

**THE COGNITIVE AND SOCIAL WELL-BEING OF ADOLESCENTS IN THE  
LEJWELEPUTSWA SCHOOL DISTRICT REGARDING EMOTIONAL  
INTELLIGENCE**

**BY**

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## **DECLARATION**

I, MIRANDA HARMSE, do hereby declare that this Dissertation - entitled:

**THE COGNITIVE AND SOCIAL WELL-BEING OF ADOLESCENTS IN THE  
LEJWELEPUTSWA SCHOOL DISTRICT REGARDING EMOTIONAL  
INTELLIGENCE**

- ✚ is my own work,
- ✚ that all the sources quoted have been acknowledged by means of references, and
- ✚ that this Thesis was never previously submitted to any university for degree purposes.

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**MIRANDA HARMSE**

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## **ABSTRACT**

**TITLE:** The Cognitive and Social Well-Being of Adolescents in the Lejweleputswa School District regarding Emotional Intelligence

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**DEGREE:** M Ed

**DEPARTMENT:** Education

**SUPERVISOR:** Dr D.K Selaledi

Learners who demonstrate inappropriate, anti-social, and/or disruptive behaviours are becoming more prevalent. School personnel are dealing with disruptive behaviours that occur more frequently and that affect staff and learners' performance. According to Farrell, Meyer, Sullivan and Kung (2003) this prevalence of disruptive behaviour and underperformance in secondary schools is posing a threat to education in South Africa and learners struggle with problems that predispose them to long-term negative outcomes.

As children become adolescents, they experience a variety of physical, emotional and interpersonal changes while simultaneously transitioning from elementary to middle school. If the transition is stressful and the climate of the school appears unwelcoming, low self-esteem, a decline in academic achievement and inappropriate behaviour problems may follow (Wagerman & Funder, 2007). Escalating concern regarding disruptive behaviour in schools has led to intensified efforts to understand its causes and consequences, and to identify effective practices and strategies to reduce its occurrence.

It is against this backdrop that the researcher attempts to determine the cognitive and social well-being of adolescents regarding emotional intelligence in the Lejweleputswa school district. The research followed a mixed method approach, using the sequential explanatory

triangulation type; where questionnaires were completed by secondary school learners followed by interviews with teachers from conveniently selected secondary schools in the Lejweleputswa district of the Free State. The Literature study showed that factors such as learning, intelligence and emotional intelligence were associated with cognitive and social well-being of secondary schools learners.

The following data collection instruments were used to gather information regarding the topic. For the quantitative study, a closed ended questionnaire was developed and utilised by one hundred and seventy four (174) learners. For the qualitative part, semi-structured interviews were conducted with ten (10) teachers. By using *COSOC*, the *three-way ANOVA* and *T-test*, the seven hypotheses of the study were tested and the findings indicated that there is a significant relationship between and within the independent variables being; gender, grade and residential with regard to cognitive and social emotional intelligence.

This study will reveal what aspects of education practices are viewed as helpful as well as areas needing improvement. It will also give insight into whether selected schools are using proactive strategies and techniques demonstrated in the research as being the most effective in terms of changing inappropriate behaviour and underperformance.

**Keywords:** disruptive behaviour; anti-social; disciplinary problems; underperformance; cognitive well-being; social well-being; emotional intelligence.

## **CHAPTER 1**

### **INTRODUCTION AND OVERVIEW OF THE STUDY**

#### **1.1 INTRODUCTION**

Disruptive behaviour and underperformance continues to be the most consistently discussed problem in South African schools. “Under performance and disciplinary problems are disproportionate and intractable parts of every teacher's experience of teaching” (Naong, 2007:283). Schools are facing challenges in their efforts to educate children appropriately and safely.

Learners who demonstrate inappropriate, anti-social, and/or disruptive behaviours are becoming more prevalent. Escalating concern regarding under performance and disruptive behaviour in schools has led to intensified efforts to understand its causes and consequences, and to identify effective practices and strategies to reduce its occurrence (Farrell, Meyer, Sullivan, & Kung, 2003).

As children become adolescents, they experience a variety of physical, emotional and interpersonal changes while simultaneously transitioning from elementary to middle school. Their experiences in schools not only affect their academic development but also strongly influence their social-emotional and physical health development, both positively and negatively, Wells (in Saab & Klinger 2010). What teachers are discovering with alarming clarity, however, is that the source of the problem goes further than rule breaking. Many of today's learners require more than just firm and consistent discipline policies. In addition to the direct learning of



academic skills, they also need positive behavioural instruction in order to develop relationally, emotionally, and behaviourally in ways that often have lasting impacts on their lives.

## **1.2 BACKGROUND TO THE STUDY**

Emotional Intelligence (EI) is an increasingly popular construct and has been thought to be responsible for success in just about every aspect of a person's life. Very few studies have conducted research attempting to substantiate this claim. Zeidner, Matthews and Roberts (2002) correctly pointed out that there has been insufficient research conducted to fully understand the impact that emotional intelligence may have on the cognitive and social well-being of adolescents.

Early developmental theorists, particularly Erickson have defined the period of adolescence as one of identity versus role confusion. Identity development is critical to how the adolescent perceives not only self but also social interaction and the future and is "conferred or constructed", Marcia (in Rew, 2005:112). Psychologically, adolescence is a period of cognitive and moral development hence; many a psychologist regards adolescence as a developmental period beset by many challenges.

There are remarkable differences in the abilities of adolescents to cope with the challenges which confront them. Yi, Smith and Vitaliano (2005: 258) defined coping as follows: "Coping involves cognitive and behavioural measures designed to master, tolerate, or reduce external and internal demands and conflicts". How adolescents cope, or respond, to these stressors influences their well-being. Some adolescents have great difficulty in dealing with problems and coping with

stresses which eventually lead to mental and health problems and they may develop problem behaviours and are at risk of underperformance, while others with major problems seem to be able to emerge from a stressful encounter successfully (Frydenberg, 2008).

Adolescents who are academically brilliant may sometimes be socially and interpersonally inept. Rew (2005) postulates that despite possessing a high IQ, success may not automatically follow, but by increasing the emotional quotient (EQ), the adolescents can become more productive and successful at what they do and they can also help others to become more productive and successful too. High emotional intelligence will definitely help an adolescent to reduce stress by decreasing conflict, improving relationships and understanding (Ciarrochi & Scott, 2006).

### **1.3 SIGNIFICANCE OF THE STUDY**

The significance of the study is to establish the awareness and understanding of the impact of EI in adolescents. The findings from this study may therefore also assist the Department of Education, through Life Orientation, in the development of support strategies to assist learners in coping with social change, and an evidence-based program that can be utilised by educational and mental health professionals for the development of emotional intelligence in adolescents.

The findings will hopefully enhance peer, teacher and family relationships, school engagement, academic achievement, pro-social behaviour, and on-going life-satisfaction. The findings may also provide an arena for mature discussion of issues such as conflict resolution, relationships and sexuality, drug abuse education, adolescent suicide prevention, racism, and bullying in schools. Through life skills training and scientific guidance, the results will enable teachers and

parents to improve the emotional intelligence of adolescents leading them towards a very successful future life.

#### **1.4 PROBLEM STATEMENT**

This researcher's teaching experience led her to attest to various opinions and views as mentioned above. Furthermore, discussions with colleagues prompted her to conduct this study. Central to the concerns of all and sundry is the impact emotional intelligences puts on the social and cognitive well-being of adolescents. What, therefore, needs to be looked into is what strategies could be employed to alleviate under performance and social problems in secondary schools.

This study thus assumed that EI can make an impact in this instance as it can be used intensively and effectively through the curriculum to minimise under performance and anti-social behaviour through skills development. It is therefore against this backdrop that this study was conducted to determine cognitive and social well-being of Grade 10 and 11 learners in the Lejweleputswa school district with regard to emotional intelligence.

#### **1.5 RESEARCH QUESTIONS**

This study focused on answering the following rubric question: Can emotional intelligence predict the individual differences found among adolescents with regard to cognitive and social well-being?

The specific questions focussed on are:

- What predicts the individual differences found among adolescents with regard to cognitive and social well-being?
- How emotionally intelligent are learners?
- Is there a relationship between emotional intelligence, academic achievement and behaviour?
- Is there a difference between male and female performance, behaviour and social adjustment?

## **1.6 RESEARCH HYPOTHESES**

The primary objective of this study was to explore the relationship between emotional intelligence, cognitive and social well-being. It was hoped that the research will enable the researcher to capture the views and opinions of adolescents and to infer the relationships to a larger population of adolescents in the Lejweleputswa District.

For the quantitative research, the following research hypotheses were formulated in the null. The researcher assumed that there is no significant difference between gender, grade and residential area with regard to Emotional Intelligence. It was hoped that the results of the statistical analyses

called the *three-way* ANOVA will yield results that will enable either reject or fail to reject the hypotheses.

The hypotheses are:

1. There is no significant difference between male and female learners with regard to emotional intelligence.
2. There is no significant difference between grade 10 and grade 11 learners with regard to emotional intelligence.
3. There is no significant difference between rural and urban learners with regard to emotional intelligence.
4. There is no significant difference between gender and grade level with regard to emotional intelligence.
5. There is no significant difference between gender and residential area with regard to emotional intelligence.
6. There is no significant difference between grade level and residential area with regard to emotional intelligence.
7. There is no significant interaction between gender, grade level and residential area with regard to emotional intelligence.

## **1.7 PRELIMINARY LITERATURE REVIEW**

In this study, the researcher reviewed existing literature to find out what was done in the field of study regarding emotional intelligence. Specifically, the researcher reviewed how the problem

had been described or defined previously, how related problems were discussed and which other areas seemed to be connected.

During previous research, a wide range of stress-related risks or conditions were examined, including psychological stressors such as eating disorders, suicidal ideation, and depression; physical stressors such as chronic illness, HIV infection, sports participation, violence, or sexual abuse; familial stressors such as domestic violence or inter-parental conflict; social stressors such as romantic relationships or difficulties in school, and societal stressors such as discrimination. However, according to Garcia (2010) more research is needed to advance the conceptualisation and measurement of adolescent coping such that interpretation of findings across studies is enhanced in order to advance the science and adolescent well-being.

Many researchers have found that personality factors play a significant role in predicting academic success (Colom, Escorial, Shih, & Privado, 2007). Most personality research and its relation to academic performance, has focused on the Big Five Personality Factors; Neuroticism, Extraversion, and Openness to Experience, Agreeableness, and Conscientiousness (Hodgson, 2012).

Research has found that two of the five factors namely Emotional Stability (opposite of Neuroticism) and Conscientiousness contribute most to predicting academic success: Individuals who scored high on measures of neuroticism tend to be easily upset and frequently experience negative emotions (e.g. anger, depression, anxiety). Individuals at the other end of the spectrum demonstrated high levels of Emotional Stability and these individuals tended to be less emotionally reactive, more calm, reported lower levels of stress and are more likely to

experience academic success (Lounsbury, Sundstrom, Gibson & Loveland, 2002; Ridgell & Lounsbury, 2004).

Some research on academic success has focused on the influence of cognitive factors. According to Petrides, Frederickson and Furnham (2004) cognition refers to a wide range of mental processes that allow us to interpret information in our environment. These processes are often interdependent, and include perception, attention, memory, learning, language, problem-solving, and decision-making.

Furthermore, according to Humphrey, Curran, Morris, Farrell, and Woods (2007) when assessing the influence of cognitive ability on academic performance, one of the most common measures used is a standardised intelligence test. Ridgell and Lounsbury (2004) contend that intelligence has been found to successfully predict academic success. However, according to Parker, Summerfeldt, Majeski and Hogan (2004) researchers have struggled to define adequate predictors of educational success. The most commonly used predictors of academic achievement are measures of cognitive ability, or (intelligent quotient) IQ tests.

Research of EI and job performance shows mixed results: a positive relation has been found in some of the studies, whilst in others there was no relation or an inconsistent one. This led researchers Stein and Book (2006) to offer a compensatory model between EI and IQ, that posits that the association between EI and job performance becomes more positive as cognitive intelligence decreases, an idea first proposed in the context of academic performance (Petrides *et al.*, 2004).

Humphrey *et al.* (2007) assert that the most critical element for a student's success in school is an understanding of how to acquire knowledge. Some key ingredients for this understanding are: confidence, self-control, capacity to communicate and ability to co-operate. These traits are all aspects of emotional intelligence. According to Austin, Evans, Goldwater and Potter (2005) an intelligent adolescent who is self-aware and intrinsically motivated will definitely have very high levels of academic performance. Adolescents with high emotional intelligence will also have good relationships with teachers and parents which also help them to perform well in their examinations. Learners with good EQ will not have conflicts with peer groups and are not likely to use drugs or alcohol (Austin *et al.*, 2005).

### **What is emotional intelligence?**

According to Goleman (in Louw & Louw 2007), emotional intelligence is a form of social intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate between them and to use this information to guide one's thinking and actions. Further according to Goleman (in Louw & Louw 2007), Emotional Intelligence involves the following four main areas:

- Developing emotional self-awareness; such as the ability to separate feelings from actions.
- Managing emotions; such as being able to control anger.
- Reading emotions; such as taking the perspective of others.
- Handling relationships; such as the ability to solve relationship problems.



Mayer, Salovey & Caruso (2004) proposed that emotional intelligence consists of:

- Perception of emotion in the self and others
- Using emotion to facilitate decision making
- Understanding emotion in the self and others
- Managing emotion in the self and others.

Emotional Intelligence has therefore been defined and measured both as an ability (Mayer *et al.*, 2004), similar to cognitive intelligence, and as a trait (Petrides & Furnham 2003).

On the other hand, Bar-On (2006) defines Emotional Intelligence as being concerned with effectively understanding oneself and others, relating well to people, and adapting to and coping with the immediate surroundings and to be more successful in dealing with environmental demands. Bar-On and Parker (2000) posit that EI develops over time and that it can be improved through training, programming, and therapy. Bar-On (2006) also hypothesises that those individuals with higher than average EQ's are in general more successful in meeting environmental demands and pressures. He also notes that a deficiency in EI can mean a lack of success and the existence of emotional problems. In general, Bar-On considers emotional intelligence and cognitive intelligence to contribute equally to a person's general intelligence, which then offers an indication of one's potential to succeed in life.

The predictive validity of emotional intelligence for academic success has received a great deal of attention; several researchers have found that intelligence can successfully predict academic success (Petrides *et al.*, 2004; Zeidner *et al.*, 2002; Jaeger & Eagan, 2007). Petrides *et al.* (2004)

found that intelligence alone could account for 25% of the variance in academic achievement and concluded that intelligence scores were the single best predictor of academic success.

Recently, a number of studies have investigated the impact of EI on adolescent cognitive and social well-being. According to Petrides and Furnham (2003), and Petrides *et al.* (2004) these studies have had mixed results, possibly due to differences in the reliability and validity of the EI tests used.

Zeidner *et al.* (2002) pointed out that there has been insufficient research conducted to fully understand the impact that emotional intelligence may (or may not) have on academic success. Further according to Zeidner *et al.* (2002) research up to this point has provided conflicting evidence regarding the relation between emotional intelligence and academic success, which is often measured by GPA. The conflicting evidence may be, in part, a result of the great variability in emotional intelligence measures available (Brackett & Salovey, 2004; Boyatzis & Sala, 2004).

## **1.8 RESEARCH DESIGN&METHODOLOGY**

Methodology in this study comprised: Research Design, Research Method, Data Collection, Analysis, and Population and Sampling.

### **1.8.1 Research Design**

Monette, Sullivan and De Jong (2008:9) define research design as a plan outlining how observations will be made and how the researcher will carry out the project. According to

McMillan & Schumacher (2010), it describes the procedures for conducting the study in order to generate evidence that will be used to answer the researcher's questions.

For this empirical study the researcher made use of the survey research design in order to collect data from a selected sample of subjects through a questionnaire and interviews. Its main function is to ensure that the evidence obtained is relevant and enables the researcher to answer the research question.

### **1.8.2 Research Method**

The research followed a **mixed method approach (triangulation)**. An important advantage of mixed method studies is that you can show the result (quantitative) and explain why it was obtained (qualitative) (McMillan & Schumacher, 2010:395). **The Sequential Explanatory** type was used, where quantitative questions were asked first to generate information that was used in conducting the qualitative phase of the study.

The *Quantitative approach* is very objective in measuring and describing phenomena by using numbers, statistics, structure and control (McMillan & Schumacher, 2010). The research method for the study was a **non-experimental descriptive** method to describe the situation "as it is" regarding social and cognitive aspects of the adolescents' EI.

Leedy and Ormrod (2010) describe a *qualitative approach* as an attitude-free gathering of information whereby participants provide information from their own perspectives; the researcher attempts to understand phenomena in context without any attempt to manipulate the phenomenon of interest. A **Phenomenological** method was used during this study. The purpose was to describe and interpret the experiences of participants regarding a particular event in order to understand the participants' meanings ascribed to the event. According to McMillan and Schumacher (2010), the phenomenological method focuses much more on the consciousness of human experiences.

### **1.8.3 Data collection**

Data was collected through questionnaires for the quantitative method and interviews for the qualitative method. The following are the data collection tools that were used for the study:

#### **1.8.3.1 Questionnaires**

According to McMillan and Schumacher (2010:195), a questionnaire is the most widely used technique for obtaining information from subjects. It is relatively economical, has the same questions for all subjects and can ensure anonymity. Subjects in distant locations can be reached, the questions are standardised and questions can be written for specific purposes Creswell (in De Vos, Strydom, Fouche & Delpont, 2011).

As no appropriate questionnaire relevant to the purpose of this study could be found; a questionnaire was specifically designed for this study. The questionnaire was submitted to experienced teachers as judges to validate the instrument. The reliability of the instrument was further determined through subjecting it to the tests of Cronbach's Alpha test. The final test was administered to obtain the demographic information and data that could be categorised easily from closed-form items of the questionnaire. The items were also much easier to score and the subject could answer the items quicker. The respondents had the opportunity to respond to questions in their own time without pressure and intimidation.

#### 1.8.3.2 Interviews

Interviews were conducted to collect qualitative information, i.e. to obtain information through direct interaction with an individual from a selected group of ten teachers. McMillan and Schumacher (2010) assert that the interview technique is flexible and adaptable, it can be used with many different problems and types of people and responses can be probed, followed up, clarified and elaborated to achieve specific accurate responses. A semi-structured interview schedule comprising of about 10 questions was designed. Interviews were recorded for transcription later; and notes were taken.

Before the interviews were conducted, a schedule was compiled with a list of all the questions to be asked. The questions related to the objectives of the study and open ended questions were asked. The purpose of the interview was explained and the interviewees were given the

opportunity to ask questions or to raise their concerns. All interviews were tape-recorded with the permission of the subjects. The recordings were transcribed and analysed.

#### **1.8.4 Population and sample**

A population is a collection of objects, events or individuals having some common characteristics that the researcher is interested in studying (White, 2003). The population of this study consisted of grades 10 and 11 secondary school learners and teachers in the Lejweleputswa School District. The samples were selected from racially heterogeneous and homogeneous schools in the Lejweleputswa District. Participating schools were sampled from the seven clusters of schools that comprise the Lejweleputswa School District (detailed information on all aspects of the methodology of the study is provided in chapter three).

#### **1.8.5 Data analysis and interpretation**

From the phenomenological data, the researcher worked out data reduction, presentation and interpretation. Data from the questionnaires was subjected to factorial analysis in order to determine categories of items that relate to the social or cognitive well-being of emotional intelligence. A *three-way* ANOVA was computed in order to determine the simultaneous effect of social and cognitive aspects of adolescents with regard to emotional intelligence.

### **1.9 LIMITATIONS OF THE STUDY**

This study was conducted in the Lejweleputswa school district focusing on adolescents in secondary schools. The findings can, therefore, not be generalised to learners in the primary schools. The findings can also not be generalised to teenage learners at universities since the dynamics of interaction are different at that level. The research suggests caution when the findings are related to learners in other school districts because the environmental influences may impact differently on learners of those districts.

#### **1.10 EXPECTED OUTCOMES**

The study is aimed at finding the individual differences among adolescents with regard to cognitive and social well-being. Furthermore, it is also aimed at revealing how emotional intelligence influences the cognitive and social wellbeing of Grade 10 and 11 learners. The study is also expected to help explain the relationship between EI, academic achievement and behaviour.

#### **1.11 DEFINITION OF CONCEPTS / ACRONYMS**

In both quantitative and qualitative research designs, specific research concepts are explained to make clear such difficult terminology. The next section focuses on definition of concepts and the main terms used in regard to the study:

<b>Adolescent:</b>	The period of transition between childhood and adulthood (approximately 11/12 to 18/20 years)
<b>DoE:</b>	Department of Education
<b>EI:</b>	Emotional Intelligence
<b>IQ</b>	Intelligence Quotient (level of intelligence, as indicated by a special test)
<b>EQ</b>	Emotional Quotient (measure of interpersonal and communication skills)
<b>GPA:</b>	General Performance Assessment
<b>CEI:</b>	Cognitive Emotional Intelligence
<b>SEI:</b>	Social Emotional Intelligence
<b>SED</b>	Social and Emotional Development
<b>SEL</b>	Social and Emotional Learning

## **1.12 ETHICAL CONSIDERATIONS**

The ethical considerations focused on in this study relate to the informed consent, right to privacy and honesty of and to participants. Consequently, a concerted effort was mounted to develop mutual trust, acceptance, and cooperation with the participants, as outlined in chapter 3.



## **1.13 PROGRAMME OF STUDY**

### **Chapter 1:**

This chapter provides an overview of the whole study with emphasis on the background and the context of the problem. The chapter includes the following: Introduction, preliminary literature review, problem statement and questions, purpose and objectives, research design and methodology, significance of the research, ethical considerations, definition of terms, and programme of study and time schedule.

### **Chapter 2:**

This chapter reviews the related literature informing this study with regard to EI, learner social behaviour and cognitive well-being. This chapter also reveals the researcher's knowledge about the field of study and updated the reader with the most recent studies on the topic.

### **Chapter 3:**

This chapter provides the research design and methodologies used to gather and analyse data. The first stage discusses the procedures necessary to commence with the research, how the participants were selected and the sampling procedures employed. The second stage discusses the instrumentation used in the research and how the study was conducted.

### **Chapter 4:**

This chapter presents the findings, analyses, discussions and interpretation of data gathered through the research. In *qualitative* research, the researcher presents the data in the form of

narratives to illustrate and substantiate the researcher's interpretations. In *quantitative* research, the reporting is an objective presentation of results, through tables and statistical analysis.

### **Chapter 5:**

This chapter reiterates the research questions and shows how the findings answered these questions. The concluding section covers the whole research project and recommendations are then presented, ending off with suggestions for future research.

## **CHAPTER 2 LITERATURE STUDY**

### **2.1 INTRODUCTION**

Disruptive behaviour and underperformance continues to be the most consistently discussed problem in South African schools. "Under performance and disciplinary problems is a disproportionate and intractable part of every teacher's experience of teaching" (Naong, 2007:283). Costello, Eggers and Angold (2005) also pointed out that over the last decade; there has been a growing awareness that learners with significant social, emotional, and/or behavioural needs pose a great challenge for teachers. Without effective interventions, these learners struggle with problems that predispose them to long-term negative outcomes.

At the beginning of the twentieth century, schools focused on language acquisition, but the demands on schools have grown up to the point where the explosion in knowledge and information is so dramatic that learners struggle to absorb most information. Society is becoming increasingly global, with learners entering communities that have greater diversity. These changes, not only create challenges for schools in terms of sensitivities and ethics, they also have profound implications in terms of learning. Learners are now required to comprehend, apply, analyse, evaluate and synthesise (Gardner, 2003). However, the development of more complex cognitive abilities at school is not enough to equip learners for their roles in the global community of the 21st century; there are too many teens that still underperform at school. Fredricks, Blumenfeld and Paris (2004) assert that in order for learning to occur effectively and efficiently, learners need to understand how their existing knowledge relates to new tasks. The greater the contrast between the cultural and social norms of the school and the society; the more the learners' problems for learning and success are exacerbated.

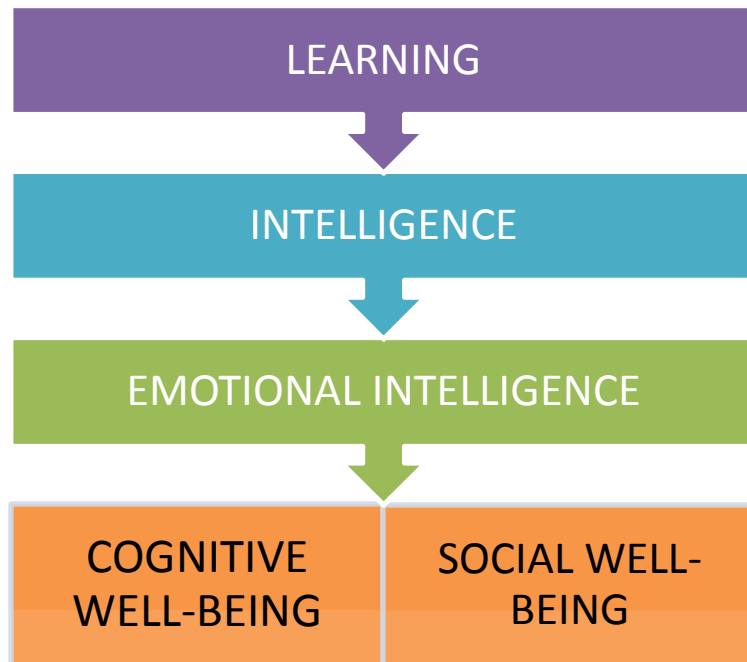
It has been noted by Mayer, Salovey and Caruso (2000) that some children grow up to be fulfilled adults in challenging careers and satisfying relationships, while others, from apparently similar backgrounds and academic performance, struggle in relationships, are in dead-end careers and are depressive. Further, according to Mayer *et al.* (2000), a growing number of teachers recognise that learners who receive an exclusively academic education may be ill-equipped for future challenges, both as individuals and as members of society - it's just not enough to only feed the mind. The development of Interpersonal- and Intrapersonal intelligence (factors of EI) seems to be neglected in the education system according to Mayer *et al.*

As a teacher for 25 years, the researcher had the opportunity to interact with different schools and observed several behaviour patterns amongst learners (ages; 14 – 20). Of great concern was the prevalence of negative behaviour and under performance. Based on these observations, the researcher became aware of the relationship between academic performance, emotional, cognitive and social well-being. The researcher also became knowledgeable of a growing need in the Education Department to ensure the implementation of improvement plans and intervention strategies in schools which signifies awareness that learning and teaching alone cannot guarantee learner performance and well-being.

The researcher's experience and knowledge led her to attest to various opinions and views as postulated above and prompted her to conduct this study. What, therefore, needed to be looked into is what strategies could be employed to alleviate under performance and social problems in secondary schools. It is therefore against this backdrop that the researcher attempted to determine the cognitive and social well-being of adolescence regarding emotional intelligence in the Lejweleputswa school district.

The chapter is then outlined as indicated below: Definition and theories of learning; Definition and basic assumptions of intelligence; Emotional Intelligence as a determinant of lifelong success; Cognitive well-being of the adolescent with regard to EI; Social well-being of the adolescent with regard to EI and Educational implications of CEI and SEI.

**Figure 2.1: Outline of Chapter 2**



## 2.2 LEARNING

Learning is at the core of any study of educational psychology and the most important role of teachers is to promote as much learning as possible for all learners (Eggen & Kauchak, 2010). According to Mwamwenda (2004), it is impossible to separate human beings from learning; for learning is a continuous process lasting from the moment a person is born to the end of his or her life. Definitions of learning converge on the aspect of learning as: 1) Knowledge acquired by systematic study in any field of scholarly application; or 2) the act or process of acquiring knowledge or skill; or 3) the modification of behaviour through practice, training, or experience (Eggen & Kauchak, 2010; Woolfolk, 2007; Slavin, 2009).

In the first two definitions we can see that learning appears as a **process** - there is a concern with what happens when the learning takes place. In this way, learning could be thought of as “a

process by which behaviour changes as a result of experience” Merriam and Caffarella (1991:124) (in Smith, 2003).

According to the third definition, learning is defined as a change in behaviour. In other words, learning is approached as an **outcome** - the **end product** of some process. It can be recognised or seen. This approach has the virtue of highlighting a crucial aspect of learning, namely - change.

One of the significant questions that arise is the extent to which people are conscious of what is going on when learning. Rogers sets out two contrasting approaches: **task-conscious or acquisition learning** and **learning-conscious or formalised learning**.

**Task-conscious or acquisition learning** is seen as going on all the time. It is “concrete, immediate and confined to a specific activity; it is not concerned with general principles” (Rogers, 2003: 18). Examples include much of the learning involved in parenting or with running a home. Some have referred to this kind of learning as unconscious or implicit, but whilst the learner may not be conscious of learning, they are usually aware of the specific task in hand.

**Learning-conscious or formalised learning** arises from the process of facilitating learning. It is 'educative learning' rather than the accumulation of experience. To this extent there is a consciousness of learning - people are aware that the task they are engaged in entails learning. “Learning itself is the task. What formalized learning does is to make learning more conscious in order to enhance it” (Rogers, 2003: 27). It involves guided episodes of learning.

Tissot (2004) also proposes that there are various forms of learning including; formal, informal and non-formal learning and defines these core concepts, as follows:

**Formal learning** consists of learning that occurs within an organised and structured context (formal education), that is designed as learning and it may lead to formal recognition.

**Non-formal learning** consists of learning embedded in planned activities that are not explicitly designated as learning, but which contain an important learning element such as vocational skills acquired.

**Informal learning** is defined as learning resulting from daily life activities related to family, work or leisure. It is often referred to as experiential learning and can, to a degree, be understood as accidental learning.

The different perspectives, by the point of structure and intention, in these three types of learning are: Formal learning is an intentionally planned learning activity; Non-formal learning forms by intentionally planned activities; and the Informal one is non-intentional with no planning. The learner is considered at the core of the learning process within the perspective of Life Long Learning (Colardyn & Bjonavold, 2004).

According to O' Donnel, Reeve and Smith (2009), learning is a process through which relatively permanent changes in behaviour or knowledge occur as a result of experience. In the broadest sense, learning involves an interaction between the individual and the environment that results in some permanent change in behaviour. The change may be deliberate or unintentional, for better or for worse, correct or incorrect, and conscious or unconscious (Rogers, 2003). Most psychologists agree that the changes resulting from learning are in the individual's knowledge or

behaviour, but some tend to emphasise the change in knowledge, others the change in behaviour (Woolfolk 2007). The latter takes us into the arena of competing learning theories - ideas about how or why change occurs. In order to understand the learning process, we need to explore these different theoretical explanations of how to learn.

### **2.2.1 Theories of learning**

Theories about human learning can be grouped into four broad perspectives. These are: Behavioural Theory of learning which focuses on observable behaviour; the Cognitive Theory of learning which regards learning as purely a mental process; the Social Cognitive Theory of learning, pointing out the view that humans learn best in group activities and the Humanist Theory of learning which lays emphasis on the social and emotional aspects of the child.

#### **2.2.1.1 Behavioural Theory of Learning**

Smith (2003) states that behaviourism as a theory was primarily developed by Skinner and in essence, three basic assumptions are held to be true. First, learning is manifested by a change in behaviour. Secondly, the environment shapes behaviour and thirdly, the principles of contiguity (how close in time two events must be for a bond to be formed) and reinforcement (any means of increasing the likelihood that an event will be repeated) are central to explaining the learning process. O' Donnell *et al.* (2009) asserts that from a behavioural viewpoint, the most important relationship is between the environment and behaviour: changes in the environment will result in



changes in behaviour with the goal to produce desirable behaviours or reduce the frequency of undesirable behaviours.

For behaviourism, learning is the acquisition of new behaviours through classical conditioning; an automatic response to a stimulus, and operant conditioning; where learning occurs through rewards and punishments for behaviour. Through operant conditioning, an association is made between behaviour and a consequence for that behaviour. Ormrod (2008) declares that by using operant conditioning in the classroom, teachers can help learners acquire more productive behaviours e.g. such as praising on-task behaviours which will simultaneously decrease their off-task behaviours. Children are likely to learn effectively when their responses are rewarded in some way (Mwamwenda, 2004). Furthermore, Mwamwenda (2004) asserts that learning occurs as a result of reinforcement and therefore it is imperative that teachers use reinforcement as they interact with their learners through exercise, revision, discussion, drill and regular feedback.

#### 2.2.1.2 Cognitive and Constructivist theory of Learning

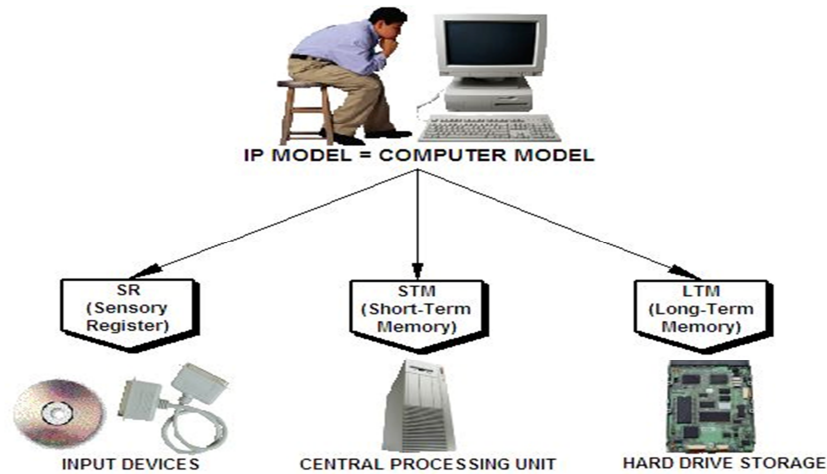
**Cognitive** psychologists studying learning are interested in unobservable mental activities such as thinking, remembering, and solving problems (Bellhouse, Johnston, Fuller, & Deed, 2005). According to O'Donnell *et al.* (2009), the relationship between the individual and the environment is the key focus of cognitive theories of learning. At the heart of most cognitive approaches to understanding learning is the notion that knowledge is constructed by the learner and affected by the learner's prior experiences. All cognitive theories are constructivist in nature in that they all emphasise the active role of learners in making meaning out of their experience.

Many cognitive psychologists have been especially interested in information processing, which seeks to understand how people acquire information, how they store information and recall that information from memory (O'Donnel *et al.*, 2009; Krause, Bochner, Duchesne & McMaugh, 2010; Slavin, 2009; Woolfolk, 2007). The learner interacts with the environment and receives information from the environment through the senses.

Information Processing is conceived as comprising the process of converting information into knowledge through three memory storage systems. The memory systems are the Sensory Register which receives information from the environment; the Short Term Memory which includes the Central Processing Unit of what information is in our conscious mind “here and now;” and the Long Term Memory which stores knowledge after the initial processing by the working memory i.e. the Short term memory (O'Donnel *et al.*, 2009; Krause *et al.*, 2010).

The illustration below shows how Information Processing can be likened to the model of a computer. The Sensory Register would include input devices like CDs. Short Term Memory includes the Central Processing Unit. Long Term Memory would be viewed as the hard drive or storage.

**Figure 2.2: Information Processing can be likened to the model of a computer**



By Tiffany Davis, Meghann Hummel, and Kay Sauers, 2006 (in Krause *et al.*, 2010)

The information-processing approach to learning describes the learner's development of internal representations of the external world. The learner first needs to attend to information, perceive this information, then process this information in the short-term memory and finally, transfer what they have processed from short-term to long-term memory, where storage of information takes place to be recalled at a later stage (Ormrod, 2008; Slavin, 2009; Woolfolk, 2007).

The teachers employing a cognitivist approach to learning should view learning as an internal mental process. Children from different cultural and socioeconomic groups come to school with different experiences and knowledge; therefore teachers need to tap in what learners already know in order to increase their understanding of the content being taught. The teacher should structure content of learning activities to focus on building intelligence and cognitive and meta-cognitive development.

Built on the work of Piaget and Bruner, **constructivism** emphasises the importance of active involvement of learners in constructing knowledge for themselves. In contrasts to Piaget,

Vygotsky proposed that cognitive development is strongly linked to input from others with the emphasis on the sociocultural nature of learning. He believed that learning takes place when children are working within their **zone of proximal development** (Slavin, 2009). Fosnot, Phillips, Wells and Chang-Wells (in Krause *et al.*, 2010) also noted that as learners interact with their environment, they link information learned through experience to previous knowledge, and so construct new understandings and knowledge.

Constructivism encourages teachers to recognise the value of the knowledge and experience that learners bring to learning, and to provide experiences that help learners build on their current knowledge of the world, Duit, Confrey, Kearney and Treagust (in Krause *et al.*, 2010). An important part of the constructivist philosophy is that learning is supported by social interaction with peers and adults.

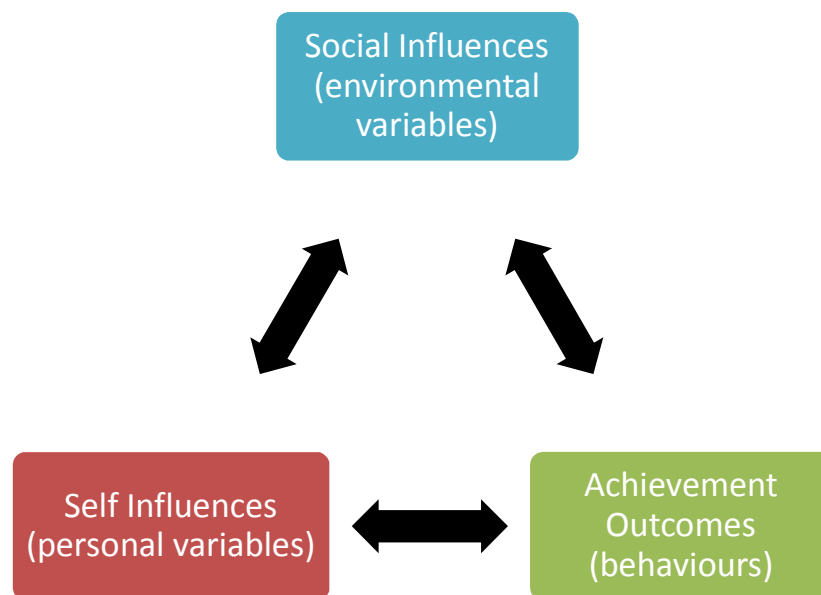
#### 2.2.1.3 Social Cognitive theory to Learning

Social learning theory has its roots in behavioural learning theory; it describes how we learn from others, but it also includes cognitive elements, because we must encode, retain and retrieve knowledge in order to perform that model behaviour (O'Donnell *et al.*, 2009). Social learning theory has sometimes been called a bridge between behaviourist and cognitive learning theories because it encompasses attention, memory, and motivation.

According to Hill (in Eggen & Kauchak, 2013), behaviourists define learning as a change in observable behaviour, whereas social cognitive theorists view learning as a change in mental processes that creates the capacity to demonstrate different behaviours. So, learning may or may

not result in immediate behavioural change, but as a mental activity. Bandura believed in “reciprocal determinism”, that is, the world and a person’s behaviour cause each other, while behaviourism essentially states that one’s environment causes one’s behaviour. Hence, according to Woolfolk (2007), behaviour is a complementary interaction amongst the environment (social influence), the person (self-influence), and the influence of behaviour itself to produce behaviour. A diagrammatic presentation of the three-way model is presented in figure 2.3.

**Figure 2.3: Bandura’s Reciprocal Influences**



All three forces are in constant interaction. They influence and are influenced by each other.

(Source: Woolfolk, 2007:330)

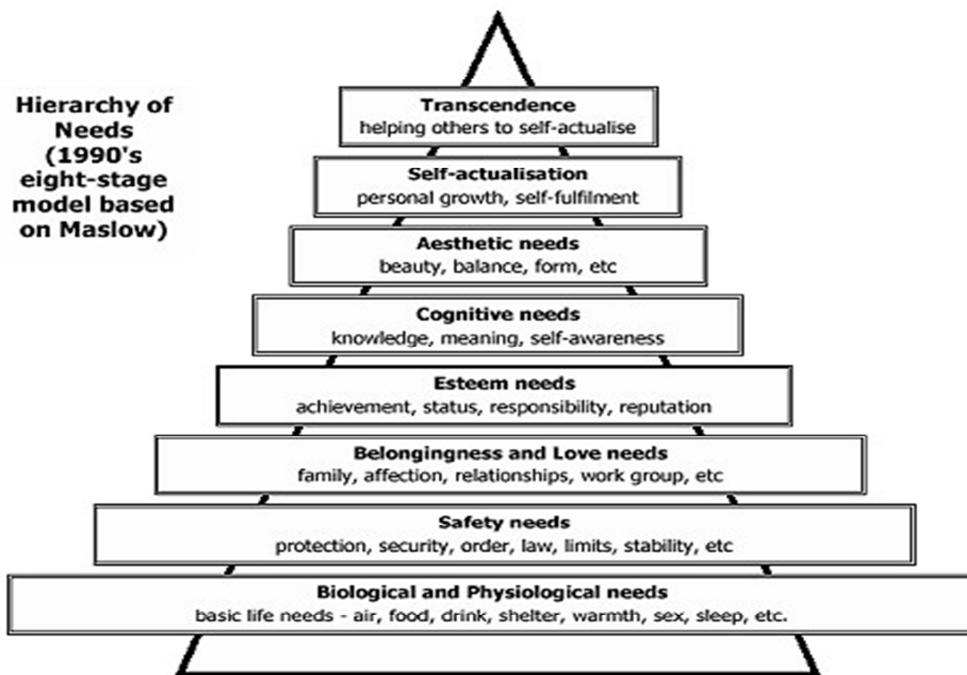
#### 2.2.1.4 Humanist theory of Learning

Humanism, a paradigm that emerged in the 1960s, focuses on the human freedom, dignity, and potential. According to Schunk *et al.* (in Eggen & Kauchak, 2013), it focuses on the “whole

person” and views motivation as people’s attempts to fulfil their total potential as human beings and become “self-actualized”. It requires an understanding of people’s thoughts, feelings and actions. Rogers, who founded “person centred” therapy and Maslow, famous for his hierarchy of needs, both emphasised people’s attempts to become self-actualised (Eggen & Kauchak, 2013).

Maslow’s Hierarchy of Needs (often represented as a pyramid) is a motivational theory in psychology that argues that while people aim to meet basic needs, they seek to meet successively higher needs in the form of a hierarchy; as illustrated below:

**Figure 2.4: Maslow's hierarchy of needs**



(Source: [http://en.wikipedia.org/wiki/Maslow%27s\\_hierarchy\\_of\\_needs](http://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs))

According to Maslow, children whose basic needs are satisfied and who are assured of safety, love and a sense of belonging are able to cope with some frustration and disappointment; which strengthen the individual and lead to healthy self-esteem (Krause *et al.*, 2010). Maslow argues that while people aim to meet basic needs, they seek to meet successively higher needs in the form of a hierarchy. The focus is on the child and his or her needs and wants; which is in contrast to the behaviourist notion of conditioning and the cognitivist belief that constructing knowledge is central to learning.

In humanism, learning is student centred and personalised, and the teacher's role is that of a facilitator; with the goal to develop self-actualised people in a cooperative, supportive environment. Important in fostering growth is unconditional positive regard; treating learners as if they are innately worthy, regardless of their behaviour (Eggen & Kauchak, 2013). Maslow's work reminds us that the human side of teaching is essential and ignoring it will have a negative impact on both motivation and teaching. Caring teachers who are committed to their learners both as people and as learners are essential for motivation and learning (Cornelius-White, 2007).

Like cognitive and behaviourist approaches, humanist approaches have widespread application for education. According to Krause *et al.* (2010) three main influences can be observed:

1. Learners are allowed to direct the goals and means of their learning.
2. The whole child is considered, particularly by focussing on the social and emotional aspects of learning.
3. The emphasis is on the rational aspects of learning, including the use of cooperative group work.

Despite varying definitions of learning by various theorists; the central construct that cuts across the operations of all theories is the construct called 'intelligence'.

### 2.3 INTELLIGENCE

Intelligence comes from the Latin verb *intellegere*, which means "to understand". By this rationale, intelligence (as understanding) is arguably different from being "smart" (able to adapt to one's environment). Krause *et al.* (2010) poses the idea that intelligence is usually conceived as a mental ability that is present in individuals in differing amounts. Words like 'bright', 'brilliant', 'smart' or 'wise' are used to refer to examples of human activity thought to be indicative of high ability or intelligence. Further according to Krause *et al.* (2010) for most people, intelligence is valued in terms of 'the more, the better'. Some views of intelligence even seem to imply that it has a physical existence in the human skull.

Ormrod (2008:149) concurs that theorists define and conceptualise intelligence in a variety of ways, but most agree that it has several distinctive qualities: It is adaptive, it is related to learning ability, it involves the use of prior knowledge to analyse and understand new situations effectively, it involves many different mental processes and it is culture-specific.

Equally supported by most theorists, intelligence is somewhat different from what a person has actually learned, for example, as reflected in school achievement. At the same time intelligent thinking and intelligent behaviour depend on prior learning. The more learners know about their environment and about the tasks they need to perform, the more intelligently they can be-



have. Intelligence, then, is not necessarily a permanent, unchanging characteristic; it can be modified through experience and learning (Hergenhahn & Olson, 2010).

### 2.3.1 Theories of intelligence

Charles Spearman is generally credited with discovering general intelligence, which he reported in his 1904 American Journal of Psychology article titled "General Intelligence,". Spearman's ideas are sometimes described as a 'two-factor theory of intelligence'- the two factors comprising *g*, or general mental ability; and *s*, or the specific mental abilities tapped by different items in intelligence tests. A further view of the concept of intelligence as *g* was proposed by Cattell (in Eggen & Kauchak, 2010), who divided it into two parts: **fluid intelligence**, a non-verbal, culture - free mental abilities to adapt to new situations, influenced by brain development and **crystallized intelligence**, involving culturally based, fact-oriented knowledge gained through experience and schooling.

American psychologist Thurstone (in Krause *et al.*, 2010) came to the conclusion that intelligence comprises a number of distinct mental faculties rather than a single *g*. He proposed a model of intelligence that involved a set of specialised intelligences, or **primary mental abilities (PMA)**. By 1941, Thurstone had identified seven abilities: numerical, verbal comprehension, word fluency, space, reasoning, memory and possibly perceptual speed. Rejecting the idea of *g* or PMA, Guilford (in Krause *et al.*, 2010) identified a large number of distinct abilities that he conceptualised in terms of a three-dimensional model. Each of the 120 cells in the model depicts a specific ability that can be conceptualised in terms of the three basic dimensions: **operation, content and product**.

Howard Gardner's (in Krause *et al.*, 2010) model of intelligence extended traditional ideas about intelligence to include a wider range of abilities, or **multiple intelligences (MI)**. According to Gardner, intelligence comprises a set of separate intelligences, each of which is specialised for acquiring knowledge and solving problems in different areas of cognitive activity. He identified at least eight domains of intellectual functioning, each of which is quite distinct, in that how we perform in one area is quite separate from how we perform in another.

Like Gardner, **Sternberg** (in Krause *et al.*, 2010) rejected the traditional idea of intelligence as a relatively narrow set of abilities closely associated with academic learning. However, whereas Gardner is primarily interested in the *content* of the different intelligences, Sternberg is more interested in the *application* of these intelligences. Sternberg's theory is called the **triarchic model of intelligence** because he identified three key aspects of intelligent behaviour (Krause *et al.*, 2010).

- ✓ *Analytic* - the mental aspects of an individual's cognitive activity, as in information-processing
- ✓ *Creative* - an individual's ability to respond to events in the light of previous experience
- ✓ *Practical* - how an individual copes with everyday environments

Sternberg discussed how the triarchic theory might be applied in curriculum areas such as literature, mathematics, history, biology and art. He suggested that when teaching and evaluating learning, one might emphasise *analytical* abilities, *creative* abilities and *practical* abilities.

Individuals differ from one another in their ability to reason, plan, solve problems, think abstractly, and learn from experience which can also be attributed to several factors that affect a person's intelligence.

### 2.3.2 Factors affecting intelligence

Mark and Jordan (in O'Neil, 2009) state that, if intelligence is the ability to comprehend; to understand and profit from experience, then this definition itself gives off the feeling that intelligence comes under nurture, as one can only grow in intelligence from experience. Further proof for the nurture side of the argument is the study of feral children, found to be having drastically lower intelligence and little likeness to regular humans. Athena (in O'Neil, 2009) also commented that a person's intelligence is a result of their nurturing environment. This is because children model their parents'/guardians' behaviour.

Cathy (in O'Neil, 2009), believes that the level of intelligence one has, is a product of nature, with only some influence from nurture, because intelligence is a product of brain structure and how genes interact. Brain structure is something that is highly genetic and often predetermined at birth. Consequently, in the context of the **nature versus nurture** debate, the "nature" component appears to be much more important than the "nurture" component in explaining IQ variance in the general population. In addition, a number of theoretically unrelated properties are known to correlate with IQ and can be divided into biological and environmental factors.

Based on the arguments forwarded by the proponents of nurture on the one hand; and those of nature on the other hand; also based on an earlier discussion of fluid and crystallized intelligence,

the researcher argues that human genes play a role in the quality of our **intelligence**. The extreme nature view of intelligence asserts that it is essentially determined by genetics, while the nurture view of intelligence emphasises the influence of the environment; taking experts to a position where they believe that a person's intelligence is influenced by both (Eggen & Kauchak, 2010).

**Our temperament** effects our emotions and is part of our genetic heritage. Ormrod (2008) declares that a child's temperament is his or her tendency to respond to and deal with environmental events in particular ways; children seem to have distinct temperaments almost from birth. Most psychologists agree that such temperamental differences are biologically based and have genetic origins according to Caspi and Silva, Keogh, Ahadi and Evans, and Thomas and Chess (in Ormrod, 2008). According to Hodgson (2012), many temperamental variables affect how learners engage in and respond to classroom activities and thus indirectly affect their academic achievement, therefore teachers should be more tolerant of learners' behavioural idiosyncrasies and more willing to adapt their instruction and classroom management strategies to accommodate these individual behavioural styles.

Whether it is the individual's genetic make-up or the influence of the environment, or the individual's temperament impacting on one's intelligence; the researcher surmises that learners are the ones most afflicted by the growth and developmental vicissitudes related to intelligence.

Krause *et al.* (2010) postulates that recently attention is drawn to the influence of social and emotional needs on learning and more recently on approaches to intelligence; broadening the concept beyond cognitive aspects. In this study the researcher contends that emotional

intelligence, as a component of intelligence, plays a decisive role in the cognitive and socio-emotional well-being of adolescents at schools in Lejweleputswa School District.

## **2.4. EMOTIONAL INTELLIGENCE**

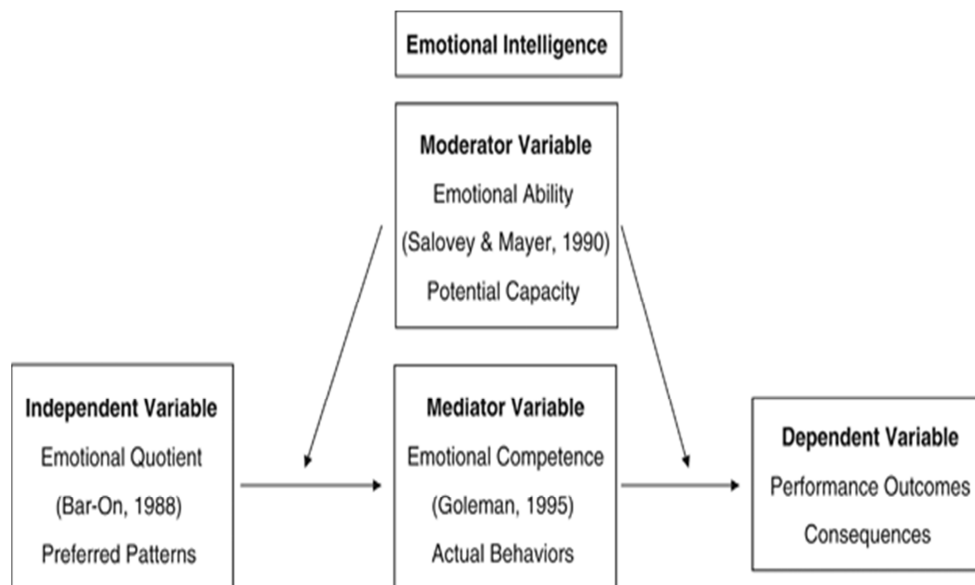
As the adolescent travels on this journey towards adulthood, being emotionally competent is not only important, it is a necessary ingredient for a successful journey. Goleman (in Mayer, Salovey & Caruso, 2000) stated that learners who have emotional competency can better deal with the pressure of peer politics, the higher demands required for academics, and the temptations of alcohol, drugs and sex. Furthermore, Goleman cites *emotional intelligence* as a panacea that definitely helps an adolescent reduce stress by decreasing conflict and having an adolescent develop very good interpersonal skills in relationship and build a ring of better social support.

### **2.4.1 The construct of Emotional Intelligence (EI)**

In recent years, there has been considerable and growing interest in the construct of emotional intelligence (EI). Attraction to this construct stems from the observation that some individuals of seemingly average intelligence do well in life, whereas others struggle with life's challenges despite possessing a high IQ. Woolfolk (2007) asserts that many people are academically or artistically talented, but unsuccessful; they have problems in school, in relationships, on the job and can't seem to improve the situation. Thus, the underlying theme of work on EI is that intelligence is not necessarily a good predictor of life success and that other attributes may be better determinants of success – including academic success Goleman, Sternberg and Tapia (in Goldenberg, Matheson & Mantler, 2006).

Currently there are numerous articles on EI, with dozens of competing models and measures that utilise the EI term. However, three main streams of research in the literature, as outlined by Seal and Andrews-Brown (2010), helped to popularise the concept of EI and form the foundation for the majority of models and measure of EI: (1) emotional traits; (2) emotional ability and (3) emotional competence.

**Figure 2.5: Integrative model of emotional intelligence**



(Source: Seal and Andrews-Brown, 2010)

According to Mayer, Roberts and Barsdale (in Krause *et al.*, 2010), emotional intelligence is described as an ability to reason about emotions and the capacity to use emotions and emotional knowledge to enhance thought. It involves the skills of reflectively regulating emotions, understanding emotions, assimilating emotion in thought, and perceiving and expressing emotions. Daniel Goleman (in Louw&Louw, 2007) described emotional intelligence as a form

of social intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate between them and to use this information to guide one's thinking and actions.

Mayer, Salovey and Caruso (2008) proposed a model that identified four different factors of emotional intelligence as: the perception of emotion, the ability to reason using emotions, the ability to understand emotion and the ability to manage emotions:

***Perceiving Emotions:***

The first step in understanding emotions is to accurately perceive them. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.

***Reasoning With Emotions:***

The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritise what we pay attention and react to; we respond emotionally to things that garner our attention.

***Understanding Emotions:***

The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must be able to interpret the cause of their anger and what it might mean.

***Managing Emotions:***

The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspects of emotional management.

According to Mayer, Salovey and Caruso (2008); the four branches of their model are arranged from more basic psychological processes to higher, more psychologically integrated processes. The lowest level branch concerns the simple abilities of perceiving and expressing emotion, while the highest level branch concerns the conscious, reflective regulation of emotion.

Petrides and Furnham (2003) proposed a distinction between two emotional intelligence constructs: trait EI (or trait emotional self-efficacy) and ability EI (or cognitive-emotional ability). Emotional intelligence, also called emotional self-efficacy can be conceptualised and measured as ability or as a personality trait (Ciarrochi, Chan, & Caputi, 2000; Mayer, Salovey & Caruso, 2000; Spector, 2003) further elaborates that emotional intelligence is a characteristic that falls between a personality trait and a cognitive ability; specifically, a trait that is between *trait* emotional intelligence and *information-processing* emotional intelligence.

#### 2.4.1.1 Trait Emotional Intelligence (emotional self-efficacy)

Trait emotional intelligence is manifested in specific traits or behaviours which a person exhibits; such as empathy, optimism, and assertiveness and information-processing emotional intelligence concerns the ability to identify, express and label emotions (Petrides *et al.*, 2004). It



is much more focused and explicit, and can be assessed through measures of maximal performance.

Petrides, Pe´rez-Gonza´lez and Furnham (2007) found that adolescents who perceive themselves as being in touch with their emotions and able to regulate them tend to report less depression and physical pain. In other words, high trait EI adolescents seem to be less vulnerable to psychological disorders compared to their low trait EI peers. Trait EI also bears on the strategies individuals employ to cope with everyday problems (Petrides & Furnham 2003).

#### 2.4.1.2 Ability Emotional Intelligence (cognitive-emotional ability)

Bar-On (2006) refers to emotional intelligence (often called cognitive-emotional ability) as being concerned with effectively understanding oneself and others, relating well to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. Bar-On posits that EI develops over time and that it can be improved through training, programming, and therapy. Bar-On hypothesises that those individuals with a higher than average emotional quotient (E.Q) are in general more successful in meeting environmental demands and pressures. He also notes that a deficiency in EI can mean a lack of success and the existence of emotional problems.

### **2.4.2 Emotional Self-regulation**

Eggen and Kauchak (2013), however, argue that emotional self-regulation is the ability to manage our emotions so we can cope with the environment and accomplish goals. Connelly

(2007) also states that emotional regulation is important for healthy development and includes factors such as: controlling impulses, managing negative emotions and behaving in socially acceptable ways. Regulation of emotion allows children to cope with their emotions by being able to exercise control over them; it's also related to pro-social moral reasoning, because it helps us to control and direct our thinking more generally (Krause *et al.*, 2010).

#### 2.4.2.1 Impulse Control

Fredricks *et al.* (2004) also state that impulse control is an important fundamental emotional skill that should be developed early and maintained throughout schooling. Impulse control is a skill many children appear to develop naturally around the age of four. Teachers can help children to develop impulse control by teaching them to recognise the feelings in themselves and others, by implementing behaviour management approaches that encourage children to regulate emotions, and by helping children to reflect on their behaviours (Fredricks *et al.*, 2004).

#### 2.4.2.2 Managing negative emotions

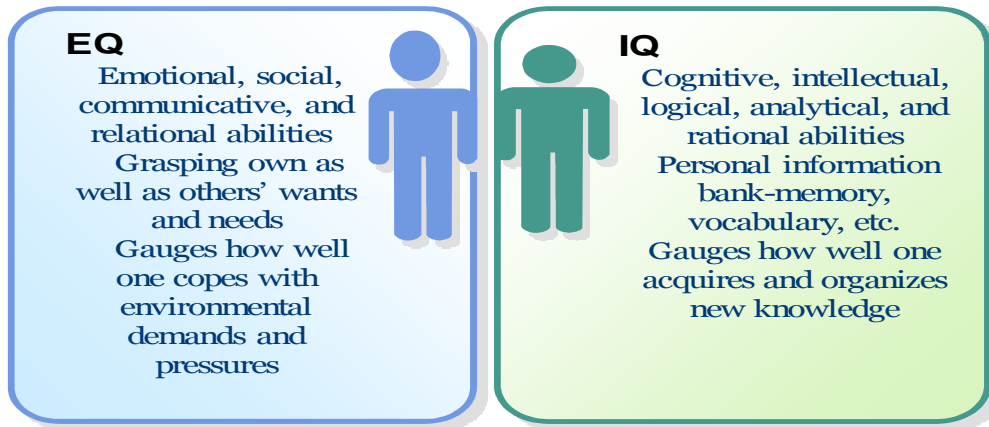
Eggen and Kauchak (2013) also add that emotions provide an important link between our thoughts and actions. Learners who can manage their emotions are more personally satisfied and are more likely to make and keep friends, they also become better learners, because they are able to focus their emotions on learning tasks, (in Eggen & Kauchak, 2013). It is not surprising then, that emotional regulation is widely associated with academic success and general success at school.

Louw and Louw (2007) maintain that adolescence is a stormy period; characterised by fewer positive and more negative emotions than in younger children. The negative emotions manifest in the adolescents' frequent conflict with parents and other authority figures, moodiness and high risk behaviour. These changes create the impression that adolescents are less emotionally stable; for example, their emotions could change within the hour from joyfulness to sadness and back again. According to Slavin (2009), the transitions from elementary to middle school or junior high and then to high school can also be quite stressful. The emotional distress can be temporary and successfully handled by some adolescents, but for others the stresses can lead to delinquency, drug abuse, suicide attempts or dropping out of secondary school.

### **2.4.3 Emotional Intelligence (EQ) versus Intellectual Intelligence (IQ)**

**Figure 2.6: EQ versus IQ**

## EQ Versus IQ



(Researcher's own design)

There is good reason to expect that EQ and IQ make separate and discrete contributions to performance. In the academic arena; researchers, (Brackett, Rivers, Reyes, & Salovey, 2012; Petrides *et al.*, 2004) have found EI to be correlated with individual performance. Goleman (2006) also asserts that success in life is largely due to our ability to understand the role of emotions in our daily lives. Emotional intelligence (EQ) is a different type of intelligence. It's about being "heart smart," not just "book smart." The evidence shows that emotional intelligence matters just as much as intellectual ability, if not more so, when it comes to happiness and success in life. Emotional intelligence helps you build strong relationships, succeed at work, and achieve your goals.

Considering all arguments, it is clear that emotional intelligence matters just as much as intellectual ability; as cognitive abilities and emotional intelligence always interplay (Brackett, &

Salovey, 2004). The aspects of EI for which this study is based on are the Cognitive and Social aspects as they affect adolescents' well-being.

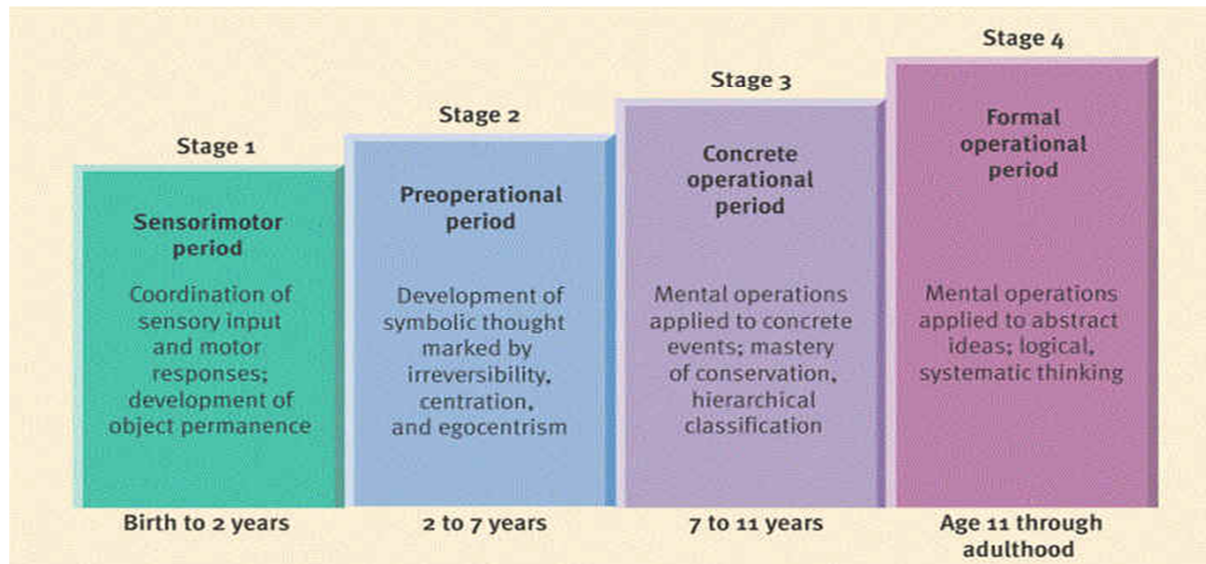
## **2.5 COGNITIVE WELL-BEING**

Cognitive theory is concerned with the development of a person's thought processes, but the development is much more than the addition of new information to existing knowledge. According to Piaget (in Woolfolk, 2007) our thinking process changes radically and slowly from birth to maturity. In order to explain this, he identified four factors that interact to influence changes in thinking:

- 1) biological maturation – the unfolding of the biological changes that are genetically programmed
- 2) activity – the ability to act on the environment and learn from it
- 3) social experience – learning from others through social interaction
- 4) equilibration – the act of searching for a balance through organising, assimilation and accommodation.

Piaget explored both why and how mental abilities change over time. For Piaget (in Eggen & Kauchak, 2010) development depends in large on the child's manipulation of and active interaction with the environment. Piaget's theory of cognitive development proposes that a child's intellect, or cognitive abilities, progresses through four distinct stages as they grow and each stage is characterised by the emergence of new abilities and ways of processing information, as indicated below:

**Figure 2.7: Piaget's stages of cognitive development**



(Source: Krause *et al.*, 2010)

Piaget's stages of cognitive development places the adolescent in the fourth stage, called formal operational stage (Krause *et al.*, 2010). During this stage, most adolescents will reach adult-like thinking. Critical thinking and information processing system of the adolescent develop greater ability to remember and to reason; thereby, enabling the adolescent to think in a more complex, sophisticated, and abstract way. The questions: "Who am I?" "What am I going to do?" and "Where am I heading to in Life?" begin to feature prominently in an adolescent's mind. According to Ormrod (2008), Piaget asserts that all children must pass through the four stages in the same order, although not necessarily at the same rate and that each stage represents a qualitatively different level of cognitive growth. Miller (in Eggen & Kauchak, 2013) also stipulates that children's development is steady and gradual, and experience in one stage forms the foundation for movement to the next.

Vygotsky (in Eggen & Kauchak, 2013) provides an alternative view, a sociocultural theory of Cognitive development, which emphasises the role of social interaction, language and culture on the child's developing mind. Vygotsky believes that learners first socially construct knowledge and then individually internalise it; that social interaction, language, private speech and self regulation directly advanced development; and that all development occurs in cultural context. Piaget and Vygotsky (in Eggen & Kauchak, 2010), both suggest that teachers limit lecturing and explaining as much as possible and move towards learning activities that put learners in cognitively active roles.

Louw and Louw (2007) argue that just as dramatic physical changes are to a growing adolescent, so are the cognitive changes that take place during this developmental period and affect not just their school performance; but all aspects of adolescents' lives. Hence, Slavin (2009) is of the view that adolescence can be a time of great risk for many, as teenagers are now able to engage in behaviours or make decisions that can have long- term negative consequences. As a result of their changing physical and cognitive structures; adolescents undergo significant changes in their social and emotional lives as well (Slavin, 2009).

Although it is clear that cognitive ability plays an important role in predicting academic achievement, it is also the case that a number of personality factors help shape an individual's academic performance (Furnham, Chamorro-Premuzic, & McDougall, 2003).

### **2.5.1 Cognition, Personality, and Emotional Intelligence**

Given that cognitive processes, personality, and emotional intelligence do not function independently, a better assessment for predicting academic success may be to look at the combination of these three factors. Many researchers have found that personality factors play a significant role in predicting academic success ((Petrides & Furnham, 2003; Colom *et al.*, 2007). Most research has focused on the Big Five Personality Factors: (Neuroticism, Extraversion, Openness to Experience, Agreeableness, and Conscientiousness). Two of these factors, Emotional Stability (opposite of Neuroticism) and Conscientiousness have been found to contribute to academic success: The second factor (**Conscientiousness**) refers to an individual's ability to regulate impulses; that appears to be important for academic success. Petrides *et al.* (2004) claim that individuals who score high on measures of Conscientiousness regularly engage in careful planning and tend to be persistent; others often describe these individuals as being reliable and intelligent.

Mwamwenda (2004) describes personality as what a person is in terms of his or her intellectual, physical, social and cultural characteristics. He identifies both heredity and environment as influencing personality development, including environmental factors, the home, the school and peers. Mwamwenda further explains that most personality traits are acquired through the process of learning, therefore a teacher with some knowledge of personality traits, will be in a better position to understand themselves and the behaviour of the learners they teach.

Goleman (2006) defines temperament in terms of the moods that typify our emotional life. He further posits that children seem to have distinct temperaments almost from birth and that such temperamental differences are biologically based and have genetic origins. Gagan (in Goleman, 2006) identifies at last four temperamental types – timid, bold, upbeat and melancholy – and



declare that each is due to a different pattern of brain activity. However, according to Hodgson (2012), a child's personality/temperament is his or her tendency to respond to and deal with environmental events in particular ways. These temperamental variances affect how learners engage in and respond to classroom activities and thus indirectly affect their academic performance.

### **2.5.2 Effect of Emotional Intelligence on academic success**

Humphrey *et al.*, (2007) and Parker *et al.*, (2004) both observed associations between overall EQ scores and GPA. Specifically, Parker *et al.*, (2004) found significant correlations between three subscales of the EQ (stress management, adaptability, and intrapersonal abilities) and GPA. On the other hand, Petrides *et al.* (2004) examined the role of trait EI on academic performance in individuals with low IQ relative to individuals with high IQ. Results suggested that trait EI was related to academic performance, but only in individuals with low IQ scores, whereas individuals with high IQ did not benefit academically as a result of high trait EI. Jaeger and Eagan (2007) using the MSCEIT instrument found that learners' emotional intelligence contributed positively to their individual cognitive-based performance over and above the level attributable to general intelligence.

Recently a small body of empirical research has emerged to suggest that there is merit to the idea that emotional intelligence is associated with academic performance (Parker *et al.*, 2004). Petrides *et al.*, (2004) examined the relationship among emotional intelligence, cognitive ability and academic performance. They found that emotional intelligence moderates the relationship between academic performance and cognitive ability.

Furthermore, evidence indicates that learners who exhibit behaviour consistent with social and emotional competency (regular class attendance, completing work activities given in class, and involvement in extracurricular activities), are more apt to be successful at university. Learners, who perform academically well, report higher interpersonal adaptability and stress management abilities than people with academic problems (Parker *et al.*, 2004). Although science has generally focused on a rational explanation of human behaviour and performance, it is often the emotional side of our nature that influences our thoughts, actions, and results (Colom *et al.*, 2007).

### **2.5.3 The link between emotions and cognition**

Humphrey *et al.* (2007) suggested that cognitive and emotional processing cannot be separated, and that emotional processing is an important component of rational thought.

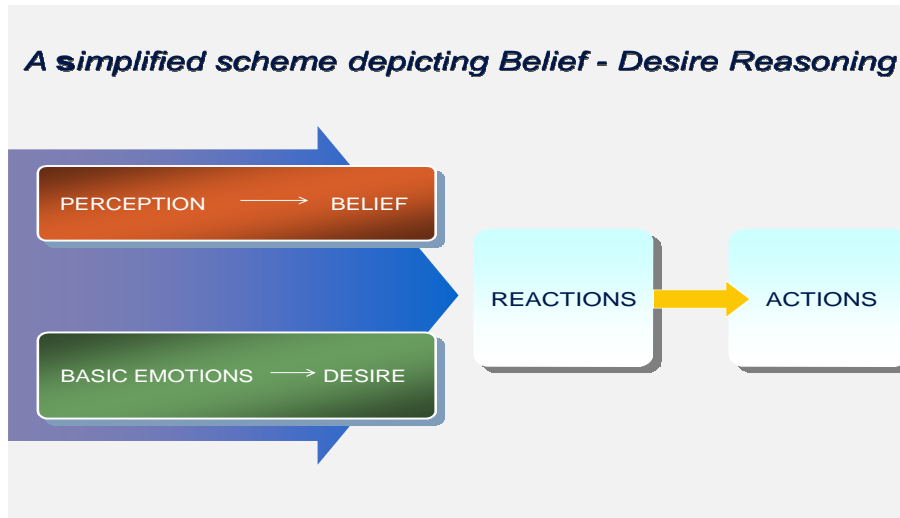
Krause *et al.* (2010) declares that an emotion is a mental or psychological state associated with a wide variety of feelings, thoughts and behaviours, which is closely connected to our actions and sense of well-being. According to Belhouse *et al.* (2005); our thinking brain evolved by building on parts that are involved in emotion and feelings, causing them to be intricately linked. Feelings, then, are both created and perceived by the brain; they directly influence our behaviours and attitudes.

Wilson and Horch (2002) assert that a key theme in the literature is that knowledge is constructed as we build our brains through experience, both real and perceived. Knowledge

grows as our neurons make new connections, and they increase or decrease the strength of existing networks in the brain. It is these existing networks, this prior knowledge that is the substrate for constructing new understanding. We learn by attaching the new to the old. This modifies the old, sometimes beyond recognition, but we are always building on what has gone before (Zull, undated).

Krause *et al.* (2010) maintains that emotion is a central force that redirects, shapes and organises our behaviour. For instance, stress may lead to impaired cognition and fear may result in the physical deterioration of memory systems. Complex learning is enhanced by challenge and inhibited by threat. Unpleasant feelings, such as fear, anger and helplessness, impair thinking, while more pleasant feelings, such as calm, safety and self-determination, tend to enhance thinking. Henry Wellman (in Shaffer & Kipp, 2007:269) has proposed that adults' theory of mind (TOM) is based on **belief – desire reasoning** (see fig 2.8). “We understand that our behaviour, and the behaviour of others, is based on what we know, or believe and what we want or desire. Such an understanding of intentional behaviour is the basis of nearly all social interaction among people.”

**Figure 2.8: Belief – Desire Reasoning**



Source: Henry Wellman (in Shaffer & Kipp 2007:269)

The brain learns optimally when appropriately challenged in an environment that encourages taking risks Caine and Caine (in Belhouse *et al.*, 2005). Stress may impede the development of the adolescent brain. There is also evidence to indicate that stress has a more negative effect on the brain development of females compared to males, especially for periods of prolonged stress Wood & Shors (in Belhouse *et al.*, 2005). Although science has generally focused on a rational explanation of human behaviour and performance, it is often the emotional side of our nature that influences our thoughts, actions, and results (Colom *et al.*, 2007).

**Coping** according to Lazarus and Folkman (in Garcia, 2010) is an important construct in understanding how adolescents react to the extensive stressors and adjustments they experience in their lives. Further they used the term coping to describe the “cognitive and behavioural efforts” a person employs to manage stress. There are remarkable differences in the abilities of adolescents to cope with the challenges which confront them. Hence Yi *et al.* (2005) defined

coping as cognitive and behavioural measures designed to master, tolerate, or reduce external and internal demands and conflicts.

How adolescents cope, or respond, to these stressors influences their well-being. Family, school, and peers are examples of microsystem level factors that present direct influences, while macro system level factors (e.g., societal values, economic circumstances) are distal influences. These external forces are particularly recognised in Moos' model of context, coping, and adaptation in adolescence, in that Moos (in Garcia, 2010) emphasises the necessity of understanding them in order to realise how an adolescent adapts and subsequently copes.

Wagerman and Funder, (2007) claim that learners can achieve greater academic success if their behaviours lead to friendly, productive and energetic relationships with teachers and peers. Petrides and Furnham (2003) also explain that EI correlates with better social relationships and with fewer problem social behaviours, and that this relationship begins in childhood continuing through adulthood. Hence many researchers have found that **social factors** play a significant role in predicting academic success (Colom *et al.*, 2007).

## 2.6 SOCIAL WELL-BEING

Social intelligence may be defined as the ability to understand others, manage people, and act wisely in social contexts. Howard Gardner (in Bar-On, 2006) explains that his conceptualisation of *personal intelligences* is based on *intrapersonal* (emotional) *intelligence* and *interpersonal* (social) *intelligence*.

According to Eggen and Kauchak (2013), the relationship between social development, school success and *success* in later life is well established. “There is a growing body of scientifically based research supporting the strong impact that enhanced social and emotional behaviours can have on success in school and ultimately in life” (Krause *et al.*, 2010:87) describes that social and emotional development is a key piece in the jigsaw of overall development and that the focus must be on the child and his and her needs and wants, rather than on the curriculum content being delivered.

Erikson (in Krause *et al.*, 2010) states that adolescence is characterised by a period of identity versus role confusion. The primary task during adolescence is to develop an identity which lays the foundation for adulthood. Garcia (2010) postulates that there are stressors that coincide with identity development, a process involving growing independence from parent figures while establishing stronger associations with peer groups. Indeed, as adolescents migrate toward peer relationships and begin to separate from their parents, their perspectives are broadened and they are faced with the task to form their own identity. According to Slavin (2009), they start to realise that there are differences between what they think and feel and how they behave.

Vygotsky (in Krause *et al.*, 2010) argued very strongly that it is in interaction with others that we learn how to think; individuals internalise the ideas and processes they observe and participate in during social interaction as new ways of thinking. Self- development is related to our cognitive and emotional development, while our understanding of others and our relationship with others is related to social and moral development. Emotional intelligence is thus related to positive self-esteem and social skills and low emotional intelligence and aggression are correlated (Lopes & Salovey, 2004).

According to Fisher (in Slavin, 2009), secondary school teachers should be sensitive to the stresses that adolescents face and should realise that emotional disturbances are common. They should understand that depressed, hopeless, or unaccountably angry behaviour can be a cue that the adolescent needs help, and they should try to put strategies in place in order to support and understand such learners. Some key ingredients for teachers to note are the adolescent's confidence, self-control, capacity to communicate and ability to co-operate. These traits are all aspects of emotional intelligence.

According to Page and Page (2003), emotional well being is one's ability to feel comfortable with self, to relate to other people, cope with disappointments and stress, solve problems, celebrate success and make decisions. They firmly believe that social emotional well-being provides the foundation for the healthy development of youth – it gives young people the inner resources to withstand pressures to engage in risky behaviours. Page and Page further identified several life skills that foster emotional well-being.

### **2.6.1 Self-Esteem and Self-Concept**

Self-esteem is viewed by many mental health professionals as the foundation of positive emotional well-being. Branden (in Page & Page, 2003:34) summarises this perspective as follows:

*Apart from problems that are biological in origin, I cannot think of a single psychological difficulty – from anxiety and depression, to sexual dysfunctions or*

*emotional immaturity, to suicide or crimes of violence, to alcohol or drug abuse... – that is not traceable to poor self-esteem. All of the judgments we pass, none is as important as the one we pass on ourselves. Positive self-esteem is a cardinal requirement of a fulfilling life.*

Krause *et al.* (2010) elaborates on the concept self-esteem as the evaluative component of self-image; the negative or positive manner in which a person judges himself or herself - it is a product of what we perceives ourselves to be. Negative self-perceptions can adversely affect a child's performance in school. Self-concept on the other hand; according to Krause *et al.* (2010), refers to the collection of knowledge, ideas, attitudes and beliefs we have about ourselves. It is formed through interaction with our environment and the people in it; therefore self-concept is particularly influenced by feedback and evaluation from teachers, parents and peer.

### **2.6.2 Self-efficacy**

Woolfolk (2007) defines self-efficacy as individuals' beliefs about their ability to perform tasks successfully. It is concerned with judgements of personal capabilities and self-efficacy beliefs are also strong predictors of behaviour. According to Krause *et al.* (2010) self-efficacy influences how people think, feel and act. Learners with low self-efficacy beliefs often feel powerless and incompetent. These negative feelings have a far-reaching effect on thoughts, behaviour and motivation and may be associated with depression, anxiety and feelings of



helplessness. On the other hand, adolescents with high self-efficacy beliefs develop a stronger sense of personal competence. Self-efficacy beliefs determine an individual's resiliency to adversity, his or her vulnerability to stress and depression and play an important role in school outcomes (Ciarrochi, Kashdan, Leeson, Heaven & Jordon, 2011)

The fact that emotional intelligence and self-efficacy are strong predictors of psychological well-being demands that schools should begin to develop programmes to foster emotional intelligence and self-efficacy among adolescents (Orey, 2001).

### **2.6.3 Religiosity**

It is acknowledged that spiritual development should not be overlooked and is integral to holistic adolescent development, as evidenced in the growing research addressing spirituality and newly developed models to explain adolescent spiritual development e.g., Cole's Model of Spiritual Development & Fowler's Stages of Faith Consciousness Theory (in Rew, 2005).

Fowler proposed seven stages of faith consciousness, two of which can occur during adolescence because formal thinking and identity formation are occurring. These stages include synthetic-conventional faith and individuative-reflective faith, the latter occurring after one has a "coherent sense of self identity" (Rew, 2005:68). In these stages, the adolescent establishes a set of beliefs, in the context of identity formation, and then is able to re-evaluate the beliefs in order to more clearly explicate those beliefs he or she adheres to.

Garcia (2010) postulates that religious practices and beliefs often play a role in understanding oneself and the world. Some researchers suggest that religious adolescents are less depressed

than other adolescents, significantly less likely than peers to engage in premarital sexual intercourse, and somewhat less likely to engage in deviant behaviour, Benson;Donahue; Litchfield, Thomas and Li; Wright, Frost and Wisecarver (in Garcia, 2010).

Not only does religious participation affect other aspects of adolescents' behaviour, but certain behaviour themselves also affect religious participation. The implications of religion and spirituality for individual well-being had captured the attention of many foundational social theorists.Scholars have suggested that religious involvement promotes individuals' well-being by providing them access to social support, a source from which to cultivate soul identity, as well as a factor that encourages individuals to avoid negative health behaviours George, Ellison and Larson (in Rew, 2005).

#### **2.6.4 Social and Emotional aspects of learning**

Higher education is generally lauded for developing academic knowledge in their learners, but its leaders are routinely criticised for not adequately preparing learners for the types of roles and leaders that organisations need (Jaeger & Eagan, 2007).

According to Scott (2012) learners are often not equipped with the social and emotional competence to fully capitalise on their academic knowledge. It is not enough to produce the best and the brightest technical experts (e.g., arts, sciences, business, education, engineering, music, dental, law or pharmacy). Schools and universities must also address the whole student

(intellectual, emotional and social) to better prepare graduates for future success. This requires teachers to approach learning as a process that engages learners in a teaching and learning relationship that at the very least includes faculty and peers (Harward, 2007; Swaner, 2007).

Dr. Maurice Elias, a leading child psychologist, researcher and expert on Social Emotional Learning (SEL) explains the dangers of omitting social-emotional programs from our children's classrooms. He maintains that many of the problems in our schools are the result of social and emotional malfunction and debilitation from which too many children have suffered and continue to bear the consequences. Children in class who are beset by an array of confused or hurtful feelings cannot and will not learn effectively. In the process of civilising and humanising our children, the missing piece is, without doubt, social and emotional learning (Elias & Bruene, 2005). According to Elias (in Krause *et al.*, 2010:242) teachers are encouraged to develop learners' social and emotional skills as 'basic skills' alongside academic skills, to 'educate the whole child'.

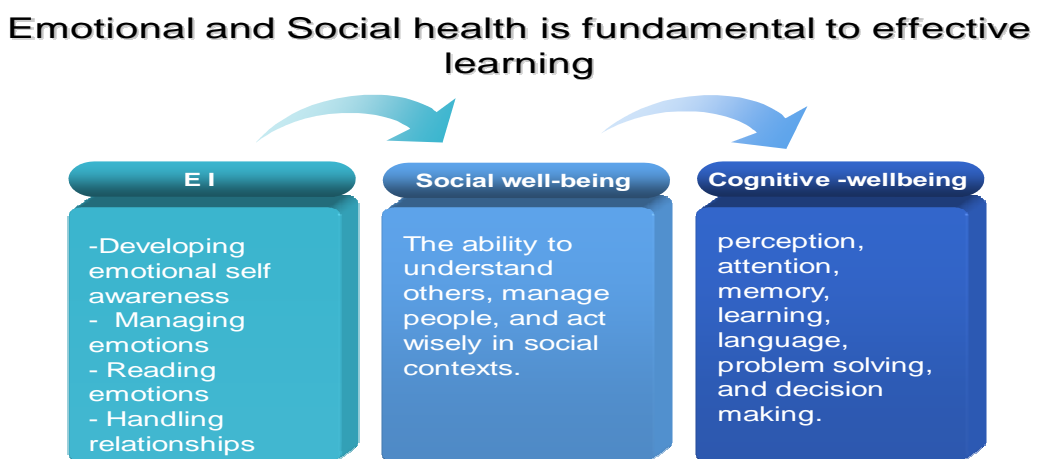
Goleman (2000:25-27) teaches us that children's emotional and social skills can be cultivated, so that the child will accrue both short-term and long-term advantages in regard to well-being, performance and success in life. He outlines five crucial emotional competencies basic to social and emotional learning:

- 1 **Self - Awareness:** understanding and identifying one's internal states, resources and intuitions; and understanding that one's actions have consequences.

- 2 **Self - Regulation:** managing one's internal states, resources and intuitions; controlling impulses; and handling anger constructively.
- 3 **Self-motivation:** being able to set goals and persevere towards them even in the face of setbacks.
- 4 **Empathy:** awareness of others' feelings needs and concerns; being able to put yourself "in someone else's shoes" both cognitively and affectively.
- 5 **Management of relationships:** making friends, handling friendships; resolving conflicts; cooperating; collaborative learning and other social skills.

These insights from experts have alerted the researcher to the critical value of holistic education, which involves the stimulation and training of both a child's cognitive and affective development. Therefore, the researcher came to the conclusion that emotional health is fundamental to effective learning as illustrated below:

**Figure 2.9: Emotional, Social and Cognitive well-being**



(Researcher's own design)

## **2.7 EDUCATIONAL IMPLICATIONS OF CEI AND SEI**

Ciarrochi *et al.* (2011) suggests that emotional awareness skill can be reliably measured in adolescents and acts as an antecedent to increasing emotional and social wellbeing. The concept that emotional intelligence is a valid and measurable set of traits that can influence a person's success similar to the traditional understanding of cognitive intelligence offers teachers a new paradigm when designing effective teaching approaches (Austin *et al.*, 2005).

Learners who are able to develop their capacity to understand themselves, the world around them, build meaningful relationships, and foster positive changes have an advantage in school, work, and life (Kuh, Kinzie, Schuh, Whit, & Associates, 2010). The relationship between academic learning and social-emotional intelligence has led to school-based interventions designed to improve school performance by enhancing competencies such as the ability to manage emotions, solve problems and work effectively with others (Krause *et al.*, 2010).

The ability to process emotional information can enhance cognitive activities (i.e., thinking, decision-making, and remembering), promote well-being, and facilitate social functioning (Brackett *et al.*, 2012). Goleman (2006) also emphasises the fact that emotion literacy programs improve children's academic achievement scores and school performance; he states that these programs can help reverse a tide of educational decline and strengthen schools in accomplishing their main mission.

The underlying educational implication of EI training with regard to cognitive and social well-being of secondary school learners was emphasised as it undergirds the purpose and goal of this study.

## 2.8 SUMMARY

The researcher commenced this chapter by providing a view on the current situation in secondary schools in the Lejweleputswa district; with the emphasis on under performance and disruptive behaviour. Given the current problems experienced in these schools the need arises to investigate the factors that influence well-being.

Firstly several definitions and theories regarding **learning** were investigated, since learning is at the core of any study of educational psychology, according to Eggen & Kauchak (2010). The study also elaborated on views and theories of **intelligence** as individuals differ from one another in their ability to understand. IQ and EQ make separate and discrete contributions to academic performance hence various concepts of **Emotional Intelligence** regarding cognitive and social well-being were also investigated. The emotional, cognitive and social perspectives of **adolescence** were continuously discussed since all these factors influence overall well-being of the secondary school learner.

Of paramount importance is the question: Can emotional intelligence predict the individual differences found among adolescents with regard to cognitive and social well-being? The present study will thus attempt to address this question and to establish an awareness and understanding of the impact of EI in adolescents.

## 2.9 CONCLUSION

Various researchers indicate that emotional intelligence can predict social and cognitive well-being and that emotional intelligence is teachable and learnable, therefore teachers should endeavour to teach rudiments of emotional intelligence to learners. School counsellors and psychologists could also develop emotional intelligence and self-efficacy programs and use them to enhance psychological well-being of adolescents. It is crucial to provide children with an environment that allows them to develop their social and emotional skills. This study thus assumes that EI can make an impact in this instance as it can be used intensively and effectively through the curriculum (e.g. Life Orientation) to eliminate under performance and anti-social/disruptive behaviour through skills development.

**Chapter 3** (Methodology) in this study comprises: Research Design, Research Method, Data Collection, Analysis, and Population and sampling. This chapter will provide the research design and methodologies used to gather and analyse data. The first stage will discuss the procedures necessary to commence with the study, the participants and how they will be selected as well as the sampling procedures employed. The second stage will discuss the measures / instrumentation to be used in the research and how the study will be conducted.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

The previous chapter enabled the researcher to relate previous research and theory to the problem under investigation. Literature review establishes important links between existing knowledge and the research problem being investigated and provides very helpful information about methodology that can be incorporated into the new study (McMillan & Schumacher, 2010:73). By knowing what others have done and reported, the researcher could find answers to the question: Can emotional intelligence predict the individual differences found among adolescents with regard to cognitive and social well-being?

This chapter deals with the research methodology which comprises of the following elements: Research Design, Research Method, Data Collection, Analysis, and Population and Sampling; which indicates the general plan, structure, subjects, and methods of data collection,



interventions and procedures used in order to generate empirical evidence that will be used to answer the research questions. (McMillan & Schumacher, 2010:20)

### **3.2 PURPOSE OF THE STUDY**

The primary objective of this study was to explore the relationship between cognitive and social well-being of Grade 10 and Grade 11 learners regarding emotional intelligence.

Recently, a number of studies have investigated the impact of adolescent EI on adolescent cognitive and social well-being (Petrides *et al.*, 2004; Petrides *et al.*, 2007; Parker *et al.*, 2004).

These studies have had mixed results, possibly due to differences in the reliability and validity of the EI tests used. Zeidner *et al.* (2004) pointed out that there has been insufficient research conducted to fully understand the impact that emotional intelligence may (or may not) have on academic success. Research up to this point has provided conflicting evidence regarding the relation between emotional intelligence and academic success, which is often measured by GPA. The conflicting evidence may be, in part, a result of the great variability in emotional intelligence measures available (Brackett & Salovey, 2004; Boyatzis & Sala, 2004).

However, the increasing maladjusted behaviour and under performance in schools prompted the researcher to have a look at factors behind the reason that contribute to academic and social well-being of adolescents. The researcher therefore needed; to determine the level of emotional intelligence in adolescents, to explore the relationship between emotional intelligence, cognitive and social well-being and to explore what strategies could be employed to alleviate under performance and social problems in secondary schools.

### 3.3 RESEARCH DESIGN

A research design focuses on the end product and all the steps in the process to achieve the outcome anticipated. Monette *et al.* (2008:9) define research design as a plan outlining how observations will be made and how the researcher will carry out the project. In order to gather the much needed information to answer the research question the researcher utilised the **mixed method** design, which combines qualitative and quantitative methods, to provide a more complete investigation that will result in drawing the most valid, credible conclusions from the answers to the research questions. Therefore, the researcher conducted survey research; administered a questionnaire (quantitative) and conducted interviews (qualitative) to collect information on variables of interest

Researchers have realised that often the best approach to answering research questions is to use both qualitative and quantitative methods in the same study- one method would be insufficient to provide complete answers that meet the goal or purpose of the study (McMillan & Schumacher, 2010:395). An important advantage of mixed method studies is that you can show the result (quantitative) and explain why it was obtained (qualitative). The mixed method research enabled the researcher to combine qualitative and quantitative strategies within one study in order to collect both numeric (quantitative) and text (qualitative) data concurrently or in sequence.

According to McMillan and Schumacher (2010), there are three types of triangulation; **Sequential Exploratory**, where qualitative questions are asked first to generate information for the quantitative phase of the study; **Sequential Explanatory**, where qualitative questions provide explanation for findings from quantitative questions and **Concurrent Triangulation**,

where qualitative and quantitative data are collected concurrently. In this study, the **Sequential Explanatory** type was used; the qualitative data were needed to explain quantitative results.

### 3.3.1 Quantitative

**Quantitative** research designs emphasise objectivity in measuring and describing phenomena. As a result, the research design maximises objectivity by using numbers, statistics, structure and control (McMillan & Schumacher, 2010). Leedy and Ormrod (2010) also assert that when designing a quantitative study, the researcher's particular attention should be focused on selecting subjects, instruments, and taking into account sources of variability to increase the credibility of the results. In other words, the researcher quantified the phenomena under study to determine and explain the relationships between and within variables of study; therefore, the researcher formulated hypotheses about the variables that could be observed or measured.

### 3.3.2 Qualitative

A **qualitative approach** is an attitude-free gathering of information whereby participants provide information from their own perspectives and the research usually involves fieldwork. According to White (2003) the researcher must physically go to the setting, the site or institution in order to collect data from the participants in their natural setting. Creswell (in Cohen, Manion & Morrison, 2011) define qualitative research as an inquiry process of understanding, where a researcher develops a complex, holistic picture, analyses words, reports detailed views of

informants and conducts the study in a natural setting. The researcher understood that, according to Maree (2007), the goal of qualitative research is to explore and understand a central phenomenon. Therefore, the researcher conducted interviews to collect words and images about the central phenomenon

By employing this research method the researcher observed ways in which the teachers from the different schools expressed their perceptions which might not be evident from the quantitative measure. The important value of this method was that research was undertaken in a natural setting – the classroom – from which the researcher could gather perspectives from the teachers with the focus on their opinion with regard to cognitive and social aspects of *emotional intelligence* of Grades 10 and 11 learners regarding *learning*.

### **3.4 RESEARCH METHODS**

For the purpose of this study the following research methods were employed: A **Descriptive method** was used for the quantitative study and the **Phenomenological method** for the qualitative study.

#### **3.4.1 Descriptive method**

Maree (2007) stated that **quantitative** studies are either descriptive or experimental; a descriptive study establishes associations between variables, while an experiment establishes probable causality. According to Leedy and Ormrod (2010), descriptive research designs describe phenomena and examine relationships between different phenomena without any direct manipulation of conditions that are experienced. McMillan and Schumacher (2010), further

assert that this research is concerned with assessing relationships between phenomena; the study describes the degree to which two or more quantitative variables are related. When a correlation is found to exist, scores within a certain range on one variable are associated with scores within a certain range on another variable.

This research method allowed the researcher to assess the relationships between emotional intelligence, cognitive and social well-being, within variables of study, being; Grade 10 or 11, male or female and rural or urban learners. The **descriptive method** thus enabled the researcher to determine if a statistically significant relationship exists between the level of EI among several groupings and their cognitive and social well-being, identified in the following hypotheses:

1. There is no significant difference between male and female learners with regard to emotional intelligence.
2. There is no significant difference between Grade 10 and grade 11 learners with regard to emotional intelligence.
3. There is no significant difference between rural and urban learners with regard to emotional intelligence.
4. There is no significant difference between gender and grade level with regard to emotional intelligence.
5. There is no significant difference between grade level and residential area with regard to emotional intelligence.
6. There is no significant difference between gender and residential area with regard to emotional intelligence.

7. There is no significant interaction between grade level, gender, and residential area with regard to emotional intelligence.

### 3.4.2 Phenomenological method

A qualitative approach, as described by McMillan and Schumacher (2010), emphasises the gathering of data on naturally occurring phenomena in the form of words rather than numbers and focus on *individual lived experience*, as seen in phenomenology, case study and grounded theory. Leedy and Ormrod (2010), explained **phenomenology** as an attitude-free gathering of information whereby participants provide information from their own perspectives; the researcher attempts to understand the participants' perceptions, perspectives and understandings of a particular situation, in other words, a phenomenological study tries to answer the question.

The researcher, therefore, found it much appropriate for the qualitative research to use the **phenomenological method**; with the focus on answering the following question: Can emotional intelligence predict the individual differences found among adolescents with regard to cognitive and social well-being?

The following questions, therefore, undergird the intent of this study:

- What predicts the individual differences found among adolescents with regard to cognitive and social well-being?
- How emotionally intelligent are learners?
- Is there a relationship between emotional intelligence, academic achievement and behaviour?

- Is there a difference between male and female performance, behaviour and social adjustment?

### **3.5 DATA COLLECTION**

The instruments used for data collection in this research study were; a closed ended questionnaire for the quantitative research and semi-structured interviews for the qualitative research. The following were the data collection tools for the study.

#### **3.5.1 Questionnaire**

A questionnaire is an instrument with open or closed questions or statements to which a respondent must react (White, 2003). According to McMillan and Schumacher (2010:195), a questionnaire is the most widely used technique for obtaining information from subjects. It is relatively economical, has the same questions for all subjects and can ensure anonymity. Respondents in distant locations can be reached, the questions are standardised and questions can be written for specific purposes.

For the quantitative part of the research, the data analysis consisted of describing trends, comparing groups and relating variables. Closed-form items were used – to obtain demographic information and data that could be categorised easily, it was also much easier to score and the respondents could answer the items more quickly. Fink (2006) explains that multiple-choice or closed-form questions have proven themselves to be more efficient and ultimately more reliable; in that they are easy to use, score, and enter data. The reliability is also enhanced because of the uniform data they provide; everyone responds in terms of the same options e.g. agree or disagree.

The respondents had the opportunity to respond to questions at their own time without pressure and intimidation.

The purpose of the questionnaire was to explore various views and opinions on EI with regard to cognitive and social well-being of adolescents – covering a large group of approximately 200 Grade 10 and 11 learners. The perspectives of learners allowed the researcher to gain a deeper understanding of how their level of EI could affect their social and cognitive well-being. McMillan and Schumacher (2010) also propose that existing instruments with established reliability and validity can be used or adapted for use instead of preparing a new one. For this study, a questionnaire was specifically designed for use and was administered on the Likert scale as shown below:

**Table 3.1: Likert Scale for the Questionnaire**

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

The questionnaire was piloted well in advance before it was administered to the research sample; it consisted of two sections: Section 1 requested personal information such as grade, gender, urban or rural background and home language; which took five minutes to complete. Section 2 consisted of questions regarding *Emotional Intelligence, Cognitive well-being and Social well-being* and took 20 minutes to complete. (**Appendix attached**) The necessary procedures and instructions were explained to learners in order to ensure clear understanding and correct implementation. After completion the learners were requested to go through the questions again to ensure that all items were responded to.



### 3.5.2 Interviewing

For the Phenomenological research; interviews were conducted with a carefully selected sample of 10 teachers. An interview is defined as a specialised form of communication between people for a specific purpose associated with some agreed subject matter (Cohen *et al.*, 2011). Maree (2007) asserts that the researcher serves as an instrument of data collection and asks the participants broad open-ended questions to allow them to share their views about and experiences with the phenomenon. McMillan and Schumacher (2010) also states that the interview technique is flexible and adaptable, it can be used with many different problems and types of people and responses can be probed, followed up, clarified and elaborated to achieve specific accurate responses.

The use of **semi-structured interviews** in this study was regarded necessary to enable the researcher to gain more concise and accurate information on the phenomena under study. In a semi-structured interview, according to Leedy and Ormrod (2010), the researcher may follow the standard questions with one or more individually tailored questions and in addition, the responses from participants could be probed for clarity. An interview schedule that was used as a guide during the interview was developed well in time. The schedule reflects what the researcher should say at the beginning and end of the interview. It also lists, in the desired sequence, the questions to be asked during the interview and is to be followed exactly as is, in order to expose the participants to the same interview situation (Leedy & Ormrod 2010). The schedule consisted of 10 items which was designed with the aim of gaining a deeper understanding of teachers'

perceptions with regard to the relationship between emotional intelligence, cognitive and social well-being of Grade 10 and 11 learners.

Rossouw (2003) identifies three phases of the interview; Preparation phase, Interview phase and Post-interview phase:

In the **preparation** phase a schedule was constructed with a list of all the questions that would be asked. The questions were related to the objectives of the study. The researcher identified and deliberately chose people who had the necessary information and who could answer the research question. Before conducting the interview the researcher met with the chosen participants to explain what the research was about and asked them to participate. The participants were also given the opportunity to ask questions or to raise their concerns.

For the **interview**, the researcher created an environment favourable for conversation and thanked the participant for his/her willingness to participate. At the meeting, the researcher explained that the interview was going to be recorded on tape so that the information could be produced accurately. All interviews were tape-recorded, after permission was granted and notes were also been taken during the course of the interview. At the end of the interview, the researcher summed up what the participant has said to ensure correct understanding.

During the **post-interview** phase, the researcher made notes about the observations made during the interview and a transcription of the recorded data was done to analyse the patterns and opinions of the teachers regarding the influence of EI on cognitive and social well-being of learners in Grade 10 and 11.

### 3.6 RELIABILITY AND VALIDITY

According to Leedy and Ormrod (2010), reliability is used to describe the extent to which data gathering process produces similar results in similar conditions. Fink (2006) explains that a reliable survey results in consistent information and a valid survey produces accurate information; therefore the researcher ensured that the definitions and models used to select questions were grounded in theory or experience.

Rossouw (2003) **emphasises that the final and most important stage in questionnaire construction, is that of pre-testing** the questionnaire. Consistently, the researcher administered a pilot survey on ten learners from secondary schools. The purpose of the survey was to help the researcher justify, *inter-alia.*, the clarity of the questionnaire items, the appropriate length, identify difficulty of comprehension or any signs of respondent counter-reactions and fatigue. After testing, assessment and revision was done before the final draft was completed.

As mentioned earlier, the researcher made use of the mixed method research design and the **Sequential Explanatory** type was used. The application of two data collection instruments was to enhance validity and to explore the same issue with the aim of eliciting more relevant information from the participants in order to attain valid and reliable results. This is in line with triangulation where multiple sources of data are collected with the hope that they will all converge to support a particular hypothesis. (Leedy & Ormrod, 2010:99).

### 3.7 DATA ANALYSIS AND INTERPRETATION

Mouton (2001), states that all fieldwork ultimately culminates in the analysis and interpretation of data. **Analysis** involves “breaking up” the data into manageable themes, patterns, trends and relationships; in order to understand the various constitutive elements of one’s data through an inspection of the relationships between concepts, constructs or variables. **Interpretation** means relating one’s results and findings to existing theoretical frameworks or models, and showing whether these are supported or falsified by the new interpretation.

Data from the questionnaires was subjected to factorial and item analysis in order to determine categories of items that related to the social or cognitive well-being of emotional intelligence. A three-way ANOVA, where the researcher investigated three independent variables, was applied in order to determine the simultaneous effect of social and cognitive aspects of adolescents with regard to emotional intelligence.

From the phenomenological data, the researcher worked out data reduction, presentation and interpretation. When the collection and processing of data was completed, the reliability and validity of the information was determined in order to respond to the research question. The researcher also understood the importance of accuracy and that the information should be well organised and systematised to avoid accumulation of work and frustration. Detailed reporting about data analysis of the interviews is provided in Chapter IV.

### **3.8 POPULATION AND SAMPLE**

The Free State Province is divided into five districts, namely: Fezile Dabi, Thabo Mofutsanyane, Motheo, Xhariep and Lejweleputswa. The Lejweleputswa district; in which the research was conducted, is further divided into five municipalities, namely; Matjabeng, Tokologo, Tswelopele, Nala and Masilonyana, and consisted of seven clusters.

### **3.8.1 Population**

A **population** is a collection of objects, events or individuals having some common characteristics that the researcher is interested in studying (White, 2003:57). The population for the research in the Lejweleputswa district comprise 19 373 grade 10 and 11 learners from all seven clusters; consisting of 77 (Farm, Independent, Combined and Public) Secondary Schools. A non-probability sample was applied in which six schools to participate in the study were conveniently selected from 64 public secondary schools only. (**List attached**). The population for this study thus included 1 333 Grade 10 and 11 learners and First Additional Language teachers; keeping in mind that the language teacher has more contact with the learner, because of the different components of the subject.

### **3.8.2 Sample**

According to Rossouw (2003), **sampling** is the process through which it is decided who will be selected. It is impossible to study all the people; therefore it was necessary to select a number of people who have the characteristics in which the researcher was interested. They had to be

chosen in such a way that the small group of people is representative of the greater group of people from which they were chosen.

For this study, six schools were conveniently sampled. Leedy and Ormrod (2010) explain that convenience sampling makes no pretence of identifying a representative subset of a population. McMillan and Schumacher (2010) also explain convenience sampling as a non probability method of selecting subjects who are accessible or available. One hundred and eighty-eight (188) learner participants were selected. The 188 learners constituted (14 %) required for a sample; according to “Guidelines for sampling” (in De Vos *et al.*, 2011:225). For the quantitative research, it is better to use a larger sample, as it gives greater reliability and also enables more sophisticated statistics to be used (Welman, Kruger, & Mitchell, 2005) Further, determining the size of the sample will also have to take account of non-response, attrition and respondent mortality. Hence it is advisable to overestimate rather than to underestimate the size of the sample required, to build in redundancy Gorard (in Cohen *et al.*, 2011).

A stratified, systematic sample with a random start was employed for the quantitative study, because stratified random sampling is a probability sampling method which gives everyone who is eligible to participate, a fair chance of selection (Leedy & Ormrod, 2010). According to Cohen *et al.* (2011), these sampling methods may be used in combination with each other or with simple or stratified random sampling. In this study, the population was first divided into subgroups on the basis of the variables and elements were listed from 1 to 1333. To obtain a systematic sample the researcher first drew an element randomly from the first ten on the list and from there onwards every seventh element ( $1333/188=7$ ) was chosen i.e. every seventh learner qualified to

be chosen for participation in the study. Dividing the population into subgroups also allows the researcher to compare subgroup results (McMillan & Schumacher, 2010).

For the qualitative study the researcher used **purposeful sampling**, as clearly stated by McMillan & Schumacher (2010); in purposeful sampling, the researcher selects particular elements from the population that will be representative or informative about the topic of interest. Selecting the purposeful sampling as non-probability sample derives from the researcher targeting a particular group (Welman *et al.*, 2011). In this case the researcher selected English (First Additional Language) and LO teachers; keeping in mind that this teacher has more contact with the learner, and may provide the best information to address the purpose of the research. The researcher further used the *convenience technique* to select ten (10) teachers for interviews. The ten teachers were convenient to be sampled by virtue of their proximity to the researcher and experience in teaching.

### **3.9 PERMISSION TO CONDUCT RESEARCH**

#### **3.9.1 Gaining permission to enter the field**

It is very important to gain permission to enter the field that has been decided on. Van der Burgh (in De Vos *et al.*, 2011) mentions that while the granting of permission by the relevant authority is important, it is also necessary to let people on the ground know what the project seeks to accomplish. All the people directly involved in the project should be consulted in the process of gaining access.

Permission to conduct the research was sought and obtained from the researcher's Supervisor and Dean of the Humanities at the Central University of Technology (*appendix*). The authorised letter was then submitted to the Head of the Free State Department of Education in Bloemfontein and the Lejweleputswa District Director in order to gain access to conduct the study in the selected schools (*appendix*). The signed approval was forwarded to the schools that were selected for the research. The principals and teachers were contacted personally to inquire about the availability of time on their schedule to allow for the research to be conducted and Grade 10 and 11 learners in the selected schools were identified for the research. The learners in the selected schools were also informed about the research project and they voluntarily agreed to participate.

### **3.9.2 Leaving the field**

When time comes to conclude the study the researcher must wrap up without leaving a void. The researcher should be ethical and leave the field in a way that brings no negative consequences to any of the participants or other members of the community (Monette *et al.*, 2008).



### **3.10 ETHICAL CONSIDERATIONS**

Research should be based on mutual trust, acceptance, cooperation, promises and well-accepted conventions and expectations between all parties involved in a research project. On this basis, relatively few limitations and many options for action are available which offer the best opportunities for answering research questions and contributing to society (Sarantakos, 2005). Because most educational research deals with human beings, it is necessary to understand the ethical and legal responsibilities of conducting research (McMillan & Schumacher, 2010). Ethics, thus offers rules and moral principles which has to do with the manner in which the researcher has to act or behave during the data collection process to avoid harming, wronging and invading the privacy of the participants; The different ethical scenarios were adhered to throughout the research processes of this study, for example:

- Permission to commence with the study was formally requested from the Dept. of Education, the District Director and School Principals.
- The researcher fully revealed her identity, background and the purpose and procedures of the research were fully explained to the subjects.
- The researcher also provided information on all aspects of the research and its possible consequences.
- Consent for participation in the study was obtained from the respondents and participants.
- Participants' confidentiality and privacy of data were assured.
- Careful thought was being given to the design, conduct and reporting of research in order

to remain as objective as possible.

- Subjects were informed that they have the option to refuse to take part and that they also have the right to terminate their involvement at any time during the process.
- The researcher took responsibility for the distribution and administration of the questionnaires in order to minimise or reduce any misunderstanding during the collection of data; in doing so, the researcher ensured that the dignity, privacy and interests of the participants were also respected and protected at all times.
- The researcher maintained objectivity by residing with the originally formulated questions and did not show any feeling or expressed any opinion during the interview process; believing that observations should be influenced as little as possible by any perceptions, impressions, and biases the researcher may have.
- With the permission of the participants, all interviews were recorded and verbatim translated so as to retain the quality of responses and thereby, validate the quality of the study.

### **3.11 CONCLUSION**

The research was conducted using Grade 10 and 11 learners and teachers in secondary schools in the Lejweleputswa district. The school setting provided a natural setting for the participants in which they felt comfortable. This chapter served as a complete plan on how the research was conducted in the study. The design was provided, population and sample explained and data

collection instruments discussed. A mixed method approach was employed which allowed for both statistical and interpretive analysis. It justified the use of the chosen data collection techniques through triangulation and acknowledged the possibility of errors and flaws in instrumentation. The chapter concluded with an explanation on the credibility and reliability of the research and the ethical considerations considered for the study. The next chapter focuses on the findings and the interpretation of the findings.

## **CHAPTER 4**

### **DATA ANALYSIS AND RESULTS**

#### **4.1 INTRODUCTION**

This study is aimed at investigating adolescent cognitive and social well – being regarding emotional intelligence. In chapter three, the research methodology and data collection strategies

were explained. The rationale for employing a closed ended questionnaire and semi-structured interviews as data collection methods were also explicated. This chapter therefore deals with the analysing and interpreting of data collected from the questionnaires and interviews. The results obtained then provide feedback on the tenability or untenability of the originally formulated research hypothesis and consequently on the theory.

As mentioned in chapter 3, this study used *Sequential Explanatory Triangulation*; where a (quantitative) questionnaire was administered first to one hundred and eighty eight (188) learners, followed by (qualitative) interviews with 10 teachers. Timeous arrangements were made with principals of sampled schools, for the researcher to visit the schools in order to complete the questionnaires with the learners and to conduct the interviews with the relevant teachers. Appointments for individual interviews with selected participants were set at times convenient to them.

## **4.2 QUANTITATIVE DATA ANALYSIS**

In quantitative research, data analysis can be regarded as the technique by which researchers convert data to a numerical form and subject it to statistical analysis (De Vos *et al.*, 2011). Statistical data analysis helps us to investigate variables as well as their effect, relationship, and patterns of involvement within our world (Welman *et al.*, 2005). The purpose of analysis is thus to reduce data to an interpretable form so that relations of research problems can be studied and tested, and conclusions drawn.

A questionnaire was used for the quantitative study and consisted of two sections; section A required the demographic information and section B required more specific information regarding the research topic. The questionnaires were distributed to one hundred and eighty eight (188) learners and after completion, one hundred and seventy four (174) were regarded useful and correct for analysis. According to Cohen *et al.* (2011), the wording of questionnaires is of paramount importance and pre – testing is crucial to their success; it increases the reliability, validity and practicability of the questionnaire, therefore a pilot survey consisting of seventy (70) items was administered to 10 learners. The results thereof did not indicate the need for exclusion of any questionnaire item from the questionnaire instrument.

The piloted questionnaire was further subjected to factor analyses in order to determine the categories of the items that are grouped into the same categories. After factor analysis, all items which had an Eigenvalue of below 0.5 were eliminated. Only 28 items were retained and grouped into two factors which the researcher called *cognitive and social factors of emotional intelligence*. The acronym designed for this final questionnaire or instrument is called *COSOC* by the researcher. It is, therefore, *COSOC* that was administered to collect data from the sample selected for the study.

The *Cronbach's alpha* was used to measure the internal consistency of the research instrument for this study. According to George and Mallery (2003:231), Cronbach's alpha reliability coefficient normally ranges between 0 and 1 and the closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale. The reliability of COSOC is determined at 0.7805 alpha coefficients, which indicates a high level of internal consistency of

78.05% for the questionnaire requiring response on a Likert scale. Table 4.1 below depicts the Cronbach's Alpha analysis.

**Table 4.1: Cronbach's Alpha Analysis**

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.7805	0.8105	70

### 4.3 THE RESULTS OF THE QUANTITATIVE DATA ANALYSIS

Quantitative methods of analysis fall into four main categories, according to Blaikie (in De Vos *et al.*, 2011), namely descriptive, association, causation and inference. In this study *descriptive* was used in an attempt to describe the network of relationships within and between variables of *COSOC* with regard to emotional intelligence.

The *three-way ANOVA* was utilised in order to organise the results in terms of the independent variables of the study being: Gender, Grade, and Residential Area. A *three-way ANOVA* and independent *t-tests* were conducted to examine whether there were any statistically significant differences in the seven hypotheses formulated for the study. The responses were captured and analysed as follows:

#### 4.3.1 Sample mean differences

The *t-test* analyses was used to test hypotheses one to three to compare the actually recorded mean scores with the difference expected by chance in order to *reject or fail to reject* the null-hypotheses.

### Hypothesis 1 Results

- (a) There is no significant difference between male and female learners with regard to social emotional intelligence
- (b) There is no significant difference between male and female learners with regard to cognitive emotional intelligence

**Table 4.2: Group Statistics-Gender – Social and Cognitive Emotional Intelligence**

#### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Social	Equal variances assumed	1.6451	0.2013	-0.8577	172.0000	0.3922	-0.8284	0.9658	-2.7347	1.0779
	Equal variances not assumed			-0.8755	167.3721	0.3825	-0.8284	0.9462	-2.6963	1.0396
Cognitive	Equal variances assumed	1.3248	0.2513	0.3443	172.0000	0.7310	0.4735	1.3752	-2.2409	3.1880

	Equal variances not assumed			0.3553	170.5707	0.7228	0.4735	1.3328	-2.1574	3.1045
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### Conclusion (Social)

Since the p-value = 0.3922 and more than the significance level of 0.05 we conclude at 5% level of significance that there is sufficient evidence to suggest a significant difference between male and female learners with regard to social emotional intelligence. Therefore hypothesis 1 which states that there is no significant difference between male and female learners with regard to social emotional intelligence is rejected. Due to the above statistics we can conclude that there is a difference between male and female learners with regard to social emotional intelligence.

### Conclusion (Cognitive)

Since the p-value = 0.7310 and more than the significance level of 0.05 we conclude at 5% level of significance that there is sufficient evidence to suggest a significant difference between male and female learners with regard to cognitive emotional intelligence. Therefore hypothesis 1 which states that there is no significant difference between male and female learners with regard to cognitive emotional intelligence is rejected. Due to the above statistics we can conclude that there is a difference between male and female learners with regard to cognitive emotional intelligence.

### Hypothesis 2 Results



- (a) There is no significant difference between grade 10 and grade 11 learners with regard to social emotional intelligence
- (b) There is no significant difference between grade 10 and grade 11 learners with regard to cognitive emotional intelligence

**Table 4.3: Group Statistics-Grade - Social and Cognitive Emotional Intelligence**

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Social	Equal variances assumed	1.1395	0.2872	-0.6930	172	0.4893	-0.6676	0.9634	-2.5691	1.2340
	Equal variances not assumed			-0.6876	156	0.4927	-0.6676	0.9709	-2.5853	1.2501
Cognitive	Equal variances assumed	2.3461	0.1274	-0.5739	172	0.5668	-0.7863	1.3699	-3.4903	1.9178

	Equal variances not assumed			-0.5878	171	0.5575	-0.7863	1.3377	-3.4267	1.8542
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**Conclusion (Social)**

Since the p-value = 0.4893 and more than the significance level of 0.05 we conclude at 5% level of significance that there is sufficient evidence to suggest a significant difference between Grade 10 and Grade 11 learners with regard to social emotional intelligence. Therefore hypothesis 2 which states that there is no significant difference between Grade 10 and Grade 11 learners with regard to social emotional intelligence is rejected. Due to the above statistics we can conclude that there is a difference between Grade 10 and Grade 11 learners with regard to social emotional intelligence.

**Conclusion (Cognitive)**

Since the p-value = 0.5668 and more than the significance level of 0.05 we conclude at 5% level of significance that there is sufficient evidence to suggest a significant difference between grade 10 and grade 11 learners with regard to cognitive emotional intelligence. Therefore hypothesis 2 which states that there is no significant difference between grade 10 and grade 11 learners with regard to cognitive emotional intelligence is rejected. Due to the above statistics we can conclude that there is a difference between 10 and grade 11 learners with regard to cognitive emotional intelligence.

### Hypothesis 3 Results

- (a) There is no significant difference between learners in town schools and learners in township schools with regard to social emotional intelligence.
- (b) There is no significant difference between learners in town schools and learners in township schools with regard to cognitive emotional intelligence.

**Table 4.4: Group Statistics-Residential Area - Social and Cognitive Emotional Intelligence**

#### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Social	Equal variances assumed	1.7166	0.1919	1.3480	172.0000	0.1794	1.2835	0.9522	-0.5960	3.1630
	Equal variances not assumed			1.3509	171.5923	0.1785	1.2835	0.9501	-0.5919	3.1590
Cognitive	Equal variances assumed	4.6849	0.0318	-3.8206	172.0000	0.0002	-4.9907	1.3063	-7.5692	-2.4123

	Equal variances not assumed			-3.8474	161.2598	0.0002	-4.9907	1.2972	-7.5524	-2.4291
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### Conclusion (Social)

Since the p-value = 0.1794 and is more than the significance level of 0.05 we conclude at 5% level of significance that there is sufficient evidence to suggest a significant difference between learners in town schools and learners in township schools with regard to social emotional intelligence. Hypothesis 3 is also rejected and we can conclude that there is a difference between town and township learners with regard to social emotional intelligence.

### Conclusion (Cognitive)

Since the p-value = 0.0002 is less than the significance level of 0.05 we conclude at 5% level of significance that there is insufficient evidence to suggest a significant difference between learners in town schools and learners in township schools with regard to cognitive emotional intelligence. Therefore the results fail to reject the hypothesis and we can conclude that there is no statistical significant difference between learners in town schools and learners in township schools with regard to cognitive emotional intelligence.

### 4.3.2 Three-Way ANOVA

The *three-way ANOVA* was utilised in order to examine the main effects and interactions between and within the independent variables of the study being: Gender, Grade, and Residential Area with regard to social and cognitive emotional intelligence. The *three-way ANOVA* tested hypotheses four to seven.

#### 4.3.2.1 ANOVA Hypothesis results with regard to Social Emotional Intelligence

**Hypothesis 4:** There is no interaction between gender and grade with regard to social emotional intelligence.

**Table 4.5: ANOVA Statistics of Gender and Grade– Social Emotional Intelligence Tests of Between-Subjects Effects**

Dependent Variable: Gender and Grade - Social Emotional Intelligence					
Source	Type III Sum of Squares	to examine the main effects and interactions relating to df	Mean Square	F	Sig.
Corrected Model	117.526 <sup>a</sup>	3	39.175	0.9889	0.3994
Intercept	274979.738	1	274979.738	6941.5479	0.0000
Gender	44.300	1	44.300	1.1183	0.2918
Grade	15.637	1	15.637	0.3947	0.5307
Gender & Grade	63.443	1	63.443	1.6015	0.2074
Error	6734.313	170	39.614		
Total	293634.000	174			
Corrected Total	6851.839	173			

#### Conclusion:

Since the p-value is 0.2074 (column *Sig* and row *Gender & Grade*), which is more than 0.05, we can conclude at 5% level of significance that the null hypotheses thereof were **rejected**, which indicate that there is a significant interaction between gender and grade with regard to social emotional intelligence.

**Hypothesis 5:** There is no interaction between grade and residential area with regard to social emotional intelligence.

**Table 4.6: ANOVA Statistics of Grade and Residential area – Social Emotional Intelligence Tests of Between-Subjects Effects**

Dependent Variable: Grade and Residential area - Social Emotional Intelligence					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	100.242 <sup>a</sup>	3	33.4138	0.8413	0.4730
Intercept	281527.163	1	281527.1625	7088.6360	0.0000
Grade	24.301	1	24.3010	0.6119	0.4352
Residential Area	80.286	1	80.2861	2.0215	0.1569
Grade & Residential area	4.188	1	4.1880	0.1055	0.7458
Error	6751.598	170	39.7153		
Total	293634.000	174			
Corrected Total	6851.839	173			

### Conclusion:

Since the p-value is 0.7458 (column *Sig* and row *Grade & Residential area*), which is more than 0.05, we can conclude at 5% level of significance that the null hypotheses thereof were **rejected**, which indicate that there is a significant interaction between grade and residential area with regard to social emotional intelligence.

**Hypothesis 6:** There is no interaction between gender and residential area with regard to social emotional intelligence.

**Table4.7:ANOVA Statistics of Gender and Residential area – Social Emotional Intelligence**

### Tests of Between-Subjects Effects

Dependent Variable: Grade and Residential area - Social Emotional Intelligence					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	99.505 <sup>a</sup>	3	33.1683	0.8351	0.4763
Intercept	275553.146	1	275553.1460	6937.4581	0.0000
Gender	20.308	1	20.3081	0.5113	0.4756
Residential Area	54.798	1	54.7976	1.3796	0.2418

Gender & Residential Area	7.842	1	7.8422	0.1974	0.6574
Error	6752.334	170	39.7196		
Total	293634.000	174			
Corrected Total	6851.839	173			

**Conclusion:**

Since the p-value is 0.6574 (column *Sig* and row *Gender & Residential area*), which is more than 0.05, we can conclude at 5% level of significance that the null hypotheses thereof were **rejected**, which indicate that there is a significant interaction between gender and residential area with regard to social emotional intelligence.

**Hypothesis 7:** There is no interaction amongst gender, grade and residential area with regard to social emotional intelligence.

**Table 4.8: ANOVA Statistics of Gender, Grade and Residential area – Social Emotional Intelligence**

Dependent Variable: Gender, Grade and Residential area - Social Emotional Intelligence					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	188.819 <sup>a</sup>	7	26.9742	0.6720	0.6955
Intercept	268185.957	1	268185.9569	6681.4852	0.0000
Gender	30.859	1	30.8593	0.7688	0.3819
Grade	18.782	1	18.7822	0.4679	0.4949
Residential Area	49.193	1	49.1929	1.2256	0.2699
Gender & Grade	55.056	1	55.0557	1.3716	0.2432
Gender & Residential Area	8.210	1	8.2101	0.2045	0.6517
Grade & Residential Area	1.624	1	1.6245	0.0405	0.8408
Gender, Grade & Residential Area	2.702	1	2.7021	0.0673	0.7956

Error	6663.020	166	40.1387		
Total	293634.000	174			
Corrected Total	6851.839	173			

### Tests of Between-Subjects Effects

#### Conclusion

Since the p-value is 0.7956 (column *Sig* and row *Gender, Grade & Residential area*), which is more than 0.05, we can conclude at 5% level of significance that the null hypotheses thereof were *rejected*, which indicate that there is a significant interaction between gender, grade and residential area with regard to social emotional intelligence.

#### 4.3.2.2 ANOVA Hypothesis results with regard to Cognitive Emotional Intelligence

**Hypothesis 4:** There is no interaction between gender and grade with regard to cognitive emotional intelligence.

**Table 4.9: ANOVA Statistics of Gender and Grade – Cognitive Emotional Intelligence**

### Tests of Between-Subjects Effects

Dependent Variable: Gender and Grade - Cognitive Emotional Intelligence					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	52.431 <sup>a</sup>	3	17.4770	0.2154	0.8856
Intercept	500969.415	1	500969.4154	6175.4207	0.0000
Gender	4.419	1	4.4195	0.0545	0.8157
Grade	18.011	1	18.0113	0.2220	0.6381
Gender & Grade	19.522	1	19.5219	0.2406	0.6244
Error	13790.931	170	81.1231		
Total	535255.000	174			



Corrected Total	13843.362	173			
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### Conclusion

We can see that (from column *Sig* and row *Gender & Grade*) the p-value is 0.6244, which is more than 0.05. Hence we can conclude at 5% level of significance that the null hypotheses thereof were *rejected*, which indicate that there is a significant interaction between gender and grade with regard to cognitive emotional intelligence.

**Hypothesis 5:** There is no interaction between grade and residential area with regard to cognitive emotional intelligence

**Table4.10: ANOVA Statistics of Grade and Residential area – Cognitive Emotional Intelligence**

#### Tests of Between-Subjects Effects

Dependent Variable: Gender and Grade - Cognitive Emotional Intelligence					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1099.887 <sup>a</sup>	3	366.629	4.8909	0.0028
Intercept	512648.754	1	512648.754	6838.8168	0.0000
Grade	8.649	1	8.649	0.1154	0.7345
Residential Area	1025.680	1	1025.680	13.6827	0.0003
Grade & Residential Area	8.228	1	8.228	0.1098	0.7408
Error	12743.475	170	74.962		
Total	535255.000	174			

Corrected Total	13843.362	173			
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**Conclusion:**

We can see that (from column *Sig* and row *Grade & residential area*) the p-value is 0.7408, which is more than 0.05. Hence we can conclude at 5% level of significance that the null hypotheses thereof were *rejected*, which indicate that there is a significant interaction between grade and residential area with regard to cognitive emotional intelligence.

**Hypothesis 6:** There is no interaction between gender and residential area with regard to cognitive emotional intelligence.

**Table 4.11: ANOVA Statistics of Gender and Residential area – Cognitive Emotional Intelligence**

**Tests of Between-Subjects Effects**

Dependent Variable: Gender and Grade - Cognitive Emotional Intelligence					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1276.251 <sup>a</sup>	3	425.417	5.7548	0.0009
Intercept	506381.846	1	506381.846	6850.0161	0.0000
Residential Area	921.131	1	921.131	12.4605	0.0005
Gender	.227	1	.227	0.0031	0.9559
Gender & Residential Area	192.950	1	192.950	2.6101	0.1080
Error	12567.111	170	73.924		
Total	535255.000	174			

Corrected Total	13843.362	173			
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**Conclusion:**

We can see that (from column *Sig* and row *Gender & Residential area*) the p-value is 0.1080, which is more than 0.05. Hence we can conclude at 5% level of significance that the null hypotheses thereof were *rejected*, which indicate that there is a significant interaction between gender and residential area with regard to cognitive emotional intelligence.

**Hypothesis 7:** There is no interaction amongst gender, grade and residential area with regard to cognitive emotional intelligence.

**Table 4.12: ANOVA Statistics of Gender, Grade and Residential area – Cognitive Emotional Intelligence**

**Tests of Between-Subjects Effects**

Dependent Variable: Gender, Grade and Residential Area - Cognitive Emotional Intelligence					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1325.320 <sup>a</sup>	7	189.3314	2.5107	0.0177
Intercept	491481.7024	1	491481.7024	6517.4697	0.0000
Residential Area	899.5580	1	899.5580	11.9289	0.0007
Gender	1.9056	1	1.9056	0.0253	0.8739
Grade	10.6452	1	10.6452	0.1412	0.7076
Gender & Residential Area	182.3972	1	182.3972	2.4187	0.1218
Grade & Residential Area	0.5398	1	0.5398	0.0072	0.9327

Gender & Grade	30.7286	1	30.7286	0.4075	0.5241
Gender, Grade & Residential Area,	0.1382	1	0.1382	0.0018	0.9659
Error	12518.0426	166	75.4099		
Total	535255.0000	174			
Corrected Total	13843.362	173			

The decisions taken about the seven hypotheses of the study are as follows based on the three-way ANOVA

### Conclusion

We can see that (from column *Sig* and row *Gender, Grade & Residential area*) the p-value is 0.9659, which is more than 0.05. Hence we can conclude at 5% level of significance that the null hypotheses thereof were ***rejected***, which indicate that there is a significant interaction between gender, grade and residential area with regard to cognitive emotional intelligence.

## 4.4 QUALITATIVE DATA ANALYSIS

For the thematic analysis, the researcher followed Braun and Clarke (2006) step-by-step guidelines. These guidelines are (1) familiarising yourself with your data, (2) generating initial codes, (3) reading throughout each transcript to immerse in the data, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report. Analysing the data allowed the researcher to examine the database to address the research questions. Saldana (2009) states that reading and re-reading the material is crucial to the initial phase of analysis. Therefore, the interview transcripts were read and re-read in order to understand the meaning within the context

of the responses, for example, words and phrases that seemed to have significance to the cognitive and social well – being of learners regarding emotional intelligence.

According to McMillan and Schumacher (2010), successful interview results depend on, amongst other factors, the ability of the interviewer to capture complete and accurate information during the interview, and recording the interview session so as not to disturb or distract the participants as they unravel the complexity of their thought process.

#### **4.4.1 The interviews**

Semi-structured interviews were chosen for this study as they allow the interviewer to use probes with a view to clearing up vague responses, or to ask for elaboration of incomplete answers (Welman, *et al.* 2005:167). The researcher initially designed ten questions which were given to five colleagues as judges determining the relevance of the questions. Two questions were discarded from the interview schedule because of their ambiguity and irrelevance according to the judges. The final interview schedule, therefore, comprise eight semi-structured questions, which were administered to 10 teachers.

After all interviews were successfully conducted, the audiotapes were listened to and the individual interview schedules were transcribed verbatim from the audiotapes. The process of transcription allowed the researcher to become acquainted with the data. The individual interviews were assigned code numbers 01 – 10 to distinguish the interviewees from each other. Rationales were directly quoted in the specific participants' own words in order to reflect the interviewee's meaning. Some of the quotes may have grammatical or syntax errors, but were

given as they are to ensure the authenticity of the quotes. Copies of the transcriptions are attached as **appendix H**.

While becoming familiar with the material, note-taking was done in order to begin developing potential codes, categories, and themes. According to Saldana (2009), coding involves the process of data reduction and simplification; while reduction of codes is initiated by assigning tags or labels to the data set based on the research question(s). At this stage themes emerged as items relating to similar topics were organized into categories.

#### 4.5 RESULTS OF THE QUALITATIVE DATA ANALYSIS

The following themes were identified during the process of thematic analysis. The grid below (**table 4.13**) captures the codes, categories, and themes that emerged from the analyses of the interviews.

**Table 4.13: Categories and Themes of Thematic Analysis**

THEMES	CATEGORIES	RESPONSE RATE
<b>Theme 1</b> Performance and	Performance and/or behaviour of learners in secondary schools  Difference between male and female performance and behaviour	60% of the teachers are not satisfied with the performance and behaviour of learners. 40% are satisfied with their learner's performance and behaviour

behaviour	Difference between grade 10 and 11 performance and behaviour	90% of the teachers stated that there is a difference between male and female performance and behaviour, while 10% feel that there is no difference  All teachers agreed that there is a significant difference between grade 10 and grade 11 learners with regard to performance and behaviour.
<b>Theme 2</b> Social Emotional awareness	Importance of understanding non verbal signals such as body language and facial expressions  Attitude and emotions promote cognitive activity and social awareness  Socially and emotionally competent learners are more successful at school	80% of the teachers understand the non verbal signals of their learners, one teacher is not sure and another one admits that he does not understand non verbal signals of learners.  All teachers agreed that the attitude and emotions of teachers promote cognitive activity and social awareness.  All teachers agreed that emotionally competent learners are more successful in school.
<b>Theme 3</b> Cognitive abilities	Cognitive abilities are not enough to equip learners for their roles in the global community  Learner's needs and wants also require attention rather than focusing only on curriculum content	They all admit that cognitive abilities alone do not equip learners for their roles in the global community  All teachers confessed that learners needs and wants also require attention

As indicated in Table 4.13, three main themes were identified with various categories and the response rate of participants was also presented. Taking each theme separately and re-examining the original data for information relating to that theme is a vital stage in the analytic process

according to Saldana (2009). Therefore, these themes will now be discussed in detail to present the major findings of this research based on the interviews and literature study.

#### **4.5.1 Theme 1: Performance and behaviour**

Teachers in South Africa are becoming increasingly distressed about disciplinary problems in schools, as corporal punishment has been outlawed by legislation, such as the Constitution of the Republic of South Africa (Republic of South Africa, 1996a) and the South African Schools Act (Republic of South Africa, 1996b). Naong (2007:283) maintains that the abolition of corporal punishment in schools has left a gap which cannot be filled and that it has led to all kinds of problems and consequently underperformance in schools. Disciplinary systems are in place in most schools, but implementation is a problem in some schools; these measures are inadequate to combat behaviour and performance problems.

Most teachers that were interviewed also expressed their concern, contending that there are little viable alternatives to deal with anti-social behaviour, disciplinary problems and underperformance in schools. The teachers are of the opinion that behaviour has an impact on performance. Disciplinary problems are most of the time associated with low performance and positive behaviour with acceptable performance; with the exception of certain cases, e.g. an ADHD learner, who can be very disruptive but at the same time highly intelligent. However, most learners are not performing according to their potential and the language of instruction is also a problem as it is the second language to most of them.

Teachers claim that in general, girls behave and perform better than boys; girls are more emotional, but also more reserved, responsible, hard working, and mature. Boys on the other



hand are more aggressive, they tend to show off, are not serious with regard to their schoolwork and often disobedient. Some teachers mentioned that the adolescent phase can also play a role and that teachers must be aware of this difficult stage in order to treat girls and boys accordingly. They also alluded on the issue of peer pressure which mostly effect learners' behaviour.

All teachers are of the opinion that Grade 11 learners perform and behave better than Grade 10 learners. Grade 11 learners are more focussed; matured and responsible; as they prepare for grade 12, while thinking about their future. On the other hand, schools experience a higher failure rate in grade 10 as grade tens sometimes struggle to make the transmission from grade nine to grade ten. Learners coming from grade 9 are still playful, confused and immature; still trying to figure out whether they want to be kids or young adults, whereas in grade eleven they are more mature and already used to the system, knowing what is expected from them.

#### **4.5.2 Theme 2: Social Emotional Awareness**

Social interaction proves to be a vital part of education along with consideration of learners' cognitive and emotional states. Evidence indicates that learners, who exhibit behaviour consistent with social and emotional competency e.g. regular class attendance, completing work activities given in class, and involvement in extracurricular activities, are more apt to be successful at school. Teachers agree that learners who interact with others on a regular basis are much more emotionally mature than learners that don't mix with others, because on the sports field they learn how to compete and are introduced to winning and losing. These learners are more confident to take part in discussions and are also willing to go that extra mile.

All teachers agreed that it is important to understand the non verbal signals of learners as it is often the emotional side of our nature that influences our thoughts, actions, and results. Learners' facial expressions and body language is an indication of what they feel and it enables the teacher to deal with them accordingly. These signals permit the teacher to identify moods and to encourage learners to talk about their feelings. However one teacher admitted that he does not understand the non verbal signals of learners and few teachers also mentioned that time constraints limit them in attending to the emotional needs of learners.

Teachers admit that attitude and emotions play a role with regard to learner-teacher relations; a positive attitude encourages positive actions and otherwise. Teachers explained that learners are very sensitive with regard to teacher attitude and emotions and they must be careful not to display their negative feelings as children can pick it up. It is therefore important for teachers to manage their emotions and send the right signals to the learners in order to create a vibrant atmosphere in the classroom.

#### **4.5.3 Theme 3: Cognitive abilities**

It has been widely assumed that learners at senior level are emotionally mature and intelligent, but information gathered from the interviews with educators proved that this is not always the case; some learners are not successful and perform worse than others. Schools offer a wide variety of subjects through which intelligence, aptitude and competence are more frequently associated with academic performance. However, according to teachers, learners are not fully equipped for the global society as they leave school. They suggest that life skills, personal skills and relationship skills be taught to learners and mentioned that the subject, Life Orientation (LO)

provides some sort of guidance in order to prepare learners for the outside world. In this way it will build the child in totality which involves the social and emotional side and not only the cognitive side of the child.

All teachers agreed that learners' needs require attention, especially emotional needs. A few schools are privileged to have a support system or support teacher in place, but the class teacher is most of the time confronted with these problems which they have to deal with. The reality is that classes are overcrowded and teachers are overloaded with admin work, which impede on their efforts to support learners. Children often come to school hungry, neglected and needy and depend on the school as their only resort to meet these needs. In some schools there are feeding schemes and support services, but most of the time these basic needs are not met and consequently lead to anti-social behaviour, disciplinary problems, emotional problems and eventually underperformance.

#### **4.6 CONCLUSION**

A mixed method research was conducted and this chapter reported the data analysis, interpretations and findings of the study. The sequential explanatory method was used to gather information about the cognitive and social well-being of secondary school learners regarding emotional intelligence. Firstly a questionnaire was completed by one hundred and seventy four (174) learners followed by interviews with 10 secondary school teachers. The Levene's Test was utilised for Equality of Variance and *t-tests* to determine the main effects of the first three hypotheses.

The final test and analysis entailed a three-way ANOVA to examine the main effects and interactions between and within the independent variables of the study being: Gender, Grade, and Residential Area with regard to social and cognitive emotional intelligence. The *three-way ANOVA* tested hypotheses four to seven. Information gathered from the interviews was categorised and the themes that emerged were stated and reported on in detail.

Chapter 5 contains an explanation of the findings of Chapter 4; where the results are discussed in correlation with the literature review and recommendations are provided for future study.

## **CHAPTER 5**

### **FINDINGS, RECOMMENDATIONS AND CONCLUSION**

#### **5.1 INTRODUCTION**

Escalating concern regarding under performance and disruptive behaviour in schools has led to intensified efforts to understand its causes and consequences, and to identify effective practices and strategies to reduce its occurrence. Learners who demonstrate inappropriate, anti-social, and/or disruptive behaviours are becoming more prevalent in secondary schools; what teachers are discovering with alarming clarity, however, is that the source of the problem goes further than rule breaking.

Louw and Louw (2007) maintain that adolescence is a stormy period; characterised by fewer positive and more negative emotions than in younger children. The negative emotions manifest in the adolescents' frequent conflict with parents and other authority figures, moodiness and high risk behaviour. According to Slavin (2009), the transitions from elementary to middle school or junior high and then to high school can also be quite stressful. Louw and Louw (2007 ) further agree that just as dramatic physical changes are to a growing adolescent, so are the cognitive changes that take place during this developmental period and affect not just their school performance but all aspects of adolescents' lives.

Many of today's learners require more than just firm and consistent discipline policies. In addition to the direct learning of academic skills, they also need positive behavioural instruction in order to develop relationally, emotionally, and behaviourally in ways that often have lasting impacts on their lives. This chapter therefore presents findings and recommendations of the cognitive and social well-being of secondary schools learners regarding emotional intelligence. The findings from this study may assist the Department of Education in the development of support strategies to assist learners in coping with social change, and an evidence-based program that can be utilised by educational and mental health professionals for the development of emotional intelligence in adolescents.

## **5.2 FINDINGS OF THE STUDY**

In this section findings of the mixed method research study that are derived from questionnaires, interviews and literature study, are presented.

### 5.2.1 Statistical Findings and Discussions

The researcher assumed that there is no significant difference between gender, grade and residential area with regard to Cognitive and Social Emotional Intelligence. A *three-way ANOVA* and independent *t-tests* were conducted to examine whether there were any statistically significant differences in the seven hypotheses formulated for the study.

The *Levene's Test* was utilised for Equality of Variance and *t-tests* to determine the main effects of the first three hypotheses. The *three-way ANOVA* examined the main effects and interactions between and within the independent variables of the study being: Gender, Grade, and Residential Area with regard to social and cognitive emotional intelligence. Lastly interviews were conducted where qualitative questions provided explanations for findings from quantitative questions and literature review also added to the findings. Discussion of the results is presented below:

#### 5.2.1.1 *T-Tests* Results

The *t-test* analyses were computed to test hypotheses one to three to compare the actually recorded mean scores with the difference expected by chance in order to *reject or fail to reject* the null-hypotheses.

The following are the reported mean difference for the Group Statistics determined by the Levene's' test on the first three hypotheses:

**Hypothesis 1:** Gender; with regard to social (-0.8284) and cognitive (0.4735).

**Hypothesis 2:** Grade; with regard to social (-0.6676) and cognitive (-0.7863)

**Hypothesis 3:** Residential area; with regard to social (1.2835) and cognitive (4.9907)

In all three cases of the *t-test* statistical analyses as explicated above, the results reject the three hypotheses and show that:

**Hypothesis 1:** There is a significant difference between male and female learners with regard to social and cognitive emotional intelligence.

Although the hypothesis says that there isn't and thereby being in agreement with literature review in chapter 2, later in-depth determination of this through interviews indicated a difference. Teachers indicated that female learners are more emotional, but at the same time display a sense of responsibility and maturity; while males on the other hand, appear to be more aggressive, irresponsible and immature. These differences may also be related to biological maturation of male and females that are genetically programmed (Woolfolk 2007). As a result of their changing physical and cognitive structures, adolescents undergo significant changes in their social and emotional lives as well (Slavin, 2009).

**Hypothesis 2:** There is a significant difference between grade 10 and grade 11 learners with regard to social and cognitive emotional intelligence.

Piaget explored both why and how mental abilities change over time. Piaget's theory of cognitive development proposes that a child's intellect, or cognitive abilities, progresses

through four distinct stages as they grow and each stage is characterised by the emergence of new abilities and ways of processing information. Piaget's stages of cognitive development houses the adolescent in the fourth stage, called formal operational stage (Eggen & Kauchak, 2013). During this stage, most adolescents will reach adult-like thinking, which is in agreement with the interview result as teachers also claim that grade 11 learners are more mature and perform better than grade 10 learners.

**Hypothesis 3:** There is a significant difference between town and township learners with regard to social and cognitive emotional intelligence.

According to O'Donnell *et al.* (2009), the relationship between the individual and the environment is the key focus of cognitive theories of learning. At the heart of most cognitive approaches to understanding learning is the notion that knowledge is constructed by the learner and affected by the learner's prior experiences. Children from different cultural and socioeconomic groups come to school with different experiences and knowledge; therefore teachers need to tap into what learners already know in order to increase their understanding of the content being taught. The interviews also clarified that teachers are of the opinion that environmental influences play a role in learner performance and behaviour.

#### 5.2.1.2 *Three-Way ANOVA Results*

The *three-way ANOVA* was computed in order to examine the main effects and interactions between and within the independent variables of the study being: Gender, Grade, and Residential Area with regard to social and cognitive emotional intelligence. The *three-way ANOVA* tested hypotheses four to seven.



From the *three-way ANOVA* table; the results indicate that the p-value for all the independent variables of the hypotheses four to seven is greater than the predetermined p-value of  $\alpha = 0.05$ . Hence, a decision to *reject* the hypotheses four to seven was taken:

**Hypothesis 4** stated that: There is no significant difference between gender and grade level with regard to emotional intelligence. The results however indicate that there is a difference between gender and grade with regard to emotional intelligence.

Slavin (2009), distinguishing the different elements within the variables, is of the view that adolescence can be a time of great risk for many, as teenagers are now able to engage in behaviours or make decisions that can have long-term negative consequences. According to teachers, there is a difference between gender and grade with regard to social, cognitive and emotional intelligence, as elaborated on in the interview results.

**Hypothesis 5** stated that: There is no significant difference between gender and residential area with regard to emotional intelligence. These results however indicate that there is a difference.

Mwamwenda (2004) describes personality as what a person is in terms of his or her intellectual, physical, social and cultural characteristics. He identifies both heredity and environment as influencing personality development, including environmental factors, the home, the school and peers. Latching on to this view; the researcher concurs that gender and residential background are bound to show the different impacts they have on adolescents. The distinction does not, *per se*; attribute such a difference to specific factors.

Mwamwenda further explains that most personality traits are acquired through the process of learning, therefore a teacher with some knowledge of personality traits, will be in a better position to understand themselves and the behaviour of the learners they teach.

**Hypothesis 6** stated that: There is no significant difference between grade level and residential area with regard to emotional intelligence. These results however indicate that there is a difference.

According to Woolfolk (2007), behaviour is a complementary interaction amongst the environment (social influence), the person (self-influence), and the influence of behaviour itself to produce behaviour. Based on what the experts say and what surfaced from the interviews, the researcher can conclude that individual maturity and environmental factors definitely play a role with regard to emotional intelligence.

**Hypothesis 7** stated that: There is no significant interaction between gender, grade level and residential area with regard to emotional intelligence. These results however indicate that there is a difference.

For Piaget (in Eggen & Kauchak, 2010), development depends in large on the child's manipulation of and active interaction with the environment. It is crucial to provide children with an environment that allows them to develop their social and emotional competencies. Teachers are also of the opinion that there is a significant interaction between gender, grade and residential with regard to emotional intelligence.

## **5.2.2 Interviews Results and Discussions**

Responses from interviews with teachers provided answers to the following research questions:

1. Is there a difference between male and female performance, behaviour and social adjustment?
2. What predicts the individual differences found among adolescents with regard to cognitive and social well-being?
3. How emotionally intelligent are learners?
4. Is there a relationship between emotional intelligence, academic achievement and behaviour?

***Male and female performance, behaviour and social adjustment*** (Research Question #1)

Deducing from the interview results; it surfaced that there is a difference between male and female learners with regard to performance, behaviour and social adjustment as according to the interviewed teachers. Teachers reported experiencing increased incidents of disciplinary problems in schools. Central to their concern is the lack of viable alternatives to deal with anti-social behaviour, disciplinary problems and underperformance in schools.

According to Austin *et al.* (2005), an intelligent adolescent who is self-aware and intrinsically motivated will definitely have very high levels of academic performance. Adolescents with high emotional intelligence will also have good relationship with teachers and parents which also help them to perform well in their examinations (Austin *et al.*, 2005).

***Prediction of individual differences found among adolescents with regard to cognitive and social well-being; and the extent of adolescents' emotional intelligence (Research Question # 2 & 3)***

Of utmost significance from the interviews in this regard was, however, teachers' acknowledgement that emotionally competent learners performed more successfully at school. Their overall emotional awareness and stability seemed to play a vital role in their educational process.

Eggen and Kauchak (2013) also add that emotions provide an important link between our thoughts and actions. Learners able to manage their emotions are more personally satisfied and are better able to make and keep friends, they also become better learners, because they are able to focus their emotions on learning tasks, Saarni, *et al.* (in Eggen & Kauchak, 2013). It is not surprising then, that emotional regulation is widely associated with academic success and general success at school.

***Is there a relationship between emotional intelligence, academic achievement and behaviour?***

Krause *et al.* (2010) declares that an emotion is a mental or psychological state associated with a wide variety of feelings, thoughts and behaviours, which is closely connected to our actions and sense of well-being and adds that social and emotional development is a key piece in the jigsaw of overall development, and that the focus must be on the child and his and her needs and wants, rather than on the curriculum content being delivered. Vygotsky (in Krause *et al.*, 2010) argued very strongly that it is in interaction with others that we learn how to think; individuals

internalise the ideas and processes they observe and participate in during social interaction as new ways of thinking. Emotional intelligence is thus related to positive self-esteem and social skills and low emotional intelligence and aggression are correlated (Lopes & Salovey, 2004).

All teachers were emphatic that there is a relationship between emotional intelligence, academic achievement and behaviour. Saab and Klinger (2010) endorse the teachers' unanimous agreement by stating that the fact that adolescents spend a substantial portion of their lives in school settings; their experiences in schools, therefore, not only affect their academic development but also strongly influence their social-emotional and physical health development, both positively and negatively.

A peculiar contribution by teachers was that learners are often not equipped with the social and emotional competence to fully capitalise on their academic knowledge. To circumvent this shortcoming; Harward (2007) and Swaner (2007) express the *mantra* that schools and universities must also address the whole student (intellectual, emotional and social) to better prepare graduates for future success. They present a *caveat* that it is not enough to produce the best and the brightest technical experts (e.g., arts, sciences, business, education, engineering, music, dental, law or pharmacy). Ormrod (2008) asserts that school is not just a place for acquiring cognitive and linguistic skills; it is also a place for personal development, whereby children and adolescents acquire distinctive patterns of behaviour. In response to Saab and Klinger's outcry, there has been an on-going call for school reform efforts to incorporate affective (psychological and emotional) outcomes in conjunction with academic (cognitive) outcomes. These efforts may be particularly important because physical and mental health problems in childhood and adolescence may compromise academic functioning

In the final analyses; the assertions by teachers that the broad curriculum failed to meet the learner's social emotional needs and to equip them for their roles in the global community are unsubstantiated by fact. The researcher conceives thus teachers' point of view as an inverted euphemistic acknowledgement of their somewhat incapacitated competencies to meet the learner's social emotional needs; and consequentially catapult them to higher levels of the roles they can play in communities. It is ironic that teachers would want to distance themselves from being part of and at the heart of the education system when it comes to teaching and learning. Nonetheless, their citation of high classroom numbers of learners and debilitating workload could be viewed as a case in point.

### **5.3 RECOMMENDATIONS**

Based on the findings obtained from the questionnaires and interviews and literature study, the following recommendations are suggested:

- ❖ Various researchers indicate that emotional intelligence can predict social and cognitive well-being and that emotional intelligence is teachable and learnable. Hence, Goleman (2000:25-27) teaches us that children's emotional and social skills can be cultivated, so that the child will accrue both short-term and long-term advantages in regard to well-being, performance and success in life.

Against this backdrop; the researcher recommends that schools should begin to develop programs to foster social emotional intelligence among adolescents; teachers should

endeavour to teach the rudiments of emotional intelligence to learners and move towards a holistic education, which involves the stimulation and training of both a child's cognitive and affective development. By strengthening and increasing social-emotional educational opportunities, teachers will increase the children's capacity to learn, give them the tools to aspire to personal and professional achievements, and enable them to experience personal satisfaction.

- ❖ The researcher recommends effective intervention strategies to be consciously effected by teachers in order to alleviate under performance and social problems in secondary schools.
- ❖ Upgrading teacher's knowledge with regard to EI is recommended so that they are fully equipped to identify social-emotional problems to assist these learners accordingly.

#### **5.4 SUGGESTIONS FOR FUTURE RESEARCH**

The following suggestions are made for further research:

- ❖ The interview findings indicated that teachers are not knowledgeable and fully equipped to deal with cognitive, social and emotional problems of learners; therefore it is suggested that further research be conducted to investigate the level of teacher emotional intelligence in order to determine whether teachers are capable of dealing with learners' cognitive, social and emotional problems.

- ❖ Further research should investigate the possibility of including EI programmes into training courses for teachers in order to equip teachers with the capacity to deal with challenges.
- ❖ It is further suggested that the five crucial emotional competencies previously proposed by Goleman (2000), should be further researched and whose individual impact can be determined

## **5.5 CONCLUSION**

Chapter five focused on the findings emanating from the questionnaires and interviews and literature review and recommendations and suggestions for further study were provided.

The findings indicate that learners are not equipped with the necessary emotional skills in order to deal with the cognitive and social challenges at hand and schools do not meet these needs. Teachers are also not equipped to deal with problems at hand. Holistic education becomes vital and teachers need to be trained to identify and attend to learner needs.

Teachers complain about overcrowded classes and the huge workload; therefore the current education system, teaching conditions and school environment are also not conducive to learning and teaching and need to be prioritised for attention by the Department of Basic Education.



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## APPENDIX A



Central University of  
Technology, Free State

20 April 2013

The Head: Free State Dept. of Education  
P.O. Box 521

**BLOEMFONTEIN**  
9300

Dear Sir

This letter serves to introduce to you Ms M Harmse who is studying for a Masters Degree under our supervision (the undersigned) at the Central University of Technology. We request and believe you can help her by granting her the requisite access to schools in the Lejweleputswa School District for acquisition of information pertaining to her studies.

*The title of her dissertation is:*

***"The Cognitive and Social well-being of Learners in Lejweleputswa School District regarding Emotional Intelligence"***

Please be informed that you will find Ms Harmse as pleasant and helpful a person as she is knowledgeable. She has taught the ***Natural Sciences (Grades 7-9), Biology (Grades 10-12), and Physiology (Grades 10-12)***. She subsequently served in various senior administration positions such as Principal of Welkom Secondary to an ***SMGD*** position in Lejweleputswa School District. She is a conscientious graduate student and we can assure you that we are anticipating excellent outcomes from her studies that will be fruitful to the department. She has pledged to provide your department with a report explaining the findings of her study.

Sincere regards



Dr DK Selaledi (Supervisor)  
Senior Lecturer: School of Teachers Education  
Welkom Campus



Prof D Ngidi  
Dean: Humanities  
CUT: Bloemfontein

## **APPENDIX B**



Central University of  
Technology, Free State

12 August 2013

Mr M S Mokgobo  
The Director: Lejweleputswa District Office

WELKOM  
9460

Dear Mr. Mokgobo

### **REQUEST TO CONDUCT RESEARCH AT SCHOOLS IN YOUR DISTRICT**

We, the undersigned, and lecturers at the Central University of Technology, hereby request for permission to allow Ms M Harmse (M.Ed. student) to conduct research studies at some selected schools under your jurisdiction in the Lejweleputswa School District.

*The title of her dissertation is:*

***“The Cognitive and Social well-being of Learners in Lejweleputswa School District regarding Emotional Intelligence”***

A copy of the thesis and a comprehensive summary of the findings will be provided to your office upon request. Also, we wish to emphasise that the researcher, closely supervised by Dr DK Selaledi (the promoter) will abide by all conditions pertaining to the task of conducting research in the schools as stipulated by the Free State Department of Education. The following conditions will, *inter-alia*, be uppermost to observe:

- ✚ The targeted population for the study will be approximately 200 grade 10 & 11 learners and 10 educators in the FET Phase. The sample will be required to respond to a questionnaire and interview schedule respectively and the promoter will ascertain that the responses are handled confidentially.
- ✚ Equally important, the researcher will undertake not to pass any information to the mass media without prior approval by the Free State Department of Education.

Attached, please find a letter of approval to conduct the study from the Free State Department of Education and a list of schools sampled for the study in your district.

Sincere regards



Dr DK Selaledi (Supervisor)  
Senior Lecturer: School of Teachers Education  
Welkom Campus

## APPENDIX C



15 August 2013

The Principal  
Goudveld Secondary School  
Welkom

Dear Mr. Sauer

### **REQUEST TO CONDUCT RESEARCH AT GOUDVELD SECONDARY SCHOOL**

This letter serves to introduce to you Mrs. M. Harmse who is studying for a Masters Degree under our supervision (the undersigned) at the Central University of Technology. We request and believe you can help by granting her the requisite access to your school for acquisition of information pertaining to her studies.

Ms Harmse's research is on *“The Cognitive and Social well-being of Adolescents in Lejweleputswa School District regarding Emotional Intelligence”* Please be informed that information from the sampled participants will be sought through a questionnaire for grade 10 and 11 learners and interviews with selected teachers; making sure that the following individual rights of participants are maintained:

- All responses will be treated confidential – shown neither to others nor identified by the names of the schools.
- Equally important, the researcher will undertake not to pass any information to the mass media without prior approval by the Free State Department of Education.

You will find Ms Harmse as pleasant and helpful a person as she is knowledgeable. She subsequently served in various senior administration positions such as Principal to an SMGD position in Lejweleputswa School District. She is a conscientious graduate student and we can assure you that we are anticipating excellent outcomes from her studies that will be fruitful to the department of education.

Attached, please find a letter of authorization to conduct the study in your school from the

Director: Lejweleputswa District Office.

Sincere regards



Dr DK Selaledi (Supervisor)

Senior Lecturer: School of Teachers Education

Welkom Campus

Mothusi Road, Thabong, Welkom, South Africa, 9459 •[www.cut.ac.za](http://www.cut.ac.za)

## **APPENDIX D**



## LETTER FOR TEACHER TO PARTICIPATE IN THE INTERVIEW

### TITLE OF THE TOPIC

*The Cognitive and Social well-being of Adolescents in Lejweleputswa School District regarding Emotional Intelligence*

Dear Sir/Madam

Thank you for having agreed to take part in the above research project. As a participant in this study, you will be interviewed about the Cognitive and Social aspects of learners in Secondary schools.

### PURPOSE OF THE STUDY

The interview seeks to determine the level of emotional intelligence and to explore the relationship between emotional intelligence, cognitive and social well-being in adolescents in Secondary Schools in the Lejweleputswa District. The findings will reveal what strategies can be employed to alleviate under performance and social problems in secondary schools. Subsequently, the study will hopefully enhance peer, teacher and student relationships, school engagement, academic achievement, pro-social behaviour, and on-going life-satisfaction.

### CONFIDENTIALITY


Information provided during the interview will be treated confidentially, and your name or that of the school will not be mentioned or in any other way be associated with data collected in this study. The contents of the survey will not be discussed with your principal nor will it be part of the teacher evaluation process.

### PARTICIPATION

Participation in this study is voluntary. This study is conducted under the supervision of Dr DK Selaledi, CUT Welkom Campus. Any questions concerning this study may be addressed to the researcher or supervisor. There are, therefore, no risks associated with this study. Your participation would be much appreciated and I am most grateful for your time and consideration.

Thank you in anticipation.

Sincere regards



M. Harmse  
Researcher

Email: [miranda.hvodamail.co.za](mailto:miranda.hvodamail.co.za)



Dr D K Selaledi  
Supervisor

[dselaledi@cut.ac.za](mailto:dselaledi@cut.ac.za)

### APPENDIX E

**CONSENT TO PARTICIPATE IN THE RESEARCH**

**TITLE OF PROJECT:**

***THE COGNITIVE AND SOCIAL WELL-BEING OF ADOLESCENTS IN LEJWELEPUTSWA SCHOOL DISTRICT REGARDING EMOTIONAL INTELLIGENCE***

I, ..... agree to participate in a study being conducted by Mrs. Miranda Harmse. My decision to take part in the study is based on the information which the researcher presented to me pertinent to the project. I was afforded an opportunity to ask questions and am still welcome to contact the researcher at any time should I need clarity regarding the project.

I understand that I have latitude to withdraw this consent at any time if I so wish. I further understand that a tape recorder will be used during the interview.

The interview will take place at .....School, on .....  
at..... The interview should last for approximately 40 minutes.

.....  
Participant (Signature)

Date: .....

.....  
Researcher (Signature)

Date: .....

**APPENDIX F**

**FACULTY OF HUMANITIES**

**SCHOOL OF TEACHER EDUCATION  
RESEARCH STUDY**

**Strictly Confidential**

**QUESTIONNAIRE**

*The Cognitive and Social well-being of Adolescents in Lejweleputswa School  
District regarding Emotional Intelligence*

*M. Harmse  
H.D.E; B.Ed. Honours; PGDE (Psychology)*

**QUESTIONNAIRE**

## **THE COGNITIVE AND SOCIAL WELL-BEING OF ADOLESCENTS IN LEJWELEPUTSWA SCHOOL DISTRICT REGARDING EMOTIONAL INTELLIGENCE**

Dear Student,

I, Mrs. M. Harmse am currently conducting research (in fulfillment of the requirements for the MASTERS DEGREE: Educational Psychology), regarding the above-mentioned topic and am asking for your assistance through participation in the study.

### **PURPOSE OF THE STUDY**

This questionnaire seeks to determine the level of emotional intelligence and to explore the relationship between emotional intelligence, cognitive and social well-being in adolescents in Secondary Schools in the Lejweleputswa District. The findings will reveal what strategies can be employed to alleviate under performance and social problems in secondary schools. Subsequently, the study will hopefully enhance peer, teacher and student relationships, school engagement, academic achievement, pro-social behaviour, and on-going life-satisfaction.

### **PARTICIPATION**

Your participation in this study is strictly voluntary. If you do not wish to participate, you are free to hand back the uncompleted questionnaire.

The questionnaire has two sections: Section 1 below asks for your personal information (demographics). Section 2 consists of questions, regarding specific information that will help the researcher to answer research questions and draw conclusions regarding the research problem. This information is very important for the processing of data (i.e. the answers that you so kindly provide us). May we, therefore, *humbly request* you to provide an answer for each and every question asked?

### **CONFIDENTIALITY**

All information will be regarded as CONFIDENTIAL, and no personal details of any respondent will be mentioned in the findings, nor will any results be related to any particular school. Your anonymity is guaranteed and your name or that of the school will not be referred or mentioned on the final product. The contents of the survey will not be discussed with your principal or educators. Although the research report will be published, it will contain figures, percentages and

deductions based on the analysis and interpretation of the data provided without identifying any respondent personally.

## **RISKS**

This study is conducted under the supervision of Dr DK Selaledi, CUT Welkom Campus. Any questions concerning this study may be addressed to the researcher or supervisor. There are, therefore, no risks associated with this study. Your participation would be much appreciated and I am most grateful for your time and consideration.

Thank you in anticipation.

Sincere regards



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Dr D.K Selaledi  
Supervisor  
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076 345 7531

## **SECTION A**

PERSONAL INFORMATION (DEMOGRAPHICS).

Please answer all questions and complete the questionnaire by making a cross (X) in the applicable box.

1. Gender

Male	Female
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2. Grade

Grade 10	Grade 11
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3. Age

15	16	17	18	19	20	21 +
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4. Race Group

African	Coloured	Indian	White	Other
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5. Home Language

Afr.	Eng.	Sotho	Tswana	Xhosa	Zulu	Other
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6. Area in which your school is situated

City	Town	Township	Rural
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## SECTION B

Listed below are a wide variety of questions. This questionnaire is designed to help us gain a better understanding of the relationship between Emotional Intelligence, Cognition and Social

well-being of Secondary school learners. Please indicate your opinions about each of the statements below by crossing the appropriate number.

- ❖ Rate each item as it pertains to you personally.
- ❖ Base your ratings on how you feel most of the time.
- ❖ Respond to each statement independently; do not be influenced by your previous choices.

Be sure to answer all statements.

Use the scale below to rate the statements.

Your answers will be kept strictly confidential and will not be identified by any names.

1	2	3	4	5
Strongly disagree	Do not agree	Neutral	Agree	Strongly agree

STATEMENTS	RATING				
1. When I am upset, I can usually pinpoint exactly why I am distressed.	1	2	3	4	5
2. While there are some things that I would like to change, I generally like who I am.	1	2	3	4	5
3. I feel confident about my own skills, talents, and abilities.	1	2	3	4	5
4. I would describe myself as a good judge of character.	1	2	3	4	5
5. Other people find it easy to confide in me	1	2	3	4	5
6. I am aware of my emotions as I experience them	1	2	3	4	5
7. When I experience a positive emotion, I know how to make it last	1	2	3	4	5

1	2	3	4	5
Strongly disagree	Do not agree	Neutral	Agree	Strongly agree

8. I like to share my emotions with others	1	2	3	4	5
9. I seek out activities that make me happy	1	2	3	4	5
10. By looking at their facial expressions, I recognize the emotions people are experiencing	1	2	3	4	5
11. I easily recognize my emotions as I experience them	1	2	3	4	5
12. I compliment others when they have done something well	1	2	3	4	5
13. I help other people feel better when they are down	1	2	3	4	5
14. I can tell how people are feeling by listening to the tone of their voice	1	2	3	4	5
15. When I am faced with a challenge, I give up because I believe I will fail	1	2	3	4	5
16. I am involved in extra- curricular activities	1	2	3	4	5
17. I give up easily	1	2	3	4	5
18. I have a good relationship with my teacher	1	2	3	4	5
19. I am motivated to do well in school	1	2	3	4	5
20. I easily forget when I learn	1	2	3	4	5
21. I am good in reading and Literacy activities	1	2	3	4	5
22. I am often mean with people	1	2	3	4	5
23. I feel powerless and useless at times	1	2	3	4	5
24. In general, I am an optimistic and cheerful person	1	2	3	4	5
25. I am able to make and keep friends	1	2	3	4	5
26. I feel that I have a number of good qualities	1	2	3	4	5

1	2	3	4	5
Strongly disagree	Do not agree	Neutral	Agree	Strongly agree



27. During exam times, I am very anxious	1	2	3	4	5
28. I am able to set goals and persevere towards them even in the face of setbacks.	1	2	3	4	5

**APPENDIX G**

**INTERVIEW SCHEDULE**

## Interview Protocol

### **Introduction**

- Introduce yourself
- Discuss the purpose of the study
- Provide informed consent
- Provide structure of the interview (audio recording, taking notes, and use of pseudonym)
- Ask if they have any questions
- Test audio recording equipment
- SMILE-make the participants feel comfortable

### **Questions 1 to 8**

#### Semi – Structured Interview Questions

1. Are you satisfied with the performance and/or behaviour of learners....?
2. Is there a difference between male and female performance, behaviour and social adjustment...?
3. Is there a difference between grade 10 and 11 learner's performance and behaviour ....?
4. Do you understand your learners' non verbal signals such as body language and facial expressions.....?
5. Can the teacher's attitude and emotions promote cognitive activity and social awareness....?
6. Are learners who exhibit social and emotional competency more successful at school.....?  
(E.g. regular class attendance, completing activities and involvement in extracurricular activities)
7. Do you agree that the development of cognitive abilities at school is not enough to equip learners for their roles in the global community....?
8. Do you agree that learner's needs and wants also require attention, rather than focusing only on curriculum content being delivered....?

### **Concluding Statement**

- Thank them for their participation
- Ask if they would like to see a copy of the results
- Record any observations, feelings, thoughts and/or reactions about the interview

## **APPENDIX H**

### **Untranscribed Interviews**

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REC 01

**INTERVIEWER:** Question 1: I am satisfied with the performance and behaviour of learners...?

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**INTERVIEWEE:** I agree with the statement. The class that I teach is a very diverse class. There are very clever learners in the class but there are also those who struggle a bit. According to behaviour, there is nothing that I can complain about. Their behaviour is very good. They bring their books to school. They participate in class, etc. There is always room for improvement in performance, I believe. Although there are some of them performing excellently I think there can still be some of them who will have to work hard and which we will have to attend to.

**INTERVIEWER:** Can you say there is a relationship between performance and behaviour...?

**INTERVIEWEE:** To some extent, yes. But you also get that a very clever learner might not behave that well in class, because he or she is bored, and then you also get those who do not behave that well in class but their performance is not that good.

**INTERVIEWER:Question 2:** Is there a difference between male and female performance, behaviour and social adjustment...?

**INTERVIEWEE:** I cannot really say that. I do not think it depends on social adjustment or anything like that. I cannot agree with this statement.

**INTERVIEWER:** Can you tell us why you do not agree...?

**INTERVIEWEE:** Because in this specific class that I teach, there are, some of the learners are very intelligent and it does not really matter if it is a boy or a girl. I think they perform according to their abilities.

**INTERVIEWER:Question 3:** There is a difference between grade ten and eleven learner performance and behaviour.

**INTERVIEWEE:** To a slight extent, I think so. I think grade ten's sometimes struggle to make the transmiss

sion from grade nine to grade ten, where in grade eleven they are already used to the system. Also they get used to your way of teaching. If you have though them in grade ten, they adapt very easily in grade eleven, because they are use to your style and what you expect from them. So yes I do think the grade elevens are a little bit more focus, they know what to expect and so on.

**INTERVIEWER: Question 4:** I understand my learner's non-verbal signals, such as body language and facial expressions.

**INTERVIEWEE:** I think so, yes I do. Very few learners will indicate by putting up their hand or something like that, that they don't understand what they have been thought. So you have to be very sensitive to their facial expressions and body language to be able to tell if they understand what you have explained.

**INTERVIEWER:Question 5:** My attitude and emotions promote cognitive activity and social awareness...?

**INTERVIEWEE:** This is a difficult question, because I always try to be positive in my outlook and I hope that I, that that is the way in which the children see me as well. So, yes, I try to be sensitive to learners having problems in class and I try to involve the learner holistically in whatever we do in class. It is not always possible, but we working towards it.

**INTERVIEWER: Question 6:** Learners who exhibit social and emotional competency, for example; regular class attendance, completing activities and involvement in extra-curricular activities, are more act to be successful at school...?

**INTERVIEWEE:** I will hundred percent agree with this, because if a learner is not involved, if they don't attend class, if they don't complete their activities, then there is nothing that I can test myself against to see if they understand or not. And learners who are not involved are not involved at all, and then they are also not involved in their school work as well. So, yes, definitely this is true.

**INTERVIEWER:Question 7:** The development of cognitive abilities at school is not enough to equip learners for their roles in the global community.

**INTERVIEWEE:** I also agree with this, because I don't think we always prepare learners for the world out there with what we teach them in school. There are a lot of things that you can teach them which is not in the syllabus and to which you have to be sensitive to. So, I don't think that it is enough what we do to equip them for the world out there.

**INTERVIEWER:** Do you have a suggestion, maybe what we can add...?

**INTERVIEWEE:** I think if we look at question six again and we see that learners' involvement in extra- curricular activities, I think that is a way in which we work with the learner as a whole and where we can maybe equip them better if we meet them in a more informal way on the sports field, for example.

**INTERVIEWER:Question 8:** The learners needs and wants also requires attention, rather than focusing only on curriculum content being delivered.

**INTERVIEWEE:** Yes, one hundred percent. Of course not everybody feels the same every day. Not everybody has the same background from home and so on. So, yes, we need to address that. Sometimes we are so curriculum orientated that we don't have time to pay attention to the child specific needs and how he comes from home and what he really needs, but yes we do have to focus on that.

**INTERVIEWER:** Thank you.

## REC 02

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**INTERVIEWER:Question 1:** I am satisfied with the performance and or behaviour of learners...?

**INTERVIEWEE:** Mostly overall, but I do find there is a difference between intelligence with the behaviour. So if their performance is not good, you can see their behaviour is not good. Although like, sometimes you also find your highly intelligent learner is so bored in the class that they also give you problems. What else can I say, I said so much already. That their emotional intelligence comes through or how they been brought up at home. What, you know sometimes they don't even know it is bad manners when they do something or something like that or what is expected of them at school. Ja I think that is what I can say about that.

**INTERVIEWER:** How do you feel about performance and behaviour? Or performance or behaviour. Is there a correlation between the two or does the one influence the other one..?

**INTERVIEWEE:** You know some learners you will get that they, like in grade ten I got an "ADD" learner and he can be very disruptive but he is highly intelligent at the same time. And then in the grade elevens I got some that are not intelligent at all and they are very disruptive in the class all the time. And sometimes I think maybe they don't understand what we discuss that's why they make comments to their friends all the time. So, sometimes it is behaviour and performance, and sometimes it is behaviour or performance. That I find there is a different correlation between your low intelligence learners with their behaviour. Okay.

**INTERVIEWER:Question 2:** Is there a difference between male and female performance, behaviour and social adjustment?

**INTERVIEWEE:** Yes. Your males seem to come right here in grade eleven, but in grade ten, you know they are still adjusting whereas your girls which is more your mature learner. And then by grade eleven, it seems like the boys *skrikwakker* and they start to work harder. I don't know, in my own work. Grade ten you do get some boys that are working very hard, but overall I would find that only in grade eleven do these boys start realizing you know I need to start working now. So by the time they get to grade twelve, they really coming right now. But you get some boys that, you know they just consistent all their school life, but others, I don't know that my own personal few, but I have found that with a lot of boys. Girls, they will just work and they will consistently perform.

**INTERVIEWER:Question 3:** There is a difference between grade ten and eleven learner performance and behaviour...?

**INTERVIEWEE:** That is just what I said. Especially with your boys. Your girls are much more consistent. Grade nine girls is a horrible thing, but grade ten girls are very nice. Grade eleven, the boys, and the second led to some thing happening like that. So, I would say definitely. Social awareness. I am always onto them. Watch the news. Know what is going on around you in your world. See what is going on. So I do like. Like I said I am not giving them life lessons in my classes.

**INTERVIEWER:** Will you say that the teacher's attitude and emotions influence learner cognitive and social awareness...?

**INTERVIEWEE:** Definitely. Because you try and get them to see the world like you see it or to get them to think differently, because you know these learners are basically only be influenced by their parents and if you can get them to influence them to think differently, you know you want to think you have got somebody that will think differently maybe change the world if they can see things differently and not just in their small little world. There is more to life than just living in this little *dorpie* you know. To get them to see that. Okay.

**INTERVIEWER:Question 4:** Learners who exhibit social and emotional competency, for example; regular class attendance, completing activities and involvement in extra-curricular activities, are more act to be successful at school...?

**INTERVIEWEE:** Yes. Definitely regular class attendance and completing activities. Involvement in extra- curricular, not so much. Okay, I have had learners that are real bookworms, they will just sit and do their work, not participate in anything. Actually the cleverest child I ever thought in my life, he didn't do anything. But it is your person who sits down and does the work, that gets somewhere in life than then come to school one day and miss two days type of thing. You now, they are not showing us that they want to get somewhere in life. Okay.

**INTERVIEWER:Question5:** The development of cognitive abilities at school is not enough to equip learners for their roles in the global community.

**INTERVIEWEE:** Yes, I agree with that. There is more to life than what you learn in books. And they need to make aware of what is going on around them. They got to take, you know you got to guard them and some things and some subjects we discussed in school, they got no idea what is going on. They never heard of things like that. If I can take an example, like organ donors or euthanasia, you know you discuss things that they never heard off in their lives and you know to get them to see but there is more to live than ... (indistinct) world, you know. Start thinking out the box type of thing, I always say to them. Okay, anything else.

**INTERVIEWER:Question 6:** The learners needs and wants also requires attention, rather than focusing only on curriculum content being delivered...?

**INTERVIEWEE:** Yes. I wouldn't say their wants, but their needs, especially emotional needs. We have got a support system at school and you often find yourself as a teacher having to deal with things or come to you with a problem or something and so there are needs that have to been taken care of. Want, I don't know. That's for the parents to take care of, but there are some needs. Especially emotional support and what do you do in certain circumstances. That I know in our school we do take care of that. We do have a counselor that deals with the children and things. But it is something that has to be looked at because there is some children that, you know, you don't know what is going on at home, so you don't know what is their barriers to learning and so. And I think it needs to be done in grade one, not when they get to high school. Some of those learners they got problems, and it is only picked up when they come to high school and it is like being a barrier to them for fulfilling their potential their whole school career. So we need to take better care of our children. Okay.

**INTERVIEWER:** Thank you.

### REC 03

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**INTERVIEWER:Question 1:** I am satisfied with the performance and or behaviour of learners...?

**INTERVIEWEE:** My personal opinion would be no, I am not satisfied with the performance or behaviour of my grade ten learners. Firstly because I think they are a bit immature. They don't take the work very seriously. And because of that behaviour, the influence or the impact on their performance negatively. Another reason why I will not agree with this statement would be the ... (indistinct) as well. And I also think another barrier to their performance would be the language. English is not their first language or

their home language, so I think that may affect their performance as well and their behaviour towards would be a negative one towards, because they are not at ease with that so their reaction towards it would be negative.

**INTERVIEWER:Question 2:** Is there a difference between male and female performance, behaviour and social adjustment...?

**INTERVIEWEE:** Yes. I agree with this statement. There is a difference between male and female performance. With the females, the performance is a bit higher than the boys. I think it is because they are mentally more mature than the boys as well. Females take their work more seriously. They are on time. Their work is always or mostly up to date as compared to the boys. So I think the physiological maturity, physical maturity as well, also plays a role between the two genders. So female in this ... (indistinct) is much more mature than the boys. So therefore I would say females are more productive than the males. Social adjustment. What can I say about social adjustment?

**INTERVIEWER:** How do they respond to their peers? How do they behave? How do they actually co-operate...?

**INTERVIEWEE:** How they co-operate? There I would say both boys and girls, they co-operative equally towards me. I think it is because I am a young educator. They see me as some one that is vibrant, similar to them. So I think my age plays a role there for both boys and girls. How boys respond to their peers. They are very playful in my class. Whereas the girls, they take their work much more serious. In my class girls wouldn't talk chit-chat with their peers, but where the boys would have their silent little jokes, laugh here and there. But in terms of the co-operation between me and the boys and the girls, it is okay.

**INTERVIEWER:** What can you say about the behaviour...?

**INTERVIEWEE:** There is a difference between behaviours. The boys respond more positively towards my instruction regarding behaviour. If I said sit still, they will sit still. But the girls, they act negatively. They become very cheeky, you know. Or they personal expression yourself at, you know. Whereas the boys they will listen more or less, but the girls it is a tough time with them.

**INTERVIEWER:Question 3:** Is there a difference between grade ten and eleven learner performance and behaviour...?

**INTERVIEWEE:** Definitely. I personally think the grade elevens, as they entering that stage of, they thinking about their future. Varsity life, in matric you've got to send your June results. So the grade elevens will be much more mature regarding this aspect. They take their work more seriously. Their marks are far better than grade ten. Whereas grade eleven is the most difficult year compare to grade ten... (Indistinct) is difficult, life challenges, etc. So I think there with the grade elevens, they take their work more seriously and they are mentally mature as well, so there is an adaption between grades nine up until grade ten. So in the grade ten, I can see there is a difference as well. Boys become more mature, the girls are more or less mature. But the grade elevens, the performance wise, is far better than grade ten. They are more matured as well and I think at our school as well, Welkom High, they know their ... (indistinct). So the discipline system that is put in place works for them.

**INTERVIEWER:Question 4:** I understand my learners' non-verbal signals, such as body language and facial expressions.

**INTERVIEWEE:**Ja, body language I must say expresses a lot. Sometimes learners don't tell me or they don't tell a person a thing but their facial expressions show me. If I reprimand the ladies, they will click their tongue, you know. It doesn't necessarily mean they don't say, but by just clicking their tongue, I can hear their aggressive. They only respond to my instructions positively. Ja, whereas for the boys, they don't show emotions. Whereas the girls, they have an emotional side towards them. Ja.

**INTERVIEWER:Question 5:** My attitude and emotions promote cognitive activity and social awareness.

**INTERVIEWEE:** I definitely agree with this statement. I realized when I come to a certain topic that I need to teach in English, direct or indirect speech. It is a bit difficult for the learners, as that is not their home language. And if I made a statement such as I know this content is difficult. Learners already put a negative attitude towards it, because

if the educator thinks, it is difficult, they are going to think how I can overcome this obstacle. How can I overcome this challenge? So my attitude definitely plays a role in my class as well. My emotions, has well, in terms of social awareness?

**INTERVIEWER:** Co-operation...?

**INTERVIEWEE:** Co-operation. I think the learners know the educators. I know exactly, they know exactly what to say, what to do to a specific educator. So if they look at and they see my emotions on my face, they can determine whether I am upset, whether I am in a good mood or in a bad mood. So I think also the attitude of a teacher displays about herself, also communicates the learners what type of educator non-verbal signals, such as body language and facial expressions.

**INTERVIEWER:** They are involved. They attend; they are completing activities so they show emotional competence.

**INTERVIEWEE:** Okay. Ja, that is fine.

**INTERVIEWER:Question 6:** The development of cognitive abilities at school is not enough to equip learners for their roles in the global community.

**INTERVIEWEE:** For the development of cognitive abilities at school is not enough to equip learners for their roles in global community.

**INTERVIEWER:** When you say learners are ready for the outside world, after they have been taught in school, will you say they are ready for the outside world? If you just give them cognitive abilities.

**INTERVIEWEE:** I would say if a child has completed his school and career, yes. Because your school and career includes different types of subjects, like life orientation which is needed. Life skills are taught. Personal skills are taught. Relationship skills are taught. This would equip the child regarding the life out there and society out there. School is also there to provide learners with the basic background. Because ... (indistinct) working experience. So when they are able to step out there, we will know exactly what to expect more or less. With the subjects that were taught at school. It is not enough but it is a stepping stone.

**INTERVIEWER:Question 7:** The learners needs and wants also requires attention, rather than focusing only on curriculum content being delivered.

**INTERVIEWEE:** Yes, I will definitely agree. Remember we are a rainbow nation. And when we stand, when I stand in front of my class, I realize that I have got a different number of learners with different social backgrounds. Each and every child is fighting some sort of battle or has a different challenge to overcome. A teacher is such an important person because teacher is able to identify a certain need. Now this little boy, or this young man, something is wrong at home. Call him aside and speak to him. He might not get attention at home and negative attention is better than no attention at all. And that is why I think in class as well. We sit with problems and we thinking why is this young man acting like this? Meanwhile, what we don't realise is that this boy has got no one to talk to at home. Mom and Dad is busy working. And the only attention that he gets is from the educator herself or himself. And that is why, we are not focusing on robots, children are human-beings and human-beings got needs and wants. They want to be loved. They want to be recognised. They want to be praised, if they did well, well done my boy. So we can't only solely focus on one content, no content will help us but at the end of the day a child needs to be spiritually grown as well. If the child is ... (indistinct) hungry it is a need, the child needs food. How can a child concentrate in class? So teachers are there to determine what are a child's needs, what is a child's wants as well. Those are the contents solely focus on content related.

**INTERVIEWER:** Thank you.

#### REC 04

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**INTERVIEWER:Question 1:** I as a teacher am satisfied with the performance and behaviour of learners...?



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**INTERVIEWEE:** I agree mostly. Because in the class situation the learners behaviour in my class is most of the time satisfactory because I have a very strict discipline structure in my class. Sometimes there is an individual learner who misbehaves but that is the exception rather than the rule. There is a correlation between behaviour and performance. Because most of the time the top performers are also the children who behave very well and then the average learners, I don't have a problem with most of the time, not always, but most of the time. The learners that do have behavioural problems are the ones that do not achieve very well.

**INTERVIEWER:Question 2:** There is a difference between male and female performance, behaviour and social adjustment...?

**INTERVIEWEE:** I can't say that I have experienced that. That, which really makes a difference. The only area in which there might be a little difference is maybe that the boys are more aggressive. It is easier for them to flare up, some one looks at them in the wrong way, then they might lash out. Where the girls will rather revert to gossiping or crying or something less physical. So yes in that way there is a difference. In rather the way that they react, not in the fact that they have behavioural problems. The girls stick to emotional feelings where the boys also have these feelings but then they put it into deeds. They will hit someone or break something, where the girls won't do that.

**INTERVIEWER:Question 3:** There is a difference between grade ten and eleven learner performance and behaviour.

**INTERVIEWEE:** To a small extent yes. Especially in the first half of grade ten. The children, I have found, are very immature still. Towards the latter half of grade ten, there is a visible difference. I don't know why but I have experience this many years that in the last half of grade ten, the children become easier to work with. They become more lenient towards each other. I think it is just more a general case of they become more mature.

**INTERVIEWER:Question 4:** I understand my learners' non-verbal signals, such as body language and facial expressions.

**INTERVIEWEE:** Yes I do. I pride myself on the fact that I can do that. May be it is because I've got a little bit of psychology three. So yes I can pick it up when they are sad or angry or they don't want to be bothered. Yes I understand their signals.

**INTERVIEWER:** Do you think it is important to know the signals?

**INTERVIEWEE:** Absolutely. Because I think if you do not see it or do not interpreted in the correct way then you might cause the child to become even more aggressive. If this boy comes into the class and he kicks the desk and then you still carry on bothering him and harping on something, then you will worsen it.

**INTERVIEWER:Question 5:** My attitude and emotions promote cognitive activity and social awareness.

**INTERVIEWEE:** My attitude, yes. I hope my emotions are not playing a very big role in my class, except when it is positive emotions. I hope so, because of the fact that I teach a language, cognitive activity is really important on all levels. And social awareness, well to take a simple example, I really make a big deal of respect. For example that the boys must allow the girls to enter first and a boy mustn't walk in front of a girl and things like that. They should greet me politely. I always say that even if you are not a gentleman outside the class, you will have to be a gentleman inside my class and also a lady. I try very hard and the cognitive activity, I hope that I can stimulate that as well.

**INTERVIEWER:Question 6:** Learners who exhibit social and emotional competency, for example; regular class attendance, completing activities and involvement in extra - curricular activities, are more apt to be successful at school.

**INTERVIEWEE:** Absolutely, yes definitely. The regular class attendance speaks for itself. I mean if they are there, and they can participate in everything and they can get the benefit of good teaching it should reflect in their achievements. The same with completing activities. There are very few children in my class who do not complete activities, because if they do not complete it I have them come back, they come to my class during break-time or after school so that they can complete it there where I am. Involvement in extracurricular activities although there must be a limit, because unfortunately some children think that that's what it's all about.If they can compete in sports and if they can achieve in sports, then they tend to ... (indistinct) the importance

of the academic part of it. And with that I have a very big problem, because unfortunately in our system sometimes that is promoted because they are so hunted for their sporting abilities that they think for the rest of it I can just get by on doing nothing, and then unfortunately it doesn't work that way. Because marks don't come from kicking a ball.

**INTERVIEWER: Question 7:** The development of cognitive abilities at school is not enough to equip learners for their roles in the global community...?

**INTERVIEWEE:** Not enough. I don't think it will be enough to equip them. I think it depends on what this role in the global community is going to be. I mean if a child can learn the cognitive ability of appreciation or of synthesis or one of those higher level cognitive things, I think that can be used in all walks of life. But I don't think the extent to which we manage to do it at school will be enough. Because there are too many things that we have to do at once. So yes, we do try and I think in the languages we have more time than in other subjects maybe to develop these skills and abilities.

**INTERVIEWER:Question 8:** The learners needs and wants also requires attention, rather than focusing only on curriculum content being delivered.

**INTERVIEWEE:** Absolutely, I agree with this. But the reality is that the classes are very full. My classes are, all of them close to forty. So unfortunately what happens is only in the extreme cases can the school really get involved. I don't think that is the job of the school. I know that there are schools where children are fed and of course that must happen. Luckily my school is not one of those schools where that's necessary. Most children come to school, having had breakfast. But there are children who come to school hungry and we do have a little on very small scale, we have a scheme where we give them sandwiches at least. But I think all that detracts from the schools focus because cruel as it may sound this is an academic place. But we do get involved sometimes. The school is for many children the saver place of the two. We should cater for that.

**INTERVIEWER:** Thank you.

## REC 05

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**INTERVIEWER: Question 1:** I am satisfied with the performance and behaviour of learners...?

**INTERVIEWEE:** Do you mean in my class when they do something?

**INTERVIEWER:** Yes, in general in your class, according to your teaching experience.

**INTERVIEWEE:** I am satisfied with the performance and behaviour of learners when they perform according to their abilities or when they perform according to what I am asking them.

**INTERVIEWER:** Yes. Do you think there is a correlation between performance and behaviour...?

**INTERVIEWEE:** Yes definitely. Because very often a child is very naughty in a class and then the performance will be bad. And you often see that a child that is very well behaved performs well, but you also get the cases where a learner is very quiet and well behaved in the class, but their performance is very weak.

**INTERVIEWER:** Can there be maybe a reason for that or can you identify facts that play a role.

**INTERVIEWEE:** It could be in my opinion that when a child is very well behaved but he still performs low, is that he simply doesn't have the mental ability to perform well. You get those learners. You also get those learners that are too shy to ask. They are not dumb or anything like that but they are too shy to ask you a question and therefore their performance will be low. You can also have those learners that maybe have problems at home or any kind of problem and they withdraw in themselves and then they can't perform. It could also be that the learner takes drugs during break-time or before school and then they are simply not able to perform.

**INTERVIEWER:** So you say there are maybe other factors ... (intervene)?

**INTERVIEWEE:** Yes.

**INTERVIEWER:** That influences the child's performance?

**INTERVIEWEE:** In our school we don't give it a lot. Because if I can say that we are a privilege school, but we also have those factors in our school but I don't think we have that much as in other schools.

**INTERVIEWER: Question 2:** There is a difference between male and female performance, behaviour and social adjustment...?

**INTERVIEWEE:** I think there is a difference between male and female performance because I think the boys want to show off. I have also realized that as they become older, from grade eight up to grade twelve. In grade eight you can still reprimand the child in class, a boy. And he will accept it. He will be angry with you, but he won't backchat you. But when they are in grade twelve, I prefer taking them outside. So if you are naughty I will say meet me outside please and then I will speak to you alone. Because then you don't have to perform and have a show in front of your friends and that really helps. I just want to see. Behaviour, social adjustment, I find that when they are in grade ten, they don't really know how to behave because they don't know whether they'll be big or small. And as they grow older they see now at this stage with the grade twelve's, they are more adult than they were at the beginning of the year.

**INTERVIEWER: Question 3:** There is a difference between grade ten and eleven learner performance and behaviour.

**INTERVIEWEE:** I can definitely see that. In grade ten they, especially with their performance, a lot of them fail in the beginning of the year in the first test series and even in June. The gap between grade nine and ten is so big, because in grade nine, now at this stage, the ... (indistinct) is 75% where their exam mark is 25%. Where in grade ten it just swaps, their class mark is 25% and their exam is 75%. And in grade nine, they only get small tests. In our school we have started now with hundred and two hundred mark tests and they must write for two hours. To train them so when they get to grade ten they know how to behave and learn how to study, because they really don't have that experience. The gap between grade nine and ten is so big that they fail because of that.

**INTERVIEWER:** Will you say maturity also plays a role?

**INTERVIEWEE:** Definitely. In grade nine they are so small and then they go to grade ten. Grade ten, they don't know who they are and then in grade eleven I can definitely say that they are much more mature. Not mature as they should be, but they are.

**INTERVIEWER: Question 4:** I understand my learners' non-verbal signals, such as body language and facial expressions.

**INTERVIEWEE:** I am an older teacher now and I think by now I understand, but I also know that I shouldn't always react to what I see in there. Because if I react to every child that pulls faces at me when I reprimand them, I will be in a fight the whole time. I don't do that. If it continues I will react, but otherwise I understand. I also have children and I know, I also get angry sometimes if somebody tells me something. So I think I understand their body language and facial expressions

**INTERVIEWER:** Do you think it is important to understand it?

**INTERVIEWEE:** It is important, because if a child sits and looks at you with a blank face, there must be something wrong. So I rather prefer them laughing at me or show that they are angry, but not everybody prefers that.

**INTERVIEWER: Question 5:** My attitude and emotions promote cognitive activity and social awareness.

**INTERVIEWEE:** It is true. I have realised if I have a bad day and I let the learners realise that I've got a bad day. Their behaviour in class is definitely different. So I have learned over the years, if I got a bad day, do not show it to them. Because the minute that you are angry and you get into the class, immediately they react to you.

**INTERVIEWER: Question 6:** Learners who exhibit social and emotional competency, for example; regular class attendance, completing activities and involvement in extra-curricular activities, are more likely to be successful at school.

**INTERVIEWEE:** I think it is true, because a learner that knows how to compete on the sport field and in all kinds of committees I think they become much more emotionally mature than learners that don't mix with their friends. Because on the sports field they learn how to compete, how to accept when they lose, it is bad. Some of them use the sport or whatever not to study and they use that as an excuse when they do that, but that

shouldn't be an excuse. So I don't know. I prefer learners that perform or do extra mural activities and perform well in class. But you also get those learners that still perform and they don't do any extra mural activities. And those are our nerds if we can call them that.

**INTERVIEWER:** What about class attendance and involvement?

**INTERVIEWEE:** A learner should attend classes in order to understand the work. If you have a learner that are absent very often, we have a group of learners that is absent a lot. And that same group of learners is absent at the same time. So in class they don't perform well. Because whatever mischief they are up to when they are together when they are absent, they still don't do their homework when they are together. So when they hand it in, it is still of a poor quality. And they don't know when you explain in classes what to do in a certain assignment or even the work, and they fall behind, they don't know what you mean. So they fall behind in their work and that will influence their performance then.

**INTERVIEWER:** **Question 7:** The development of cognitive abilities at school is not enough to equip learners for their roles in the global community.

**INTERVIEWEE:** That is true. Cognitive abilities are their ability to perform. But that is not all that the learner needs. They need role models. They need advice. They need emotional support. They need all those kind of things in order to perform when they leave school. I see that with my own children. A child, when they leave at eighteen, they are definitely not mature enough to stand in the big wide world to say here I am and I know what to do. It is definitely not enough.

**INTERVIEWER:** Can you perhaps suggest what can we do to help these learners?

**INTERVIEWEE:** With my own children, and the learners in my class and in our school, at this stage some kind of religion is very important, for me and our school. So in our school on a Thursday now, we've got like, it is not bible study but it is Christian group involving all the nominations that you get. Come to the school, they get the learners in groups, in classes, everybody it is like you have to do that. Okay, if you really don't want to, nobody is going to force you but still we have that. The life orientation classes play a bigger role than they ever think. And they must be able to talk to you. We also have a lot of speakers coming to the school, motivational speakers, speaking to the learners, talking to them.

**INTERVIEWER:** **Question 8:** The learners needs and wants also requires attention, rather than focusing only on curriculum content being delivered.

**INTERVIEWEE:** It is true, because if a learner is not happy they are not going to perform in school. If a learner hasn't eaten this morning, or if their shoes are too small for him, it is merely a problem. You can easily pick up if a learner has problems at home. You can easily pick it up, because that child doesn't perform well. The child is distracted easily. He is often naughty to get some kind of attention. I think their needs and wants is very-very important because it is still their school and they must be happy at school. If you are happy at school you will come to school.

**INTERVIEWER:** Thank you.

## REC 06

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**INTERVIEWER:** **Question 1:** I am satisfied with the performance and behaviour of learners...?

**INTERVIEWEE:** I think the majority of kids perform well, they perform well. But there are those that I think can do much better and obviously different factors that can influence their performance. Ja, it can vary from stuff happening at home or them going through a rough time at their own. Discovering who they are or bad friends or things like that.

**INTERVIEWER:** Will you say there is a correlation between performance and behaviour?

**INTERVIEWEE:** Definitely. Especially those that you know have a bad circumstance at home, which influences the children's performance in school. There are some that actually, one or two that actually get out of the hole in the house and stuff and who

actually does better than expected. But the majority of them, they underperform because of that and their behaviour is also really bad because of that.

**INTERVIEWER: Question 2:** There is a difference between male and female performance, behaviour and social adjustment...?

**INTERVIEWEE:** Definitely, well it is kind of hard to say, because there is so many, there are more girls in the schools than boys. So the majority that I found the girls that performs better. The boys overall, there are groups that does very well, but as I said cause it is the ration, it is a bit hard to kind of see who is doing better. At the moment I think it is the girls. If they behaviour and social adjustment, yes, I think the boys at that age would like to try to impress the girls by misbehaving in class or try to be a hero in their group or whatever. So yes, I think a lot of them because of their behaviour, their social adjustment as you said there, they try to be something better, you know in front of their friends.

**INTERVIEWER: Question3:** There is a difference between grade ten and eleven learner performance and behaviour.

**INTERVIEWEE:** I think especially know with the new caps. The grade ten group we have is, I reckon don't do as well as the grade eleven group. I don't know if it is the gap between grade nine and ten was too big for them. Especially with the subjects. I do think that they under perform a lot. Not sure why, but they definitely do. If I take my grade ten group and I take my grade eleven group, yes, they definitely under perform.

**INTERVIEWER: Question 4:** I understand my learners' non-verbal signals, such as body language and facial expressions.

**INTERVIEWEE:** O yes, you can kind a see the day when they are not having a good day. Their whole body language and they are just grumping and they cannot be bothered to do anything and slouch and throw the stuff down. So you can gather from there that they are not having a good day. There are others that later on you find out that something bad happened at home, but they kind a keep a like a good face.

**INTERVIEWER:** Do you think it is important for a teacher to be able to read this signals?

**INTERVIEWEE:** I think it is. Especially you know when it is bad things that happening at home, because if you didn't pick up on that I mean you can cause more damage to that child than good. So yes.

**INTERVIEWER: Question 5:** My attitude and emotions promote cognitive activity and social awareness.

**INTERVIEWEE:** Social awareness. Well, I do hope my attitude promotes that. I teach biology as well, so I always try to go green... (indistinct). Yes, I am not sure how to say it, but I do think it is the teacher's responsibility to ... (indistinct) bad day, you can't have your kids to suffer because of that. So you have to put a little front in front of them, so yes, you got to promote a good attitude.

**INTERVIEWER: Question6:** Learners who exhibit social and emotional competency, for example; regular class attendance, completing activities and involvement in extra-curricular activities, are more apt to be successful at school...?

**INTERVIEWEE:** Yes, if I think of all the kids that participate in everything, they are the ones that always the top three in academic as well. So they are the academic achievers and they do everything. I sometimes think we burn them out, but as they say the more you do the more you can do. So yes I think they are the ones that will give there everything.

**INTERVIEWER:** Class attendance and involvement...?

**INTERVIEWEE:** Definitely. They are always in class. They always take part in discussions. They will always go that extra mile when they get a task or something. They do it like brilliantly and you think where does these kids get the time, because they also do all the extra -curricular activities and stuff. Where you get those others that are not at school that much, they doesn't do much.

**INTERVIEWER: Question 7:** The development of cognitive abilities at school is not enough to equip learners for their roles in the global community.

**INTERVIEWEE:** I have always thought our curriculum allows that. There are some things that you know they can give out to the community and things that they can take

part in. I think when they actually leave school they may actually get a big wake-up call. Because here they are so protected and I think that is also our fault, we spoon feed them too much. And when they get out in the world, it is a bit of a shock. So, I think we can do more from the schools side, yes there are little things like community projects and stuff that schools are involved in, but I think there is more things we can do to make them a better community members and to actually do something productive in their community.

**INTERVIEWER: Question 8:** The learners needs and wants also requires attention, rather than focusing only on curriculum content being delivered...?

**INTERVIEWEE:** Yes is that more like the attention like something bad has happened to them?

**INTERVIEWER:** Their needs and their wants. What about physical, emotional, basic needs?

**INTERVIEWEE:** I think so yes. And I think that is why it is so important that you know your kids in your class. So if you see that they are down or not great that day, then you should ask them and see what is going on. But sometimes our roles are more than just a tutor or a person that just feeds them knowledge and stuff. Maybe there is nobody at home that cares so I think it is very important that we focus on / on that as well to see what their needs are and to know what is going on because if you aren't going to listen maybe there is nobody else that they can speak to. You might be the only grownup or anybody that they can actually feel confident to speak to about whatever the situation is going on.

**INTERVIEWER:** Thank you.

REC 07

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**INTERVIEWER: Question 1:** I as a teacher am satisfied with the performance and behaviour of learners...?

**INTERVIEWEE:** No not really. I am not really satisfied with the performance because I am a language teacher and we have a problem with the language here at school. Because we are mixed, not only one language, but three different languages. And so the learners, most of the learners cannot speak the language clearly. Because of they are mixed. We experience a lot of problem with them.

**INTERVIEWER:** And performance?

**INTERVIEWEE:** Yes they do perform but not to my satisfactory.

**INTERVIEWER:** And behaviour?

**INTERVIEWEE:** Behaviour. Even with behaviour, we are doing our best to make sure that they behave in their good manner but there are a few individuals who do misbehave a lot.

**INTERVIEWER:** Do you think there is a correlation between performance and behaviour?

**INTERVIEWEE:** Yes, because most of the learners who perform well are the ones who are always in good behaviour. And those that are troublesome, their performance is very poor.

**INTERVIEWER: Question 2:** There is a difference between male and female performance, behaviour and social adjustment..?

**INTERVIEWEE:** Not really. There is no difference between performance, because in some cases you find that males, there are males who are performing well as well as the females. The only thing that I think makes it different is only the behaviour, because those learners, whether males or females, as long as their behaviour is not satisfactory, then their performance also becomes very long.

**INTERVIEWER: Question 3:** There is a difference between grade ten and eleven learner performance and behaviour.

**INTERVIEWEE:** In my case, performance of grade eleven is more satisfactory than that of grade tens, because in grade eleven I teach only one class. Grade ten, two classes but the other class, their performance is not satisfactory. Because they are from grade nine to

I think, when they reach grade ten, they are not well trained, I think. I don't know how to put it, but they perform better in grade eleven than in grade ten.

**INTERVIEWER:** And the behaviour is there a difference? Between grade ten and eleven behaviour..?

**INTERVIEWEE:** When they reached grade eleven their behaviour change a bit from the behaviour of grade ten or nine. It changes to be more positive, than when they are in grade ten and nine.

**INTERVIEWER:** **Question 4:** I understand my learner's non-verbal signals, such as body language and facial expressions...?

**INTERVIEWEE:** Yes, those that I teach. I understand them. I can even realise when maybe there is something that is bothering a learner. Those that I teach, because of the relationship I have with them.

**INTERVIEWER:** Do you think it is important to know the signals?

**INTERVIEWEE:** Yes it is very important. Because that is how I can pick up if there are some things that are not going well with the learners. Because sometimes when you teach them, they are not free to express their feelings, anything that is bothering them. So if you have a relationship that is a positive relationship with them, they come and tell you maybe after school or any time when you go time, one will come to you and say there is something that I need to talk to you about. Then you give him or her a chance to say. And sometimes you find that you did not realise that this learner is having this problem that is disturbing him or her from performing when at school. So if you have a positive relationship with them. Because there are some, even those I don't teach, there are some of them that will just come and talk to me about their personal problems, problems at home, I don't know why or how it comes but most of them, many of them come and ask me and tell me about their problems, even though I am not teaching them.

**INTERVIEWER:** **Question 5:** My attitude and emotions promote cognitive activity and social awareness.

**INTERVIEWEE:** My attitude and emotions. I don't know how to answer this one.

**INTERVIEWER:** The teacher in general, do you think it is important the teachers attitude and emotions, how do they effect the learners.

**INTERVIEWEE:** Okay. Yes the teacher's attitude and emotions are very important. Especially if a teacher has a heart to listen to the learners and to maybe give advice where possible, then the learners will come closer to you. In that way you, the teacher will know if there is something wrong with the children and try to help. But if the learners are afraid to come to you, then you will see their attitude of the learners, they will misbehave more and they will do things that are bad. Maybe even to dross the classes, because they don't know how to approach you as a teacher. So I think it is better if a teacher can have a positive relationship with the learners.

**INTERVIEWER:** **Question 6:** Learners who exhibit social and emotional competency, for example; regular class attendance, completing activities and involvement in extra-curricular activities, are more apt to be successful at school.

**INTERVIEWEE:** Yes, that is true. They always succeed at school because whenever they are taught they are always in class. So they ask questions where they don't understand. They get more clarity on everything that they are supposed to know if they attend classes. And when they do their activities, is then when the teacher can be aware whether the learners don't understand, where the learners are lacking information. But if they don't do their work then it is impossible for the teacher to know that the learners don't understand this or that. So it is important for the learners to attend and to complete their activities all the time. And for the educator to make sure that the learners completed their activities.

**INTERVIEWER:** **Question 7:** The development of cognitive abilities at school is not enough to equip learners for their roles in the global community.

**INTERVIEWEE:** I think that has to do with, like for an example here at our school, you can see when you come into the head office, there are no facilities for extra-curricular activities. So, what we do mostly is to teach other than to do extra-curricular activities, because of lack of facilities.

**INTERVIEWER: Question 8:** The learners needs and wants also requires attention, rather than focusing only on curriculum content being delivered.

**INTERVIEWEE:** Yes. Because the learners in the class, if the educator is able to talk with the learners always and made the learners to be comfortable to talk to the teacher, then the teacher can spot when there is something wrong with the learner. And then for the learner to be able to perform well the teacher has to intervene somehow, maybe a learner has problems at home and then the learner tell the teacher. A teacher has to do something about that. Maybe go to the home of the learner, try to find out what is going on or maybe write a letter to the parents and invite him or her to the school. So that the problem can be end out, because if that is not attended then the learner will not be able to perform well.

**INTERVIEWER:** Thank you.

## REC 08

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**INTERVIEWER:Question 1:** I am satisfied with the performance and behaviour of learners...?

**INTERVIEWEE:** No I am not satisfied. Because these learners, they do not respect in the classroom, they just do things according to the way they like. And when you ask them to do something, like an activity, they do not do activity at home, even in the class. Sometimes they do another activity for instance it is going to be another period, let's say it is math's their following period, they will do their activity of the math's and that means they did not do their math's activity. So they take my time so the performance will go down. There is a correlation between the two, because if you do not behave well, you cannot perform well. Because some of your time is taken by these things you are doing in the class instead of concentrating on the school work.

**INTERVIEWER: Question 2:** There is a difference between male and female performance, behaviour and social adjustment?

**INTERVIEWEE:** Yes there is a difference. Males sometimes they've got that thing of I am a boy, I can do 1, 2, 3 and the girls they respect more than the boys. Because sometimes when the boys are in the class they are always wearing their hats, you always reprimand the boys more than the girls. The girls got that character but the most of the time we always talk to the boys. Performance, girls are performing more than the boys.

**INTERVIEWER: Question 3:** There is a difference between grade ten and eleven learner performance and behaviour.

**INTERVIEWEE:** Yes there is a difference. In grade eleven I think they've got, for me grade ten is the worst one than grade eleven. Because in grade eleven they are a little bit more mature.

**INTERVIEWER:Question 4:** I understand my learners' non-verbal signals, such as body language and facial expressions...?

**INTERVIEWEE:** Yes I understand them. For instance if I can give an example. If I tell a learner to get seated, I can see in their faces that this one doesn't want to get seated or is cheeky, etc, he will just do funny things by facial expression to show that he doesn't respect.

**INTERVIEWER:** Do you think it is important to know the signals?

**INTERVIEWEE:** Yes it is very important. Because sometimes you can harm a learner because you thought he doesn't want to respect you. But sometimes he shows these facial expressions because of some other learners who are hurting him or her. So if you will be able to read them, you will be able to ask them some questions what is wrong with you, etc. So it is very important for us to study them.

**INTERVIEWER: Question 5:** My attitude and emotions promote cognitive activity and social awareness.

**INTERVIEWEE:** Yes it promotes cognitive activity. Because if I got a bad attitude towards my learners, even my learners won't be able to socialise with me. They won't be able to be free when talking to me. So if I got that closeness with my learners, I will be able to understand their difference social and behaviour problems. I will then understand and know their emotions and attitude, so it will be easy for me to understand them.



**INTERVIEWER: Question 6:** Learners who exhibit social and emotional competency, for example; regular class attendance, completing activities and involvement in extra-curricular activities, are more apt to be successful at school.

**INTERVIEWEE:** Yes, learners that participate in extra mural activities. They are easily performing well, because sometimes there are some problems at home, school, etc. So to avoid those problems, if they are always there active doing something out of the class, it will help them to ... (indistinct) their minds and then they are able to participate well in their class activities. So it will uplift their performance in the class.

**INTERVIEWER:Question 7:** The development of cognitive abilities at school is not enough to equip learners for their roles in the global community.

**INTERVIEWEE:** Yes it is not enough at school. At least if there can be other societies or social clubs like that will help them outside the school. It means that they can be able to, even if they are at home they've got something to do rather than doing these unnecessary things, being involved in gangsters, drug abuse, etc. So if they can have more things at home, like activities that will help them a lot.

**INTERVIEWER:Question8:** The learners needs and wants also requires attention, rather than focusing only on curriculum content being delivered...?

**INTERVIEWEE:** Yes. There is a need that teachers must also put emphasis on other things that will help learners to be able to perform well at school. So we mustn't focus only on curriculum activities, those other activities, extra mural activities, they can help them a lot in the development of their studies and in class.

**INTERVIEWER:** Thank you.

#### REC 09

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**INTERVIEWER:Question 1:** I am satisfied with the performance and behaviour of learners...?

**INTERVIEWEE:** My thing is I am not satisfied with both the performance and the behaviour of our learners currently. Based on a lot of things that they are more involved in and they spend more time with non-academic stuff than academic issues. That is why their behaviour and performance is not working very well. There is a huge correlation between behaviour and performance in the sense that if you are more on the negative side or your behaviour is negative, your performance also drops. Because more of your time you don't spend studying or doing homework, you spend more of your time thinking of things that are not supposed to be lessons or even at home.

**INTERVIEWER: Question 2:** There is a difference between male and female performance, behaviour and social adjustment...?

**INTERVIEWEE:** There is definitely a huge difference between male and female. If we take boys for instance. Because of social adjustment where they start some? of their social things that they get involved in, they start hanging out in group and they will start influencing one another that for instance if you don't have a girlfriend, you can't be with us. And with that the issue of pure pressure comes in and when it comes in, it definitely does affect their behaviour and you will see that boys that are done well, either academically or on the sport field, the rest of the school is saying it's sort of bullying them. You should not perform you should be a low performer like us so that you can fit in with us. And when you look at the girls, there is this myth that girls are more mature than boys. And if you look at from the starting from beginning of grade ten upwards, the girls behaviour start changing drastically. Because now everyone is looking at them outside, now they are spending more time on beauty instead of what they are suppose to and that also effect performance.

**INTERVIEWER:Question 3:** There is a difference between grade ten and eleven learner performance and behaviour.

**INTERVIEWEE:** Yes definitely there is a difference. In grade ten both girls and boys they still trying to figure out whether they still want to be kids or they want to be young adults. But when they get to grade eleven the learners start thinking that I am now old enough to make my own decisions but they don't realise that those decisions must be

responsible decisions and in that situation their behaviour also start changing, they can revolve against the system or they can work with the system.

**INTERVIEWER: Question 4:** I understand my learners' non-verbal signals, such as body language and facial expressions.

**INTERVIEWEE:** This you see quite a lot in teaching. You are explaining a sentence and you can look at the child's face and the child, when they sort of withdraws you can see that that child wasn't really get what I am saying. But when there is a glow in their eyes, you can see know they understand what is going on. And if they sit back, body language and they slung down, they are not interested.

**INTERVIEWER:** Do you think it is important to know the signals...?

**INTERVIEWEE:** It is very important. And this is where we as teachers pick up problems with children's. Sometimes you will think a child, if you just look at a child, you will think that the child is fine but behind that particular child if you haven't learned with whom you are dealing with, the type of character then you will not be able to pick it up and will think the child is fine.

**INTERVIEWER: Question 5:** My attitude and emotions promote cognitive activity and social awareness.

**INTERVIEWEE:** I read once attitude reflects leadership and if my children sees me with a positive attitude toward language, a positive attitude towards life already the children start learning themselves with you where even if you constantly remind them to buy book, read, read, read. They can see you are one person that really cares about what they are doing and pushing them in the right direction and at that level they starts improving more and more because they look at you, and I want to be like him, I want to be like her. So it is very important that you as a teacher you also ... (indistinct) to the children.

**INTERVIEWER: Question 6:** Learners who exhibit social and emotional competency, for example; regular class attendance, completing activities and involvement in extra-curricular activities, are more apt to be successful at school...?

**INTERVIEWEE:** Yes and no. Yes in a sense that they are constantly, their brains are constantly functioning. Knowing in sense that some just do their stuff just to get of their back, they don't want to be in trouble, so what did they do, they just do it. But when you look at quality versus quantity of the work that they do, and then you will see the difference. Social involvement, if it is positive activities then it works for a child's success. But if you look at what we are doing, you can look at different schools; there is social involvement like gangs. What does that bring, it brings negativity. And when we look at competency it is not there. They are competent in something but not something that is going to steer them to be successful. If you look at social clubs like hockey, because I am involved in hockey and athletics in that situation that is positive for them.

**INTERVIEWER: Question 7:** The development of cognitive abilities at school is not enough to equip learners for their roles in the global community.

**INTERVIEWEE:** That is an interesting concept because when a parent brings the child to school we say a school is there to develop a child. What the education system has about now is, it seems that one hand is not talking to the other, the society versus what happened at school is two different things. And here we can blame all the stakeholders, parents, involvement of parents and parents know at school, because a parent should know what happens at school. And the school should have an idea of what happens at home or outside the school because so that we can prepare our kids or quick learners that they can become global icons.

**INTERVIEWER: Question 8:** The learners needs and wants also requires attention, rather than focusing only on curriculum content being delivered.

**INTERVIEWEE:** Now here it is based for me on the fact that if you are a teacher in the class and you know your children, you know x, y, z like this are their need and this are they wants. You first have to focus on what they needs and then finish and then with their wants.

**INTERVIEWER:** Thank you.

REC 10

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**INTERVIEWER: Question 1:** I, as a teacher am satisfied with the performance and behaviour of learners in Secondary Schools...?

**INTERVIEWEE:** To be honest, I am not satisfied with the performance of my learners, especially my grade tens. And you want me to give reasons why I am not satisfied?

**INTERVIEWER:** Yes, you may.

**INTERVIEWEE:** Maybe the way that children were brought up in the environment where they live in, can play a role in this. The main thing is I think why I am not satisfied they cannot behave themselves in the class. I've got severe problems with the learners in my class. And as I say, I think the reason is can be maybe the way they grew up at home, social problems, or whatever, but discipline is the main thing that actually bothers me and I cannot get through to them, like I wish I really would like to.

**INTERVIEWER:** Will you say it is only discipline problems or there are performance problems as well...?

**INTERVIEWEE:** Both maybe, discipline problems as well as performance and I think the one will lead to the other one. Because they do not behave as they should in class and that is why they cannot accept my lessons clear and then the time of evaluation then they do not respond well in the examination, because they did not really did what I asked them to do. What was the second one?

**INTERVIEWER:** Will you say there is a relationship between performance and discipline...?

**INTERVIEWEE:** Definitely, yes. There is.

**INTERVIEWER:** The one leads to the other one...?

**INTERVIEWEE:** The one leads to the other one. Obviously they cannot perform as they should, because this barrier of discipline, this barrier of behaviour, they cannot. I want them to perform, but due to this barrier which is now the discipline story, actually do not allow them to perform so well. So there is like a link between ... (intervene).

**INTERVIEWER:** A link...?

**INTERVIEWEE:** There is a link between the two of them. And then the other thing, you sit with a lot of children and from the primary school they send the children just like that. So you can't. You don't have time to do other things in order to get them on your level. I don't know, maybe it is something else.

**INTERVIEWER:** So history also plays a role...?

**INTERVIEWEE:** And then, sometimes I experience some children, the reason why they can't behave themselves, they don't have that foundation

**INTERVIEWER:** So what are you saying, they do not submit to authority?

**INTERVIEWEE:** Ja, they do not submit to authority because they want to, in a way they want to expose themselves. They know that they cannot perform academically. Now they want to disrupt the whole class.

**INTERVIEWER:** Can the adolescent's face also play a role...?

**INTERVIEWEE:** Ja, adolescent face can also play a role. The difficult stage he is in now, he don't know himself and now he must know how to adapt and now the bully is also in the class. So those things are playing a role *jadefinitief*. The adolescent stage also play a role and I think the teacher must adapt here and be aware that this child is in this difficult stage, but sometimes the teacher is incline to lose his temper forgetting that this child is in a difficult stage you see.

**INTERVIEWER: Question 2:** There is a difference between male and female performance behaviour and social adjustment. Do you agree or not..?

**INTERVIEWEE:** Ja partly, especially the sex story, a male and a female. Do they ask there is there a difference between, the behaviour of the two, the male and the female?

**INTERVIEWER:** Ja.

**INTERVIEWEE:** Ja, the female student is inclined to be more quiet in class. I would think and experienced that also. And the boys, they inclined to be more the learners that cause problems in the class. I do not know why, but I did experience that. Sometimes the girl is the ladies, but mostly in your class, the ladies are more quite. Do that answer your question more or less?

**INTERVIEWER: Question 3:** I understand my learners' none verbal signals, such as body language and facial expressions...?

**INTERVIEWEE:** We as teachers do not understand that always, and I think we really should try to, when prepared ourselves our lessons, try to understand that language, body language. Ja, they really try to expose, express themselves by the ways of body language. Is that now anger, then they acting their body in a certain way or when they are frustrated they do different things. They are making noises. Can that be part of body language?

**INTERVIEWER:** Yes that can, ja.

**INTERVIEWEE:** Or they just disrupt the class by eating bubblegum, make a blow with that bubblegum, and that thing. O, I hate that. Other things they are making funny noises. Ja, I don't know what they actually want to brings to attention of the teacher, but that is how they express themselves by means of, not body language alone, a lot of actions, body language yes. Such when you speak to him, he just ... The other implication he bang the door or he is fiddling there with his books on the desk and then you as the teacher must get the message that this child sent you now. It is always difficult to dealt with those signals that they sent through, because you are not aware of what they actually sent and I think the teacher must try to be aware of those signals that the children sent to the teacher. And then you must act according to those signals. May be you must act on a way that, I don't know, can you say not try not take notice or you must take notice and then act according in order to get your discipline back again in the class.

**INTERVIEWER:** So you do agree that it is very important for teacher to know and understand the body language of learners...?

**INTERVIEWEE:** No definitely. *Ja rerig.* With a very big difference. If you sometimes ignore those signals and languages, body languages, but it is important for you to be aware, very aware of those body languages and signals that the children sent and of course then it is very important for the teacher to understand those. And if well understand you then will act in accordance to get your class a more, ja, a better class or well discipline free. But the main thing that is important to know those languages.

**INTERVIEWER:Question 4:** I often use emotions to promote thinking and cognitive activities in my class...?

**INTERVIEWEE:** The teacher now?

**INTERVIEWER:** Yes the teacher.

**INTERVIEWEE:** Yes. I don't understand that one.

**INTERVIEWER:** Do you show learners how you feel?

**INTERVIEWEE:** Exactly, ja. I see now. I understand now. Sometimes yes and I think that is wrong for a teacher to show the learners that you are very upset now or that you are very unhappy or that you are very sad. One experience, I experienced one teacher was actually crying in front of the children and those children are without emotions. May be the teachers come to the school in a bad mood and the children pick it up like that. When the children come to the school in a good mood, the children pick it up. So ja it is important for the teacher to sent the right signals to the learners and not to show, ja, I think it is not good for the learners for the teacher to show his or her emotions to the learners.

**INTERVIEWER:Question 5:** I am often in conflict with my colleagues and other authority figures...?

**INTERVIEWEE:** No I am not really in conflict with my colleagues and with the principal. I do not think you need to be in conflict with your colleagues and the principal. And if there is a conflict, there must be a reason, but generally no. I am actually never in conflict with my colleagues and my principal or senior persons.

**INTERVIEWER:Question 6:** The development of cognitive abilities at school is not enough to equip learners for their roles in the global community...?

**INTERVIEWEE:** Ja, I agree. The development of those cognitive developments is not there. The child should be educated.

**INTERVIEWER:Question 7:** Learners who exhibit social and emotional competency, for example, regular class attendance, completing activities and involvement in extra-curricular activities are some are more apt to be successful at school...?

**INTERVIEWEE:** Definitely. I have no doubt about that. I can give you a lot of examples or I can show you practical a lot of examples to answer that one. A child had listen to you, a child ... (indistinct) your task regularly, that are active outside on the sport field,

that behave himself in class. That child you will definitely see on the results. So a big yes there. The child will, is, his performance will be much better than the other one.

**INTERVIEWER: Question 8:** The learners needs and wants, also requires attention, rather than focusing only on the curriculum content being delivered...?

**INTERVIEWEE:** So true, yes. Especially in subjects like life orientation. Just to break away. Sometimes the principal put a person into charge of life orientation, just for the sake of the time table. The life orientation teacher should help there. If you, the teacher really have sympathy and empathy for the child's needs, then that will help him a lot in order to help with the academic performance and the other things. We really need to be sensitive with his personal need and ja we are inclined to forget about that, but that is I think that is very true. We really need to focus more on the child's needs and then the child will also feel, *maar jussie maar* the parent and the teacher is really listening to me and they try to help in my other needs like things which are good now in school, now are the fulfilling skin, that is also need of the child the hunger need. So yes and that help a lot. You will be surprised the children come to school, they didn't have something to eat the previous night and the morning before they go to school. That is also a need, that they, I think now they attending to. The need of the child, the hunger and the other needs. Children are inclined to be very neglected at home with their parents and you as the teacher will see that and try to fulfill in that need and that will really help you with the discipline in school and with the academic performance. And he will sense that you care for him or her. So yes.

**INTERVIEWER:** Any other questions or any other remarks you want to add before we close...?

**INTERVIEWEE:** The importance of life orientation, in the school, they took away the religion part, the physical education part, irresponsible and may be you can just mention there at the higher level that maybe they must think to bring those things back and we must re-concentrate more on the child's needs at school and why, a lot of why's that we asked here at the school.

**INTERVIEWER:** Thank you.