners were purposively selected to participate in the empirical study based on how their drawings depicted anger. Semi-structured interviews with the two Grade 1 teachers and my own interpretations as I was the researcher, narrative inquiries, observations, drawings, a story and a journal termed 'field entries' used to jot down observations of the learners were used to gather

sufficient data (see section 1.7.2.3). Through inductive data analysis and interpretation, the following findings were made:

The participants had different backgrounds – personally as well as academically. Findings indicated that a young child's home environment, their competence and whether they have been bullied determine their expressions of anger and may have a long-term negative effect on the young child. It was indicated that a young child's home environment plays a very important part in their development. In other words, when a young child comes from a home environment that is safe and secure with parents or guardians who take an interest in the young child, the child is likely to flourish and to know how to handle various situations more effectively. As for a young child's competence, this is important for them as they would need to know how to regulate their emotions accordingly. Young learners who are taught how to regulate their emotions will know how to deal with and manage different situations in an appropriate way. However, when learners struggle to regulate their emotions, they may act out and express themselves negatively. This in turn, links with how they express their anger towards individuals and the situations they are faced with. Young learners will express an emotion such as anger in a situation they feel they are unable to manage and control. Lastly, bullying was the main theme that emerged from the data. Learners who are bullied will retaliate in a way that make them feel in control. Most of the Grade 1 participants who drew a picture of a bullying incident portrayed intense feelings of anger. All four themes, namely, home environment, competence, experiences of anger and bullying play an important role in understanding how young learner's anger is a result of their inability to control what may be happening to them, such as their home circumstances, their abilities and being bullied.

One participant in particular (Bella) drew herself being mistreated and mocked by peers; this relates to verbal bullying (see section 2.3.6 ii). Bella's picture showed clearly that this situation made her angry and in turn she retaliated by shouting and crying (see section 4.3.1.2). Similarly, Jim's picture also depicted verbal bullying and Jim explained that he drew his friends' brothers bullying him after school, even though his friends were with him. His picture is very clear, and the situation can be clearly understood by looking at the drawing. Through observation, Jim's body language also betrayed his intense anger about this situation; he could actually feel the anger build up while he was drawing his picture (see section 4.3.4.2).

The last two participants drew scenes that depicted anger and bullying. Both drawings done by Sandy and Lenny showed physical bullying (see section 2.3.6 i). Physical

bullying can be understood as physical attack involving kicking, punching and hitting another individual (Jeong, Davis, Rodriguez, & Han, 2016).

Sandy's picture showed that she was being tugged and hurt by others, something which happened often at school in the morning and during break times (see section 4.3.2.2). Likewise, Lenny also drew a picture which depicted individuals hurting him and taking his things, a situation similar to that encountered by Sandy. The physical bullying in this picture portrayed Lenny being hit and hurt by another individual in the presence of a passive bystander who does not interfere or prevent this from happening (see section 4.3.3.2). Situations like this also could affect the bystanders watching what happens during this situation (see section 2.3.6). Both participants responded with anger at what was happening to them and found it difficult to handle the situation correctly. Retaliation by the victim of bullying may be expressed by anger that leads to aggression (see section 2.3.4), fear or unhappiness about what is taking place.

In summary, bullying as a theme was the main theme that emerged in the drawings of the participants. Bullying triggers anger and sometimes aggression among those being bullied. Young learners who are being bullied react to the situation in different ways as they may not have been taught how to deal with the situation they are faced with. Additionally, other themes also emerged from the data that was gathered. These themes are the home environment, where parental involvement and family interaction with the child emerged as categories. Another theme that emerged was the competence of the child, which, for the purpose of my study, refers to the capabilities and characteristics of the child. The categories that were identified refer to the child's cognitive abilities, social skills and emotional regulation. The last theme that was evident was the child's experiences of anger. The categories that emerged here were the observations and subsequent opinions of other people, such as the parents and teachers and also a safe environment, as prerequisite for expressing anger appropriately.

6.3 RESEARCH CONCLUSIONS

In addition to the summary of the literature and the research findings, the primary research questions (see section 1.3.1 and 1.3.2) have been answered in order to draw a final conclusion for this research study. The sub-research questions have been answered first as they lead up to answering the primary research question of the study.

6.3.1 Sub-research question 1: To what extent is the assumption justified that anger in learners is primarily related to experiences of bullying?

The literature consulted in Chapter 2, indicates a strong correlation between aggression and anger, and this points to the interrelationship between bullying and aggression (see section 2.3.6). In other words, the assumption can be justified that the expression of anger in young learners can often be related to experiences of bullying (see section 2.3.5).

All four drawings showed some sort of bullying being drawn. It was also noted during observation as well as during spontaneous conversations with participants that they have difficulty in regulating their emotions and therefore would act on the first emotion they felt which was anger. In other words, these young learners acted upon how the situation made them feel and according to the young learners it was anger. Being bullied could lead to feelings of anger as the victims might not know how to deal with the situation as they have never been exposed to situations as such. Another reason as to why they reacted with anger could be the modelled behaviour they have been exposed to – either at home or seeing what their peers are doing (see section 2.3).

6.3.2 Sub-research question 2: How do drawings, interviews, observations and narratives provide insight into young learner's experiences of anger?

In this study the drawings of Grade 1 learners revealed that there are different situations that make them angry. This study also confirmed that most young learners find it easier to communicate through drawing their emotions than verbally expressing what they feel (Hess & Hareli, 2015; Burkitt, 2017). In other words, these drawings reveal vital information about what the young child cannot express verbally (see section 3.2.3.1),

All four drawings indicated that someone or some situation motivated or stimulated their anger outburst, and could all be associated with aggression or bullying such as physical, verbal, and relation or social bullying (see section 1.4.3), things being taken from the learner, teasing and other triggers. The pictures drawn by learners reveal a lot about what the learners feel and how they deal with the situations that make them angry. For example, a drawing done by a little girl had various markers that revealed her emotions: the facial expressions of the figures in her picture showed a frown and upturned corner of the mouth, which depicts anger. Another indicator that revealed this participant's emotion was the colours and the finishing of her picture which led to

negative feelings (see table 4.3). Another drawing drawn by a participant revealed emotions through different markers: the figures had hollow eyes and the facial expressions are easily recognisable. The figures appear both scared and angry. The middle figure has clenched teeth indicative of anger. Another marker that indicates this participant's emotion was the colours chosen for the picture. The participant used few colours of a dark blue. The lines drawn are all 'jagged' in black as if the participant wanted to make sure the figures were seen clearly and in a negative light (see table 4.5). Drawings have different indicators that can communicate what the young child has drawn, such as the colours chosen, the facial expressions on the figures drawn or how hard the young child would press while drawing. This was evident in the drawings of the four participants that were analysed (see section 4.3.1, 4.3.2, 4.3.3 and 4.3.4). There are many different indicators that learners use in their pictures without being aware of how this explains what they feel. In other words, according to Hess and Hareli (2015) and Burkitt (2017), young learners will tend to gravitate to darker colours when negative feelings are associated, or the drawn figures will have clear facial expression, such as hollow eyes, down-turned mouths and creased brows, which relate to expressions of anger.

6.3.3 Sub-research question 3: What strategies do teachers suggest in preventing anger in young learners?

Several strategies were suggested by the teachers, based on their experience with young learners as well as the knowledge and skills they have gained by attending courses on topics such as anger and emotions. These strategies included breathing exercises, specifically taking three deep, slow breaths and breathing out on the count of 5, walking outside and dramatisation to help learners express what they feel in an appropriate way. Furthermore, playing calming music in the classroom could in turn help the young child calm down and think about what is making them angry and how they can address that situation accordingly.

6.3.4 Primary research question: What can learner's drawings, interviews, observations and narrative reveal about the causes of their anger within young learners?

A young child cannot be understood in isolation and therefore should be understood in a holistic manner. Emotions are always understood by taking into account all relevant factors in the child's life. Drawing is a tool that reveals the inner world of the child and is also a safe vehicle of communication to express/process their feelings (see section 4.3.1, 4.3.2, 4.3.3 and 4.3.4). Additionally, young learners may show how

they understand the emotions of others around them through drawings (Mayer, Roberts & Barsade, 2008) which depict various situations that they are faced with. Furthermore, the drawings that were used as data were rich in information as to what caused the young learners to become angry. Three main causes were identified, namely aggression and bullying, things being taken from learners and teasing; the rest were other factors such as rain, thunder, hail, animals scaring learners, or how their parents drove or spoke to them. The other factors were all seen in the pictures that were not used or chosen for the study, however, it was interesting to see that these factors did contribute to the learner's anger. Some drawings indicated learners were afraid of different sounds that aroused fear and unhappiness. It was interesting to note that many learners perceived any form of negative emotion as anger.

During the empirical study four main themes emerged that played a part in the child's experience of anger. The first theme related to the home environment, where parental involvement and family interaction with the child emerged as categories (see section 5.3.1). This theme made it clear that every family has different factors influencing a child's development and wellbeing (Conger et al., 2010) which contribute to a young child's emotional experiences and also how they express anger (see section 2.3.2). Data also indicated that the involvement of the father figure had a profound effect on the young child's development, either negatively or positively, even if they do not live with their child in the same house. Cabrera *et al.* (2018) highlight that even though fathers may not live with their learners and subsequently spend less time with them, they still may have a positive impact on their young learner's development, depending on the quality of the interaction and not the quantity. Cabrera et al. (2018) also warn that the absence of a father figure may impact negatively on learner's cognitive and emotional development, which may result in impaired emotional and cognitive functioning.

The drawings and spontaneous discussions with the four learners as well as other data collected indicated that absent parents, ill parents or even parents that work long hours have a negative impact on young learners, which in turn may be the cause of feelings of anger. Furthermore, these stressors create feelings of helplessness in the young child, which ultimately results in anger and aggression (see section 2.3.2 and 5.3.1). The home environment of a young child can also affect a young child negatively if both parents, mother and father, are busy. McDaniel, (2019) mentions evidence that links busy parents with "lower awareness and sensitivity, fewer verbal and nonverbal interactions, less coordinated parenting and co-parenting, dissatisfaction

with time spent together, and negative child reactions”.

Another theme relating to the experience of anger, was the competence of the young child, which, for the purpose of my study, refers to the capabilities and characteristics of the child. The categories that were identified refer to the child's cognitive abilities, social skills and emotional regulation (see section 5.3.2). When a young child expresses anger, which is a negative emotion (see section 2.3), it may have a detrimental effect on a young child's cognitive abilities and impacts the regulation of emotions. Furthermore, when a young child faces challenges or limitations in cognitive functioning, this will also affect their social skills, as young learners do not have the ability yet to understand the emotions of others around them as well as see their point of view in a situation (Huitt & Hummel, 2003) (see section 5.3.2), which may also impact the expression of anger.

The third theme focussed on the child's experiences of anger. The categories that emerged here were the observations and subsequent opinions of other people, such as the parents and teachers and also a safe environment, as prerequisite for expressing anger. In other words, a young child will need to be emotionally developed to a certain extent before they are fully able to assess the situation and then act on it appropriately. This would mean that they will be using the process of appraisal, which gives rise to a certain emotion depending on how the young child's well-being is taken into consideration (Kemp & Strongman, 1995). The drawings done by the participants showed that not all the participants knew how to regulate their emotions appropriately when facing situations. These emotional expressions help a young child express what they feel and help them understand and manage their emotions (see section 2.2 and section 2.4). Additionally, young learners who struggle to control their emotions will suffer from emotional distress, which in turn restricts their ability to control their emotions and to choose the correct and appropriate emotion in the situation that triggers emotional distress (see section 2.3.4). By looking at the young learner's drawings, it was clear to the teachers with experience that is trained in understanding drawings what the emotional experiences the child was going through.

Lastly, the fourth theme that was evident in the drawings was bullying. The different categories that emerged from this theme was that of retaliation towards bullying as well as the different types of bullying that young learners are faced with daily: physical, verbal, relational and social bullying, which are becoming an escalating world-wide phenomenon (Joubert, 2013 a). The drawings of bullying depicted learners being

kicked, hurt or verbally abused, including in the four selected cases. While understanding what the different types of bullying are (see section 2.3.6), it was clear that the four participants' drawings were an indication of at least two types of bullying. Participant 1 drew verbal bullying, while participant 2 and 3 drew pictures of physical bullying.

It is therefore evident that learner's drawings reveal vital information about the causes of anger and how this anger is dealt with and managed. Drawings can be seen as a safe vehicle and an apt age-appropriate strategy to use with the Grade 1 participants, especially when trying to understand their emotions and what causes them to express certain emotions.

In the following section, various recommendations for curriculum policy, teachers, parents and further research, which emanate from my literature and empirical study, are presented.

6.4 LIMITATIONS

The limitations that occurred in this study was that young children did not always want to be as open about what they had drawn and sometimes they could not express themselves clearly. There were times during the study that the pictures drawn by the participants was not exactly clear and as the researcher, I had to ask more questions from the participant to help me understand what they had drawn.

Another limitation I faced during the study was to ensure I captured all the data and information correctly and then to presented it in an honest and understandable manner, that would be clear and correct for the reader. A bigger sample size would have been better as this group of learners is not necessarily representative of all young children. In other words, I would have gathered more information on emotions and drawings if I included the young child's race and gender to be compared when looking at how young children express their emotions through drawings and narrative inquiries.

6.5 RECOMMENDATIONS

The following recommendations are made for curriculum policy and the curriculum, teachers, parents, as well as for further research:

6.5.1 Recommendations for curriculum policy

The following recommendations are made for policies in education:

Recommendation: Allocating more time to the subject Life Skills

The time allocated to the subject, Life Skills, should be adjusted in order to make provision for young learners to learn how to regulate and express their emotions appropriately. More time should be made available in the curriculum for young learners to draw and to develop their skills in expressing their inner experiences. According to CAPS, the foundation phase which is Grade 1 to 3 should be spending 6 hours a week on Life Skills. Breaking these hours up would be 1 to 2 hours on Beginning Knowledge, 2 hours on Arts and Crafts, 2 hours for Physical Education and 1 hour on Health Education (Basic Education, 2011) . Although there is 2 hours allocated to do arts and crafts, that is not always possible within the classrooms. Therefore, more time should be made within the classrooms to give learners' time to express themselves through drawings.

6.5.2 Recommendations for teacher development

The following recommendations are directed at teacher development:

i. Recommendation 1: Training in identifying and counselling skills

Teachers should receive annual training in identifying learners with emotional challenges and be equipped to assist these learners. This training should include various strategies to help prevent problems that are associated with the home environment or strategies that help the young learners work through whatever the problem at home may be. This training should be mandatory and should add towards the professional development points (PDP) which all teachers need to acquire during a three-year period.

ii. Recommendation 2: Training in emotional intelligence

The following recommendations are directed to train teachers in emotional intelligence so that these skills can be developed in the young child. This training can take place once a term with topics on different aspects focussing on emotional intelligence so that teachers can guide young learners to manage and regulate their emotions. This training will benefit both teachers and learners. Teachers will gain a better understanding and acquire vital information that will help young learners develop their emotions and deal with feelings of anger when they are confronted with it. Young learners will benefit as their teachers will be better equipped and trained on how to help them deal and manage emotions especially anger more appropriately.

6.5.3 Recommendations for teachers

The following recommendation is directed at teachers in preventing bullying in their

classrooms.

Recommendation: Preventing bullying in the classroom

Teachers should give young learners the opportunity to share their experiences regarding bullying with the class. Rules to combat bullying, should be compiled where learners can give input. This should be done to ensure that learners are more aware of how they should react in a bullying situation. Young learners will learn valuable skills by drawing up their own rules about bullying and how bullies should be dealt with. This will make the young learner feel more responsible for their actions, once they are included in the process in preventing bullying.

6.5.4 Recommendations for parents

The following recommendations are made for parents in order to promote understanding emotions in young learners, how learners can express their emotions appropriately and how to prevent bullying.

i. Recommendation 1: Information session for parents

Parents should know the different signs that their child might have been bullied at school or elsewhere. In order for a parent to recognise the signs of bullying, they need to attend information evenings that address the topic of bullying, the emotions that are associated with bullying and being the bully. By attending these sessions, parents be informed about how to identify if their child is being bullied and how they as guardians can help their child through this situation. Topics that need to be covered by the parent would be open-ended conversations with learners as this is a good way to find out what is really going on at school.

Parents should be given different approaches on how to deal with bullying and how they can prevent this situation reoccurring. Additional assistance should be given to the parents through support groups at school and information on a website, which can be set up by the school. Learners can be involved in helping set up the website by adding their knowledge and ideas about how to stop bullying in schools and at home. By involving the learners, the parents will see that the whole school, teachers and learners are committed to help prevent bullying and help those that have been bullied.

ii. Recommendation 2: Relationship with learners

Parents should create an open relationship with their learners and their learner's

teacher. By doing this a mutual line of communication should be formed and trust will be built, especially for learners who are struggling to regulate or cope with their emotions. This can be done by creating a friendly but professional relationship with their teachers and involving the child in discussions on how to manage and deal with emotions and situations that they as learners struggle with.

iii. Recommendation 3: Equipping parents

A parent should help their child identify different ways to cope (coping strategies) that they can use when their emotions become too much and they need to gain control. It is important for parents to ensure that their learners have the appropriate coping strategies and calming techniques. Parents may identify coping strategies for their learners by talking to other parents or teachers and finding out what strategies they have implemented that have worked to deal with situations that are difficult to cope with.

Some coping strategies are drawing/colouring a picture, going to a quiet area, breathing techniques, blowing up a balloon, or listening to calming music. Coping strategies should also be formulated by the parents and child to get a better picture of what learners think will work for them in different situations.

iv. Recommendation 4: Helping parents promote emotionally healthy learners

To promote emotionally healthy learners, parents should give their child access to helpful information regarding emotions; they should show their child respect and should respect how their child's feeling in different situations, in other words, they should accept that their child will have different feelings when faced with something challenging. A parent should respect their learner's boundaries by allowing them to make their own decisions which are age appropriate and give them more responsibility, which would promote more independence in their learners.

6.4.4 Recommendations for further research

The following recommendations are made for further research:

Recommendation: Using older participants

The study may be modified for learners older than 7 years of age with a view to understanding why drawings are an important source of information when understanding an individual's emotions. Free-drawing sessions proved to be of value for young learners who enjoy drawing and for learners who like to express themselves

emotionally through drawing. These drawing sessions can help researchers understand older learners on a more personal level and what they have to say through their drawings, in the same way that this study did for helping understand young learners and what situations make them angry.

6.5 CONCLUSION

The aims of the study were to explore the reasons behind learner's anger, to create an awareness of learner's inner experiences, to find out how teachers deal with anger and how this can be addressed in the school setting. Various situations and or factors, such as the young child's home environment, competence, expressions of anger and bullying need to be understood by teachers and parents, so that young learners will feel more comfortable expressing what they feel and not feel isolated when faced with a situation they are unable to control or understand.

The empirical study allowed me to gain further insight into the emotions especially anger of young Grade 1 learners in Foundation Phase. It was very valuable to see how emotions especially anger influence young learner's well-being due to their inability to grasp how to regulate their emotions appropriately.

As the researcher, it was important to understand not only the teachers' point of view but more importantly the young learner's view of how they manage or understand different emotions. It was helpful to find that drawing is a way that young learners can feel safe when expressing their emotions and the role of drawing in promoting emotional intelligence.

The researcher trusts that this research study will contribute to the education of young learners and that further research will be conducted on the emotions of young learners as well as what drawings can tell us about the child and what different situations make them angry. This study may be used not only for young learners in the Foundation Phase but also for older learners. This study would benefit researchers in obtaining further insight and understanding as to how emotions are understood and managed by learners of different age groups. It would be interesting to see whether older learners are capable of regulating their emotions appropriately and how they feel comfortable expressing how they feel when faced with different situations.

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APPENDIX A
ETHICAL REFERENCE LETTER



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE

CLEARANCE NUMBER: **EC 17/07/03**

DEGREE AND PROJECT

MEd

Using drawings to understand the causes of anger in young children

INVESTIGATOR

Ms Jennifer Fourie

DEPARTMENT

Early Childhood Education

APPROVAL TO COMMENCE STUDY

06 September 2017

DATE OF CLEARANCE CERTIFICATE

13 March 2020

CHAIRPERSON OF ETHICS COMMITTEE: Prof Funke Omidire

A handwritten signature in black ink, appearing to be 'F. Omidire', written over a horizontal line.

CC

Ms Bronwynne Swarts

Dr Melanie Moen

This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

APPENDIX B

WRITTEN CONSENT TO PRINCIPAL/BOARD MEMBERS



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

DEPARTMENT OF EARLY CHILDHOOD EDUCATION
FACULTY OF EDUCATION
Groenkloof Campus
Pretoria 0002
Republic of South Africa
Tel: (012) 420 5569
Fax: (012) 420-5621
<http://www.up.ac.za>
1 August 2017

Kingdom Preparatory School
821 Meerlust Road,
Equestria
0184

Dear Board of Directors,

APPLICATION FOR CONDUCTING RESEARCH IN THE GRADE 1 CLASS

I am currently a master's degree student at the University of Pretoria and wish to apply for permission to conduct research in the Grade 1 classes for my study titled: "Using drawings in understanding the causes of anger in young children". The research will involve reading the children a story "What makes me angry" and then asking them to draw a picture about something that makes them angry. I will then talk to the learners about their drawings which would form part of narratives while they are busy with the subject Life Skills "My Emotions". I shall also be observing them during this process, I will be walking around during the Life Skills lesson and observing how and what the children are drawing, and I will as well be looking at their body language. My study aims to determine factors that contribute to children's anger when they are faced with various situations. Based on my findings, I will devise guidelines for teachers to assist them in applying skills to teach children how to handle their emotions once they are faced with a situation in which they become angry. My research will not interfere with the curriculum as the drawings of what makes them angry will form part of their normal class activities scheduled at a given time.

Participation will be governed by the following principles:

- Participation in this research is voluntary and participants have the right to withdraw at any time they so wish.
- The results from participants will be treated in a confidential manner, recordings from the interview will be only heard by the practitioner, parent, the researcher (Miss JS. Fourie) and the supervisors (Prof. M.G. Steyn and Dr. M.C. Moen).
- The name of the school will not be used when discussing information or results pertaining to this research study, with the intent of protecting the name of the institution and the participants.
- Should the participants and school wish to know what was found during the research a summary of the findings will be made available accordingly.

Building and office no
Groenkloof Campus, University of Pretoria
PRETORIA 0002
Republic of South Africa

Tel number: (012) 420 5245
Fax number: (012) 420 3003

E-mail address:
www.up.ac.za/education

As the learners are minors, letters of informed consent will also be directed to parents and teachers.

Should you agree to grant me permission to do my research, please complete the attached form. Your co-operation is much appreciated in this regard.

Kind regards,



JS. Fourie

Prof MG Steyn (supervisor)



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

DEPARTMENT OF EARLY CHILDHOOD EDUCATION
FACULTY OF EDUCATION
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1 August 2017

Kingdom Preparatory School
821 Meerlust Road,
Equestria
0184

Dear Principal,

APPLICATION FOR CONDUCTING RESEARCH IN THE GRADE 1 CLASS

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Participation will be governed by the following principles:

- Participation in this research is voluntary and participants have the right to withdraw at any time they so wish.
- The results from participants will be treated in a confidential manner, recordings from the interview will be only heard by the practitioner, parent, the researcher (Miss JS. Fourie) and the supervisors (Prof. M.G. Steyn and Dr. M.C. Moen).
- The name of the school will not be used when discussing information or results pertaining to this research study, with the intent of protecting the name of the institution and the participants.
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As the learners are minors, letters of informed consent will also be directed to parents and teachers.

Should you agree to grant me permission to do my research, please complete the attached form. Your co-operation is much appreciated in this regard.

Kind regards,



JS. Fourie

Prof MG Steyn (supervisor)

APPENDIX C

WRITTEN CONSENT TO PARENTS



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

DEPARTMENT OF EARLY CHILDHOOD EDUCATION
FACULTY OF EDUCATION
Groenkloof Campus
Pretoria 0002
Republic of South Africa
Tel: (012) 420 5569
Fax: (012) 420-5621
<http://www.up.ac.za>

Dear Parent,

REQUESTING PERMISSION TO INVOLVE YOUR CHILD IN A RESEARCH STUDY

I am a grade 1 teacher at Kingdom Preparatory School and currently busy with my Master's degree which involves a research project entitled: "Using drawings in understanding the causes of anger in young children."

I wish to ask your permission to involve your child in this study. This will involve a story being read to the class, "What makes me angry" as to prompt the learners for the activity. The learners will then be requested to draw a picture of something that makes them very angry. I shall then go around and ask each learner to explain their drawings to me. A few drawings will be selected that depicts anger issues, such as bullying, unfair treatment and so forth. These selected drawing will then be used in my study as examples of what makes children angry. This activity will take place during the subject Life Skills where we will be dealing with the topic "My Emotions". I shall also observe your child during this process in order to get a better understanding of his/her drawings.

I also request permission to take photographs of the learner's drawings once they have completed it. These photos will not include your child at all, but will only be of the drawings. Photos will only entail photos of their drawings and will not involve any photos of your child's face.

Please note that your child's identity will be protected throughout the study, as pseudonyms or codes will be used when referring to your child. You are allowed to withdraw your child from this research project at any time and learners do not have to answer questions if they do not feel like it.

This research will try and determine factors that contribute to children's anger when they are faced with various situations. I also hope to help teachers find different coping mechanisms/strategies to teach the children how to handle their emotions, especially when they are faced with situations that can cause anger.

Should you NOT give permission, please complete the following slip on the next page. Should you require further information, you are welcome to contact me or my supervisor, Prof MG Steyn.

Kind regards

JS. Fourie

Jennifersfourie@gmail.com

0795051089

RESEARCHER

Prof. M.G. Steyn

mg.steyn@up.ac.za

0822022133

SUPERVISOR

Building and room no
University of Pretoria
PRETORIA 0002
Republic of South Africa

Tel number:
Fax number:

E-mail address:
www.up.ac.za/education

PERMISSION FOR RESEARCH

If you have any questions about the research, you are welcome to contact me, Jennifer Fourie, on teacherjennifer.kps@gmail.com Your child's participation in this research is voluntary and confidential. The school and your child's name will not be identified within the research.

I, _____, parent/guardian of _____ do NOT give permission that the researcher Jennifer Fourie can use my child as a participant for her research study.

Signature of parent/guardian

Date

APPENDIX D

WRITTEN LEARNERS ASSENT FORM

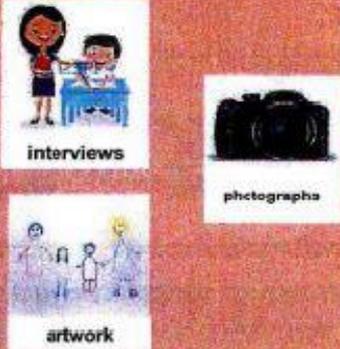


ASSENT FORM FOR YOUNG CHILDREN



Project title: Understanding the causes of anger in young children through drawings.

Researcher: Jennifer Susan Fourie

	<u>Oral description</u>	<u>Visual description</u>
1.	I want to tell you about my research project. When a person does research, it means that they want to learn more about something. So this is how it is going to work for my research: I will be reading you a story about "My emotions" but we will be looking at the emotion "anger" more closely. After we have read the story we will have a discussion about what makes us angry, I want to try find out what makes children angry and how I can help them deal with their anger.	
2.	This study will help us more to understand why children get angry when they are faced with different situations (for example - someone is hurting your friend), then we can look at ways to help them deal with their emotions. By helping them it might teach them to not use the wrong emotion and to help them know how to deal with a difficult situation.	
3.	The duration of the study will be over one school term. In other words: There will be school every day for a while, we will have the weekends come back to school, and then we will go on holiday.	
4.	There will be no risks in this study. You will just do the subject Life Skills, My Emotions (Every Tuesday). The drawings will link to the theme of My Emotions so that it forms part of the daily programme.	
5.	<ul style="list-style-type: none"> When you do your drawing about what makes you angry, I will walk around and look what you are doing (observation). While I observe you, I will be walking around the class and looking at what you are drawing and how you are drawing your picture. I will also look at your body language which is looking at how you sit while you are drawing, what you do with your face. During the time that you do your drawing, I would like to take photos of your drawings. When I use the photo for my research (when I want to learn more about something) I will make sure only your drawing is in the picture. The reason why I will do this is to protect you so that other people that read it will not know that you drew the picture. (Photographs) While you are drawing your picture, I might want to ask you a question if I see something interesting, e.g. "I see 	

	<p>that you have a crying face, why did you draw that?" If I use something that you have said then I will use a pseudonym. A pseudonym is when you change the real name with another name so that you are protected.</p>	
6.	<p>Before you agree to help with the research or not, you are welcome to ask me any questions about the research. If you are at home and you are wondering about anything or have a question then, you are very welcome to ask mommy to send me an email (a message on the computer. (teacherjennifer.kps@gmail.com).</p>	
7.	<p>If you say that you want to be a participant in this study and later on you decide that you do not want to be part of it anymore, you can tell me at any time: "I don't want to be a part anymore." I assure you that no one will be angry with you if you do not want to carry on being a participant.</p>	

Before you decide that you want to be a part of this study or not, you can ask me anything you still need to know.

The following box contains two faces. The first one is the smiling face that is showing thumbs up and the second one is a sad face that is showing thumbs down. If you would like to participate in this study, you can circle the face that is smiling. If you do not want to participate in the study, you can circle the face that is sad.

	
<p>Yes, I want to be a participant</p>	<p>No, I do not want to be a participant</p>

Name of the child:

Name of the child (written by themselves)

Date:

Person obtaining the assent:

Signature:

Date:

I have discussed and explained this research study with _____ and used appropriate language as well as explain difficult terms that he/she could understand on their level. I believe that I have fully informed him/her of the nature of my study and I have explained that there is no risk will come to them by being participants. I believe that he/she understood the explanation of the study as I have put pictures to illustrate it as well as verbally explain each point and assent to participate in this study.

APPENDIX E

TEACHERS CONSENT FOR INTERVIEWS



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

DEPARTMENT OF EARLY CHILDHOOD EDUCATION
FACULTY OF EDUCATION
Groenkloof Campus
Pretoria 0002
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Tel: (012) 420 5569
Fax: (012) 420-5621
<http://www.up.ac.za>

2017-08-01

Kingdom Preparatory School
821 Meerlust Road,
Equestria
0184

Dear Grade 1 Teacher,

INVITATION TO PARTICIPATE IN A RESEARCH STUDY

I am currently a master's degree student at the University of Pretoria and wish to request your participation in my study titled: "Using drawings in understanding the causes of anger in young children". This will involve that a story will first be read to the class, "What makes me angry" as to prompt the learners for the activity. The learners will then be requested to draw a picture of something that makes them very angry. I shall then go around and ask each learner to explain their drawings to me. A few drawings will be selected that depicts anger issues, such as bullying, unfair treatment and so forth. These selected drawing will then be used in my study as examples of what makes children angry. This activity will take place during the subject Life Skills where we will be dealing with the topic "My Emotions". The research will involve narratives after the drawings with learners. I shall also be observing them during this process. Your participation will involve grating me an interview to find out more about the children and how they deal with their emotions, especially anger. The interviews will be recorded on a digital audio tape to ensure that your entire comprehensive feedback is captured. This will assist with my understanding and interpretation of the information that will be provided. My study aims to determine factors that contribute to children's anger when they are faced with various situations. I also hope to help teachers find different coping mechanisms/strategies to teach the children how to handle their emotions once they are faced with a situation in which they become angry. My research will not interfere with the curriculum as the drawings of what makes them angry will form part of their normal class activities scheduled at a given time.

Participation will be governed by the following principles:

- Participation in this research is voluntary and participants have the right to withdraw at any time they so wish.

- The results from participants will be treated in a confidential manner, recordings from the interview will be only heard by the practitioner, parent, the researcher (Miss JS. Fourie) and the supervisors (Prof. M.G. Steyn and Dr. M.C. Moen).
- The name of the school or the participants will not be used when discussing information or results pertaining to this research study, with the intent of protecting the name of the institution and the participants. Pseudonyms will rather be used.
- Should the participants and school wish to know what was found during the research a summary of the findings will be made available accordingly.

As the learners are minors, letters of informed consent will also be directed to parents and teachers.

Should you agree to grant me permission to do my research, please complete the attached form. Your co-operation is much appreciated in this regard.

Kind regards



JS. Fourie

Prof MG Steyn (supervisor)

<p>APPENDIX F</p> <p>OBSERVATIONAL CHECKLIST</p>
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Observational Checklist – (with the learners)

Project: Using drawings in understanding the causes of anger in young learners.

✓	<u>Questions to check before and after the observation</u>
	Have I gained permission from the school to do my study at their site?
	Have I gained consent from the parents to use their learners as participants in my study?
	Have I gained assent from the learners to use them as participants in my study?
	Have I gained consent from the teacher to use them as participants in my study?
	Do I know my role as a participant observer?
	Will the learners understand my role as participant observer? Explaining to them what I will be doing.
	Will I make multiple observations over a period of a term?
	Will I make use of a journal over the period of the term of observation to reflect?
	Will I make use of a journal over the period of the term of observation to write descriptive notes?
	Will I make use of detailed and complete descriptions in this journal so that the field notes are detailed?
	Did I thank my participants for their contribution at the site?

1. Actions to observe before, during and after the drawing session. Participant.

	Does the child look anxious completing the drawing?
--	--

Comments:

	Does the child show understanding when drawing the picture? In other words, does the child understand what made them angry, and how this situation affects them.
--	---

Comments:

	Can the child explain what their picture is about?
--	---

Comments:

	Does the child interact with other learners in the class/ around the table? When drawing his/her picture?
--	--

Comments:

	Does the child only use specific colours when drawing their pictures?
--	--

Comments:

	Is the child's drawing detailed?
--	---

Comments:

	Does the child show any distinctive emotions when drawing the picture?
--	---

Comments:

APPENDIX G

PREDETERMINED TEACHER INTERVIEW QUESTIONS

Interview protocol – (interviews with the teachers) Teacher 1.

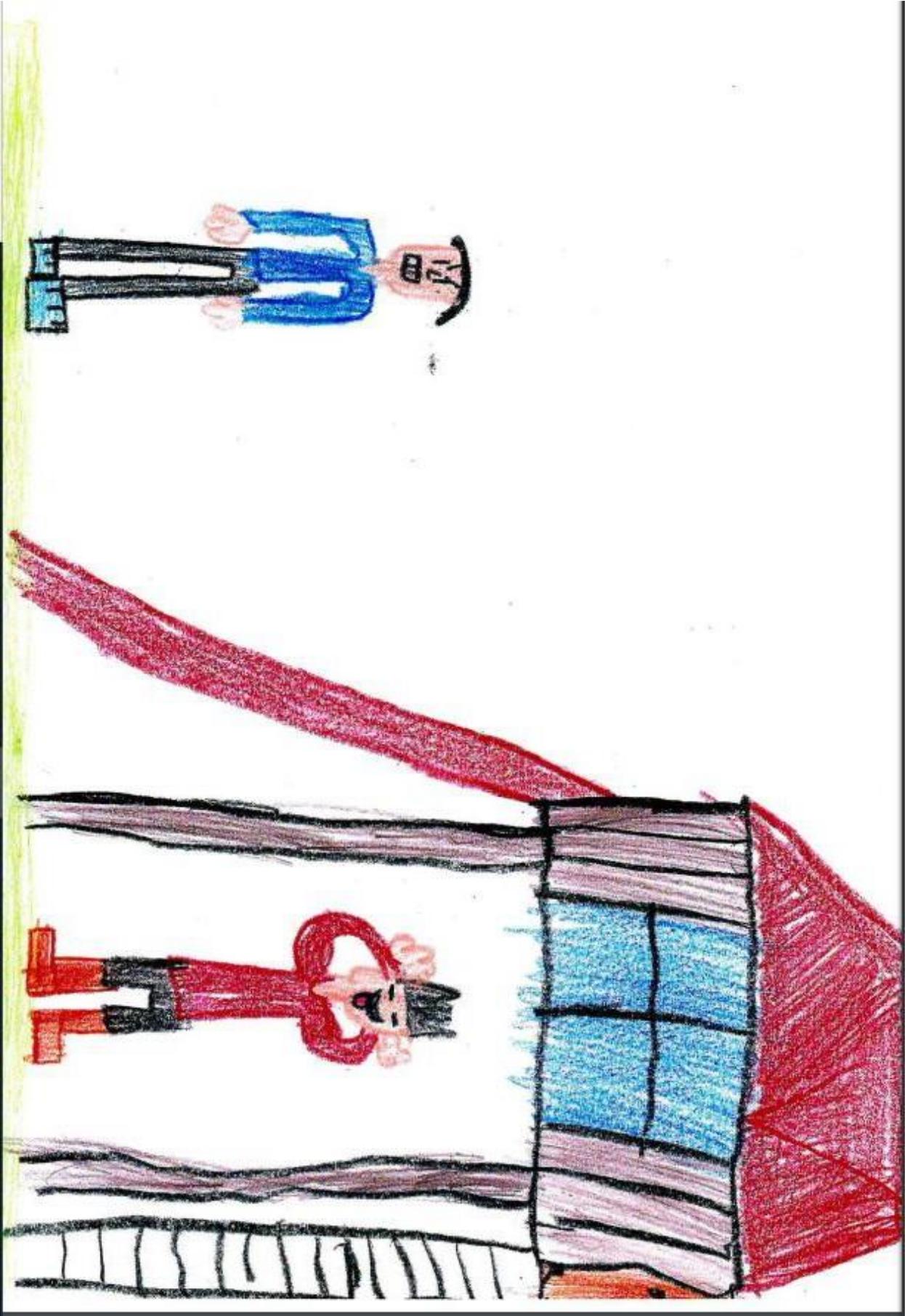
Project: Using drawings in understanding the causes of anger in young learners

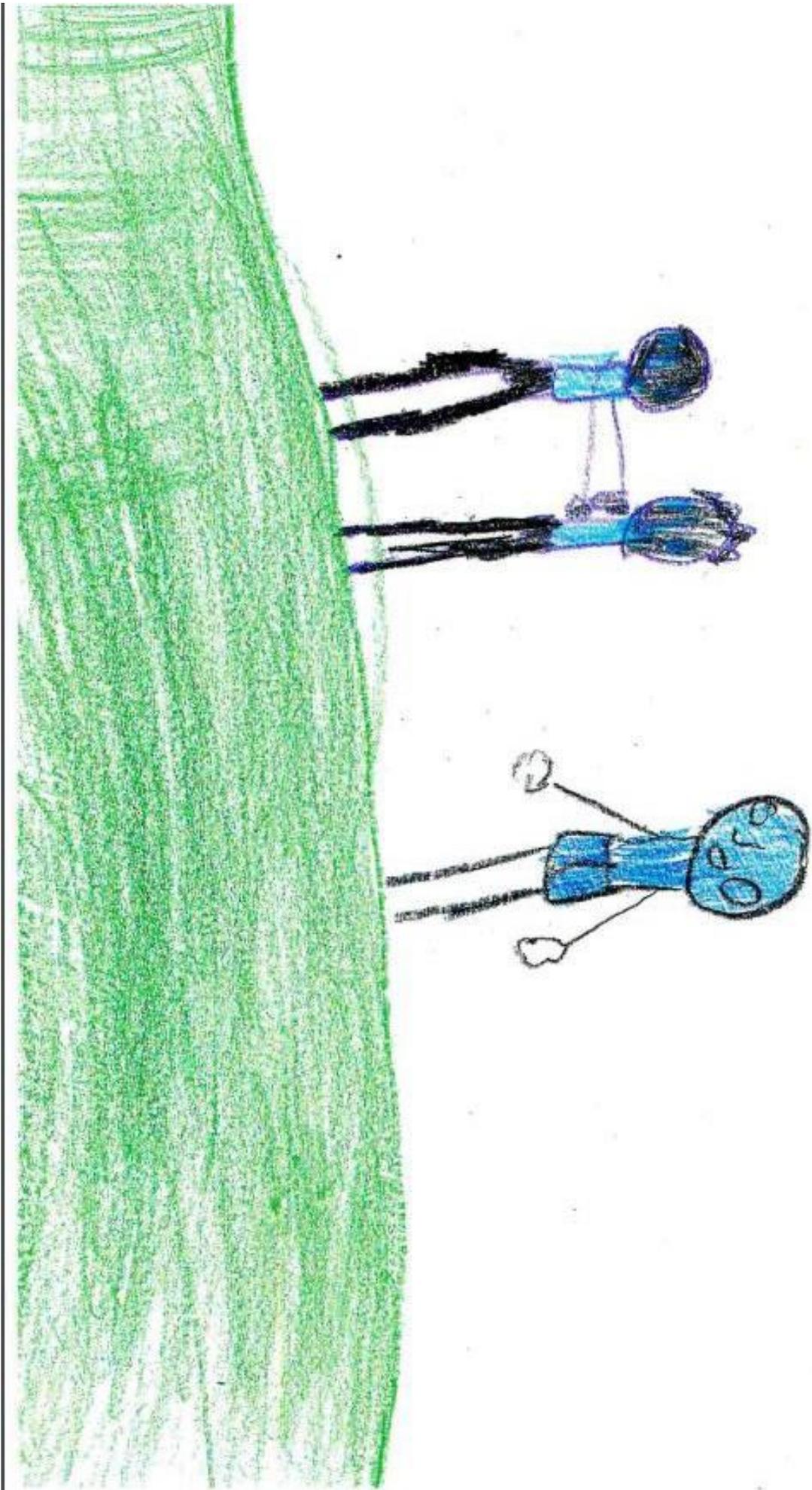
Questions:

1. How would you recognize an angry child in your class?
2. How would you deal with learners that are “angry”?
3. How can you prevent learners from acting out and becoming aggressive?
4. What existing strategies do you suggest in preventing anger in young learners?
5. Do you think learners are able to regulate their emotions when faced with unfamiliar situations?
6. Do you think looking at drawings is an important way to gain more information about a child?
7. How would drawings help a child express their emotions?
8. Do you think you are in an ideal position to teach learners how to regulate their emotions?
9. To what extent is the assumption justified that anger in learners is primarily related to experiences of bullying?
10. Are the learners in your class open to discuss when they have been bullied?

APPENDIX H
LEARNERS'S DRAWINGS







2



APPENDIX I

NARRATIVE QUESTIONS FOR LEARNERS

NARRATIVE QUESTIONS FOR LEARNERS

Types of spontaneous questions that might arise:

1. What do you enjoy most during drawing pictures?
2. I see that you are drawing with dark colours, why is that?
3. Tell me more about this drawing that you are busy with?
4. What situations/problems make you angry?
5. Have you ever spoken to a friend about what makes you angry?
6. Do you think that your teacher can help you when you are angry?
7. How can your teacher help you when you are angry?
8. How do you feel when your friend is angry?
9. I can see that you talk to your partner next to you about your picture you are drawing, why is that?
10. Do you prefer to rather talk to a friend when you are angry or to your teacher?

**What Makes
Me ANGRY**



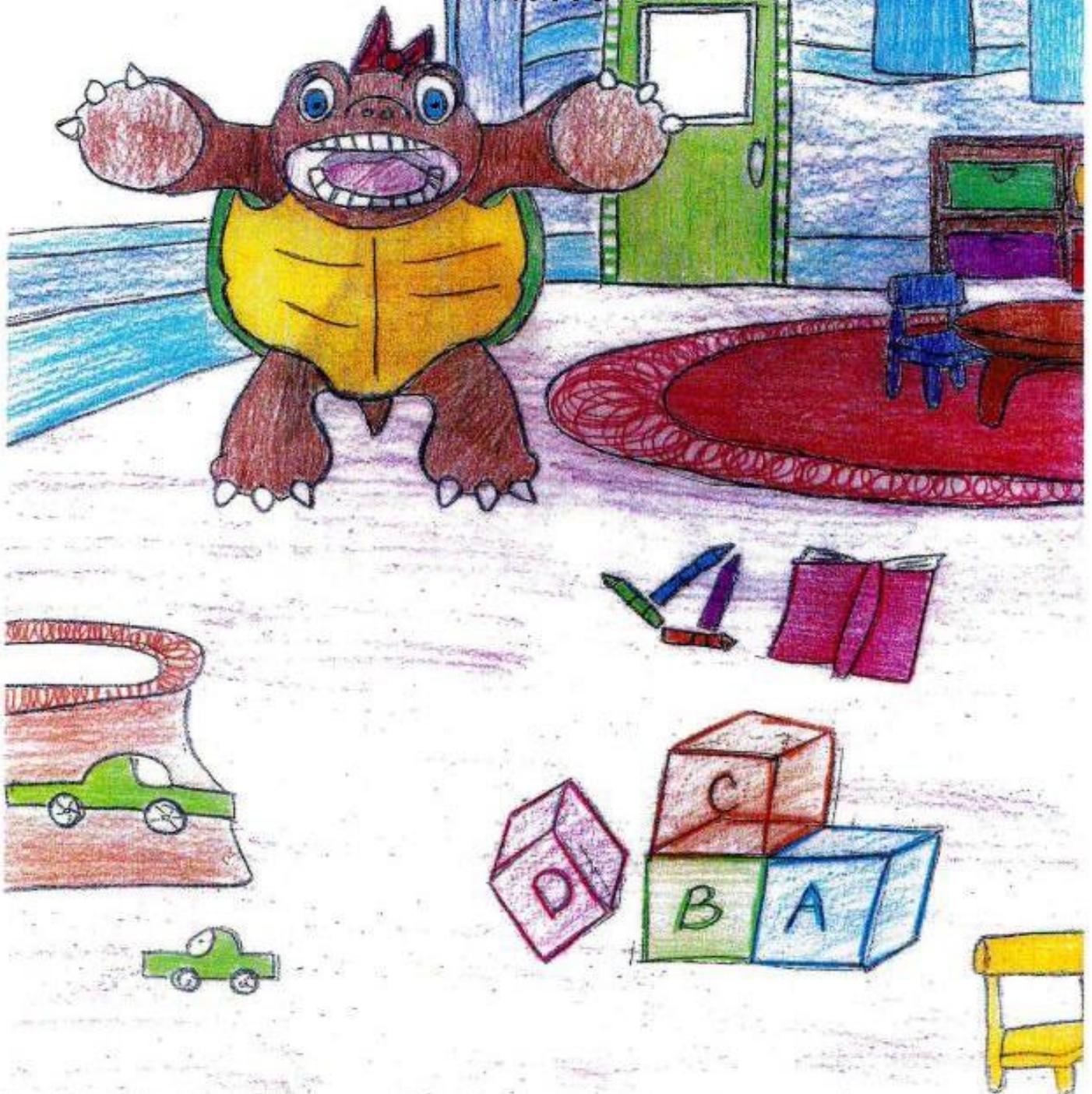
By JENNIFER FOURIE
ILLUSTRATED: JENNIFER FOURIE

Alice the turtle was having a very bad week.

She became angry very quickly and

could not always understand

WHY.

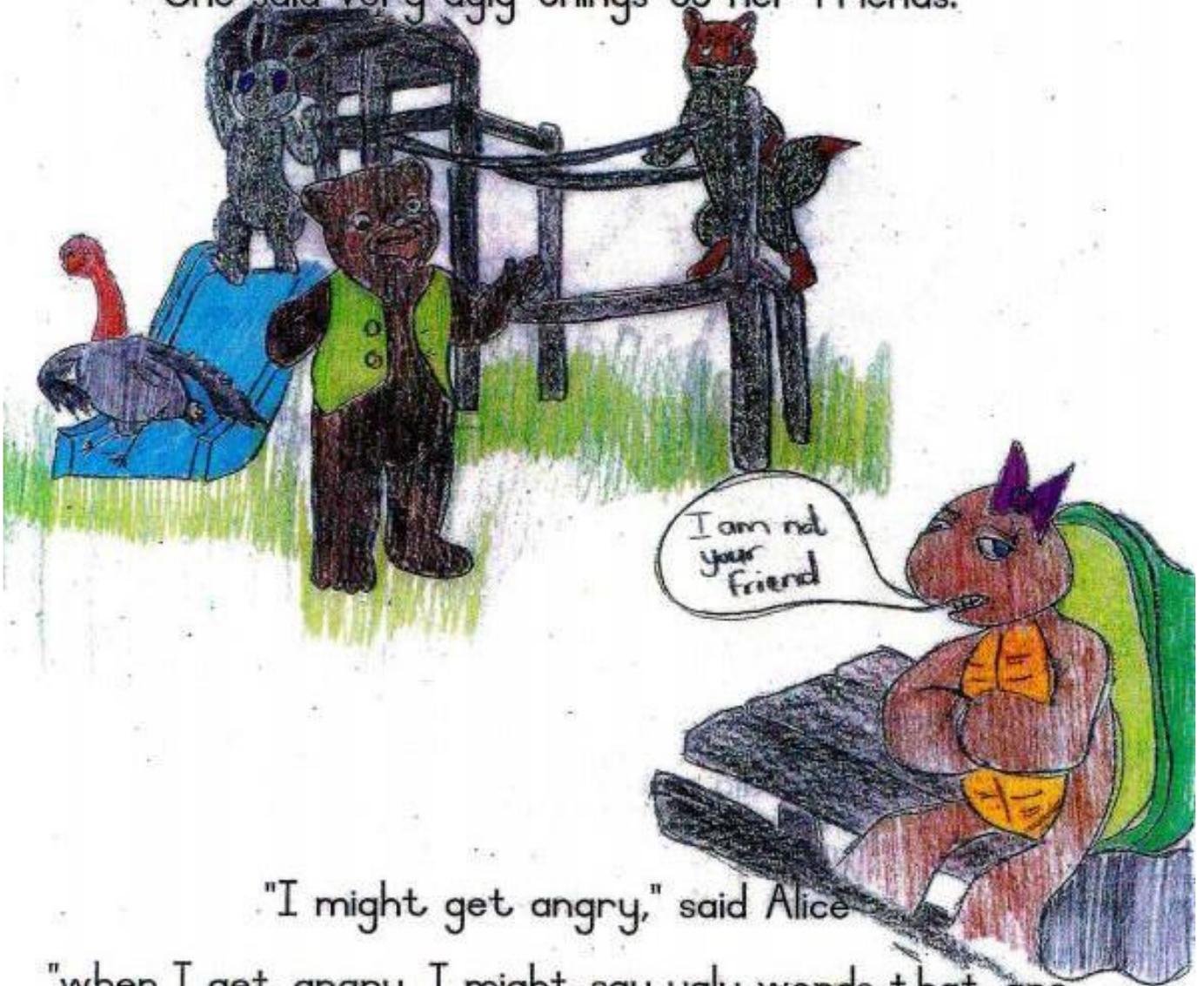


Let us help Alice
understand why she became
angry.



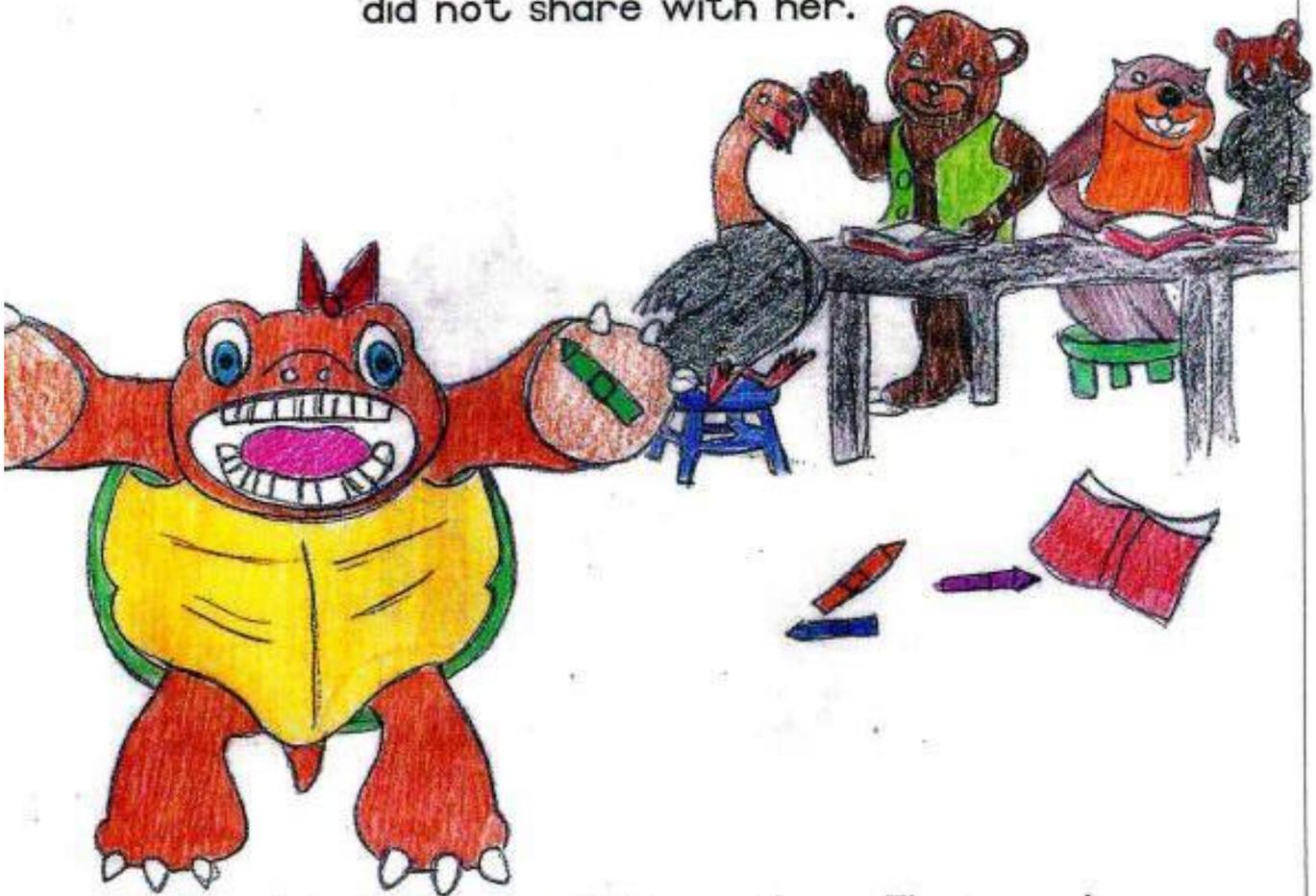
On Monday Alice got
ANGRY when her friends
did not want to
play her game.

She said very ugly things to her friends.



"I might get angry," said Alice
"when I get angry, I might say ugly words that are
unkind."

On Tuesday, Alice got
ANGRY when her peers
did not share with her.



Alice grabbed the pencil from them. That is why
they did not want to share.

"When I get angry," said Alice

"I look at my peers with angry eyes or a mean
face."

On Wednesday Alice got very ANGRY when her
brother

hurt her by mistake.

She shouted and lost control, and hit her brother.



"When I get angry," said Alice

"I might lose control of what I do with my body
and I kick or hit."

On Thursday Alice got ANGRY with mum and dad.
Mum and dad did not let me play outside, until I had
finished all my homework.

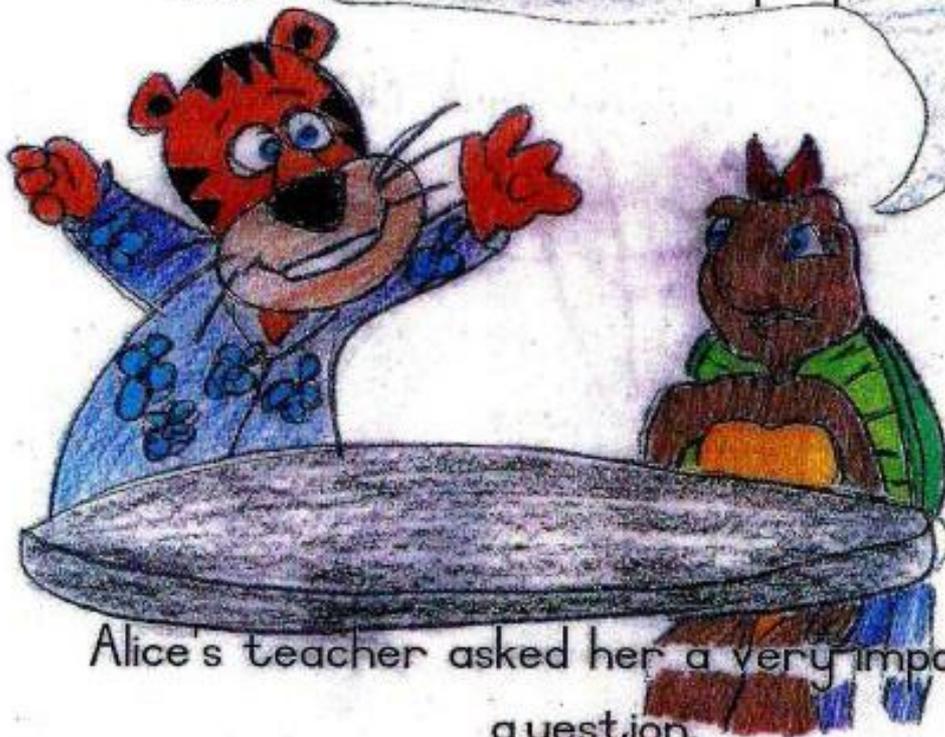


Alice threw her books on the floor.

"When I get angry," said Alice,
"I might want to throw my books and other
things."

Alice went to school on Friday
and told her teacher all about her bad week

Alice said "when I do not get my way, I get angry.
When I get angry I think it is FINE to hurt or
make fun of other people."



Alice's teacher asked her a very important
question.

"Alice," said her teacher

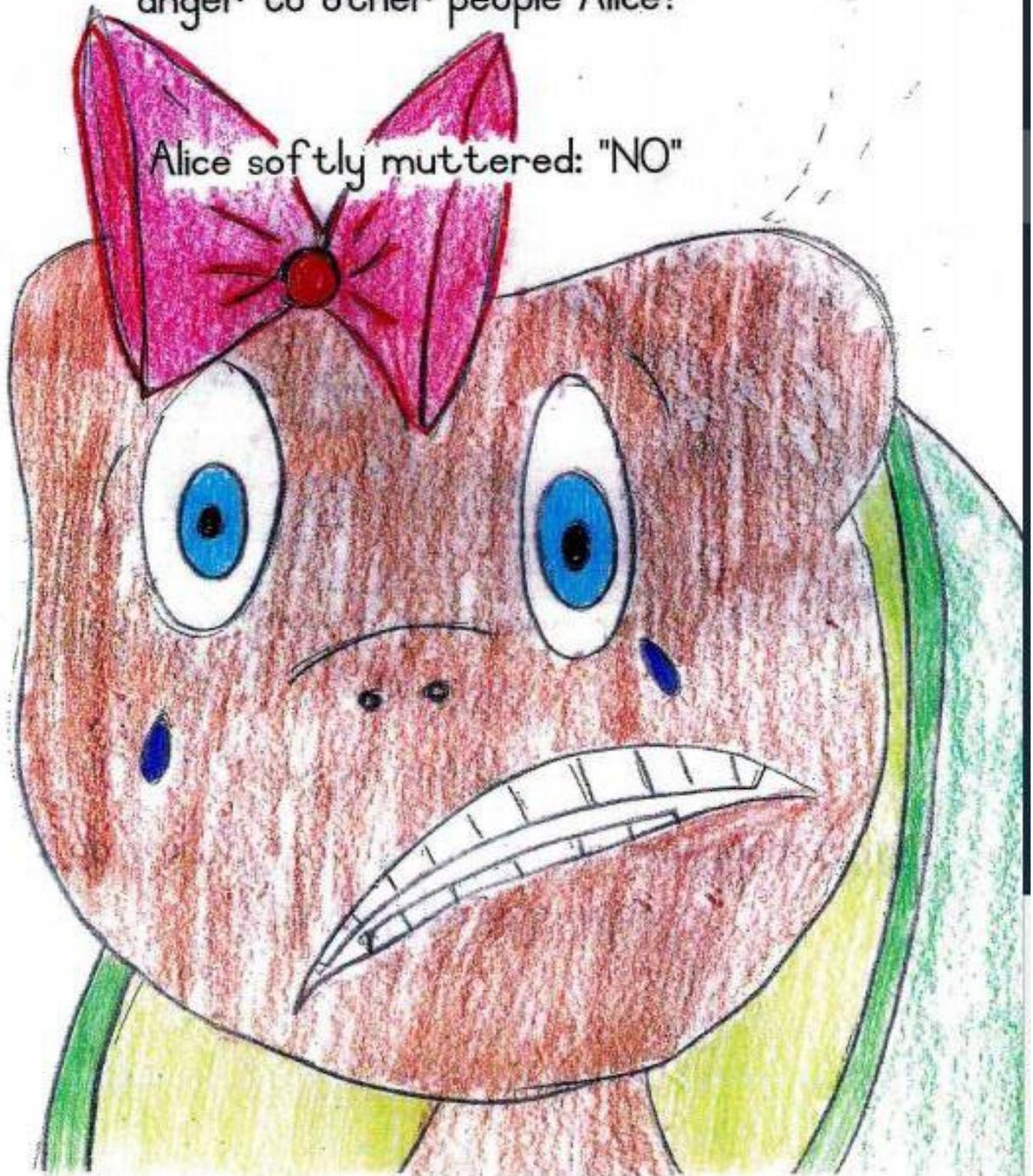
"What happens when you get angry? How do the
people around you act?"

Alice replied:

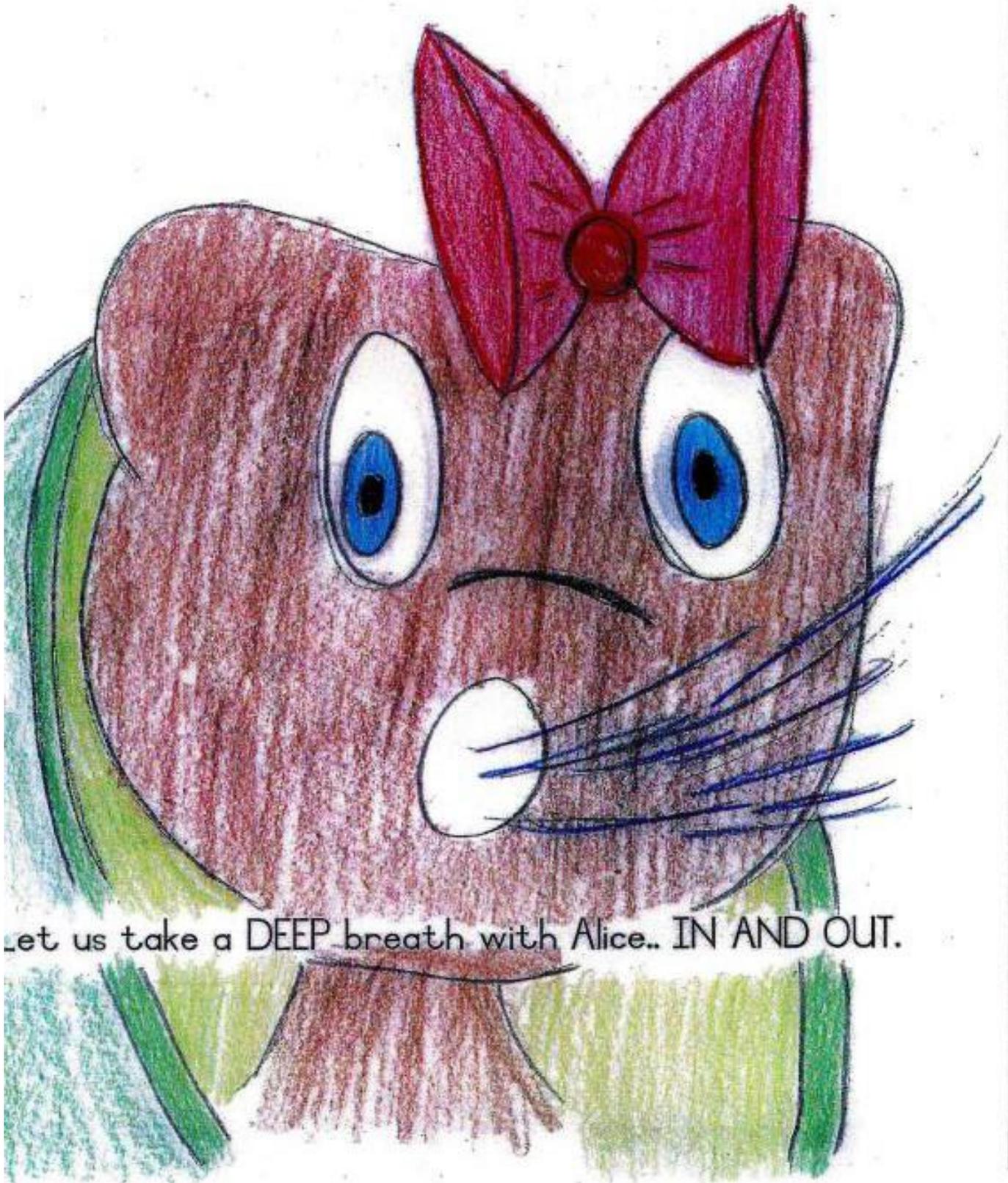
"When I get angry my anger could spread to other people around me and make them angry, too!"

Her teacher then asked her: "Should we spread our anger to other people Alice?"

Alice softly muttered: "NO"



"When I become angry, I can do breathing exercises,
such as taking a DEEP breath in and out."



Let us take a DEEP breath with Alice.. IN AND OUT.

Alice thought of different ways to manage her anger.

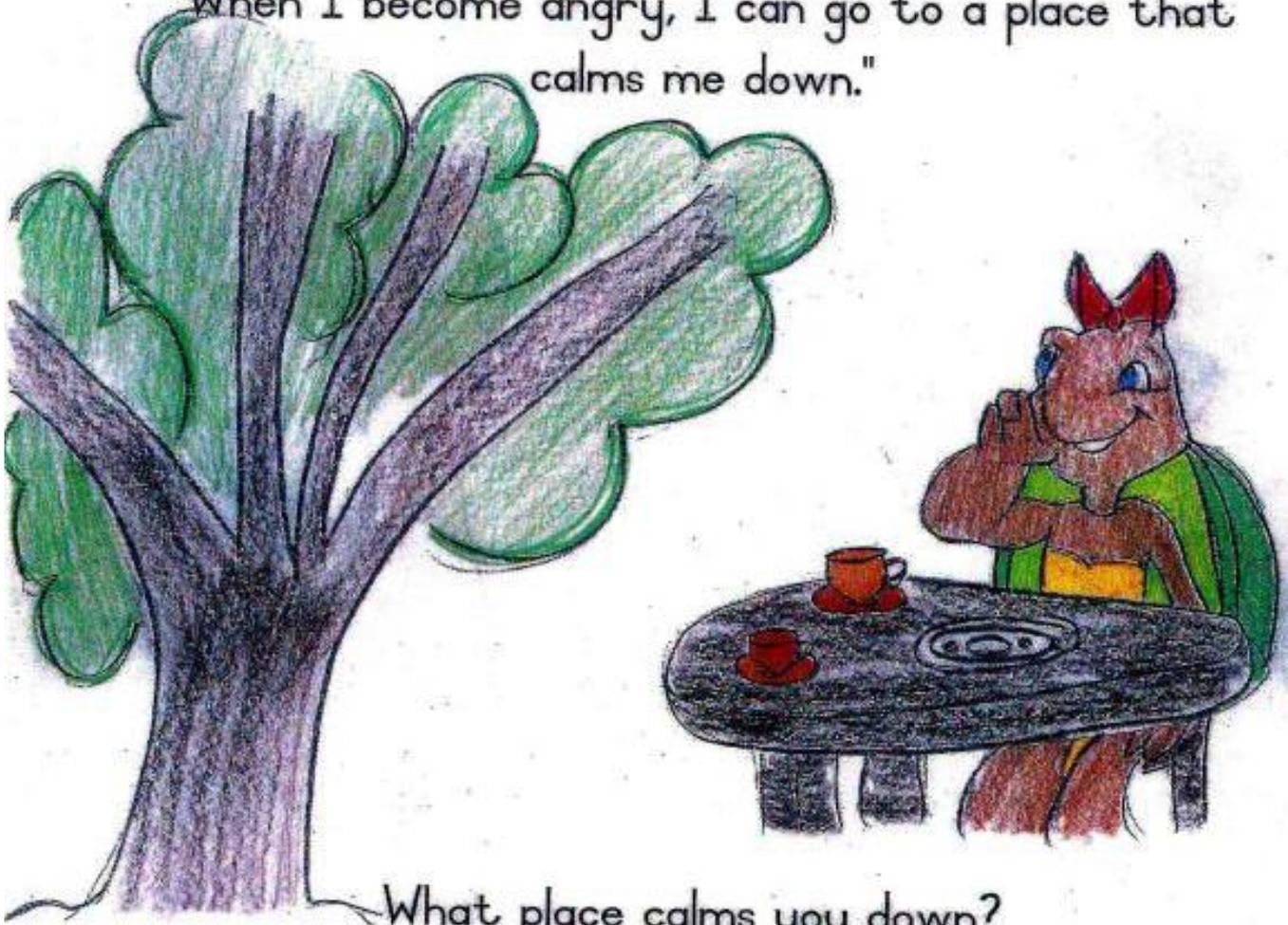
She said to her teacher:

"I have realized something," said Alice.



Alice continued to say

"When I become angry, I can go to a place that calms me down."



What place calms you down?

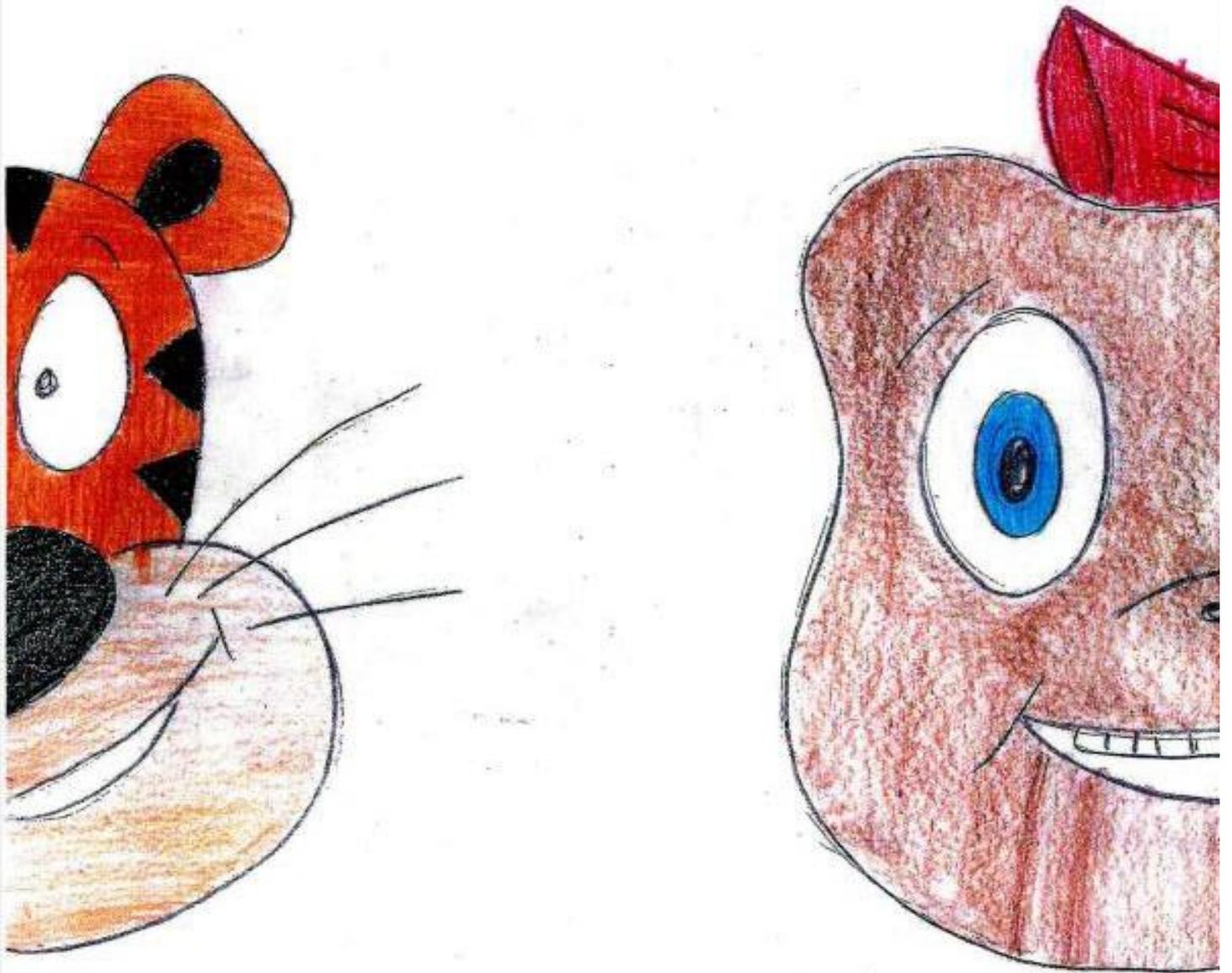
Alice then said to her teacher:

"When I become angry, there are always people around me, that can help me calm down.

Especially, when I struggle to do it myself.

ALL I need to do is ask for their help."

Alice's teacher smiled and looked at her with joy.



Alice smiled back and said:

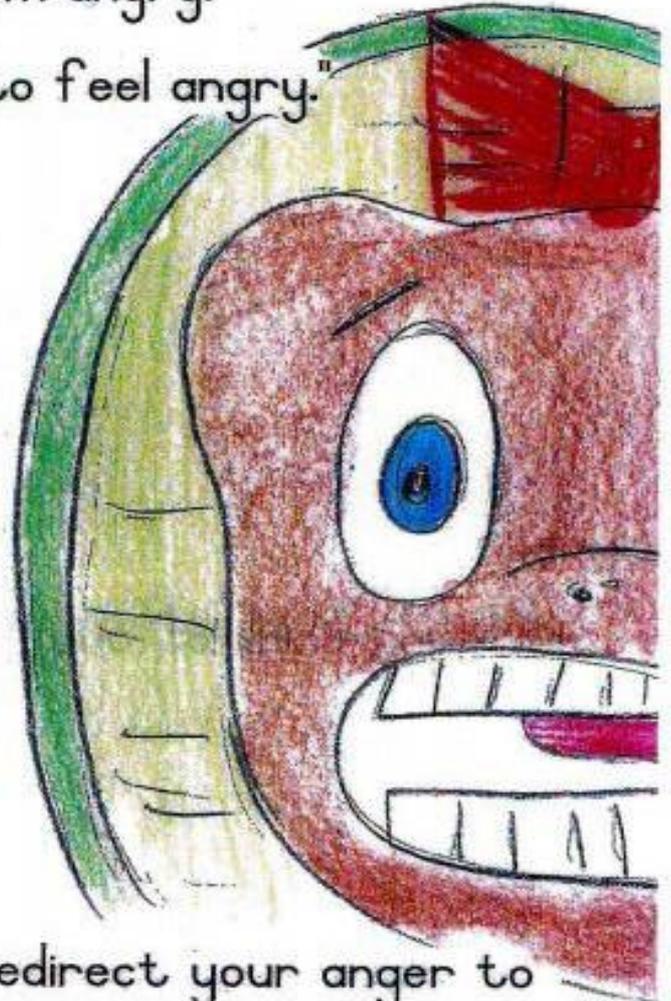
"When I get angry, I must remember that I can do something good with this energy, which is a better way to redirect my anger."

What good thing can you do to redirect your anger?

Alice's teacher said to her:

"Alice remember everyone has something or someone that makes them angry.

Remember it is OK to feel angry."



"Just remember to always redirect your anger to do something good and forgive those that make you angry."

Every time Alice got angry she remembered what her teacher told her.

This helped her not to get angry all the time, BUT when she did get angry she knew how to express her emotions in an appropriate way.

Can you think of anything that makes you angry?

APPENDIX K

EXAMPLES OF TEACHERS INTERVIEWS - TRANSCRIPT

Interview protocol – (interviews with the teachers) Teacher 1.

Project: Using drawings in understanding the causes of anger in young learners

Questions:

1. How would you recognize an angry child in your class?

PT2: I would recognise an angry child by their drawings that they do for me and also their behaviour to words other children

Researcher: Would you say you can also recognise it in their mannerism when they come to school, their facial expressions, their bodily expressions?

PT2: I would say so yes.

2. How would you deal with learners that are “angry”?

PT2: I would probably put them to one side so that they can think about what they have done or ja.

Researcher: would you say that separating them from the other children is a good thing or would you rather deal with it as a general situation?

PT2: uhm, I think I would separate them first and then afterwards have a general discussion about what happened and the do's and the don'ts.

3. How can you prevent learners from acting out and becoming aggressive?

PT2: sort of like a meditation I would do in my classroom, so that they can calm down again and not get out of hand.

Researcher: Have you ever thought of letting them look at calming pictures or sounds that could calm them down?

PT2: yes definitely, music works very well to calm a child down.

Researcher: Have you ever let them express their anger in a more sensible manner and understand why they are angry?

PT2: I haven't no, but I think dramatizing a situation could work quite well.

4. What existing strategies do you suggest in preventing anger in young learners?

PT2: I am not sure.

Researcher: would you suggest them maybe walking outside, maybe looking at the plants and the trees and that? For a calming strategy if they are an outside person or would you suggest a like a physical activity to get their body and mind more focused on something else then their aggression and anger?

PT2: yes, definitely.

5. Do you think learners are able to regulate their emotions when faced with unfamiliar situations?

PT2: no, I don't think so. I think they are still a little bit to young for it

Researcher: would you suggest that they see modelled behaviour from an adult and they would copy how they deal with the unfamiliar situation?

PT2: yes.

6. Do you think looking at drawings is an important way to gain more information about a child?

PT2: Very, very important.

Researcher: Okay, why would you think it is important?

PT2: you can see what's going on in that child's life, without them even verbalising it.

7. How would drawings help a child express their emotions? For

Researcher: How would children express their emotions through drawings? For example colours?

PT2: well I think it's a very angry picture that has got dark colours or no colours could present a problem, compared to a child that uses lots of colours and rainbows, flowers.

8. Do you think you are in an ideal position to teach learners how to regulate their emotions?

PT2: Definitely, I am with them for five of the seven day week and three quarters of the day.

Researcher: How would you help them regulate their emotions, how would you teach them to regulate their emotions?

PT2: Dramatizing would be a good one again or a general discussion within the classroom.

9. To what extent is the assumption justified that anger in learners is primarily related to experiences of bullying?

PT2: I definitely think it is very closely related, if a child is angry, then they could strike out at another child which could become bullying, yes definitely.

Researcher: Do you think that they see bullying from adults and older children and then they just model that behaviour when they angry.

PT2: That's difficult to answer. I know a lot of the times the child would be doing things from examples that they are set to at home but I do not know.

10. Are the learners in your class open to discuss when they have been bullied?

PT2: Yes, they are.

Researcher: Would it be in a group situation or would they come to you by themselves?

PT2: I think I would call that person aside first and then the other children that are involved and discuss it that way first and without naming any names, have a general discussion with the class.

APPENDIX L

FIELD NOTES FROM OBSERVATIONS WITH CHILDREN - TRANSCRIPT

Field text entry:1

9/10/2017

Observational Checklist – (with the learners)

Project: Using drawings in understanding the causes of anger in young learners.

✓	<u>Questions to check before and after the observation</u>
✓	Have I gained permission from the school to do my study at their site?
✓	Have I gained consent from the parents to use their learners as participants in my study?
✓	Have I gained assent from the learners to use them as participants in my study?
✓	Have I gained consent from the teacher to use them as participants in my study?
✓	Do I know my role as a participant observer?
✓	Will the learners understand my role as participant observer? Explaining to them what I will be doing.
✓	Will I make multiple observations over a period of a term?
✓	Will I make use of a journal over the period of the term of observation to reflect?
✓	Will I make use of a journal over the period of the term of observation to write descriptive notes?
✓	Will I make use of detailed and complete descriptions in this journal so that the field notes are detailed?
✓	Did I thank my participants for their contribution at the site?

2. Actions to observe before, during and after the drawing session. Participant.

	Does the child look anxious completing the drawing?
--	--

Comments:

The learner looks fairly anxious while completing the drawing. Learner seems to be very tense
And they seem to be showing signs of irritability.

	Does the child show understanding when drawing the picture? In other words, does the child understand what made them angry, and how this situation affects them.
--	---

Comments:

Yes, the learner does understand what makes him angry and he also understands how this situation
affects him.

	Can the child explain what their picture is about?
--	---

Comments:

The learner could to some extent explain what his picture is about, however not very happy with
his picture as he does not think it is done perfectly.

	Does the child interact with other learners in the class/ around the table? When drawing his/her picture?
--	--

Comments:

No he did not interact with the other learners around him.

	Does the child only use specific colours when drawing their pictures?
--	--

Comments:

Only a few colours were used, mostly dark colours were used to complete the picture.

	Is the child's drawing detailed?
--	---

Comments:

The picture is not as detailed, one can make out what is going on but the picture lacks the finer details
Such as where the situation took place and who else was around when the situation was happening.

	Does the child show any distinctive emotions when drawing the picture?
--	---

Comments:

Yes, he seems to be more irritated then was when he sat on the carpet at the start of the activity. He's
Facial expressions show that of anger as his brow is more creased in and his body is more tensed.

Field text entries

This field text entry and the observation was done on 9 October 2017 during the Subject Life Skills which was a two-hour lesson.

Field text entry-

Lenny did not seem eager to start the activity. He seemed happier when the story was being read but once the instructions were given, he became more withdrawn and did not want to do the activity. Lenny kept walking around the classroom while the papers were handed out and took longer to get to his chair to start the activity.

Through observation, the researcher could see that Lenny knew what made him angry but seemed afraid to draw it on paper. This became more upset as he did not necessarily enjoy drawing.

Lenny is very eager to listen to the story being read, he rushed over to be on the carpet first. Once the story was over and the discussion part began, Lenny became quieter and did not interact as much as what he normally would. Lenny does not seem to want to draw his picture – he does not like drawing as he thinks it will not be perfect.

During the study Lenny's irritation increased as the activity progressed. Drawing is not something Lenny enjoys and this activity during class time is always very difficult for him as well as for the teacher because he would cry and not want to continue working. This is because he does not think his drawings are perfect.

Field text entry-

Lenny was unhappy when he was asked to start the activity, as the picture he wanted to draw was a situation that made him angry. On top of that he was being asked to do something he was not as fond of. Lenny is not particularly fond of drawing and this tends to upset him and he will start crying if he is unhappy with his picture. During the drawing process Lenny became more irritated and he seems to be very upset. Lenny did not smile and he was not happy.