

**A trans-disciplinary collaborative team's facilitated understanding(s) of
'self-esteem development in the (South African) educational context(s)'**

by

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Declaration

By submitting this thesis electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the owner of the copyright thereof (unless to the extent explicitly otherwise stated) and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

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ABSTRACT

Background: ‘Self-esteem development’ is an outcome in the South African education curriculum. However, it does not appear to be underpinned by (a) clear and/or comprehensive understanding(s), potentially endangering its realisation. Rationale: In developing (a) contextualised understanding(s) in cosmopolitan South Africa, extant scholarship offers a limited resource. It is largely ‘westernised’, quantitative, and privileges the often conflicting understandings of academics thereby marginalising ‘non-academic’ role players. Gaining currency, inclusive Mode 2 hybrid trans-disciplinary research aims to augment understandings by bridging the academic – practice disconnect, championing epistemological contextualisation, democratisation and collaboration between different role players. Furthermore, Shavelson, Hubner and Stanton’s (1976) classic review of ‘self-concept’ scholarship which generated a landmark new model, and Marsh and O’Mara’s (2008) declaration of its multidisciplinary, resonate with this study’s approach. Main Research Question: Focusing on the frequently associated concept of ‘self-esteem’, this study asked the main research question: “What is/are a trans-disciplinary collaborative team’s facilitated understanding(s) of ‘self-esteem’ and ‘self-esteem development in the (South African) educational context(s)’?” Aim: This study involved hybrid trans-disciplinary collaboration between the voices of scholarship and ‘non-academic’ and ‘local’ voices aiming to develop a ‘new’ inclusive and contextually sensitive model. This study’s hybrid EMDC or local education authority trans-disciplinary collaborative team consisted of school, intern or educational psychologists, social workers, learning support advisors, life orientation curriculum advisors, life orientation educators, and the voices of literature (scholarship and ‘non-academic’ and/or local literature). Design and Implementation: A hybrid qualitative, participatory ‘action’ research design employed four workshops and inter-workshop periods with action including within the team and somewhat within their contexts. ‘Transgogy’ based on trans-disciplinary collaboration principles and Mezirowean and Freirean andragogic theories, facilitated the process. Data Constructions: A ‘self-ecosystemic model of ‘self-esteem’ and ‘self-esteem development in the (South African) educational context(s)’ was developed, with the process and ‘product’ concept of ‘meta self-esteem’ or ‘the evaluation of the evaluation or self-esteem’ at the apex of a novel self-esteem hierarchy conceptualisation. The ‘optimal’ meta self-esteem ‘product’ or nature status is a ‘high healthy self-esteem’ and with the concomitant process, provide the prime aims of self-esteem development. An intact ‘core self-esteem’ or ‘I matter no matter what’ is a sine qua non of the meta-status of ‘healthy’, as is evenly dovetailing individualism with, for example, the African collectivistic philosophy of ‘ubuntu’. Discussion of the Data and ‘Concluding’ the Journey: This data, model, the implications, recommendations, and evaluation of this study are presented and discussed. This journey is then ‘concluded’.

OPSOMMING

Alhoewel ‘self-agtingsontwikkeling’ as ‘n leeruitkoms in die Suid-Afrikaanse Lewensoriënteringkurrikulum geformuleer is, wil dit voorkom of dit nie geanker word in ‘n duidelike en/of omvattende begripsverklaring nie wat dus potensieel die verwesenliking daarvan bedreig. Bestaande navorsingsliteratuur bied beperkte verklaring van die konsep vir gebruik binne die multi-kulturele konteks van Suid-Afrika. Die verklaring is grootendeels ‘verwester’, kwantitatief, en bevoordeel die dikwels teenstrydige verduidelikings van akademici wat in die proses ‘nie-akademiese’ rolspelers marginaliseer. Die transdissiplinêre benadering volg ‘n Modus 2 formaat deur verskeie rolspelers te betrek wat saam kennis konstrueer met die doel om die begrip epistemologies te kontekstualiseer en die diskrepansie tussen akademiese en praktykkonnotasies te oorbrug. Die studie steun veral op Shavelson, Hubner en Stanton (1976) se klassieke oorsig van selfkonsep en Marsh en O’Mara (2008) se verklaring van multidissiplinariteit. Die navorsingsvraag wat hierdie studie gerig het was: “Wat is ‘n trans-dissiplinêre kollaboratiewe span se gefasiliteerde begrip van self-agting en self-agtingontwikkeling in die Suid-Afrikaanse onderwyskonteks?” Die doel van die studie was om met interaksie tussen die stemme in die navorsingsliteratuur oor selfkonsep en die singewing van die lede van die span ‘n werkbare model te ontwikkel om die konsep self-agting in die plaaslike konteks beter te verstaan. Die trans-dissiplinêre samewerkende span het bestaan uit sielkundiges, maatskaplike werkers, leerondersteuningsadviseurs, lewensoriëntering kurrikulumadviseurs, lewensoriëntering-opvoeders van ‘n plaaslike OBOS, asook die stemme van die literatuur (akademiese en nie-akademiese en/of plaaslike literatuur). ’n Kwalitatiewe, deelnemende aksienavorsingsprojek is ontwerp wat vier werkwinkels met tussenposes insluit. ‘n Transgogiese benadering gegrond op transdissiplinêre kollaboratiewe beginsels en andragogiese teorie van Mezirow en Freire is gevolg om die groep se proses van begripsbou te fasiliteer. Die produk van die werkwinkels was ‘n ‘Self-ekosistemiese model van ‘self-agting’ en ‘self-agtingontwikkeling in die Suid-Afrikaanse onderwyskontek’. Hierdie model kan as raamwerk gebruik word in die praktykmaak van die uitkomst rakende selfagting in die Lewensoriënteringkurrikulum.

CHAPTER 1 IN BRIEF

INTRODUCING AND JUSTIFYING THE JOURNEY

INTRODUCTORY REMARKS

Research Problem

- **Launching the Study**
- **Justification for the Study**

Why ‘Self-esteem’ and ‘Self-esteem Development in the (South African) Educational Context(s)’?

Why a ‘Trans-disciplinary Collaborative Team’ ?

Positionality - Personal Motivation for, and Participation in the Study

Original Contributions

- **Research Questions and Terminology**

Outline of the Thesis

- **Chapter 2: Meta- and Theoretical Frameworks**
- **Chapter 3: Voices of Literature**
- **Chapter 4: Research Design and Implementation**
- **Chapter 5: Data Constructions**
- **Chapter 6: Discussing the Data and ‘Concluding’ the Journey**
- **Addenda and References**

CONCLUDING REMARKS

1.1 INTRODUCTORY REMARKS

Chapter 1 provides an introduction. It expounds the research problem, and thereby launches this study, justifies it, declares the research questions, and elucidates key terminology. This study's forthcoming chapters, which each subsequently deal comprehensively with an aspect of this study, are then particularly briefly outlined. Finally, *Chapter 1* is concluded.

1.2 RESEARCH PROBLEM

1.2.1 Launching the Study

This section offers succinct introductory remarks, contextualising the problem and this study. Hence, it concisely weaves the threads of this study together, synergistically launching it.

In South Africa, democratic change ushered in audacious new educational imperatives explicated inter alia in the *National Curriculum Statements, White Paper 6: Special Needs Education: Building an Inclusive Education and Training System* and *White Paper 3: A Programme for the Transformation of Higher Education* (Department of Education (DE), 1997a; 1997b; 2001; 2002; 2003; 2005; 2006). However, the realisation of the original post-apartheid educational outcomes (Jansen, 1999; Gray, 1998; Chisholm, Volmink, Ndhlovu, Potenza, Mahomed, Muller, Lubisi, Vinjevold, Ngozi, Malan & Mphahlele, 2000; Nsiband, 2002) and the current versions (Graham-Jolly, 2003; Taylor, Muller & Vinjevold, 2003) pose(d) considerable challenges.

In endeavouring to meet the priorities of the new dispensation, the curriculum and its policies (DE, 2001; 2002; 2003; 2005; 2006), including national initiatives such as 'Tirisano' or 'working together' (DE, 2003), and a surplus of South African scholars, espouse various inclusive discourses. These discourses are supported by many international scholars addressing similar imperatives in their contexts. The inclusive discourses are linked to holism or anti-reductionism, role player voice and development, and/or epistemological democratisation and contextualisation, and ultimately collaboration (Skrtic, Sailor & Gee, 1996; Kraak, 1997; Pretorius, 2000; Swart & Pettipher, 2001; Le Grange & Newmark, 2002; Schoeman & Schoeman, 2002; Waghid & Engelbrecht, 2002; Hemsley-Brown & Sharp, 2003; Kincheloe, 2003; Sayed, 2003; Ainscow, Booth & Dyson, 2004; Fielding, 2004; Le Grange, 2004; Ramose, 2004; Rudduck & Flutter, 2004; Sing, Mbokodi & Msila, 2004; Tisani, 2004; Van Wyk & Higgs, 2004; Whitehead & Clough, 2004; Worthman, 2004; Carl, 2005; Lazarus, 2006; Pressley, Graham & Harris, 2006; Engelbrecht, 2007; Ritchie, Tobin, Roth & Carambo, 2007). Hence, many advocate the involvement of and/or collaboration between various and/or all educational role players as a pivotal strategy. However, while many role players

acknowledge and seek the full realisation of their collaborative role, establishing such relationships and overcoming any policy-practice disconnect will be challenging, as experienced internationally (Lumby, 2007) and locally (Graham-Jolly, 2003; Engelbrecht, 2004; Lazarus, 2006). For example, in South Africa, educators' limited access to 'high-level' involvement in curriculum development has been likened to "a voice crying in the wilderness" (Carl, 2005: 223). Nevertheless, various types of collaboration, including trans-disciplinary collaboration, are increasingly being championed internationally and locally as one important collective tool (Friend & Cook, 1996; Ferreira, 2004; Derry & Fischer, 2005; 2006; Nicolescu, 2006; Engelbrecht, 2007; Johnson & Green, 2007; Stanton, 2008). Inter alia, collaborative action aims to assist to realise the previously-mentioned inclusive discourses and benefits, augmenting educational praxis and securing outcomes. This domain characterises mainstream contemporary praxis including andragogy, with terms such as 'reflective practitioner' (Schön, 1983) and 'critical friendship' (Swaffield, 2007) gaining ever-increasing andragogic and professional development currency. Hence, to this end, many commentators highlight the salience of independent and collaborative critical and/or transformational reflective engagement with educational imperatives (Dewey, 1938; Schön, 1983; Greene, 1988; Skrtic *et al.*, 1996; Freire, 1998; Estrela, 1999; Geysler, 2000; Pollard, 2002; Waghid & Engelbrecht, 2002; Worthman, 2004; Samoff, 2005; Thomen, 2005). This includes examining key concepts and/or topics in education and related fields, for example, 'inclusive education' (Ainscow, 1999; Dyson, 2001; Slee, 2001; Swart & Pettipher, 2001; Sayed, 2003; Singal & Rouse, 2003; Farrell, 2004), 'beliefs', 'values' or 'virtues' (Ferguson & Roux, 2003; Green, 2004; Rhodes & Roux, 2004), 'healthworlds' (Germond & Cochrane, 2005; Cochrane, 2007 in Lazarus, 2007), 'emotional well-being' or 'psychological wellness' (Botha, 2006; van Lingen & de Jager, 2006; Diener & Ryan, 2009) and 'spiritual education' (Long, 1998; Lazarus, 2006). Similarly, the concepts and/or topic of 'self-esteem and self-esteem development in the (South African) educational context(s)' require examination as part of the generic (South African) educational project. Moreover, this topic's specific problems and priorities, to be discussed in the next section, compound the urgency of this particular imperative.

In summary, the outcomes envisioned by the new dispensation are prodigious and exciting. Notwithstanding, given the apparent policy-practice disconnect in various areas, it will require courageous and creative efforts to realise. In such efforts, government, many South African and international scholars, and other role players, call for the involvement of all educational role players including via trans-disciplinary collaborative relationships. This study which aims to research a trans-disciplinary collaborative team's facilitated understanding(s) of 'self-esteem' and 'self-esteem development in the (South African) educational context(s)' (with the study's active participants and their contexts being South African) , attempts to engage with certain 'self-esteem and self-esteem development in the educational context(s)' problems and priorities, and to seize the collaboration zeitgeist and secure its benefits.

1.2.2 Justification for the Study

The previous section briefly sketched the generic educational context for this study. The following justification for this study is divided into inextricably linked sections.

1.2.2.1 Why ‘Self-Esteem’ and ‘Self-Esteem Development in the (South African) Educational Context(s)’?

The value of a holistic education is well-documented (UNESCO, 1996; Biggs, 2001; 2005; Donald, Lazarus & Lolwana, 2006; Miller & Moran, 2006). ‘Self-esteem and self-esteem development’ have been regarded by many educational role players as a key aspect of such an holistic education, and become a vital part of education in many countries including the United States, the United Kingdom and South Africa (Mecca, Smelser & Vasconcellos, 1989; Beane, 1991; Katz, 1995; Biggs, 2001; Humphrey, 2004; DE, 2002; 2003; 2005; Miller & Moran, 2006; Mruk, 2006; Michaels, Barr, Roosa & Knight, 2007). However, for example, in the United States there have been reported problems with its conceptualisation, including within academia (Bingham, 1983; Byrne, 1984; Kahne, 1996; Tafarodi & Milne, 2002 in Miller & Moran, 2006; Biggs, 2001; 2005; Leary, 2006; Mruk, 2006a; Reasoner, 2006), contention over its importance, and with implementation (Kahne, 1996; Biggs, 2001; 2005; Reasoner, 2006). Leary (2006:425) noted with respect to conceptualisation:

“The fact that the topic of self-esteem remains shrouded in confusion despite so much theoretical and empirical attention ought to give us pause and lead us to consider whether something about our conceptual approach to self-esteem is fundamentally flawed.”

Furthermore, in terms of its importance, certain authors argue that self-esteem has limited predictive power, does not necessarily lead to academic success, and can promote narcissistic tendencies (Baumeister, Smart & Boden, 1996; Bandura 1997; Shokraii, 1998; Stout, 2000; Baumeister, Campbell, Krueger & Vohs, 2003; Furedi, 2004). This has resulted in the emergence of a defined anti-self-esteem movement in the United States, often due to conceptualisation and other possible confusion (Kohn, 1994; Mruk, 2006a). Despite the importance of self-esteem reflected in the educational policy and movements in many countries, and the voluminous research on self-esteem (Leary, 2006), the importance of self-esteem in general and specifically within the educational context has been a moot point particularly in the United States but there have also been some similar voices in South Africa (Kohn, 1994; Mulholland, 1997; Hewitt, 1998; Stout, 2000; Biggs, 2001; Covington, 2001; Humphrey, 2004; Biggs, 2005; Mruk, 2006a). The general controversy around self-esteem therefore makes it an important topic to study.

More specifically, in South Africa, ‘self-esteem and self-esteem development’ outcomes are in the *National Curriculum Statements*, particularly in the Life Orientation Learning Area (DE, 2002; 2003; 2005). The Grades R-9 Life Orientation curriculum incorporates ‘self-esteem and self-esteem

development' under the possible broader concept of 'self-concept' stating: "Personal development: Aspects to be focused on include life skills development, emotional development, *self-concept formation* and self-empowerment" (DE, 2003:20). The Grade 10 Life Orientation curriculum refers explicitly to 'self-esteem' stating: "Learning Outcome 1: The learner is able to achieve and maintain personal well-being. AS [Assessment Standard] Grade 10: We know this when the learner: applies various strategies to enhance self-awareness and *self-esteem*" (DE, 2005:15). Knowles (2000:1) commenting on the first post-apartheid curriculum remarked that 'self-esteem' or related concepts are infused across the curriculum "as with many of the critical outcomes, self-respect is the root". The DE (2005:9) in the most recent curriculum concurs noting that "... teachers of other subjects should be encouraged to infuse the life skills that are addressed in Life Orientation in their subject teaching." Self-esteem is also linked to other educational policy documents such as *White Paper 6* (DE, 2001; Biggs, 2001; Biggs, 2005). The DE (2005:11) stated: "Inclusivity is addressed in Life Orientation in Learning Outcomes 1, 3 and 4 when learners take their personal context into account where individual identities, *self-esteem* and self-knowledge feature." Given its recognition in South Africa, self-esteem, particularly in the (South African) educational context(s), is therefore a topic that needs to be addressed.

As mentioned, while 'self-esteem and self-esteem development' are outcomes in the curriculum and other policies, similar concerns as described in the introduction primarily with respect to the United States, have also been voiced in South Africa (Biggs, 2001; 2005). Inter alia, at a national level, there does not appear to be (a) clearly articulated understanding(s) of 'self-esteem and self-esteem development in the educational context(s)' (Biggs, 2001; 2005). While some may regard this as a concern, others may argue that it is indeed part of the space afforded by the flexible national curriculum for local level contextualisation (DE, 2001; 2002; 2003; 2005; 2006). Whether the opportunities for such contextualisation have been comprehensively seized is not known. However, if not, this is a concern in and of itself, and of this Western Cape Education Department (WCED)-approved study. While I do not propose a 'universal' understanding of 'self-esteem and self-esteem development in the educational context(s)', it is important that an understanding thereof in a given context be explicated, however dynamic in nature. Without such a reference, 'self-esteem and self-esteem development' have no conceptual anchors, and may result in problems (Emler, 2001; Humphrey, 2004), as particularly evidenced in the United States. Relatedly, Ainscow (2001:1) noted that it is essential, for example, to define 'inclusion' before proceeding with 'inclusive education'. Ainscow (2001:1) stated:

"The remarkable thing was that almost everybody who expressed a view suggested that they were in favour of the general principle of developing a more inclusive education system ... however, many raised questions about what being inclusive really meant. It is essential, then, that we get clarity on the task in order that we can move forward effectively."

In addition, others have raised concerns about outcomes-based education in general and a 'feel-good' curriculum which may neglect the development of core competencies (Mulholland, 1997). Furthermore, Rooth (2005) also referred to implementation problems with learners expressing needs for inter alia further self-concept enhancement practices. These possible concerns are compounded by the problems afflicting the entire Life Orientation Learning Area, including its own limited and/or fledging conceptualisation and development (Rooth, 2005). Both specific 'self-esteem and self-esteem development in the South African educational context(s)' and general learning area concerns, have been reported. Nevertheless, in a considerably diverse country such as South Africa, there has been scant research with respect to the investigation of possible contention with regard to the conceptualisation(s), importance (despite the curriculum declaring it important), and implementation of 'self-esteem and self-esteem development in the educational context(s)'. Inter alia, such contention may emanate (as reflected in certain international and related local research) from different religious and political (Kahne, 1996), cultural (Triandis, 1989; Chan, 2000; Eaton & Louw, 2000) and other beliefs and value affiliations. There are also contradictions in the research 'findings', for example, with respect to self-esteem and its affect on academic achievement (Shokraii, 1998; Stout, 2000; Emler, 2001; Slater, 2002; Baumeister *et al.*, 2003), yet as Kohn (1994) and Biggs (2001) found, educators appear to believe wholeheartedly and without exception in the importance of self-esteem. Problems with respect to the conceptualisations(s), importance, and implementation demand this study in (South Africa).

Having established the recognition and importance of self-esteem and self-esteem development in (South African) educational context(s), firstly, it is salient to note that research on self-esteem has largely been international and 'westernised' and not South African. Nevertheless, it is important to acknowledge, that as Van Zyl, Cronjé and Payze (2006) stated, in South Africa, there have been studies across various fields including psychology, medicine, occupational therapy, and social work. In education and related areas, examining self-esteem and related issues, such as academic achievement (Berg, 1990; Myburgh, Grobler & Niehaus, 1999), age and/or gender (Mboya, 1999; Smit, 2005), racial orientation (Meintjies, 1997), depression (Wild, Flisher & Lombard, 2004), adolescent risk behaviour (Wild, Flisher, Bhana & Lombard, 2004a), substance abuse and suicidality (Wild, Flisher, Bhana & Lombard, 2004b), competition and co-operation (Wakelin, 2007), spinal cord injuries (Marcus, 1993), HIV (McKay, 1993), eating disorders (Modise, 2000), self-esteem assessment instruments (Mboya, 1993; 1998; Wild, Flisher, Bhana & Lombard, 2005), and numerous studies on psychotherapeutic interventions (van Zyl *et al.*, 2006), for example, arts therapeutic medium (Hattingh, 1999) and existential group counselling (van Vuuren, 2006). Furthermore, while the focus is on 'self-esteem', where appropriate, the literature of 'self-concept' is also included in this study. This is because the arguably parent term 'self-concept' includes 'self-esteem', and there has been certain conflation of these terms (Hansford & Hattie, 1982; Leary, 2006). In addition, much of

the research conducted in South Africa has employed the broader concept of 'self-concept', and where self-concept research is incorporated, it will be directly noted. Within the South African (educational) context, Mboya is the most prolific researcher with respect to 'self-concept', but research has also included many other South Africans (Mboya, 1986; 1989; Berg, 1990; Ellis, Nel & Van Rooyen, 1991; Mwamwenda, 1991; Van Wyk, 1991; Mboya, 1993a; 1993b; 1993c; 1994a; 1994b; 1995a; 1995b; 1995c; 1996; Mboya & Mwamwenda, 1996; Fredericks, 1998; Mboya, 1998; Marjoribanks & Mboya, 1998; Mboya, 1999; Myburgh, Grobler & Niehaus, 1999; Beukes, 2000; Josling, 2000; Marjoribanks & Mboya, 2001; Radebe, 2001; Bester 2003; Rossouw, 2003; Ramalebana, 2004; de Beer, 2006; Bock-Jonathan, 2008; Wicomb, 2008). In sum, the relative lack of studies on self-esteem in the South African context, and the dominance of the prevalence of self-concept studies over self-esteem studies in the South African context, justifies this study.

In addition, studies on 'self-esteem and self-esteem development in the educational context(s)' have also primarily been quantitative (Mruk, 2006a), and the dearth of qualitative studies has resulted in ever-increasing appeals internationally (Tatlow & Guerin, 2006) and locally (van Zyl *et al.*, 2006). In South Africa, there have been some qualitative or mixed method studies such as Lalkhen (2000) who conducted a phenomenological study of self-esteem; Dambudzo (2005) who studied self-concept and academic achievement in Zimbabwe employing a mixed method, and finally Ittyerah and Kumar (2007) who examined actual and ideal self-concept employing a mixed method. However, as often the case, Van Staden (2005) studied the self-concept development of deaf learners in intermediary phase using a quantitative approach. Similar calls are being made in one of the broader informing meta-fields of self-esteem, namely positive psychology (Strümpfer, 2000 & Wissing, 2000 in Coetzee & Viviers, 2007), heightening the need for qualitative studies such as this one. Denzin and Lincoln (2005) generically champion the urgent need for qualitative studies to make their mark. The qualitative nature of this study is timely due.

Furthermore, most research has also privileged the understanding of academics whether internationally or locally (Biggs, 2001; 2005; Mruk, 2006a). This highlights the need for more Mode 2 research and the importance of role player voice. There has been meagre research on different 'non-academic' educational role players' understanding(s) of 'self-esteem' and 'self-esteem development in the (South African) education context(s)' (Biggs, 2001; Biggs, 2005) barring Biggs (2001) who examined the understanding(s) of primary school educators, and Biggs (2005) who studied the understanding(s) of educational psychologists in (South Africa). Furthermore, no international or South African studies were identified in terms of examining collaborative educational role players' understanding(s). Role players' (mainly scholars) understanding(s) of 'self-esteem' and 'self-esteem development' has rather been researched in a piecemeal manner. But a more systematic and comprehensive examination of the different role players' understanding(s) is required. One benefit of

this study is that someone is systematically investigating their understanding(s) and documenting it for future development. Relatedly, for example, one South African study by Van Zyl *et al.* (2006), examined the labels psychotherapeutic patients associated with their self-esteem, and hence their understanding and experiences thereof. This study also similarly calls for this. Furthermore, the need for studies on this topic with respect to role player understanding(s), is arguably also supported by the emerging research trend in South Africa in the allied field of ‘wellness’ or ‘well-being’. For example, two recent such studies, examined student’s understanding of ‘emotional well-being’ (van Lingen & de Jager, 2006) and ‘psychological wellness’ (Botha, 2006) arguing for their importance in terms of ensuring effective interventions. This study attempts to support this trend in role player voicing (both independent and collaborative) in the field of self-esteem.

Finally, further justification for this study stems from Hargreaves (1996), which was echoed in South Africa by Kamper (2004), who both decried the general limited building on previous educational research. This study aims to build on Biggs (2001; 2005) and contribute to a broader research project to develop inclusive and contextualised understanding(s) of ‘self-esteem’ and ‘self-esteem development in the (South African) educational context(s)’ which can be implemented and evaluated as part of (a) dynamic educational project(s). Terre Blanche and Durrheim (1999:9) also aptly remarked: “Research is about creating new social realities, not just about studying old ones ...” In studying ‘self-esteem’ and ‘self-esteem development’, Biggs (2001; 2005) and Branden (2006) have suggested, as agreed by DuBois *et al.* (2003) and Humphrey (2004), that there are various fundamental areas that need to be studied. Indeed, the justification just presented, highlights these various key areas. They are namely the what? and/or how? (what is the concept and nature of ‘self-esteem’?, what factors and processes affect ‘self-esteem’ and its development?, and how is it assessed and/or evaluated?), and why or why not? (Is self-esteem and its development important or not?). The bracketed questions were duly employed as the focus research questions in the study. With respect to studying ‘self-esteem development in the (South African) educational context(s)’, Muller (1997:195-196), a leading curriculum scholar remarked: “Conventionally, curriculum is a set of answers to four questions: Who is the target learner? What skills should the curriculum convey? How should they be conveyed? And why, to what end are they designed?” The National Education Policy Investigation: Support Services (1993 in Lazarus, 2006) also outlined key curriculum issues in terms of why, what, when, how, where and who?. The National Curriculum Statements also provided a reference. This study employed an appropriate hybrid of these questions, namely: what? (what is the concept and aim(s) of ‘self-esteem development in the (South African) educational context(s)’, what paradigm(s), principle(s) and policy(ies) should it be based upon?), who? (who should be involved?) when and where? (when and where should it be undertaken?) what? (what content should it entail?), and how? (how should it be undertaken?). Again the bracketed questions were used as the focus research questions in the study. The study and its various questions are broad in nature. However, as O’Leary

(2004) stated, educational psychologists need to increasingly start researching ‘large questions’, rather than focusing too heavily on small scale projects. Once dovetailed with the ‘trans-disciplinary collaborative team’ and the incorporated ‘facilitated understanding(s)’ components, as argued in the next section, these questions provide a justification for the subsequently delineated main, subordinate and focus research questions.

In sum, I would therefore argue that given the previously-mentioned problems and priorities, that addressing our understanding(s) of ‘self-esteem’ and ‘self-esteem development in the (South African) educational context(s)’ require this study’s (South African), qualitative, Mode 2 trans-disciplinary collaborative research which addresses the previous mentioned questions.

1.2.2.2 Why a ‘Trans-disciplinary Collaborative Team’?

Inclusion and more specifically inclusive education are rapidly being embraced by many countries including South Africa (Engelbrecht, 1999; Farrell, 2004; Swart & Pettipher, 2005). In South Africa, *The National Curriculum Statements, White Paper 6*, and *White Paper 3* advocate inclusive education across education levels (DE, 1997; 2001; 2002; 2003; 2005; 2006). It espouses the maximisation of the development of all learners across the lifespan and ultimately equitable treatment (Lomofsky & Lazarus, 2001; Swart, 2004; Swart & Pettipher, 2005). Holism and/or the integration of all intrinsically collaborating aspects of human development are crucial to maximising learner development and thwarting debilitating anti-reductionism. Inextricably linked to holism and each other, inclusive discourse also propounds the involvement of all educational role player voices and their development, epistemological democratisation and contextualisation, and hence collaboration, all ultimately augmenting educational praxis and learner development to achieve such maximisation and equity. This is derived from and/or supported by international and South African scholars (Skrtic *et al.*, 1996; Fullan, 1999 in Graham-Jolly, 2003; Kratochwill & Stoiber, 2000 in Strein, Cramer & Lawser, 2003; Pretorius, 2000; Engelbrecht, 2001; Kirk & MacDonald, 2001; Le Grange, 2002; Le Grange & Newmark, 2002; Schoeman & Schoeman, 2002; Waghid & Engelbrecht, 2002; Kincheloe, 2003; Sayed, 2003; Ainscow *et al.*, 2004; Carl, 2005; Ferreira, 2004; Fielding, 2004; Rudduck & Flutter, 2004; Sing, Mbokodi & Msila, 2004; Worthman, 2004; Swart & Phasha, 2005; Nicolescu, 2006; Pressley, Graham & Harris, 2006; Engelbrecht, 2007; Johnson & Green, 2007; Ritchie, Tobin, Roth & Carambo, 2007). Skrtic *et al.* (1996:143) lucidly made this link and remarked “...within a social-discursive process of knowledge construction, deconstruction, and reconstruction, the key elements ... are voice (perspective), collaboration, and – above all – inclusion.” Collaboration, including trans-disciplinary collaboration, is hence argued to be an important strategy in promoting the general and specific priorities and benefits of inclusion. This study modestly attempts to honour this imperative.

Specifically, the first part of the inclusion discourse involves holism or anti-reductionism, prizing the importance of the integration of all intrinsically collaborating aspects (meta-physical to physical) of human development (Plug *et al.*, 1997 in van Zyl *et al.*, 2006; Wilber, 2000; 2007). Indeed, the DE (2005:7) life orientation curriculum is underpinned by holism, noting: “Life Orientation ... applies a holistic approach...” The potential holism bridges or benefits offered by trans-disciplinarity are ever-increasingly being promoted in academia internationally (Bouyer, 1990 in Ferrer, Romero & Albareda, 2005; Magill-Evans, Hodge & Darrah, 2002; Derry & Fisher, 2005, 2006; Nicolescu, 2006; Stanton, 2008). For example, Anderson (2006:1), CEO of the American Psychological Association, addressing the South African Psychology Congress invoked trans-disciplinarity and stated: “... psychology needs to play a significant leadership role in trans-disciplinary research ...” Furthermore, in South Africa, the importance of holism is witnessed in the birth of new journals such as *The Journal for Transdisciplinary Research in Southern Africa*, and ever-increasing collaboration between disciplines in academia (Bawa 1997, Kraak, 1997). Specifically, mainstream psycho-educational meta-theory endorses such a holistic and complex understanding of human development with collaboration championing this nature (Engelbrecht, 2004; Biggs, 2005; Swart & Pettipher, 2005; Lazarus, 2006). Engelbrecht (2001:24-25) noted: “... collaborative relationships can make a major impact on establishing health-promoting and inclusive schools...” The importance of a holistic understanding of human development and the educational praxis and learner development benefits thereof, necessitates collaboration within academia, between academia and contexts, and various other permutations. This study aims to heed this call. Given the multiple disciplines informing ‘self-esteem and ‘self-esteem development in the (South African) educational context(s)’ and the many disciplines involved in research on self-esteem internationally and in South Africa (van Zyl *et al.*, 2006) (to be comprehensively discussed in **Chapter 3**), I would argue that this further necessitates this study’s trans-disciplinary collaboration in terms of ensuring an holistic and comprehensive understanding thereof.

The second part of the inclusion discourse, inextricably linked to the first, is the involvement of all educational role players and their voices and development (learners, educators, parents, and so forth) (DE, 2001; 2002; 2003; 2005; 2006). Role player voice and development in education is important for socio-political imperatives such as emancipation, and in ameliorating educational praxis and learner development, as highlighted in international (Howieson & Semple, 2000; Kirk & MacDonald, 2001; Fielding, 2002; Rudduck & Flutter, 2004; Worthman, 2004; Lumby, 2007) and South African literature (Le Grange, 2002; Waghid & Engelbrecht, 2002; Hemsley-Brown & Sharp, 2003; Higgs, Higgs & Venter, 2003; Maila & Loubser, 2003; Ferreira, 2004; Kamper, 2004; Le Grange, 2004; Ramose, 2004; Tisani, 2004; Van Wyk & Higgs, 2004; Carl, 2005; Swart & Phasha, 2005; Lazarus, 2006; Engelbrecht, 2007; Johnson & Green, 2007). Firstly, with respect to conceptualising ‘voice’, for

example, 'student voice', is not merely the provision of data for others to make decisions for the student concerned, but is seen to be 'integral to encouraging young people's active participation in shared decisions and consequent action about their own present and futures' (Holdsworth & Blanchard (personal communication, 2005) in De Jong & Griffiths, 2008: 32). Moreover, linking voice and collaboration, as early as the 1970s, inter-disciplinary team collaboration in school psychological services have been propounded (Janzen, 1979). More recently, Kirk and MacDonald (2001) provided international examples of German (Riquarts & Hansen, 1998) and Australian 'across-boundary collaboration' (Fullan, 1999) where various role players are successfully involved in curriculum development. Fullan (1999 in Graham-Jolly, 2003) noted the importance of collaboration with respect to curriculum change. Swart and Phasha (2005), Lazarus (2006) and Engelbrecht (2007) highlighted that the new South African educational dispensation advocates role player involvement and collaboration including trans-disciplinary collaboration. Indeed, the DE's (Mseleku: Foreword) (2003:i) Life Orientation curriculum, noted with respect to role player voice and development in areas such as curriculum development: "As insights that are informed by practice, research and refinement, emerge from these Guidelines, it is anticipated that over a period of time teachers will develop as curriculum leaders ...". Role player voice and development of the value of collaborative versions thereof is witnessed in the ever-increasingly spurning of new terminology of variations of collaboration, for example, 'service-learning' (Eyler & Giles, 1999; Eyler, 2000; Porter & Monard, 2001; Abes, Jackson & Jones, 2002; Steinke & Buresh, 2002; Lazarus, Erasmus, Hendricks, Nduna & Slamati, 2008), 'educational partnership' (Bastiani, 1993 in Pretorius, 2000), school-university partnership via a 'critical friendship' (McLaughlin & Black-Hawkins, 2007), 'distributed leadership' (Spillane, Halverson & Diamond, 2004), and 'collective leadership' (Ritchie, Tobin, Roth & Carambo, 2007). Le Grange (2002), Ainscow *et al.* (2004), O'Leary (2004), and Pressley *et al.* (2006) also highlighted the value of role player voice and development specifically in terms of educational research via participatory and other approaches. Lazarus (2007:2) emphatically concurred with respect to a field closely related to this study:

"Within the context of health promotion and policy development, this means that the views of and approaches to health promotion of all concerned should be incorporated in any policy research and in the way that this is translated into policy."

Applicable to this study, Ferreira (2004) also stated that role player involvement in trans-disciplinary collaboration has various development benefits. Such collaboration has the potential for team members to unpack their tacit and other understanding(s), aid 'professional' development and reciprocally educate team members beyond disciplinary or professional boundaries and develop (an) augmented and synergistic understanding(s) (Derry & Fischer, 2005; 2006; Stanton, 2008), offer networking opportunities, broaden the dissemination of knowledge via the different participating disciplines, promote members' self confidence as they attempt to implement the new collective knowledge and evaluate it in their contexts (Magill-Evans *et al.*, 2002), and encourage further collaboration (Ryan-Vincek *et al.*, 1995 in Ferreira, 2004).

As argued internationally and in the South African context, this shift is important for socio-political reasons and for enhancing educational praxis and learner development (Gibbons *et al.*, 1994 in Kraak, 1997; Scott, 1997; DE, 2001; 2002; Le Grange & Newmark, 2002; DE, 2003; 2005; Lazarus, 2006; 2007; Johnson & Green, 2007) including, most appropriately developing self-esteem, as Lazarus 2006 (539 ; 541) remarked:

“South African education policies and curricula have begun to reflect a new value system for the country – one that draws on both indigenous and ‘Western’ worldviews in ways that are specific to the South African history and current context ... (Rooth, 2005) ... We also need to think critically about whether and the extent to which we could be looking at traditional values as a way of connecting people with their roots and enhancing their positive ... self-esteem.”

Waghid (1999:113 in Le Grange & Newmark 2002) also noted that there is a distributed expert knowledge system between universities and communities when engaging in community service. Internationally, McLaughlin and Black-Hawkins (2007: 328- 329) commented:

“There has been an international focus on collaboration in education in the last two decades (e.g. Little, 1990; Johnson & Kirschner, 1996) and on collaboration of different types. There has been an emphasis on collaboration within schools, between schools and universities and, latterly, a shift to an emphasis on collaboration between schools and across systems (Hargreaves, 2003 ‘It is this gap between researchers and practitioners which betrays the fatal flaw in educational research.’ (Hargreaves, 1996)”

Kraak (1997) and Scott (1997:34) hence stated the third and current related trends of epistemological democratisation and contextualization. This was specifically in terms of research and collaboration, and discussing how valued knowledge is no longer the sole domain of formal academic or Mode 1 hierarchical disciplinary science, but is ever-increasingly including Mode 2 heterarchical hybridised trans-disciplinary collaborative knowledge in our developing distributed knowledge economy (Gibbons *et al.*, 1994). However, owing to the holism outlined earlier, this does not neglect the role of Mode 1 trans-disciplinary collaborative research too. Nevertheless, affording collaborative voicing does not negate critical engagement therewith. The DE (2005:11) in the Life Orientation Curriculum, relevant for this study, endorsed epistemological democratisation and contextualisation stating: “Life Orientation acknowledges the richness of indigenous knowledge systems and its contribution to help transform the values of learners.” Inter alia, Gibbons *et al.* (1994 in Kraak, 1997) argued that while Mode 1 knowledge is generated within academia and subsequently applied to contexts, Mode 2 knowledge production and/or research is characterised by its generation within contexts collaboratively integrating formal academic knowledge with contextual, indigenous, or local knowledges and developing hybridised trans-disciplinary collaborative problem-solving knowledge.

Most appropriately for this study, trans-disciplinary collaboration (the most advanced version of collaboration) is the fourth key feature. It may be argued to most closely resemble the ideals of inclusion and its concomitant priorities, and, for example, is the sine qua non of Mode 2 trans-disciplinary collaborative knowledge production. Commenting on this relatively nascent but ever-increasing trend in South Africa’s ‘scholarship of engagement’ (Lazarus *et al.*, 2008) or ‘engaged scholarship’ (Bawa, 1997; Kraak, 1997; Wessels, 2001; 2002; Lazarus *et al.* 2008; Stanton, 2008) and

the importance of Mode 2 collaboration in terms of promoting epistemological democratisation and contextualisation, Stanton (2008:1) noted : “ New times demand new scholarship, requiring evolving contracts between society and science ... Social responsiveness demands transdisciplinary research ...” Nevertheless, its importance is compounded by the current policy-practice disconnect in South Africa in terms of full role player inclusion at national and other levels (Graham-Jolly 2003; Carl, 2005; Chisholm, 2005; Engelbrecht, 2007; Soudien, 2007; Carl, 2009). Problems with role player inclusion have also been reported elsewhere (Blue-Banning, Summers, Frankland, Nelson & Geegle, 2004; Rudduck & Flutter, 2004; Lumby, 2007). Swart and Phasha (2005), Lazarus (2006) and Engelbrecht (2007) recognised that there are barriers that need to be overcome in securing the vision of comprehensive collaboration. Nonetheless, Lazarus (2006) suggested promotive strategies including empowering role players to create forums for exploring healthy ways of collaborating especially at institutional and district levels. Such current barriers provide additional fuel for the justification of this study. Magill-Evans *et al.* (2002) saliently noted that trans-disciplinary collaboration is not necessarily suited to all tasks, which is echoed by the DE (2003). However, Derry and Fischer (2005:6-7) stated: “Most significant real-world problems are framed and solved by multicultural and transdisciplinary communities and organizations rather than by individuals ...” and O’Hara (2006:114-115) commented:

“We need further develop approaches to what Nicolescu called transdisciplinary knowledge production (Nicolescu, 2002; Nowotny, 2003) in recognition of the fact that with complex problems, research is increasingly conducted in its application, and its application frequently involves teams from many disciplines as well as practitioners and lay people.”

Specifically, Small (2001) also remarked that generally that most educational research is at least multi-disciplinary. More specifically, Branden (2006:441) argued for the need of Mode 1 but also for collaborative Mode 2 knowledge construction in this study’s field: “Some of the things we need to know about self-esteem can only be learned through controlled studies. But there is a great deal that can be learned by working with people and paying attention to the outcome of our interventions ... Practice is always ahead of research...” The field is so diverse in terms of understanding(s) of different concepts, not even agreement exists amongst academics. To end, in terms of the associated and arguably broader concept of ‘self-concept’ incorporating ‘self-esteem’, Marsh and O’Mara’s (2008) chapter, *Self-Concept is as Multidisciplinary as it is Multidimensional: A Review of Theory, Measurement, and Practice in Self-Concept Research* makes this trans-disciplinary study poignant and exciting.

In summary, and as explained, there are various main reasons for the justification of this study. Inclusion at the meta-level (and the sub-ideas of holism, incorporation of educational role players, epistemological democratisation, contextualisation and collaboration) has necessitated the promotion of Mode 1 trans-disciplinary collaborative research and Mode 2 trans-disciplinary collaborative research. Moreover, in this particular study, Mode 2 trans-disciplinary collaborative research as a

promoter of inclusion has been justified within ‘self-esteem’ and ‘self-esteem development in the (South African) educational context(s)’. This is what this study does. Finally, examining the team’s facilitated understandings via the argued reasoning of inclusion has also tangentially been justified, and is further expounded in *Chapter 2*.

The general justification has been argued. The following section motivates the use of this specific trans-disciplinary collaborative team by discussing Education Management and Development Centre (EMDC) collaboration and then the collaborating disciplines. Please refer to **Addendum 1 Section 1** therefore.

1.2.2.3 Positionality - Personal Motivation for, and Participation in the Study

This section addresses my positionality, hence outlining my personal motivation for the study, providing arguments for my full participation therein, and discussing other related imperatives.

It is an ethical imperative to reflect on my positionality. Pendlebury and Enslin (2001:365) remarked: “Positionality has become something of a touchstone for good qualitative research writing in education.” The following hereafter is a summary hereof.

In terms of my personal motivation, firstly, it is fuelled by my previous research (Biggs, 2001; 2005) in the field and eagerness to build thereon. Secondly, my current degree requires it, and I have studied in a considerable range of disciplines. Finally, it was intended to be enjoyable as argued by Adams, Oswald, Collair and Perold (2004). I participated in this study’s process and product, as I believed I was qualified to engage in the process. Furthermore, Mode 2 research, my knowledge of the field, being a voice of literature, and needing to ensure meta- and theoretical congruence in the ‘final’ model made it salient to be part of the product. I, however, importantly believed it crucial only to join the product dimension after Workshop 1 to give the other team members a space to voice their understanding(s) first before being possibly corrupted by myself and/or the other voices of literature. This necessitated that I openly declared my paradigmatic and meta-theoretical framework prior, and not enforce it on the team. My voice or understanding was only one equal voice. I was aware of the need to be continuously ethical, be a critical reflective practitioner, and to always value the constant feedback of the other team members. Please refer to **Addendum 1 Section 2** for a comprehensive delineation and concomitant argument for this section.

1.2.2.4 Original Contributions

This section aims to highlight the originality of this study, hence largely retrospectively justifying it. I would argue that this study is marinated in a sea of originality.

The broad dimensions of this study must in the first instance be addressed. Firstly, this study was original in terms of its what? or its research questions. The study heeded the appeal of O’Leary (2004) for educational psychologists to increasingly research ‘large questions’, rather than focusing too heavily on small scale projects. Relatedly, I also acknowledged the call for building on past research (Hargreaves, 1996; Kamper, 2004), including my own previous research. Secondly, this study was original in terms of its who? or its participants. This study examined multiple role players’ understanding(s) thereof. It was unique in South Africa with no international studies having been identified either. Even my own work (Biggs, 2001; 2005) in this field, only examined independent role players’ voices. The majority of role player understanding(s) on this topic as represented in literature, have been that of scholars or authors of popular literature. The innovation of this study was achieved by employing a specific collaborative role player approach namely a hybrid Mode 2 trans-disciplinary collaboration and transgogic approach. Thirdly, this study was relatively original in terms of its how? or its design and implementation thereof. There have been very few qualitative studies internationally and locally on this study’s topic (Tatlow & Guerin, 2006; van Zyl *et al.*, 2006). The congruent hybrid transgogic participative ‘action’ research approach creatively employed every major qualitative data construction tool namely, questionnaires, participative observation, reflection journals, field notes, informal and formal individual interviews, small and large focus teams, most of these mainly within a workshop forum. This qualitative study may potentially have many important impacts on the field, particularly if it can be strongly positioned within the ocean of quantitative studies.

In terms of the who? and how? of this study, within the thesis, a distinction was made by myself between the terms ‘literature review’ and ‘literature exposition’. The first one is common practice. The second, while I stand corrected, is probably an original concept, term or idea, and was viewed by myself as a version of a ‘literature review’. The ‘literature exposition’ was done only in terms of the topic of this study. It was an ‘exposition’ in that it only presented the voices of literature which were not criticised by myself but were simply reported in this thesis and to the team. The team (eventually including myself) ultimately then engaged with these voices of literature or so-called ‘passive’ participants of the team, with everyone criticising each other ‘actively’ and ‘passively’. Therefore, the team actually did the literature review of the literature exposition. The meta-theoretical framework, namely self-ecosystemic inclusion framework, was relatively original, in terms of augmenting Bronfenbrenner’s (1979) ‘ecosystemic’ theory by adding and/or integrating the concepts, terms and/or

ideas ‘self’ and ‘inclusion’. Furthermore, in accordance with positive psychology, I invented the original concept, idea and/or term ‘bridges’ to complement the concept, idea and/or term ‘barriers’. In addition, other key original research design and implementation concepts, terms or ideas which I also introduced included ‘active’ product participants, ‘passive’ product participants, and similarly ‘active’ and ‘passive’ process participants. For example, there were the voices of literature, who were the ‘passive’ product and also process participants. Moreover, broadly within the methodological section, a possibly ‘original’ pedagogic concept, term or idea, namely, ‘transgogy’ was posited by myself. This was cemented by this study. It ties in with efforts of Derry and Fischer (2005; 2006), who are developing a trans-disciplinary graduate education approach. Hopefully with its development, it can synergistically complement other similar nascent pedagogic movements such as ‘partagogy’ (Levinger, 1996) and the Freirean (1998) inspired ‘ecopedagogy’. O’Hara (2006) argued that the current times call for new pedagogies – I did this. Furthermore, ‘transgogy’ simplified the trans-disciplinary collaborative team’s understanding(s) and tasks and somewhat assisted the Mode 2 research effort. This succinct understanding heightened the team’s understanding thereof, and offered them the opportunity to more accurately and fully eventually evaluate this study. Indeed, the evaluation of this study by the participants was relatively original in that many studies do not afford participants the opportunity to evaluate it and specifically, for example, evaluate the researcher’s skill of interviewing. The team was fully incorporated and afforded voicing. Finally, including the voices of literature as ‘passive’ participants, and attempting to eventually transform them into ‘active’ participants via a conference (which unfortunately I did not attend due to a car accident) but ultimately via cyberspace or electronic mail, was also somewhat original. In sum, the expert methodological knowledge process base was possibly raised in certain ways.

Moreover, fundamentally, in terms of a different what? which answers the original other what? or research questions, this study has produced exciting original concepts, terms and/or ideas in the field of ‘self-esteem’. This has been considerable in that the concept, term and/or idea of ‘self-esteem’ is almost as old as the psychology discipline itself. Making contributions to the concept, term and/or idea of ‘self-esteem’ in this study, by positioning the original concept, term and/or idea of ‘meta self-esteem’ above it, is hence valuable. These strides also include the various new ‘meta self-esteem matrix types’, for example, ‘high healthy self-esteem’, and furthermore, ‘core self-esteem’. In sum, this study raised ‘self-esteem’ above the ‘expert’ first knowledge level order to a new ‘expert’ second order knowledge level or ‘meta self-esteem’.

As a culmination point in summarising the team’s answer to the main research question, an original hybrid Mode 2 trans-disciplinary collaborative model of ‘self-esteem’ and ‘self-esteem development in the educational context(s)’, which the team named the: **‘Trans-disciplinary Ecosystemic Concept of Self-Esteem Development’**, was developed. The original concepts, terms, ideas and/or model(s),

developed in collaboration with the voices of literature, have potentially important and exciting implications for the ‘advancement’ of ‘self-esteem’, ‘meta self-esteem’ and ‘self-esteem [and meta self-esteem] development in the (South African) [and other]] educational context(s)’, and the broader areas of life orientation. In addition, the study could have implications for Mode 2 trans-disciplinary collaborative knowledge construction with respect to curriculum and professional development in the educational context(s), countering, with respect to the former, the reported current policy-practice disconnect often characterised by power imbalances between different role players (Graham-Jolly 2003; Carl, 2005; Chisholm, 2005; Engelbrecht, 2007; Carl, 2009). Other crucial concepts, terms, ideas and/or topics such as ‘inclusive education’ can similarly be addressed.

Finally and in sum, I contend that this study’s most important original concept, term and/or idea of ‘meta self-esteem’ may have salient implications in countering or ‘solving’ many aspects of so-called ‘self-esteem problem(s)’. It may even diffuse the anti-self-esteem movement. Furthermore, these original concepts, terms and/or ideas with respect to the topic, were also complemented, for example, with the original concept, term and/or idea of ‘transgogy’ within education, and, for example, the original, concept and/or idea of ‘passive product participant’ with regard to the methodology. Appropriately, this extensive originality extends across many domains and somewhat mirrors the integrated or interactive meta-theoretical framework of this study and/or thesis, namely the self-ecosystemic inclusion framework, as well as trans-disciplinary collaboration. Hence, this originality ultimately incorporates and integrates many domains, and, most refreshingly, is in and of itself, trans-disciplinary originality. In addition, this originality also poignantly reflects my integrated degree, namely educational (for example, ‘transgogy’) psychology (for example, ‘meta self-esteem’). Nevertheless, these original concepts, terms and/or ideas will duly be expounded further during this thesis, and the originality thereof further explicated.

Having outlined the focus of the study and provided justification for it and its components, the next section sharpens its focus, providing the study’s research questions and appropriate terminology.

1.2.3 Research Questions and Terminology

I formulated the focus, subordinate and main research questions as follows:

FOCUS RESEARCH QUESTION(S) 1-4

What is/are a trans-disciplinary collaborative team's facilitated understanding(s) of the concept and nature of 'self-esteem', the factors and processes that affect self-esteem and its development, the assessment and/or evaluation of self-esteem, and whether self-esteem and its development is /are important?



SUBORDINATE RESEARCH QUESTION 1

What is/are a trans-disciplinary collaborative team's facilitated understanding(s) of 'self-esteem'?



FOCUS RESEARCH QUESTION(S) 5 -9

What is/are a trans-disciplinary collaborative team's facilitated understanding(s) of the concept and aim(s) of 'self-esteem development in the (South African) educational context(s)', the paradigm(s), principle(s) and polic(ies) it should be based upon, who should be involved, when and where it should be undertaken, the content it should entail, and how it should be undertaken?

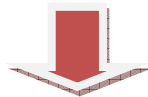


SUBORDINATE RESEARCH QUESTION 2

What is/are a trans-disciplinary collaborative team's facilitated understanding(s) of 'self-esteem development in the (South African) educational context(s)?'



DERIVED FROM FOCUS AND SUBORDINATE RESEARCH QUESTION(S)



MAIN RESEARCH QUESTION

What is/are a trans-disciplinary collaborative team's facilitated understanding(s) of **self-esteem and self-esteem development in the (South African) educational context(s)?**

As indicated, the main research question is sub-divided into various subordinate and respective focus research questions. The subordinate research questions' permutations were differentiated in terms of the two main components of the main research question, namely 'self-esteem' and 'self-esteem development in the (South African) educational context(s)'. Each focus research question unpacked the respective subordinate research question. The justification for the study's main, subordinate and focus research questions have been argued in **section 1.2.2**.

Saliently, the term "understanding(s)", as used in this study's title and research questions, was essentially employed in terms of the team's descriptions thereof, and not necessarily in terms of its comprehensive reasoning or explanation thereof. Crucially, the research questions are limited in this regard in terms of the de-limitations and/or limitations of this study, and hence the broad term "understanding(s)" must be viewed in this context. However, this did not mean that all the team's descriptions were provided owing to time limitations. Nevertheless, while, description does involve some degree of explanation or overlaps somewhat therewith, the focus research questions also directly asked the participants to explain their understanding(s) when the words "Please explain." were used at the end of each focus research question. This was in an attempt to push the questions and due answers as far as possible. However, as can be seen in *Chapters 5 and 6*, the limited reasoning provided was mainly due to the large or broad research questions, and the limited time for discussion thereof after the team's descriptive answers were given. But, focus research question 4 naturally demanded and offered more time for an explanation thereof. The team duly provided this explanation in this study. Therefore, the term 'description' was not employed in this study's title and research questions in place of the term "understanding(s)", as while it intended to deal with all the team's descriptive answers, limiting the questions and answers only to the term 'description' would, for example, exclude the explanations or reasoning offered in the team's answer to focus research question 4. In addition though, the main and subordinate research questions were not asked like the focus research questions in terms of the questionnaire questions. Specifically, the words 'Please explain.' were not employed. This somewhat limited the team's main research question's (most important research question) questioning of the team's explanations or reasoning.

Furthermore, unfortunately, the trans-disciplinary collaborative team was not able to jointly provide implications, recommendations, determine its model's name and do an evaluation. The fact that they did so largely individually (except during certain evaluation sessions during the workshops) means that the research questions were slightly altered in this regard.

It is also important to note that the research question asked a research product question and not a research process question. Hence, while the transgogic process facilitated the answering of the research product question, the study did not aim to analyse the transgogic research process employed

to reach the research product answer. Nevertheless, the research process will be outlined and how data analysis occurred within the transgogic process. However, in the end, it would be too voluminous to provide all the data analysed across all four workshops. Therefore, only the final workshop which analysed and generated the final data constructions will be provided to answer the research product question.

Finally, while I and the team strongly contend that this study and its data constructions are salient and exciting, the value of the team's understanding(s) or data construction(s) are not the focus of the research questions, but the task of further critical role player engagement and possible studies which duly need to make such judgments. Ultimately, the study can only be judged in terms of its effectiveness in comprehensively answering the research questions and thereby reflecting the understanding(s) of this specific trans-disciplinary collaborative team. In accordance with the research design and paradigm(s) adopted in this study, research hypotheses are not possible. The evaluation of the study during and after it is, for example, important to examine whether the trans-disciplinary collaborative team criteria were being met. They needed to be achieved in services of comprehensively answering the product research questions. This evaluation augments the transparency of the study and verifies the quality of this study.

Having delineated the research questions, where appropriate, it is important to systematically explicate the key terminology of the research questions that I employed for this study to anchor it. Please refer to **Addendum 1 Section 3** for these explanations.

1.3 OUTLINE OF THE CHAPTERS

Chapter 1 – Introducing and Justifying the Journey provided an introduction. *Chapter 2 – Meta-and Theoretical Frameworks* presents a meta-theoretical framework and a literature review. *Chapter 3 - Voices of Literature* offers a literature exposition of the voices. *Chapter 4 - Research Design and Implementation* provides a comprehensive outline of the design of this study and the implementation thereof. *Chapter 5 – Data Constructions* delineates the study's data constructions. *Chapter 6 – Discussing the Data and 'Concluding' the Journey* discusses the constructed data, inter alia, relating them to the voices of literature and offers a summary of the study, reflection by the team on its quality, and my personal reflection on the de-limitations and limitations. In so ending this study, possible new beginnings via implications and recommendations are proposed by me. Addenda and references are included at the end of this thesis. Particularly considerable addendised sections, tables and figures have been employed in order to comprehensively report on this immensely large and complex study, and hence to meet ethical requirements such as providing a detailed dependability audit. Moreover, it would be sinful of me not to fully incorporate this study's and hence the team's

full voice (voice being a pivotal dimension of this study) and its plethora of powerful and original contributions.

1.4 **CONCLUDING REMARKS**

Chapter 1 has concluded. We now in earnest, turn our attention to the real journey.

CHAPTER 2 IN BRIEF
META- AND THEORETICAL FRAMEWORKS

INTRODUCTORY REMARKS

MAIN RESEARCH QUESTION
What is/are a [**Chapter 2: trans-disciplinary collaborative team's** (school/ educational psychologists, social workers, learning support advisors, life orientation curriculum advisors, life orientation educators, and the voices of literature)] [**Chapter 2: facilitated understanding(s)**] of [Chapter 3: 'self-esteem and self-esteem development in the (South African) educational context(s)'] ?

META-THEORETICAL FRAMEWORK

Chapter 2
'Trans-disciplinary Collaborative Team's'

- **Introductory Remarks**
- **Conceptualisation of 'Collaboration'**
- **Types of Collaboration**
- **Trans-disciplinary Collaborative Teams**
 - **Conceptualisation**
 - **Team Problem(s) and/or Goal(s) and Problem Solving Approach**
 - **Bridges and Barriers**
- **Concluding Remarks**

Chapter 2
'Facilitated Understanding(s)'

- **Introductory Remarks**
- **Epistemology, Pedagogy and Transgogy**
 - **Generic Conceptualisations**
 - **Knowledge(s) or Understanding(s)**
 - **Facilitat(ing) Knowledge(s) or Understanding(s)**
- **Concluding Remarks**

CONCLUDING REMARKS

2.1 INTRODUCTORY REMARKS

Chapter 1 provided an introduction. *Chapter 2*, focuses on the ‘non-product’ fields of the study, while *Chapter 3* deals with the study’s ‘product’ field(s). The literature review is typically the first step in the research design. However, inter alia, a literature review’s sine qua non salience in providing (a) framework(s) for the study (Kaniki, 1999; Babbie & Mouton, 2001; Patton, 2002; O’Leary, 2004; Fouché & Delpont, 2005), and its additional significance for this study, necessitates an extensive elucidation here.

Kaniki (1999), Babbie and Mouton (2001), Patton (2002), O’Leary (2004) and Fouché and Delpont (2005), noted that traditionally, the first goal of a literature review involves a critical examination of the relevant scientific knowledge in the field(s) of interest. This aims to isolate knowledge gaps in the literature, augment understanding of the research problem, and ultimately assist to focus and justify the study and generate research question(s). *Chapter 1* dealt with the first goal and culminated in the study’s research questions. The research questions are subsequently used to sharpen and structure the literature review and to facilitate the achievement of the second goal(s), which are the main focus of *Chapters 2 and 3*. The second goal(s), intrinsically linked to and initially developed in tandem with the first goal, endeavours to contribute to the relevant erudition of the researcher, providing framework(s) for the research design and for discussing the study’s data constructions or ‘results’, including the study’s contribution to the literature (Kaniki, 1999; Babbie & Mouton, 2001; Patton, 2002, O’Leary, 2004; Fouché & Delpont, 2005). These chapters aim to meet these important demands of a literature review, save the caveat discussed below with respect to its critical positioning.

As per tradition and reflected in the research paradigm(s), a critical stance was taken in achieving the first goal of the literature review. As will be evidenced in *Chapter 2*, with regard to the second goal(s), a critical review was conducted in terms of the ‘non-product’ aspects of the main research question, namely the fields of ‘trans-disciplinary collaborative teams’ and ‘facilitated understanding(s)’ to develop and justify the particular framework(s) adopted in this study with respect to these fields. However, as evidenced in *Chapter 3*, given the rather original nature of the study, there were further imperatives impacting on the remainder of the second goal(s) of the review, namely in terms of the study’s ‘product’ fields of ‘self-esteem’ and ‘self-esteem development in the (South African) educational context(s)’. In a relatively novel approach, the voices of literature were to be ‘passive’ participants in the study itself. I, as the facilitating researcher, was largely responsible for facilitating, via various means, the voices of literature during the study, as they were not personally-present participants. Hence, it was vital that, in this case, I conduct a comprehensive literature

'review' or more appropriately literature exposition, in order to, as far as possible accurately represent their voices. Nevertheless, the 'problem-solving' and pedagogic underpinnings of the research design required that their voices not initially be criticised by myself, as this would 'contaminate' the voices of literature with my views, before first presenting them to the other team members. Hence, with respect to this part of the second goal of the review, I was to conduct a 'neutral' literature review or exposition and concentrate exclusively on accurately reflecting their many voices and/or many frameworks. Nevertheless, as a voice of literature, my 'critical' voice was unavoidably juxtaposed with the other voices by espousing my theoretical and empirical frameworks in the review. However, ultimately, the critical dimension of the review was performed by the trans-disciplinary collaborative team during the workshop phase, after all (or considerable number of) the literature and other team member's voices had been given an initial space to be heard. These critical trans-disciplinary collaborative facilitated understanding(s), which are the focus of the study, will be reflected in **Chapters 5 and 6**. Interestingly, in the most recent major exposition of scholarship on 'self-esteem', Kernis (2006:xix) remarked in the preface: "I also asked each author to make a strong case for his or her position without being highly critical of other positions (my emphasis)." This resembles the approach of this study, in that it was the responsibility of the voices of the book to present their independent understandings without undermining other voices (in the study, team members first unpack their independent understandings), simultaneously prizing their own voice and the right of others to their voices. Subsequently, it is the likely duty of critical reader(s) to engage with the voices in the book, and develop their 'own' critically-considered understandings. In this study, it is subsequently the responsibility of the collaborative team to critically engage with the voices to develop primarily (a) team understanding(s).

Kaniki (1999) stated that there are a number of different standard types of literature reviews, namely an historical review (traces chronological developments), thematic review (delineates different themes or schools), theoretical review (considers theoretical developments) and empirical review (examines empirical findings). While this study primarily requires theoretical and empirical reviews and expositions, given the nature of the study, the review and exposition are somewhat of a hybrid of these types. The exposition also discusses general methodological trends employed to address the research questions in the field. Moreover, the literature review, as the first step in the research design, also naturally has a fundamental impact on the research design developing key frameworks such as the pedagogic approach of the research design. However, it does not include a comprehensive research design or methodological review per se (discusses research design and methodology). Such literature will appropriately be incorporated into **Chapter 4** and integrated with the frameworks outlined in **this Chapter**.

The participants also became critical reviewers of the literature. Having given them a number of actual readings, they were allowed to make up their own minds (even the literature notes I provided were not critical but just succinctly represented the different voices), and as the process continued they were able to be critically reviewers via their participation in the workshop. Indeed, the model itself represents somewhat of a critical review of the literature in that they selected what they believed to be useful.

Having made key clarifying introductory remarks, the remainder of *Chapters 2 and Chapter 3* will present the literature review and exposition. Before embarking on this, a valuable method of sharpening and structuring the literature review and exposition is to systematically address the components of the research question(s). Therefore, detailed hereafter is the main research question.

MAIN RESEARCH QUESTION

What is/are a [**Chapter 2: trans-disciplinary collaborative team's**] [**Chapter 2: facilitated understanding(s)**] of [Chapter 3: 'self-esteem and self-esteem development in the (South African) educational context(s)'] ?

As highlighted, the literature review and exposition sections are systematically delineated according to the main research question into *Chapters 2 and 3*. *Chapter 2* while dealing with 'product' issues focuses on the 'non-product' fields of the study, while *Chapter 3* deals with the topic or 'product' fields. By 'product', I mean the field related to the study's focus in terms of the team's understanding. These sections will furthermore be sub-divided into their respective sub-components. Where applicable, the subordinate research questions will be employed within each of these sections to guide the review. The underlined portion of the research question, namely 'in the (South African) educational context(s)', while incorporated in the *Chapter 3* section, will be duly addressed in all sections to contextualise the study. The international literature is also examined. While this is tradition in most research, this inclusion is further underpinned by the study's meta-theoretical framework and the ever-increasing internationalisation of education (Wylie, 2008).

2.2 META-THEORETICAL FRAMEWORK

Prior to developing particular frameworks in this chapter, it is crucial to first delineate the meta-theoretical framework.

The eclectic framework I propose is a self-ecosystemic inclusion one for human development adapted from Biggs (2005). Conveniently, congruent with the tenets of this study, most notably its Mode 2 trans-disciplinary hybridised approach, the meta-theory and subsequent theoretical frameworks are

hybridised in nature. While this meta-theory is not perfect possessing certain tensions, its ontological underpinning of complexity underscores our current inability to fully comprehend and resultant inevitable tensions. Green (2001:7) aptly noted that: “All theorists would acknowledge that the full complexity of life cannot be captured by any theory.” Nevertheless, despite the limited space which does not permit a full explanation of this framework and its caveats and tensions, one has to borrow from the pragmatists (Johnson & Onwuegbuzie, 2004), and believe that this delineation offers a useful meta-reference in and of itself, and for the specific frameworks developed in *Chapter 2*. It largely mimics the research paradigm presented in *Chapter 4*. However, it is essential to note that it does not provide a meta-theoretical framework for *Chapter 3*, although it is represented in *Chapter 3* as one of many voices, including my voice.

Ever-increasingly, psychological and psycho-educational research have revealed the necessity to dispense of a medical-individual-deficit model and to make a paradigmatic shift to a more inclusive contextually sensitive, self (my emphasis)-ecosystemic inclusion framework in addressing human functioning and development (Bruner, 1990; 1996; Yamaguchi, 2002; Swart & Pettipher, 2005; Bowler, Annan & Mentis, 2007). My emphasis on the ‘self’ highlights the salience of balancing the two and is endorsed by my incorporation of the term ‘inclusion’. Bronfenbrenner also made somewhat of a shift from his ecosystemic theory to a bio-ecological theory, and hence, as I have argued, shifted the point of gravity to a more balanced centre (Swart & Pettipher, 2005). In sum, the medical-individual-deficit model rests primarily on positivism and reductionism, undermining the complexity of human existence (Jordaan & Jordaan, 1998). This alternative meta-theory draws fundamentally on Bronfenbrenner’s ecosystemic theory (Bronfenbrenner, 1979) but more specifically on his more recent bio-ecological theory (as cited in Swart & Pettipher, 2005). The diverse informing disciplines of his and earlier theories (e.g. systems theory, cybernetics, biology, psychology, ecology and so forth) and hence this meta-theory, underlines the value of the collaboration between different disciplines (comprehensively discussed in *Chapter 1*), and in and of itself, supports the value of this study.

The self and contextual systems are interdependent foci in this framework. These self systems and ecosystems can vary in terms of access (degree of openness and/or closed-ness), stability and their relative degrees of determinism. All aspects of the self, including the spiritual, physical/ biological, cognitive, emotional and behavioural systems, and for example, conscious and unconscious dimensions thereof, form part of functioning and development (Jordaan & Jordaan, 1998). I align myself with both humanistic and post-structural theories in that there are unified or integrated as well as unstructured elements within and between the self systems, and the degrees thereof may vary across different people. Bronfenbrenner identified self ‘assets’ or what I term ‘bridges’, ‘liabilities’ or ‘barriers’, and dispositions (Swart & Pettipher, 2005) in shaping the course of development, the first

of those linking to the nascent positive psychology movement including the asset-based approach (Kretzmann & McKnight, 1993 in Bouwer, 2005). The other primary aspect of the framework is the ecosystemic or contextual dimension, which while crucially involving human ecosystems, essentially includes all non-human aspects of ecosystems. It is useful to understand the context as a set of nested structures (Swart, 2004) which can be hierarchically influential. While certain systems may vary in influence for any given individual, the microsystems are a pattern of proximal interpersonal relationships in which the self is actively involved, for example, family groups (Bronfenbrenner & Morris, 1998 in Swart & Pettipher, 2005). The mesosystems comprise the relationships and reciprocal interactions that exist between different microsystems, and exosystems are environments indirectly impacting the self and vice versa, for example, a parent's place of employment (Vasta, Marshall & Miller, 1999). The macrosystems are the distal systems and include, for example, community systems (Borich & Tombari, 1997). Finally, the chronosystem refers to developmental time frames and its impact, crucially including self-ecosystemic histories (Vasta *et al.*, 1999). Ecological resources or bridges (Biggs, 2005) and barriers are contextual factors that influence the self's functioning and developmental processes (Swart & Pettipher, 2005). Ultimately, the key premise of this framework is that the self and his/her ecosystems are actively involved in a complex, dynamic, systemic, reciprocally circular causal energy (including knowledge) feedback transaction forming a complex dialectical construction of self and ecosystemic functioning and development.

Self-ecosystemic inclusion theory's ontological orientation is that of systemic holism, complexity and anti-reductionism (Treml, 1995). "Ontology refers to the essence of things, the way things really are. Epistemology refers to how we understand things" (Grieve, van Deventer & Mojapelo-Batka, 2005:266). While it is typically seen as propounding a subjective reality, I side with ecosystemic critics and argue that its complexity means that there are possible constructivist/ interpretivist/ subjective and social constructionist/ co-constructionist/ inter-subjective (Keeney, 1983b & Speed, 1991 in Moore, 1997) and objective (even if we are not aware of, do not recognise and/or fully comprehend them some or many of them) (Keeney, 1983b & Atkinson & Heath, 1987 in Moore, 1997) realities. Indeed, there are many diverse informing disciplines of this meta-theory including elements of many different paradigms. Coburn (2007:6-7) noted: "Complexity theory is relentlessly multidisciplinary and interdisciplinary. ... In psychology, psychotherapy, and psychoanalysis, an increasing number of theorists are finding complexity compelling and useful (Coburn quotes many authors)." Furthermore, Terre Blanche and Durrheim (1999), Waghid (2000), and one of Denzin and Lincoln (2005), stated that certain aspects of paradigms may not be mutually exclusive, and hence integration may be realised. The theory reportedly has cybernetic systemic constructivist epistemological underpinnings (Moore, 1997). However, while denoted as 'constructivist', as just ontologically delineated, the reciprocal deterministic transactional nature of the theory would imply that a constructivist/subjective (second-order cybernetics) and social constructionist/ inter-subjective

epistemology would be appropriate, and I would add certain objective (first-order cybernetics) epistemologies (Moore, 1997). At any given time, factors such as locus of control can determine whether the subjective or inter-subjective has greater transactional power. All self-systems, not only cognitive, factors in the processes of knowing, a notion supported by the critical pedagogist Freire. Green (2001) noted the importance of acknowledging the role of power in an ecosystemic meta-framework. In systems speak ‘power’ may possibly be more appropriately termed ‘energy or cybernetic influence potential and/or action’. Therefore, as evidenced in my reference to ‘dialectic’ and power, I also align with notable critical theorists and/or pedagogy proponents such as Greene (1988) and Freire (1998). While critical theory and ecosystemic theory mutually accentuate the salience of context in human functioning and development, I deviate from systems theory’s largely uncritical stance (Treml, 1995) somewhat from complexity’s theory’s postmodern base (Coburn, 2007). In ‘positing’ that there are some objective or foundational Truths, I somewhat side with positivists. Hence, I do not adopt an extreme relativist, postmodernist or *carte blanche* position, offering the space for critical engagement with subjective and inter-subjective ontologies and epistemologies. Therefore, axiologically speaking, there are at least some foundational ethical Truths. In addition, different ‘realities’ or meanings constructed may have value, but one may be more ‘useful’ for a particular system(s) (Poplin, 1988; Phillips, 1997). Critical theory and/or pedagogy (McLaren, 2003) and inclusion (discussed in *Chapter 1*) are concerned with empowering all role players having the ultimate goal of maximising individual and collective development. An ethics of inclusion espousing rights and responsibilities (refer to Mason (2001) for a related formulation) forms part of the ‘rules’ of the self-ecosystemic inclusion framework.

2.3 ‘TRANS-DISCIPLINARY COLLABORATIVE TEAMS’ AND ‘FACILITATED UNDERSTANDING(S)’

This section aims to review two key components of the main research question, namely ‘trans-disciplinary collaborative teams’, and secondly, ‘facilitated understanding(s)’. In so doing, it crucially aims to, within the meta-theoretical framework, develop and justify particular theoretical frameworks for these topics for the research design and study.

2.3.1. ‘Trans-disciplinary Collaborative Teams’

2.3.1.1 Introductory Remarks

This section reviews ‘trans-disciplinary collaborative teams’ focusing on the conceptualisation and/or nature of such collaboration namely what are ‘trans-disciplinary collaborative teams’, and how do they function? The importance of such teams has been extensively discussed in *Chapter 1*.

2.3.1.2 Conceptualisation of ‘Collaboration’

Friend and Cook (1996) noted that the essence of ‘collaboration’ involves a style for the direct interaction between a minimum of two co-equal parties voluntarily working together in the pursuit of (a) mutually agreed upon goal(s). Please refer to **Addendum 2 Section 1** for further delineation.

2.3.1.3 Types of Collaboration

There are various types of collaboration extending from multi-disciplinary to pluri-disciplinary to cross-disciplinary to inter-disciplinary and finally to trans-disciplinary collaboration. Please refer to **Addendum 2 Section 2 and Table 2.1** therefore. As can be gleaned from **Table 2.1**, the various types differ most primarily in terms of the *extent* of collaboration with implications for communication, and accountability. Magill-Evans *et al.* (2002) noted that, contingent on the current goal(s) a team can, for example, periodically switch between inter-disciplinary to trans-disciplinary collaboration.

2.3.1.4 Trans-disciplinary Team Collaboration

Conceptualisation

Criteria

Table 2.2 below outlines trans-disciplinary collaboration general criteria adapted from Briggs (1993, 1997 in Ferreira, 2004), Friend and Cook (1996) and Engelbrecht (2007).

Table 2.2: Trans-disciplinary Collaboration: General Criteria

Agreement on problems and/or goals, problem-solving approach and achievement of mutual goal(s).

All members participate and interact throughout the process, usually in the same time-space context, and accept mutual accountability for the goal(s).

Co-equality of members’ contributions, a respect for differences and open communication.

Mutual respect, trust, belonging, emotional support, encouraging cohesiveness and team synergy.

Members mutually assist each other to individually and collectively transcend disciplinary/ professional boundaries, synergistically blending different disciplinary knowledges, ameliorating creative effort and achieving professional growth.

Constructive conflict resolution or creative chaos.

Sufficient time and opportunity to achieve goal(s).

Joint leadership, but one or more member(s) to generally facilitate the process at any given stage.

Please refer to **Addendum 2 Section 3** for additional elucidation.

Team Composition

This study's trans-disciplinary collaborative team included the following team members: school/ intern/ educational psychologists, social workers, learning support advisors, life orientation curriculum advisors, life orientation educators, the voices of literature and the researcher. It was a hybrid of internal EMDC collaboration combined with external EMDC collaboration with schools, 'indirect' voices of literature and involved a tertiary education educational psychologist researcher and his support team. Please refer to **Addendum 2 Section 4** for further explanation.

Team Development

While the focus of the study is not on the trans-disciplinary collaborative team processes per se, it is useful to broadly consider issues relating to general group or team development processes in order to inform the research design, and importantly the facilitation thereof. Ferreira (2004) saliently stated, it allows the facilitator(s) to prepare and be proactive. Please refer to **Addendum 2 Section 5** to familiarise yourself further therewith.

Team Problem(s) and/or Goal(s) and 'Problem-Solving' Approach

The transgogic knowledge or understanding types and qualities involved in any transgogic process will be different depending on a team's problems and concomitant goals. The research question(s) of

this study provide this team's problem(s) and goal(s). Hence the required knowledges or 'understandings' need to be discerned.

Biggs (2001; 2005) and Branden (2006) have suggested, echoed by DuBois *et al.* (2003) and Humphreys (2004), that there are various fundamental areas. They are namely the what? and/or how? (what is the concept and/or nature of 'self-esteem'?, what factors and processes affect 'self-esteem' and its development?, and how is it assessed and/or evaluated?), and why or why not? (Is self-esteem and its development important or not?). Furthermore, Muller (1997:195-196) remarked:

"Conventionally, curriculum is a set of answers to four questions: Who is the target learner? What skills should the curriculum convey? How should they be conveyed? And why, to what end are they designed?"

The National Education Policy Investigation: Support Services (1993 in Lazarus, 2006) also outlined key curriculum issues in terms of why, what, when, how, where and who? This study employed a hybrid of these questions with many contained in the National Curriculum Statements, namely: what? (what is the concept and aim(s) of 'self-esteem development in the (South African) educational context(s)', what paradigm(s), principle(s) and policy(ies) should it be based upon?), who? (who should be involved?) when and where? (when and where should it be undertaken?) what? (what content should it entail?), and how (how should it be undertaken?). Therefore, in terms of the types of knowledge(s): The what (and why) knowledge(s) are important, and furthermore, given the study's Mode 2 hybrid trans-disciplinary knowledge focus, both situational or contextual and conceptual or 'generic' what (and why) knowledges are important in this study. The how (including who, when and where) are also important. However, in this study the more 'generic' how or strategic knowledge will be sought. Where possible, the more specific procedural how knowledge will be addressed. With respect to the qualities of these types of knowledges just identified: In this study the level of knowledge sought is deep, critically reflective or meta-knowledges which can be related to the criteria of transcendence and the subsequently discussed transformational learning and critical emancipatory pedagogy. However, other more surface knowledges, as related to the subsequently discussed simple learning, will also be important. The study seeks to develop structured and well-integrated knowledges but in so doing, it will need to access certain unstructured knowledges. Implicit and explicit knowledges are intended to be accessed. Implicit, tacit or Freirean practical knowledge is an important part of Mode 2 research and emancipatory pedagogy, while Mode 1 research is based largely on codified knowledge. However, implicit knowledge is often difficult to make explicit and/or codify (Stevenson, 2001) and will be a challenge of this study. The modality of knowledge is largely verbal but certain diagrammatic representations will be used for modeling purposes. Both specific and general domain knowledge will be important as part of Mode 2 research. In terms of distributiveness, ownership will involve both individual and collective and complex permutations thereof with the key focus being that of the collective or team's. With respect to sources, while the meta-theory would argue that all aspects of the self and ecosystems are part of any epistemological 'product' and process,

in this study, the knowledges will largely be cognicentric or cognitively sourced knowledges. This is a limitation of this study as non-cognitive sources would have provided a greater access to especially non-codifiable knowledge. According to leading curriculum authors such as Bernstein (1996) and Muller in Chisholm (2005), curriculum can primarily be viewed as concerning knowledge(s) and/or the broader concept of discourses (although I would add intrinsically related ‘non-knowledge’ aspects such as behaviour).

The complexity ontology of the meta-theory highlights the impossibility of studying all aspects of reality and epistemology, and even that which is the focus of study is impossible to fully capture (Kvale, 1996; Stevenson, 2001; Henning *et al.*, 2004; Denzin & Lincoln, 2005). However, future studies should always try to set the bar higher. Ultimately, the conceptualisation of the term ‘understanding(s)’ as employed in this study, is that which is represented in the constructed data and as transacted by the team members. ‘Understanding(s)’ is pluralised in brackets to allow for the different knowledge or understanding types and qualities and to accommodate for the different ‘sub-product’ (subordinate and focus questions) and final ‘product’ (main question) time-space ‘point’ understanding(s)’ knowledge(s), highlighting the organic nature of the team’s meaning-making process and possible temporariness of the so-called final ‘product’. A team may also agree to produce multiple understandings with respect to any given aspect of topic. More tangentially, while the aim of a team implies (a) single collaborative ‘final product(s)’, individual members do not necessarily agree on all aspects. Hence, it underscores the need not to ignore the importance of individual team members of a trans-disciplinary collaborative team, with their particular transgogic processes and possible competing understanding(s).

As indicated in the general criteria of trans-disciplinary collaboration, any given team is tasked in solving a problem(s) and/ or reaching certain goal(s). This is obviously the *raison d’être* of a team and hence is given prominence here. The goal(s) of any given team may be very diverse. For example, they may involve a team addressing the barriers of a particular learner or, as similar to this study, a team could be involved in addressing *inter alia* an educational or curricular concern. Various broad and/or specific ‘problem-solving’ and/or goal achievement processes need to be negotiated by any team in order to reach a given team’s goal(s). For example, Hart (1992 in Ferreira, 2004) posited a 6-step problem-solving cycle while Engelbrecht (2007) employed a 7-stage shared problem solving approach from Sands, Kozleski and French (2000). These approaches may vary according to the problem(s) and/or goal(s) of the team. The broader research design of this study or problem-solving approach and the more specific trans-disciplinary ‘problem-solving’ approach can generally be associated with what Polya (1957; Schoenfeld, 1979 in de Jong & Ferguson-Hessler, 1996) delineated as the general ‘problem-solving’ approach comprising four steps, namely: description; planning; execution; and verification. However, the study’s research design will be discussed in

Chapter 4, while, this study's specific trans-disciplinary collaborative team's problematization and 'problem-solving' approach are the focus of the next section.

Bridges and Barriers

Hitherto various components of trans-disciplinary teams have been discussed. In weaving them together, it is important to state that the success of such a team in reaching its desired goal(s) is affected by various self-ecosystemic bridges being appropriately employed. Ultimately this involves the sine qua non ability of the team to meet the general criteria of trans-disciplinary collaborative teams including goal(s) achievement. Bridges include the team's composition and hence individual members and the team collective having positive affects, effective team development, the problem(s)/goal(s) being clearly articulated, and 'problem-solving' approach and its concomitant processes being appropriately implemented. With respect to focus groups in general, Fern (2001) added the importance of the research setting. The research setting refers to the research space, including the ambient, human and material dimensions. The setting acts as a bridge when it duly enhances team functioning. Finally, Friend and Cook (1996) and Ferreira (2004) noted the importance of ethics in collaboration, both as moral issues in and of themselves, and in terms of positively affecting the process. They highlight informed consent, confidentiality, feasibility, and accountability as key ethical issues. As this study is a professional research process, similar professional and research ethical guidelines, to be comprehensively discussed in *Chapter 4*, will apply. The study's research and team workshop contracts will incorporate these and other principles to enhance and protect the research processes.

It is important to discuss the possible self-ecosystemic inclusion barriers to such collaboration. While *Chapter 1* addressed possible socio-political barriers to trans-disciplinary collaboration and the relevance thereof, barriers which specifically relate to trans-disciplinary collaborative functioning will be discussed here. Ryan-Vincek *et al.* (1995 in Ferreira, 2004) stated that potential barriers include ill-defined goals and roles; political or power problems (Lingard, Schryer, Spafford & Campbell, 2007) resulting in some team members feeling disrespected, unequal and threatened; lack of trust and support; poor communication; negative conscious and unconscious emotions (Waddington & Copperman, 2006), destructive conflict, and resistance to change. McLaughlin and Black-Hawkins (2007:336-337) specifically noted: "In particular, resolving distinctions between academic research and that undertaken by practitioners was occasionally problematic." Furthermore, issues such as team composition or size problems and, for example, group think need to be addressed. Grieve, van Deventer & Mojapelo-Batka (2005: 44 & 49) stated:

"Group think occurs in cohesive groups when the group places unanimity ahead of critical thinking (Sdorow and Rickabaugh, 2002, p.493)... Jordaan (1998) suggests that groups can counter the tendency to group think by taking the following measures: Have strong leaders withdraw from decision-making processes"

A lack of appropriate experience and/or training or skills development, resourcing and funding problems (Ryan-Vincek *et al.*, 1995; Lamorey & Ryan, 1998 in Ferreira, 2004; Magill-Evans *et al.*, 2002), difficulties negotiating different disciplinary jargon and finding a common theoretical perspective (Magill-Evans *et al.*, 2002) can also all act as barriers. The considerable time and commitment involved in sustaining trans-disciplinary collaboration, is also a potential barrier, as is competition between trans-disciplinary, intra-disciplinary and uni-disciplinary work (Magill-Evans *et al.*, 2002; Lingard *et al.*, 2007). McLaughlin and Black-Hawkins (2007:332) particularly spoke of the time factor:

“Drawing on existing research knowledge was not as straightforward for many of the teachers. ‘One thing that certainly isn’t going to happen is actually me being able to chase research because, you know, I don’t have time to eat in the school, let alone chase research. But being sent a sort of summary of research finds is useful (Teacher in SUPER school).”

(A) facilitator(s) such as in this study, should be cognisant of possible potential barriers and aim to address them proactively. However, one of these key issues is addressing possible problems relating to the power exercised by different disciplinary identity discourses (Ryan-Vincek *et al.*, 1995 in Ferreira, 2004; Lingard *et al.*, 2007). In particular, given the participatory role of the ‘principal’ researcher and the voices of literature in this study, it will be important to employ strategies which prevent or at least minimise any destructive power differentials, and as Lazarus (2007) relatedly notes promotively ensures the empowerment and emancipation of all team members. Another key issue in this study is communication. With respect to communication Fern (2001) commented with regard to focus groups, that group process factors also play a role in functioning, particularly, for example, during the information exchange stage and critically once self-disclosure has commenced. They include, production blocking (conflict and consequent distractions between attending to discussion and preparing to contribute), social influence (for example, evaluation apprehension, self-awareness, normative influence), free riding (social loafing), and information influence (persuasiveness of unique information and the distribution of information across the group). Ultimately, the transgogic processes and study’s research design need to address all these possible barriers.

2.3.1.5 Concluding Remarks

A ‘trans-disciplinary collaborative team’ has been conceptualised and/or the nature explicated and related to this study’s team.

2.3.2 ‘Facilitated Understanding(s)’

2.3.2.1 Introductory Remarks

The focus of this section is on expounding the research question(s) references to the ‘facilitated understanding(s)’ of ‘trans-disciplinary collaborative teams’ and providing a framework thereof for the study.

2.3.2.2 Epistemology, Pedagogy and Transgogy

Generic Conceptualisations

Macey (2000: 114) defined ‘epistemology’ as: “... deal[ing] with the theory, nature, scope and basis of knowledge ...” Kegan (2000: 52) argued that it refers to “our way of knowing” which could be related to the classic epistemological debate regarding rationalism (‘nature’) versus empiricism (‘nurture’). The study’s ‘facilitating understanding(s)’ can be encompassed under the banner of epistemology, as I would argue that epistemology comprises: 1) knowledges or understandings, or epistemological ‘products’, and 2) ways of knowing or facilitat(ing) knowledges or understandings, or epistemological processes. ‘Knowledge’ can be defined as an ‘entity of meaning’ or ‘understanding’. While originally associated with the ‘study of teaching’, I employ the modern and broader conceptualisation of the term ‘pedagogy’ to mean the study of education (learning, and facilitation and/or teaching). For example, in Freirean pedagogy (1993; 1998) (which has a considerable influence on this study) learning, and facilitation and/or teaching are inextricably linked under ‘pedagogy’. Within trans-disciplinary collaboration, I use the term ‘transgogy’ as a specific form of pedagogy and/or andragogy or adult education. O’Hara (2006:114-115) argued, in accordance with this study’s meta-theory, that complex contemporary systemic demands require new pedagogies, including a trans-disciplinary one:

“We need to further develop approaches to what Nicolescu called transdisciplinary knowledge production (Nicolescu, 2002; Nowotny, 2003) in recognition of the fact that with complex problems, research is increasingly conducted in its application, and its application frequently involves teams from many disciplines as well as practitioners and lay people.”

Furthermore, ‘transgogy’ can include trans-disciplinary collaboration between people from different disciplines, and within each person between the different domains or disciplines of the self.

2.3.2.3 Knowledge(s) or ‘Understanding(s)’

Generic Framework

According to de Jong and Ferguson-Hessler (1996), ‘knowledges’ or ‘understandings’ can vary in terms of type and quality. I have adapted and somewhat hybridised their classification.

With respect to the types, I will combine situational or contextual and conceptual or ‘generic’ knowledge into the what (and possibly the why) knowledges, and procedural and strategic knowledge into the how knowledges. I make the general distinction that procedural is the more contextual how knowledge while strategic is more ‘generic’ how knowledge. With respect to the qualities that these types of knowledge(s) may possess, de Jong and Ferguson-Hessler (1996) delineated five qualities, and I, with the support of others add an additional one: 1) Level: deep versus surface with deep being critically and well integrated knowledge, and surface being rather unprocessed peripheral information or understanding. It would appear as if deep knowledge may be related to meta-knowledge implying a possible knowledge or understanding hierarchy. 2) Structure: isolated elements versus structured with isolated not largely meaningfully arranged and structured being meaningfully ordered. 3) Automaticity: automated versus non-automated with automated or ‘unconscious’ being likened to implicit or tacit knowledge and non-automated or ‘conscious’ being synonymous with explicit or codified knowledge (Stevenson, 2001). 4) Modality: verbal versus non-verbal with knowledge being represented verbally or in the form of language and non-verbally or pictorially. 5) Domain: specific versus general means that the knowledge may be, for example, related to specific versus general areas or disciplines. 6) In alliance with authors such as Vygotsky (1978); Bruner (1990; 1996) and Freire (1998) the social constructionist idea of ‘distributed cognition’, I add the knowledge quality of distributiveness. This can occur firstly in terms of ‘ownership’ and secondly, in terms of sources. As embodied in a self-ecosystemic inclusion framework, knowledge may be largely ‘owned’ by an individual, or many individuals, and/or a collective, or many other complex ‘ownership’ permutations (Derry & Fischer, 2005). In terms of sources, while knowledge will result from self-ecosystemic inclusion transactions, it is often typically viewed as cognicentric or cognitively sourced. However, for example, as Freire (), and subsequently Ferrer, Romero and Albareda (2005) and Osterhold, Husserl, Rubiano and Nicol (2007) who persuasively argued with respect to transformational learning, knowledge can also be spiritually, physically, emotionally, behaviourally or otherwise sourced. However, a ‘non-knowledge’ behavioural ‘product’ should not be confused with a behaviourally-sourced knowledge ‘product’. Please refer to **Addendum 2 Section 6** for a more detailed description.

Transgogic

Hence, given the ever-increasingly importance of Mode 2 research and its trans-disciplinary collaborative basis (as argued in *Chapter 1*), developing a distinct and comprehensive theoretical framework for trans-disciplinary collaboration and its pedagogic or knowledge production underpinnings will be important (Nicolescu, 2002 & Nowotny, 2003 in O'Hara, 2006). For example, Derry and Fisher (2005; 2006) are developing a trans-disciplinary model for graduate education which could be part of a broader 'transgogy'. 'Partagogy' (Levinger, 1996), Freirean inspired 'ecopedagogy' (Freire, 1998), and 'pedagogy for the privileged' (Curry-Stevens, 2007) are examples of nascent pedagogies. A possible 'transgogy' would typically differ from other forms of andragogy in its fundamental focus on a trans-disciplinary collaborative team, its self-ecosystemic inclusion goals and functioning and the key dimension of transcendence. Transgogy includes simple and transformational learning with the latter only the focus of Mezirow and Freire. It also involves maximising team synergy across self-ecosystems, equalising power, and addressing possible different paradigmatic differences between different disciplinary affiliations. Nevertheless, for example, while the goal in this study is achieving a team's understanding(s), there will be the development of individual and collective understanding(s) with the former important in terms of servicing the latter. However, the former is also salient in and of itself in terms of individual education being one of the benefits of participating in the study. Other types of transgogy may also use team collaboration primarily in service of individual educational goals, for example in terms of the graduate education model of Derry and Fischer (2005; 2006).

As discussed earlier, a trans-disciplinary collaborative team deals with a problem(s) and/or 'product' goal(s) and employs an appropriate 'problem-solving' approach. Similarly, like pedagogy and new pedagogies such as partagogy (Levinger, 1996), transgogy consists of both content or 'product' and processes. Transgogic 'products' are not only knowledge 'products' but, for example, can include behavioural 'products' which can result from knowledge 'products'. Indeed, in terms of the meta-theory, the trans-disciplinary collaborative microsystemic team's self-ecosystemic bridges and barriers (including 'non-knowledge' 'products') are all inextricably involved in the processes generating the knowledge 'product'(s). However, in linking with epistemology and this study, transgogy comprises transgogic knowledge 'products' and transgogic knowledge processes. While all teams' workings intrinsically involve 'understanding(s)' or knowledge(s), this study's trans-disciplinary collaborative team's problem(s) and/or 'product' goal(s) will focus fundamentally on 'understanding(s)', and hence primarily requires a transgogic (learning, and facilitation and/or teaching) 'problem solving' approach. Indeed Freire (1993; 1998) a major influence on this study's transgogy, describes his form of andragogy as 'problematization' with concomitant processes. Nevertheless, crucially, a trans-disciplinary collaborative microsystemic team's self-ecosystemic

bridges and barriers including its general criteria and concomitant democratic decision-making processes also factor into the ‘problem-solving’ process. The study’s transgogic approach is also linked to the broader problem-solving approach or research design as discussed in *Chapter 4*. Finally, different trans-disciplinary collaborative teams, while possibly having the same ‘generic’ transgogic approach, are likely to adapt their approach to meet their specific team’s problems and/or goals.

2.3.2.4 ‘Facilitat(ing) Knowledge(s) or Understanding(s)’

Generic Framework

This section addresses ‘facilitat(ing) knowledge(s) or understanding(s)’. Before proceeding to discussing the transgogic knowledge processes related to this study, briefly addressing generic theories of learning and facilitation and/or teaching approaches, and locating the meta-theory and andragogic approaches therein is important. The meta-theory of *Chapter 2* is represented by Bronfenbrenner in the Learner Active & Environment Active domain. This domain characterises mainstream contemporary pedagogic and andragogic praxis. The next section addresses a particular andragogic or more specifically transgogic approach. Please refer to **Addendum 2 Section 7** for further delineation.

Transgogy

The transgogic processes of this study’s concomitant transgogic ‘products’ (already discussed), is a hybridised creation. This is not a perfect theoretical framework, but as the study is not an investigation of transgogic processes per se, it is sufficiently useful for the study’s purposes. The transgogic processes are based on a trans-disciplinary collaborative microsystemic team and the general criteria and functioning outlined earlier, including contributions by authors such as Ferreira (2004). It also fundamentally draws on the titantic andragogic theories of Mezirow’s Transformational Learning (individually-orientated transformational learning) but primarily on Freire’s Critical Emancipatory Pedagogy and its ‘Problematization’ Pedagogy (socially-orientated learning and facilitation and/or ‘teaching’) which is more applicable to the collective or collaborative. By combining these theories, with their respective strengths, I believe that the framework of transgogic processes is enhanced.

Given the general cognitive and other developmental differences between children and adults, andragogic and transgogic approaches typically differ in a number of basic ways. Friend and Cook (1996) noted that due to adults’ knowledge, skills and experience, typically, more than any other developmental stage, adulthood and hence andragogy are based on the dual roles of a person as

learner and facilitator and/or teacher. Indeed, it is often about the unpacking of lifelong accumulated tacit knowledge- midwife metaphor is often typically representative of andragogic facilitation and related to Mode 2 research. Smith (1963), Rogers (1986) and Rogers (1989) in Pretty, Guijt, Thompson and Scoones (1995) noted that adult learners are voluntary, need reason(s) for participating in any learning process, require to be fully informed of the process, need to intend to learn and can assist each other. Furthermore, sharing is important, the best results are achieved when there is active participation, and the content is applied to the real world. Indeed, in transgogy, voice and/or emancipation are crucial, and hence all team members should act as facilitators and/or teachers. In addition, transcendence or transformation, both individual and collective or team, are also important, and therefore all team members should also act as learners. Although a moot point (Clark & Wilson, 1991; Merriam, 2004) linked to this, and particularly transformational learning, is the idea of meta-functioning as a key distinguishing feature of adult 'mental' ability. Concomitant terms such as the individualistically-orientated 'reflective practitioner' (Schön, 1983; 1991) and socially-orientated 'critical friendship' (Swaffield, 2007) are enjoying ever-increasing andragogic and professional development currency (Skrtic *et al.*, 1996; Freire, 1998; Estrela, 1999; Geysler, 2000; Pollard, 2002; Waghid & Engelbrecht, 2002; Worthman, 2004; Samoff, 2005; Thomen, 2005). These and other processes will now be addressed. However, due to space limitations, I cannot fully discuss the seminal theories of Mezirow and Freire, but they will be delineated and linked to this study.

Learning and Facilitation and/or Teaching Processes

Learning and facilitation and/or teaching processes generally and in terms of these transgogic processes are inextricably connected, and characterised by the dual role of all members as learners and facilitators and/or teachers. Underscored by the meta-theory, this study offered the transgogic space for simple and transformational engagement (learning and facilitation and/or teaching) on individual and collective levels during the workshops, with the inter-workshop periods affording further reflection in context via journals and daily interactions, creating dynamic transactional partnerships. While these processes occurred across the entire study, it was important in Workshop 1 to allow team members the space to first individually reflect on and unpack their implicit and explicit knowledges, before engaging in critical relational discourse within the team and the voices of literature. This was crucial in that securing transcendence and/or transformational learning typically requires an elaboration of existing frames of reference which often involves unpacking difficult to access implicit knowledges (Mezirow, 2000). It also provided a reference or baseline 'measure' for the evidence of certain transcendence and/or transformational learning. Please refer to **Addendum 2 Section 8** for a comprehensive explanation.

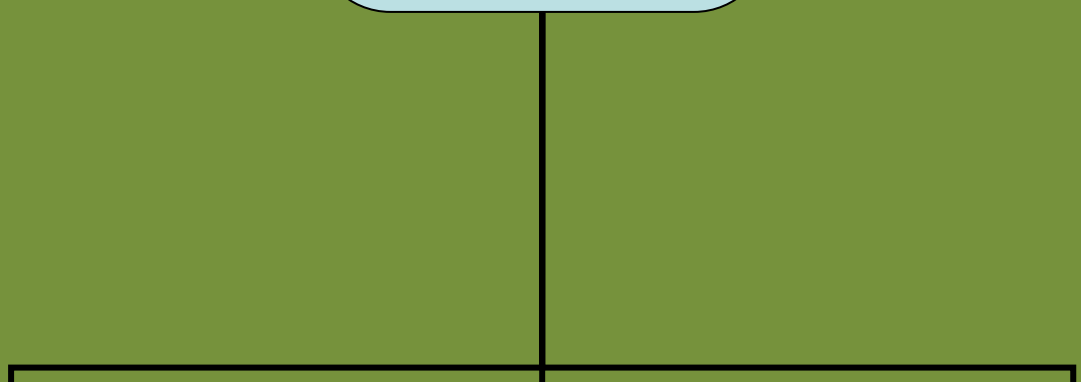
2.3.2.5 Concluding Remarks

The section on ‘facilitated understanding(s)’ and hence ‘transgogy’ will now be concluded via the subsequent integrated **Figure 2.1**

**Figure 2.1: Epistemology
as related to
Transgogy**

**Epistemological ‘Products’
(Knowledge(s)/Understanding(s))
and Epistemological Processes (Facilitating Knowledge(s)/
Understanding(s))**

**This Study:
Trans-disciplinary Collaborative
Team Microsystem:
Self-Ecosystemic Transgogic
Knowledge(s)/ Understanding(s) and
Knowledge/ Understanding(s)
Processes**



**Self
Self-Ecosystemic Transgogic
Knowledge(s)/ Understanding(s)**

Study: Individual team members’ self-ecosystemic knowledge(s)/ understanding(s) (including ‘unchanging’ individual voices of literature).

**Types & Qualities of Knowledge(s)/
Understanding(s):**

Types: What (including why), and how (including who, when and where)

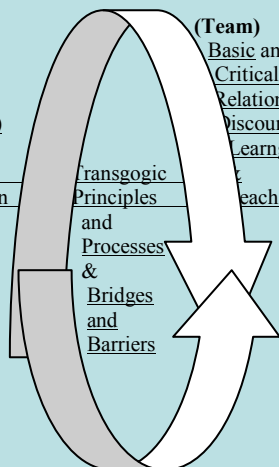
Qualities: As delineated earlier but as applied to largely individually ‘owned’ knowledge(s)

**Self-Ecosystemic Transgogic
Knowledge/ Understanding Processes**

Study: Problematized self-ecosystemic transgogic processes via workshops and inter-workshop periods involving empowerment and emancipation and hence democratic dialogic and synergistic simple & transformational/transcendent self and collective learning and facilitation/teaching, ultimately in service of the team microsystem’s understanding(s).

(Self)
Basic and
Critical
Reflection
(Learning)
&
Teaching/
Facilitation

(Team)
Basic and
Critical
Relational
Discourse
(Learn)
&
Teachin.



**Collective
Self-Ecosystemic Transgogic
Knowledge(s)/ Understanding(s)**

Study: A collective microsystem is the focus of the research question i.e. Trans-disciplinary collaborative team microsystem’s self-ecosystemic knowledge(s) understanding(s).

**Types & Qualities of Knowledge(s)/
Understandings:**

Types: What (including why), and how (including who, when and where)

Qualities: As delineated earlier but as applied to largely collectively ‘owned’ knowledge(s)

Chronosystems



2.4 CONCLUDING REMARKS

Chapter 2 delineated the meta-theoretical framework and dealt with the first part of the relevant literature namely, ‘trans-disciplinary collaborative teams’, and ‘facilitated understanding(s)’ and constructed crucial framework(s) thereof. *Chapter 3* resumes the ‘review’, or in this case, ‘exposition’, focusing on the key product dimensions of the study.

CHAPTER 3 IN BRIEF
VOICES OF LITERATURE

INTRODUCTORY REMARKS

MAIN RESEARCH QUESTION

What is/are a [Chapter 2: trans-disciplinary collaborative team's (school/ educational psychologists, social workers, learning support advisors, life orientation curriculum advisors, life orientation educators, and the voices of literature)] [Chapter 2: facilitated understanding(s)] of [Chapter 3: 'self-esteem' and 'self-esteem development in the (South African) educational context(s)'] ?

SUBORDINATE RESEARCH QUESTION 1

What is/ are a trans-disciplinary collaborative team's (school/ educational psychologists, social workers, learning support advisors, life orientation curriculum advisors, life orientation educators, and the voices of literature) facilitated understanding(s) of 'SELF-ESTEEM' ?

FOCUS QUESTIONS

- Conceptualisation and/ Nature
- Affecting Factors and/or Processes
- Assessment and/ Evaluation
- Importance?

SUBORDINATE RESEARCH QUESTION 2

What is/ are a trans-disciplinary collaborative team's (school/ educational psychologists, social workers, learning support advisors, life orientation curriculum advisors, life orientation educators, and the voices of literature) facilitated understanding(s) of 'SELF-ESTEEM DEVELOPMENT IN THE (SOUTH AFRICAN) EDUCATIONAL CONTEXT(S)' ?

FOCUS QUESTIONS

- Concept and Aim(s)
- Paradigm(s), Principle(s) and Policy(ies)
- Who, When and Where
- Content
- How

CONCLUDING REMARKS

3.1 INTRODUCTORY REMARKS

Chapter 2 provided introductory remarks to the entire literature review and exposition. *Chapter 3* resumes the review, or in this case exposition, focusing on the key product dimensions of the study. It offers a systematic exposition of this literature, and in so doing, provides the traditional reference for informing aspects of the study's design and for the subsequent discussion of this study's data constructions (*Chapter 6*). However, as explained in *Chapter 2*, it is also salient as the voices delineated are indirect or 'passive' participants of this study's team.

3.2 LITERATURE EXPOSITION: 'SELF-ESTEEM' AND 'SELF-ESTEEM DEVELOPMENT IN THE (SOUTH AFRICAN) EDUCATIONAL CONTEXT(S)'

3.2.1 Introductory Remarks

Given its prodigious history as a field of scholarship, as evidenced by the colossal extant literature (Leary, 2006b), a literature exposition of 'self-esteem' and 'self-esteem development' is a Herculean undertaking. The most recent major 'exposition' of the field by Kernis (Ed.) (2006), and the third edition of Mruk's (2006a) classic text, bear testimony to the scope of the field. The 'non-academic', popular and/or local voices of literature add significantly to the field's voluminous knowledge reservoir (Covington, 2006). Furthermore, Marsh and O'Mara (2008:87) underscore the multidisciplinary of 'self-concept' remarking: "... self-concept is as multidisciplinary as it is multidimensional." This is particularly pertinent and exciting for this trans-disciplinary study.

The subordinate research questions 1 and 2 and their respective focus research question(s) will be employed at the start of the two main sections. These will sharpen and structure the exposition. The literature exposition builds on Biggs (2001) and Biggs (2005) in terms of its structure and informing literature. Where appropriate, this is acknowledged.

While the focus is on 'self-esteem', where relevant, the literature on 'self-concept' is also included. There is considerable debate regarding the association between 'self-esteem' and 'self-concept'. According to certain authors, 'self-concept' is the broader concept and may incorporate self-esteem (Burns, 1982). Others have noted certain conflation of the two with respect to conceptualisation and/or operationalisation (Beane & Lipka, 1980; Hansford & Hattie, 1982; Lawrence, 1996; Leary, 2006). For example, Coopersmith's (1967) pioneering operationalisation of self-esteem has said to incorporate non-evaluative or non-self-esteem items which, according to some, could be associated with other self constructs such as 'self-concept' (DuBois, Felner, Brand, Phillips & Lease, 1996; Wild, Flisher, Bhana & Lombard, 2005). Furthermore, the inter-connectedness between 'self-esteem' and 'self-concept' in scholarship discourse is evident. For example, with Marsh and O'Mara's (2008:

100) definition of “self-esteem – the global component of self-concept” and the fact that many voices, for example, refer to a ‘positive’ ‘self-concept’ and a ‘positive’ ‘self-esteem’. In terms of the latter, this may reflect an evaluative dimension for both. Berg’s (1990:2) study within the South African context, noted: “...the terms self concept and self esteem are used interchangeably ...” However, Smit (2005:28) in a South African study stated: “Self-esteem has also been confused with other terms like self-concept...”

Given the possible association between the concepts coupled with them arguably being two of the most widely researched concepts of the self, it could be advocated that each concept provides possible reciprocal ‘lessons’ for the other. For example, the idea of multidimensionality is reflected in the discourse on both concepts (James, 1890; 1950; Shavelson *et al.*, 1976; Harter, 1982; Mboya, 1993; O’Brien & Guiney, 2001; Marsh *et al.*, 2006; Hattie, 2008; Marsh & O’Mara, 2008). Contextually speaking, much of the research conducted in South Africa, particularly with respect to the educational context(s), has focused on ‘self-concept’, and the South African national curriculum employs both ‘self-esteem’ and ‘self-concept’. Team members operating within this educational context are likely to be familiar with both concepts, and exposing them to literature on ‘self-esteem’ and certain literature on ‘self-concept’ will ultimately afford them the opportunity to engage with these concepts and negotiate a team understanding thereof. Every effort will be made to indicate where theory and research refers to ‘self-concept’. Other possibly associated concepts will only be mentioned when discussing the conceptualisation and/or nature of self-esteem.

It is useful to revisit the term ‘voices of literature’ as employed in this study. Given the underpinning research mode and paradigmatic framework of this study, the ‘voices of literature’ as indirect or ‘passive’ collaborative team members include voices from academia, and ‘non-academic’, popular and/or local literature, all representing a range of different disciplines, affiliations and/or contexts in the field. However, due to the current reality of academic research production, the majority of the voices in this exposition, are international, but include South African academia. Furthermore, it incorporates South African curriculum policy documents, related supporting texts and certain more ‘non-academic’, popular and/ or local literature. Nevertheless, the focus was on the voices of scholarship or academia. This was because they would not be personally present and are often less accessible than more ‘non-academic’, popular and/ or local literature voices. The other team members would likely have had worked with local curricula, policy documents and supporting literature including textbooks, and/or more ‘non-academic’, popular and/ or local literature. Hence the voices of scholarship would need to be comprehensively presented and positioned for dialogue with the more ‘non-academic’, popular and/or local literature of the other team members. Nevertheless, given the wide scope of this study, encompassing all areas of the field, and the concomitant sheer volume of literature, the exposition cannot be exhaustive. However, it is comprehensive and attempts to afford

due recognition to as many voices as possible, and in as much detail as feasible. Where relevant, additional details of certain voices will be included in *Chapter 6* when discussing the study's data constructions.

It is also essential to state that while *Chapter 3* represents many of the voices of literature, forming the basis of the workshop notes received by team members and the literature presentations during the workshops, it does not constitute the totality of team members' access to particularly the academic literature. For example, they were given a relatively large number of the literature readings. This provided a direct and more comprehensive exposure to many of the voices. Team members could also request any additional articles. Furthermore, the study's collaborative and qualitative research design afforded, at any stage of the data construction process, the introduction of additional literature by myself and/or the other team members. This also offered a space for more 'non-academic', popular, and/or local literature and was important given the almost endless extant literature. Pertinent literature published and/or located subsequent to the data construction process is also included in this chapter for the purpose of enriching the discussion of the data constructions in *Chapter 6*.

Finally, I wish to re-iterate the caveat regarding the 'criticalness' of this exposition. This is essentially not a critical review but rather a description or exposition of voices. However, while as far as possible I will not be taking a critical stance (although my position is outlined as one of the many voices), this does not mean that certain voices presented do not directly and/or indirectly criticise other voices. Furthermore, as explained in *Chapter 2*, save where the advocates thereof have already employed it, the meta-theoretical framework delineated there is not applicable to this chapter and the voices of literature. For example, when outlining factors at school that can affect self-esteem, the generic category of 'school factors' is used, and not the meta-theoretically derived category 'school microsystemic factors'. Such a generic category is a ubiquitous organising tool, without which it would be difficult to structure the particular exposition.

As far as possible, the voices will be represented and speak for themselves.

3.2.2 'Self-Esteem'

Subordinate research question 1 and its respective focus research question(s) will be detailed and employed hereafter.

FOCUS RESEARCH QUESTION(S) 1 - 4

What is/are a trans-disciplinary collaborative team's facilitated understanding(s) of the concept and nature of 'self-esteem', the factors and processes that affect self-esteem and its development, the assessment and/or evaluation of self-esteem, and whether self-esteem and its development is /are important?



SUBORDINATE RESEARCH QUESTION 1

What is/are a trans-disciplinary collaborative team's facilitated understanding(s) of 'self-esteem'?

3.2.2.1 Conceptualisation and Nature of 'Self-Esteem'

Major Theoretical Approaches

What is 'self-esteem'? Many argue that this is the paramount foundational question as its conceptualisation underpins the other aspects such as its operationalisation (Carlock, 1999a; Biggs, 2001; Owens & King, 2001; Sorensen, 2001; Humphrey, 2004; Branden 2006b; Leary, 2006; Mruk, 2006a). However, there is considerable disagreement thereof (Beane & Lipka, 1980; Bingham, 1983; Byrne, 1984; Kohn, 1994; Biggs, 2001; Branden 2006b; Leary, 2006; Mruk, 2006a). Various conceptualisations and subsequently many concomitant definitions will be succinctly delineated.

- Jamesian Approach: William James, the so-called 'Father of Self-Esteem', believed the self consists of three parts, namely the material, social and spiritual (includes psychological) (Hansen & Maynard, 1973). Self-esteem is a complex and dynamic construct based on competence (behavioural dimension) (Mruk, 2006a). Global self-esteem is dependent upon an individual's personal investments or contingencies of importance in certain domains of the self, and subsequent successes and failures in these contingent domains (Mruk, 2006a). Self-esteem is ultimately equal to the ratio of our actual (or real performance) and ideal (desired performance) selves (Mruk, 2006a). James (1950/1890 in Andrews, 1998) argued that self-esteem can undergo daily fluctuations but is backed by a stable core.
- Social Learning, Symbolic Interactionist or Socio-Cultural Approaches: Many self-esteem theorists are represented in this broad category where, to varying degrees, the social is a key

factor. Cooley and his 'looking glass self' and Mead both highlighted the importance of others in determining self-concept and self-esteem or a person's judgments of his or her worth (Burns, 1982). Coopersmith (1967) also conceptualised self-esteem primarily in terms of worthiness (affective and attitude dimensions) and the salience of the self and others in this process. He delineated four key dimensions of 'self-esteem' namely, significance "I am important to someone"; competence "I am able to solve problems"; power "I am in charge of my life" and virtue "I am considerate to others". Rosenberg (1979) focusing on self-esteem as self-worth (affective and attitude dimensions) linked self-esteem to values and socialisation. Kitano (1989) stated that from a socio-cultural perspective, self-esteem is considered a dependent variable resulting from a person's gender, social, ethnic or cultural affiliations. One's most important reference group and its respective reputation and status determine self-esteem levels.

- **Humanistic or Phenomenological Approaches:** A number of self-esteem theorists are represented in this category where the conscious subjective meaning-making process is championed. Maslow's Self-Actualisation and Roger's Self-Concept theories viewed self-esteem as a basic need and key to normal development (Moore, 1997). It emerges naturally via dynamic subjective conscious processes such as acceptance and congruence (Mruk, 2006a) and its authenticity is derived from this primarily subjective or personal evaluation against internal standards (Leary, 2006). Branden (1988, 1994; 1999; 2006a) similarly viewed self-esteem as a basic need and part of healthy development. It is a meaning-making process consisting of the experience of self-efficacy (behavioural dimension) and self-respect (affective dimension), and has six pillars namely, living consciously, self-acceptance, self responsibility, self assertiveness, living purposefully and personal integrity. Mruk (1999; 2006a; 2006b) similarly argues for self-esteem as a dual informed construct based on worthiness (affective dimension) and competence (behavioural dimension) and the interaction thereof in a meaning-making process. The main aim would be to develop a secure high self-esteem which involves a two-factor meaning making matrix of high worthiness and high competence.
- **Psychoanalytic Approaches:** Psychoanalytic authors accentuate childhood experiences and incorporate the unconscious into their understanding. For example, Kohut's self-psychology espoused that a healthy self-esteem derives from the satisfying and/or maturation of one of the self's three selfobject relationships or 'constituents' (Kahn, 1985). The constituent embodies the self's grandiose and exhibitionist needs which are satisfied via mirroring from an empathic selfobject, for example, the early 'gleam in the mother's eye' (Kahn, 1985:898). A healthy self-esteem assists to develop a cohesive self and is a safeguard against narcissism

and its destructive self manifestations (Banai, Mikulincer & Shaver, 2005). Another theorist White, viewed self-esteem in terms of a need or competence motivation (striving for mastery). A sense of realistic competence translates into feelings of efficacy and self-respect (Mruk, 2006a). de Beer (2006:38) also noted on another psychoanalyst Erikson (1968):

“Identity development as a part of self-concept is a critical factor since it guides inspirations and expectations ... adolescents who achieve identity formation tend to be more self-accepting and have a stable definition of self-concept.”

- **Cognitive-Experiential Approaches:** Such approaches focus on self-esteem primarily as an understanding (cognitive dimension) and/or experiential dimension (Mruk, 2006a). For example, Epstein’s cognitive-experiential self-theory argues that there are two information processing systems, an automatic experiential and conscious rational each with independent rules and schemas or beliefs and self-esteem dimensions (Epstein, 2006). The automatic experiential system’s self-esteem is exhibited by a person’s feelings and behavior, while the conscious rational system’s self-esteem manifests in what a person believes. Within each system there are two facets, namely self-esteem as a need or motive, and as a belief (Epstein, 2006). A self-esteem hierarchy (from stable and influential basic self-esteem to less stable and influential self-esteem) is also proposed (Mruk, 2006a). Dweck’s (2000) self-theory argued that self-esteem incorporates a basic sense of self-worth emanating from others’ love and respect. Furthermore, it is an experience of self-worth determined by self-theories (or schemas), specifically incremental (changing) versus entity (fixed) ideas of ability, and linked to the ability of a person to maximise the employment of his or her resources to master challenges, to learn, and develop relationships with others.
- **Developmental Approaches:** These approaches attempt to explicitly integrate general development with self-esteem theory. For example, Harter (1999) noted that there is almost a universal motivation to feel good. She developed a two-factor approach incorporating competence (in various areas or domains of the self) and worthiness, and linked it to cognitive development and abilities (Piagetian and neo-Piagetian) and socialisation (Carlock, 1999; Harter, 2006; Mruk, 2006a).
- **Terror Management Theory or Existential Approaches:** Such approaches conceptualise self-esteem as based on the biological drives to live and prosper coupled with the fear or terror of inevitable death (Moller, Streblov & Pohlmann, 2006; Mruk, 2006a). Terror management theory focuses on contingent self-esteem (see description later) derived from interpersonal processes (Greenberg, Solomon and Pyszczynski, 1997 in Moller *et al.*, 2006). Self-esteem first develops via caregiver interactions and thereafter by adhering to cultural behavioural standards and hence the self and social negotiate value and meaning (Hart, Shaver &

Goldenberg, 2005). Developing a sense of personal value buffers anxiety and transcends the fear of death (Mruk, 2006a).

- Evolutionary Approaches or Sociometer Theory: These approaches argue that human beings have a fundamental need to belong, and self-esteem performs the evolutionary function of monitoring the well-being of interpersonal relationships and contingencies thereof (Mruk, 2006a). Sociometer theory contrasts with self-determination theory with the latter highlighting the requirements of meeting all three of the theory's identified basic needs, namely autonomy, competence, and the interpersonal which results in true self-esteem (see description later) (Reis, Sheldon, Gable, Roscoe, & Ryan, 2000 in Moller *et al.*, 2006; Vonk, 2006).
- Developmental-Ecological Approach: DuBois *et al.* (1996) and DuBois and Hirsch (2000) proposed a Developmental-Ecological Framework for early adolescence self-esteem. Self-esteem is a complex and multi-dimensional concept having various types of self-esteem domains and contexts. It results from an array of interdependent interactions between individuals (from goals, values to physical) and their various contexts, and is linked bi-directionally to adjustment outcomes and development.

The following two sub-sections are not major approaches. The first is a specific educational training approach adopted in the South African educational context, and the second is a report on the findings of a study on role players' understandings in the South African educational context.

- Example of an Educator Training Approach in the South African context: Esterhuizen, Maxwell and Watters (1987:1) stated that self-esteem is a feeling derived from satisfaction resulting from experiences being fulfilled in life. It is based on: the uniqueness of the self as experienced and supported by others; power of the self to influence; connectiveness to significant others; and philosophical and operational models or examples for morality and goal setting. All of these dimensions are equally important for high self-esteem.
- Previous Research of Role Players' Understandings: Biggs's (2001) study suggested that primary school educators in a South African context conceptualised self-esteem in terms of competence, affective, behavioural, and relational or social dimensions, and as being developmental. Biggs's (2005) study also suggested similar findings with respect to educational psychologists.

Definitions of ‘Self-Esteem’

Definitions of ‘self-esteem’ are generally derived from the concomitant previously delineated conceptualisations. While there are many conceptualisations, there are even more definitions. Various examples, including some more ‘non-academic’, popular and/or local are provided hereafter in **Table 3.1**. These definitions include competence, feelings, attitudes, worthiness, evaluation or permutations thereof. While the concept is used in the South African national curriculum, there does not appear to be an official definition. Please refer to **Addendum 3 Table 3.1** for a full outline thereof.

Nature of ‘Self-Esteem’

While certain aspects of the nature of self-esteem have been discerned, other dimensions thereof have been elucidated by various theorists and researchers. **Table 3.2** outlines these in the form of certain possible debates. Many of these were highlighted by Mruk (2006a) which he termed ‘paradoxes’. They are, understanding the self?, development product and/or process?, trait and/or state?, function as a motivational need and/or calling?, uni-dimensional and/or multi-dimensional?, and independent and/or dependent variable? I have adapted certain of his paradoxes and added the voices of other authors. Other aspects of self-esteem’s nature will also be addressed in forthcoming sections, for example, when discussing possible factors and processes that affect self-esteem. Please refer to **Addendum 3 Table 3.2**. Furthermore, various other different types and statuses of self-esteem have been proposed and are presented in **Table 3.3**. They include basic, true, trait, implicit, real, meta and so forth. Please refer to **Addendum 3 Table 3.3** for a comprehensive description thereof.

Associated Concepts

As Beane and Lipka (1980), Hansford and Hattie (1982), Humphrey (2004) and Leary (2006) noted, given the wide variety of different understandings of self-esteem, many concepts within the more general field of self research have been closely associated and/or conflated. These include: ‘self-concept’, ‘self-awareness’, ‘self-perception’, ‘self-understanding’, ‘self-image’, ‘self-actualisation’, ‘self-evaluation’, ‘self-worth’, and ‘self-identity’. Hereafter in **Table 3.4** are some examples thereof. Of these concepts, ‘self-concept’ and ‘self-awareness’ are most notably employed in South African national curriculum, but ‘self-concept’ is given a prominence. Please refer to **Addendum 3 Table 3.4** for a detailed delineation thereof.

3.2.2.2 Factors and Processes that affect ‘Self-Esteem’

Examining the ‘factors and processes’ affecting self-esteem is a salient part of understanding self-esteem (Demo, 2001). While there are many different conceptualisations, and concomitant

operationalisations of ‘self-esteem’ and/or ‘self-concept’, various factors and processes have been identified across similar and different understandings and contexts with certain contradictory findings. A range of person and social and/or context factors and processes may ‘positively’ or ‘negatively’, to varying degrees, affect self-esteem and/or self-concept (Burns, 1982; Harter, 1982; Stipek & MacIver, 1989; Butler, 1990; Crozier, 1995; Mruk, 2006a). These may be independent and/or collective or direct and/or indirect or have moderating and/or mediating effects. The directionality of the affect(s) is not always clear regarding correlational research (Kohn, 1994; Baumeister *et al.*, 2003). This section attempts to represent different voices, but due to limited space constraints, cannot provide relevant explanations. Given the research questions, it focuses on certain possible educational context(s) but includes certain other contexts.

- General Developmental Factors and Processes: Please refer to **Addendum 3 Section 1.**
- Person Factors and Processes: Please refer to **Addendum 3 Section 2.**
- Family Factors and Processes: Please refer to **Addendum 3 Section 3.**
- Peers and Social Factors and Processes: Please refer to **Addendum 3 Section 4.**
- Classroom Factors and Processes: Please refer to **Addendum 3 Section 5.**
- School Factors and Processes: Please refer to **Addendum 3 Section 6.**
- Community and National Factors and Processes: Please refer to **Addendum 3 Section 7.**

Moran and DuBois (2002) and Swann and Seyle (2006) argued that the acknowledgement of the complexity associated with possible multiple individual factors and/or processes in dynamic interaction with contextual factors and/or processes, is important. Finally, Biggs’s (2001) South African study reported that primary school educators identified many of these previously-mentioned factors influencing self-esteem, focusing particularly on family, peer, classroom and school factors and processes. Biggs’s (2005) study suggested similar findings with respect to educational psychologists in a South African context.

3.2.2.3 Assessment and/ or Evaluation of ‘Self-Esteem’

Assessment and/or evaluation approaches and/or related instruments are intrinsically linked to and/or dependent on particular conceptualisations and respective definitions of self-esteem, and are also

linked to strategies to develop self-esteem (Glaus, 1999; Biggs, 2001; 2005; Leary, 2006; Reasoner, 2006). Different voices view assessment and/or evaluation as being informal and/or formal, quantitative and/or qualitative, formative and/or 'summative', or combinations thereof which may involve the assessment of similar and/or different aspects and/or types of self-esteem and/or self-concept (Biggs, 2001; 2005). Different self-esteem 'problems' may necessitate different interventions (including promotive, preventative and curative) and hence require different assessment approaches (Biggs, 2001; 2005).

Many quantitative self-report assessment instruments exist (Kohn, 1994; Glaus, 1999). Kohn (1994) noted that there were about 200 assessment instruments for self-esteem and/or self-concept, many have not been properly 'validated'. Please refer to **Addendum 3 Table 3.5. Table 3.5** outlines examples of widely used instruments.

Various problems with self-report instruments have been noted. These include general concerns regarding self-report measures and possible social desirability and/or faking problems (Kohn, 1994; Glaus, 1999; Cigman, 2004; Mruk, 2006a). Others argued that self-knowledge failures about the 'true' state (Wilson & Dunn, 2004; Brandt & Vonk, 2006) and hence the ability of such quantitative instruments to *capture* and *represent* the full complexity of this self construct, also limits the value of such instruments (Biggs, 2005). Beeper self-reports, Q sorts, teacher and peer ratings, checklists, and the observation of functioning across a range of spheres are useful in the classroom (Demo, 1985; Lawrence, 1996; Humphrey, 2002). Various projective techniques from the *DAP* to *Rorschach* to the *Implicit Association Test* exist. These assess implicit self-esteem some qualitatively and quantitatively. Informal and/or formal interviews can provide considerable in-depth assessments (Humphreys, 1996; Andrews, 1998). An example of a formal interview instrument is the *Self-Evaluation and Social Support Instrument* (Andrews & Brown, 1993 in Andrews, 1998). Self-assessment (Plummer, 2007), including the use of portfolios and journals, has been viewed as valuable (Lawrence, 1996). Self-knowledge failures means that a person needs to incorporate significant others (for example, peers, parents, educators) into their assessments (Biggs, 2001; Wilson & Dunn, 2004; Brandt & Vonk, 2006). Lawrence (1996) argues that the most reliable method may be to develop a personal relationship with learner and via empathy, trust, openness, and listening, assess learner self-esteem. Primary school educators often have greater contact with individual learners for such an approach. Biggs (2001) argues that it is important to refer a learner to an external professional and/or agency when necessary for assessment and/or evaluation, and hence educators and other role players should be aware of their professional limitations in this regard. Biggs's (2001) study suggested that primary school educators viewed the assessment of self-esteem overwhelmingly in terms of informal, qualitative and formative assessment. Biggs's (2005) study yielded similar findings with respect to educational psychologists.

3.2.2.4 The Importance of ‘Self-Esteem’?

The value of an holistic education is advocated in many countries, including South Africa (Burns, 1985; UNESCO, 1996; Biggs, 2001; 2005; DE, 2005; Donald *et al.*, 2006; Lazarus, 2006; Miller & Moran, 2006). As part of this holism, the importance of ‘affective’ and other ‘non-academic’ education are ever-increasingly being espoused (Long, 1998; Weare, 2000; Elias, Hunter & Kress, 2001; Noddings, 2003; Lazarus, 2006). A possible part of this holistic education is self-esteem. Bruner (1996:38) remarked: “... any system of education that diminishes the school’s role in nurturing its pupils’ self-esteem fails at one of its primary functions”. In the United States, there has been a prodigious self-esteem movement (Kohn, 1994; Mruk, 2006a), in the United Kingdom (Humphreys, 1996; Humphrey, 2003; 2004; Miller & Moran, 2006). Within the (South) African context Mvamwenda (2004:309) noted: “Educators believe that an understanding of self-concept and what it involves is essential if education is to achieve its ultimate goal ...” Indeed, in South Africa, ‘self-esteem’ and ‘self-esteem development’ outcomes are in the *National Curriculum Statements*, particularly in the Life Orientation Learning Area (DE, 2002; 2003; 2005). Despite these and other proponents, and voluminous research on self-esteem (Leary, 2006), its importance has been a moot point with self-esteem ‘boosters’ versus ‘bashers’ (Kohn, 1994). This has been most strikingly evident in the United States but also elsewhere (Kohn, 1994; Mulholland, 1997; Hewitt, 1998; Stout, 2000; Emler, 2001; Biggs, 2001; Covington, 2001; Baumeister *et al.*, 2003; Furedi, 2004; Humphrey, 2004; Mruk, 2006a). So, how important is self-esteem?

Various principle arguments have generally been offered in support of the importance of self-esteem (Beane, 1991; Biggs, 2001; 2005). The supporting reasons are: the facilitation of well-being, academic achievement and so forth, and being a basic right. Please refer to **Addendum 3 Section 8** for a full delineation thereof. However, various arguments of varying intensity have been used to challenge and/or qualify the previously-delineated reasoning for the value of self-esteem, most notably in terms of the educational context(s) (Shokraii, 1998; Stout, 2000; Emler, 2001; Slater, 2002; Smith, 2002; Baumeister *et al.*, 2003; Baumeister, Campbell, Krueger & Vohs, 2004; Furedi, 2004). Kohn (1994), Humphrey (2004) and Mruk (2006a) noted that this has resulted in the emergence of a defined anti-self-esteem movement, emanating from certain quarters of the academic community but also fuelled by considerable criticism, inter alia from the popular press in the United States. The challenging reasons are generally the opposite of the supporting reasons. Please refer to **Addendum 3 Section 9** for a comprehensive description thereof.

Finally, with respect to all these reasons and challenges thereof, more general qualifications are offered by some. Kohn (1994), Dweck (2000), Cigman (2004), Humphrey (2004), Harter (2006), and

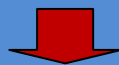
Mruk (2006a) recognised the importance of self-esteem, but offer the proviso that for the salience of it to be appreciated, it must be conceptualised and operationalised appropriately in its full complexity. Mruk (2006a), for example, argued that possible problems (often set upon by its critics) emerge when omitting competence from any conceptualisation. Hence simplistic formulations of high self-esteem are employed resulting in its ‘heterogeneity’ (Baumeister *et al.*, 2003) and concerns therewith. With respect to self-esteem research in general, Kohn (1994) noted that, given their diverse content, there is a major problem in terms of comparing results from the plethora of different instruments. Consequently, Kohn (1994) referred to the authors of the famous Hansford and Hattie (1982) meta-analysis who noted that in a rather ill-disciplined field, all viewpoints could possibly be supported.

3.2.3 ‘Self-Esteem Development in the (South African) Educational Context(s)’

Subordinate research question 2 and its respective focus research question(s) will be detailed and employed hereafter.

FOCUS RESEARCH QUESTION(S) 5 -9

What is/are a trans-disciplinary collaborative team’s facilitated understanding(s) of the concept and aim(s) of ‘self-esteem development’ in the (South African) educational context(s), the paradigm(s), principle(s) and polic(ies) it should be based upon, who should be involved, when and where it should be undertaken, the content it should entail, and how it should be undertaken?



SUBORDINATE RESEARCH QUESTION 2

What is/are a trans-disciplinary collaborative team’s facilitated understanding(s) of ‘self-esteem development’ in the (South African) educational context(s)?

3.2.3.1 Conceptualisation and Aim(s) of ‘Self-Esteem Development in the (South African) Educational Context(s)’

Different conceptualisations and aim(s) of ‘self-esteem development in the (South African) educational context(s)’ may possibly be informed by the different voices’ understanding(s) of self-

esteem. These are briefly detailed hereafter in **Table 3.6**. Not all approaches are explicitly aimed at the educational context(s), or the school context. Please refer to **Addendum 3 Table 3.6** which include the application of James's, the Developmental-Ecological Approach, and the South African National Curriculum.

As evident in certain approaches, considerations in terms of conceptualisation and aim(s) could briefly include the who?, the where? and when? of self-esteem development. It may also incorporate the degree of and reason(s) for its importance in the educational context(s), goal time lengths (short-term, medium-term, and/or long-term), range of intervention types and services, and its relationship to other educational goals. These questions are likely to be answered more comprehensively in forthcoming sections. Another important question would involve conceptualising and/or defining the educational context(s). Does the 'educational context(s)' refer to the school context only, or school and home contexts, or school, home and community contexts including psychological and other services or any other? If there are multiple educational contexts, are some more key than others? Are there also certain types of interventions that only particular educational contexts can deal with?

3.2.3.2. Paradigms, Principles and Policies

These possible paradigms, principles and policies have not all been directly related to 'self-esteem development', but have been applied generally in the educational context(s) (including the South African national curriculum) and/or related areas.

Paradigms

In terms of paradigms, different possible paradigms and positions therein are offered in **Table 3.7**. There is some natural overlap between certain of these possible paradigms but each carries potentially unique qualities. I employ the concept 'paradigm' in a broad sense. The paradigms are: interpretivism to and/or self-ecosystemic, healthworlds and/or universal health, inclusion and/or exclusion, democratic and/or autocratic, individualism and/or collectivism, and fortology and/or deficit-based. Please refer to **Addendum 3 Table 3.7** for a complete elucidation thereof.

Principles

Various possible principles, many of which flow from the paradigms, are presented in **Table 3.8**. The possible principles include: democratic practices, acknowledgement of diversity, and collaborative partnerships. Please refer to **Addendum 3 Table 3.8** for a full delineation thereof.

Policies and Legislation

Possible policies (including legislation), are delineated in **Table 3.9**. These include: international policies and/or legislation, and South African policies and/or legislation. Please refer to **Addendum 3 Table 3.9** for a comprehensive description thereof.

3.2.3.3 Who, Where and When?

Answering the who?, where? and when? is dependent on the self-esteem approach(es), aim(s), paradigm(s), principle(s), and polic(ies) adopted. **Table 3.10** outlines various possible positions as related to these questions. The who? can include learners only, to learners and other role player variations, while Beane (1991) noted the where and when? can range from personal development activities to timetabled sessions to everywhere, all the time. Please refer to **Addendum 3 Table 3.10** for a full elucidation thereof.

3.2.3.4 Content

The core content or what is included is dependent on the self-esteem approach(es), aim(s), paradigm(s), principle(s), and polic(ies) adopted. **Table 3.11** delineates various approach(es) and the possible respective core content. Not all approaches are explicitly aimed at the educational context(s), or at least the school context. The content may range from the Jamesian Approach to/and the South African National Curriculum. Please refer to **Addendum 3 Table 3.11** for a complete delineation thereof. Programme content for role players (life orientation educators, educators, parents and so forth) including understanding of self-esteem and its development (Miller & Moran, 2006) for developing learners as well as their own self-esteem and/or self-concept, is important (Burns, 1982; Mwamwenda, 2004).

3.2.3.5 How?

The how? or strategic approaches are dependent on the self-esteem approach(es), aims, paradigm(s), principle(s), and polic(ies) adopted. Various possible strategies are included. This section draws and builds on various previous sections. Not all approaches are explicitly aimed at the educational context(s), or the school context.

Strategic Approaches

As briefly noted earlier, Beane (1991) remarked that three main strategic approaches for developing self-esteem in the educational context(s), have been advocated. Please refer to **Addendum 3 Section 10** for an outline thereof.

Basic Characteristics of the Strategic Approaches

There are various possible basic characteristics of the strategic approaches, but given its scope, many of the following relate to the third approach or everywhere, all the time and by all, including being based on the national curriculum and being constantly evaluated by all role platers. Please refer to **Addendum 3 Section 11** for a comprehensive description thereof.

Specific Strategies

These range from developing all aspects of the self to specific self-esteem programme strategies to specific techniques and/or activities. Please refer to **Addendum 3 Section 12** for a full delineation thereof. Then **Table 3.12** provides examples of specific self-esteem programme strategies, and thereafter **Table 3.13** details examples of possible specific techniques and/or activities. Please refer to **Addendum 3 Tables 3.12 and 3.13** therefore.

3.3 CONCLUDING REMARKS

Chapter 3 resumed the ‘review’, or in this case, exposition, focusing on the key product dimensions of the study. The next chapter, *Chapter 4 - Research Design and Implementation* will provide a comprehensive outline of the design of the study and implementation to answer the research questions.

CHAPTER 4 IN BRIEF
RESEARCH DESIGN AND IMPLEMENTATION

INTRODUCTORY REMARKS



MAIN RESEARCH QUESTION

What is/are a trans-disciplinary collaborative team's (school/ educational psychologists, social workers, learning support advisors, life orientation curriculum advisors & life orientation educators, and the voices of literature) facilitated understanding(s) of 'self-esteem' and 'self-esteem development' in the (South African) educational context(s) ?



Introductory Remarks



- Components of the Research Design and Implementation**
- Introductory Remarks
 - Research Purpose and Types
 - Research Paradigm(s)
 - Participants and Contexts
 - Methodology



Research Purpose and Types



- Research Paradigm(s)**
- Introductory Remarks and Meta-Theoretical Framework
 - Ontology
 - Epistemology
 - Axiology or Ethics
 - Methodology



- Participants and Contexts**
- Introductory Remarks
 - Participants
 - Contexts



- Methodology**
- Introductory Remarks
 - Methodological Framework
 - Data Construction (Data 'Collection', Data Analysis & Data Verification)
 - Study Phases and Processes
 - Limitations



CONCLUDING REMARKS

4.1 INTRODUCTORY REMARKS

Chapter 4 will provide a comprehensive examination of the research design of this study and its concomitant implementation. The research design and its implementation entailed systematic, rigorous yet creative processes, and were paramount dimensions of this study. This chapter is closely connected to *Chapter 2*'s meta- and theoretical frameworks for trans-disciplinary collaboration and a tandem transgogic approach. Where appropriate, sections of *Chapter 2* will be integrated. Moreover, all the strategic and other processes of the study, as represented in the different chapters, are essentially components of the research design and its implementation.

4.2 RESEARCH DESIGN AND IMPLEMENTATION

4.2.1 Introductory Remarks

It is important to conceptualise the term 'research design' as there are varying understandings. This study adopted Creswell's (1998) understanding conceptualising the research design as the entire research process from the first to last step. It is specifically the strategic framework or plan for this research process, and ultimately for developing and then effectively answering the research question(s) (Durrheim, 1999). Given this study's subsequently expounded qualitative and participatory approaches, during the implementation of the research design, the original design was always subject to change in the service of most effectively answering the research questions.

4.2.2 Components of the Research Design and Implementation

4.2.2.1 Introductory Remarks

Durrheim (1999) offered a useful conceptualisation of the key components of a research design. These are: research purpose and type(s), research paradigm(s), context(s), and techniques. I have adapted these by overtly including ethics within the research paradigm(s), adding participants to contexts, and changing techniques to the broader term of methodology (while part of and/or flowing from the research paradigm(s) it requires specific attention in a research design). Indeed, all these components are intrinsically interconnected.

4.2.2.2 Research Purpose and (Design) Type(s)

Durrheim's (1999) first component is the research purpose and type(s). The purpose has already been discussed extensively in *Chapter 1 (1.2.2.4)*. Please refer to **Addendum 4 Section 1** for further explanation.

4.2.2.3 Research Paradigm(s)

Introductory Remarks and Meta-Theoretical Framework

A research paradigm(s) (comprised of ontology, epistemology and methodology (Mertens, 1998 in Adams *et al.*, 2004; Terre Blanche & Durrheim, 1999; Waghid, 2000) and axiology) provide(s) a meta-framework for the research design and implementation without which research may lack philosophical congruence and authenticity (Le Grange 2002; 2005). An eclectic or hybridised paradigm(s) is adopted in this study. *Chapter 2* presented the meta-theoretical framework for the study, and in so doing, largely expounded the research paradigm(s) for this study. A brief synopsis of the ontological and epistemological dimensions hereafter aims to refresh and locate this chapter and will only be described and not defended. For a succinct defence of these complex philosophical issues, please refer to *Chapter 2*. However, this section will focus on the axiological dimension of the research paradigm. Moreover, in a forthcoming section the methodological dimension and its concomitant constituents will form the major part of this chapter. Finally, a crucial caveat is that while the research paradigm(s) provided the underpinnings of the research processes, the constructed research product(s) of the study or the team's understanding(s) did not have to employ such (a) paradigm(s). The latter is due to the fact that the team could employ any paradigm in constructing its research product.

The eclectic meta-theoretical and paradigmatic framework I proposed in *Chapter 2* is a hybrid self-ecosystemic inclusion one. The key dimensions of this framework are that the self and his/her nested ecosystems are involved in a complex, dynamic, reciprocally circular causal energy (including knowledge) feedback transaction facilitating a dialectical construction of self-ecosystemic development.

Ontology and Epistemology

The hybrid self-ecosystemic inclusion theory's ontological or reality architecture is that of complexity, and systemic holism (Treml, 1995). While typically propounding a constructivist, interpretivist or subjective reality, I side with ecosystemic critics arguing its complexity and reciprocal self-ecosystemic transactional nature translates into potential social constructionist, co-constructionist or inter-subjective (or collectively ontologies) (Keeney, 1983b & Speed, 1991 in Moore, 1997) and objective or Ontologies (even if we are not aware of, do not recognise and/or fully comprehend some or many of them) (Keeney, 1983b & Atkinson & Heath, 1987 in Moore, 1997) realities. Henning *et al.* (2004:19-20) reconciles this:

“Different viewpoints of the world do not according to interpretive researchers refer to relativism. Rather, different viewpoints construct the world through different processes of observation. No one scientist can objectively capture the world. Multiple, ‘fallible’ perspectives might have a better chance. Reality is assumed to exist but to be imperfectly grasped...”

However, while arguing some Ontologies are not perfectly ‘grasped’, I would espouse that certain are knowable (epistemology). Carter and Little (2007:1317) noted: “Epistemology is theory of knowledge”. In addition, Green (2001) acknowledged the existence of power in an ecosystemic meta-framework. I recognise the reality of power thereby aligning with notable critical (pedagogy) theorists such as Greene (1988) and Freire (1998). However, while critical and ecosystemic theories mutually accentuate the salience of context in human functioning, I deviate from systems theory’s largely uncritical positioning (Treml, 1995). Furthermore, as with critical theory, in ‘positing’ some potentially comprehensible Ontologies, the space for critical engagement with ontologies as well as Ontologies and congruent epistemologies or Epistemologies is created. At any given time, factors such as locus of control may determine where ontological and epistemological power lies.

Axiology or Ethics

Saliently, given this study’s meta-theoretical framework or specifically its self-ecosystemic inclusion framework, Stuchbury and Fox (2009:489; 503) noted:

“All research undertaken in situations which involve people interacting with each other will have an ethical dimension; educational research is no exception and the ethical issues are often complex ... Ethical dilemmas will arise in research at both macro and micro levels.”

Denzin and Lincoln (2005:x) indeed also remarked: “Today many agree that all inquiry is moral and political”, and furthermore, Carter and Little (2007:1322) stated: “Epistemology is also surrounded by axiology ...” Moreover, ethics across all systems including self, ecosystemic and collective are salient. The self-ecosystemic inclusion meta-theory and its research paradigm(s), means axiologically or more specifically ethically, I acknowledge certain generic ethical Truths. These are incorporated into my broader ethics of inclusion espousing rights and responsibilities, forming part of the ‘rules’ of the meta-theory. On a more generic level, various ethical codes can provide (a) reference(s). Small (2001:387) noted:

“Educational research is commonly multi-disciplinary... it implies that meeting a single set of standards is not enough: the good researcher must address the expectations of scholars from various backgrounds in the humanities and social sciences.”

Different relevant codes should be considered, particularly given the trans-disciplinary nature of this study. Firstly, as an intern educational psychologist, the Professional Board of Psychology is such an appropriate authority. The *Board’s Ethical Code of Professional Conduct, particularly Section 10* (Department of Health, 2006) was adhered to. Key ethical issues outlined include informed consent, confidentiality, honesty and openness, and the appropriate recording and use of data and conclusions. The educational dimension means that, sans an established South African version, drawing on ethical research guidelines such as the *British Educational Research Association Revised Ethical Guidelines*

(2004) and *American Education Research Association Guidelines for Research Reporting (AERA) (2006)* was valuable. Being a student and/or intern at the University of Stellenbosch, the *University of Stellenbosch's Guidelines on Ethical Aspects of Scholarly and Scientific Research*, also provided a foundation, most notably for the informed consent for research participants. Other ethical requirements were demanded by a relevant educational authority namely the Western Cape Education Department. In addition to these codes, given my inclusive paradigmatic allegiances and the nascent positive psychology paradigm, it was important to attempt to incorporate a generic positive approach to ethical research (Handelsman, Knapp & Gottlieb, 2005). Handelsman *et al.* (2005:732) elaborated: “Generally, the current notions of professional ethics focus too heavily on avoiding or punishing misconduct rather than promoting the highest ethical conduct ... The hallmark of positive ethics is that psychologists consider ethics in a multifaceted [manner].”

Ethics should not only concentrate on avoiding inappropriate conduct, but also involve ensuring that ‘good’, ‘positive’ and/or the best possible outcomes are realised (Pring, 2001). This study, its goals and design aimed to incorporate such a positive ethical stance. Moreover, ethics is also contextual (Small, 2001). Congruent with the study’s meta-theory and research paradigm(s), while different concomitant ontologies, epistemologies, and methodologies may have certain value, one may be more ethically responsible or ‘useful’ for (a) particular context(s) (Poplin, 1988; Phillips, 1997). Moreover, ethical codes can provide a basic reference for various ethical decisions but they cannot cover all ethical dilemmas (Ladd, 1980 in Small, 2001). Hence, contextual ethical frameworks, while in part drawing on and/or interpreting the generic, are also necessary. Furthermore, these two ethical levels are integrated with collective and person or self (including professional) system levels. For example, with respect to the latter, the researcher’s outsider or academic allegiances and insider or contextual allegiances need to be ethically negotiated (Phurutse, 2000 in Pendlebury & Enslin, 2001).

The call of critical theory (McLaren, 2003) and inclusive discourse (discussed in *Chapter 1*) is to empower all role players, with respect to their involvement in ethical decision-making across these integrated system ‘levels’. Where possible, ethics is the responsibility of all research participants who should collectively and personally engage with ethical discourse during a study. Collective ethical reflexivity was pertinent in this participatory, team study inter alia as such research generates various ethical issues, for example, emanating from research leadership and ownership (Denscombe, 1998) and team dynamics. The study attempted to explicitly engage participants on certain ethical issues and in ethical processes, for example, with regard to the former, debating anonymity, and developing and monitoring a team contract, and the latter, member checking. Moreover, with respect to personal ethical reflexivity, my paramount role, and should at the outset (as done in *Chapter 1*) I should declare my positionality including biases (Pendlebury & Enslin, 2001), and continue to engage in reflexive action, documented, for example, in field and meta-notes. However, given my active participation, my understanding and certain values were directly part of the study’s processes and product. Nevertheless, other issues such as his potential abuse of authority were crucial to monitor.

Other participants were also offered the space to engage in personal ethical reflexivity, including via their reflection journals. Inter alia these collective and personal reflexive actions aimed to assist in protecting the rights of all participating parties, ensuring I did not abuse my authority, and enhancing the trustworthiness of the data (King, 1996; Smith, 1996; Pendlebury & Enslin, 2001; Pring, 2001; Le Grange, 2002; 2005; Broun & Heshusuis, 2004; Navarro & Zeni, 2004; Tregaskis, 2004; Moore, 2005; AERA, 2006).

The ethical radar should be widened beyond generic codes to include a more positive ethical approach, and other integrated contextual, collective and person system levels. Collective and personal ethical reflexivity on these levels was important in this study. This is not easy particularly given the dialectics between these ethical systemic ‘levels’, and the time-consuming nature of such coverage. Indeed, this study was limited in its engagement therewith. Nevertheless, given that ethics pervades all aspects of a study’s design and implementation, more specific ethical dilemmas and decisions emanating from this framework will be integrated into the forthcoming, particularly methodology, sections. Hence, where ethical issues arose in this study, they will be noted, discussed and addressed in the main text.

Methodology

Methodology is the final dimension of the research paradigm(s) (Mertens, 1998 in Adams *et al.*, 2004; Terre Blanche & Durrheim, 1999; Waghid, 2000) or at least flows from the other paradigmatic dimensions. The methodology of this study will be discussed extensively hereafter.

4.2.2.4 Participants and Contexts

Introductory Remarks

This study’s trans-disciplinary collaborative team’s disciplinary composition has been delineated and justified in *Chapters 1 and 2*. The specific participants of this study, and the various research contexts will be outlined.

Participants or Team Members

McNamee (2001) and Pring (2001) noted the term research ‘participant’ attempts to minimise power imbalances between the researcher and the ‘researched’. This is particularly important given the paradigm(s) and methodology of this study. The term ‘team member’ also conveys inter-dependence and equality. I use these two terms synonymously. Moreover, given the study’s meta-theory, the term

‘participant’ was employed in a broad sense. Indeed, as examined in **Table 4.1**, the participants of the hybrid trans-disciplinary collaborative team were divided into five different groups.

Table 4.1: Participants or Team Members

Participant Type	Description	Selection or ‘Sampling’
<p>‘Active’ (Process and Product)</p>	<p>The ‘active’, ‘direct’ or ‘traditional’ participants were the 11 team members (including the ‘principal’ researcher) who attended the workshops and participated in all aspects of the study including process and product dimensions. With respect to attendance: Workshop 1 (11 participants); Workshop 2 (9 participants); Workshop 3 (11 participants) and Workshop 4 (9 participants). Where participants were unable to attend, for example, Workshop 2, the team agreed that they would be welcome at the following workshop(s). Addendum 4 Table 4.2 provide demographic and biographic data of the 11 participants (two representatives from each of the disciplines or professions, and the ‘principal’ researcher). The participants’ data is recorded in terms of the team as this was the study’s fundamental unit of focus. All participants were from an EMDC in the Western Cape excluding the school/ intern/ educational psychologists. Addendum 4 Table 4.2 also indicates participants’ other identity affiliations, which given the study’s meta-theory, impact on the study. For example, many participants are also parents. These are valuable additional role player voices adding to the richness of the study’s team. The ‘principal’ researcher’s identity in this study was as academic researcher and intern educational psychologist, straddling the often academic-practice divide.</p>	<p>Given the qualitative nature of the study, a non-probability (Babbie & Mouton, 2001) purposeful (Patton, 2002) or purposive (Merriam, 1998) sampling combining intensity, criterion and convenience sampling (Patton, 2002) was used.</p> <p>The over-riding consideration was purposeful combining specific intensity and criterion sampling. Firstly, in terms of the number of active participants, 10 (+1) were selected in line with the general size parameters (6 – 12) of a focus group and/or team (Finch & Lewis, 2003). Over and above the disciplinary diversity, the team was large enough for generating sufficient other diversity, and satisfying the breadth and depth of topic (Finch & Lewis, 2003) required. Furthermore, having two members from each profession or discipline was valuable in terms of representing them. The size of the team also allowed the team to be broken up into smaller teams. Within the EMDC, there was a limited number of potential participants within each discipline or profession. Nevertheless, participants had to think and/or believe that they were ‘data rich’ or knowledgeable (intensity) with respect to the topic (although it is assumed via my arguments in <i>Chapter 1</i> that all members of the these disciplines would have a certain contribution to make) and be interested and committed participants (criteria) (Rubin & Rubin, 1995; Patton, 2002; Henning <i>et al.</i>, 2004). Informal interviews and Addendum 4 Tables 4.3 and 4.4 highlighted participants’ assessments of their considerable level of understanding and experiences. All participants also had at least one post-graduate tertiary education qualification and therefore a presumed experience and/or ability to critically engage with academic voices, a key aspect of this study.</p>

Being interested in and committed to the study was salient given the time, energy and other demands. **Addendum 4 Table 4.4** details participants' interest with regard to the topic augmenting the justification of their selection. Their commitment during the study was evident, most notably in terms of their continued attendance of the workshops. Given the trans-disciplinary collaborative team nature of the research, the participants also needed to be committed to the value of teams and be a team player. Working in teams and collaboration are part of EMDCs structures and functions. Indeed, **Addendum 4 Table 4.5** details that all participants, including the non-EMDC, had some, largely positive, professional experience of working in teams with different disciplines. Nevertheless, their suitability in terms of the teamwork was generally ascertained by informal questioning, my observations of some of them working in teams, and references from others. Furthermore, while this was a unique team most of the participants knew and had work(ed) with each other in team and/or group-like structures. Nevertheless, the 'principal' researcher's and other participants' prior relationships with each other had obvious potential advantages and disadvantages. Furthermore, while not an over-riding consideration, given the demographic and other biographic diversity of the South African population and related debates about self-esteem, including such diversity in terms of possible values and experiences, was useful in augmenting the study's goal of incorporating potentially different voices. **Addendum 4 Table 4.2** reflects this diversity of the team. For example, the demographic regarding belief in individualism and/or collectivism was possibly relevant according to previous self-esteem research, as were gender experiences.

This was also a purposeful convenience sample as I had greater ease of access to this EMDC and most of the participants. Given the nature of the study, such sampling did not undermine its value. However, convenience sampling without intensity and the other criteria would have been less justifiable and difficult to complete. Finally, while meeting the previously-mentioned purposeful sampling criteria, two selected representatives from one of the disciplines were the only representatives thereof at the EMDC.

		<p>Furthermore, the ‘principal’ researcher’s or my participation has already been justified in <i>Chapter 1</i>. Importantly, in his role as general process facilitator of the workshops, he had prior experience as a facilitator of adult development workshops.</p> <p>Finally, all active participants were also active process participants in that they could provide feedback throughout the process about the process itself. Hence, if and where necessary, the process could duly be changed.</p>
<p>‘Passive’ (Product)</p>	<p>The first type of ‘passive’ or ‘indirect’ participants comprised a range of voices of literature. They contributed to the study’s product but were not personally present to actively participate. The vast majority of these voices were from tertiary education or the so-called ‘voices of scholarship’, and mainly international. However, they also included popular or ‘non-academic’ international and local literature incorporating the voices of the curriculum. They comprised voices from a variety of disciplines, including educators, various types of psychologists, sociologists, anthropologists and others. Therefore, additional disciplines were represented in the team via their ‘passive’ participation. These ‘passive’ voices were paradoxically represented more ‘directly’ via 32 articles and/or readings and ‘less directly’ via the ‘principal’ researcher’s summaries and facilitation of these and many other voices discussed in <i>Chapter 3</i>. While also representing his own views, with respect to facilitation, the ‘principal’ researcher, having had research experience in the field and conducted a major literature review, acted as their ‘agent’ in terms of voicing their positions and attempting to respond to questions about their positions as they would have likely done. Moreover, all the other active participants were able to represent the voices of literature as they</p>	<p>Purposeful, specifically maximum variation sampling (Patton, 2002), was employed. This first involved doing an extensive literature search. Various international and local academic databases; previous acquired readings and references therefrom; national, provincial and local department of education websites and other popular resource outlets, were employed in conducting this search. With respect to the articles, as far as possible, the 32 selected aimed to cover the main, subordinate and focus research questions. Furthermore the range varied in terms of argument positioning and length. The former was important in terms of giving space for the different voices and the latter given the likely time constraints of participants. The articles were largely academic being the likely voices that the active participants would have least contact and/or access to when compared with popular and/or ‘non-academic’ local literature including the curriculum. Indeed, McLaughlin and Black-Hawkins (2007:331) reported on their extensive involvement in university-school research partnerships quoted an educator: “One thing that certainly isn’t going to happen is actually me being able to chase research because, you know, I don’t have time to eat in the school, let alone chase research. But being sent a sort of summary of research findings is useful...”</p> <p>The articles were also mainly international due to the reality of research and popular production on the topic. In addition, the ‘principal’ researcher’s summaries also aimed to include other voices not part of the pack of articles, and to provide succinct, easily accessible and ‘useful’ resources for the active participants. While the ‘principal’ researcher was primarily involved in conducting the literature search and in selecting the articles and developing the summaries, my assistant facilitator and supervisor were also consulted. Specifically, my assistant facilitator acted as a ‘pilot’ in</p>

<p>became more familiar with the literature. But some of the voices of literature will have participated more than others, for example, depending on which readings were read by participants. While the voices of literature were essentially multi-disciplinary collaborative participants (no direct personal contact with the other participants), as their primary ‘agent’, the ‘principal’ researcher attempted to make their voices more directly collaborative. Certain of the voices of scholarship became more ‘active’ participants with the critical feedback the ‘principal’ researcher received on the study at an international conference. Nevertheless, this only (provided) commentary on the model and process, and could not change the model per se. If the study were to be pursued, this critical feedback from certain voices of scholarship could be engaged with by the active participants.</p> <p>In accordance with the study’s meta-theory, the second type of ‘passive’ product ‘participant’, were persons who, with respect to the study’s topic, influenced the active participants’ epistemological ecosystems across time. They were not selected by the researcher. While ultimately everyone is interlinked, they had varying degrees of influence, dependent on any given team members’ self-ecosystemic relationship with them. The active participants would need to identify them. Such identification would likely be easier in terms of micro-systemic rather than the potentially more diffuse and abstract macro-systemic. An example of these ‘participants’ are individuals within the active participants’ micro-systems with whom they interacted during the inter-workshop periods and who may have influenced their understanding(s).</p>	<p>terms of reading many of the articles and summaries and offering advice. Nevertheless, however unbiased I attempted to be in terms of selecting the articles and producing the summaries, certain unavoidable bias was involved. Ethically, being published authors or voices, they had consented to their work being publically consumed or critiqued. Nonetheless, it was important that they were appropriately identified and referenced in the study</p>
<p>The ‘process’ participants to varying</p>	<p>Firstly, 2 assistant facilitators were employed as the first</p>

<p>‘Process’ (Active & Passive)</p>	<p>degrees and in varying ways assisted with the research process but did not <u>directly</u> contribute to the research product. Firstly, there were active process participants comprising 2 assistant facilitators, 1 workshop assistant, 2 catering assistants and the ‘principal’ researcher’s supervisor. The assistant facilitators acted as scribes during the large team sessions, and assisted with observation during the small team sessions as well as throughout the workshop process. They also offered feedback and advice to the facilitator on workshop processes and provided a de-briefing space. The main assistant facilitator also acted as a critical friend or peer. The 1 workshop assistant provided recording and organisational support during the first workshop, but was unavailable for the other workshops. 2 catering assistants helped with the catering. The ‘principal’ researcher’s supervisor, while not present at the workshops, was instrumental in actively contributing to the research design and process. <u>Secondly</u>, there were ‘passive’ ‘process’ ‘participants’ or the voices of literature (of <i>Chapters 1, 2 and 4</i>) which contributed to the research process and/ or research design and implementation.</p>	<p>one was unable to make the final workshop. Purposeful combining intensity, criterion and convenience sampling was used with respect to the assistant facilitators. Both were professional facilitators (intensity) who were interested in and committed (criterion) to the process. This was important in providing expertise to the facilitator and research process, and their continued support of the study. The main assistant facilitator has a masters level qualification and hence, while not in the same discipline, acted as a general academic and critical peer. In terms of convenience sampling, they were easily accessible and did it free of charge. The other active process participants were a self-explanatory purposeful convenience sample. Purposeful specifically intensity and criterion sampling (Patton, 2002) were used with respect to selecting the passive process ‘participants’. Well respected or knowledgeable (intensity) and applicable (criterion) process voices of literature were selected to develop <i>Chapters 1, 2 and 4</i>.</p>
<p>Pilot</p>	<p>The pilot participants piloted the first two questionnaires and informed consent form. There was one representative from each discipline or profession barring one. Useful critical feedback regarding these research instruments was provided by them.</p>	<p>The pilot participants were purposefully selected mostly from within the EMDC to as far as possible, match the active participants. One discipline was not represented as there was no other representative thereof at this EMDC. Such matching is important in terms of receiving appropriate and/or realistic feedback (Bell, 1995 in Owen de Waal, 2002).</p>
<p>Alternate</p>	<p>The alternate ‘participants’ were standby participants for any of the originally selected participants who may have had to withdraw prior to Workshop 1. There was one representative from each discipline or profession barring one. Their value was highlighted when, at the last moment, one of</p>	<p>Alternate ‘participants’ were purposefully selected mostly from within the EMDC as per the sampling procedure for the active participants. One discipline was not represented as there was no other representative thereof at this EMDC. While not ideal (due to possible ‘contamination’ should they become active), some pilot and alternate ‘participants’ were one in the same.</p>

	<p>them had to step in for an originally selected participant. Once the study had commenced, no other alternate would have been invited to become an active participant as attending Workshop 1 was a key part of the process.</p>	
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While participant selection is traditionally part of the forthcoming methodology section, for ease of reference, these processes are best included in this section. Furthermore, please refer to **Addendum 4 Tables 4.2 – 4.5** for the team’s Demographics, Professional and/or Educational Categories achieved, Self-Esteem and Self-Esteem Development understanding and so forth, and experience of Professional Collaborative Groups.

Contexts

As somewhat discussed with respect to participants, within the study’s meta-theory, and as illustrated later in **Figure 4.1**, various possible contexts were involved in this study via their epistemological influences on the team. Moreover, different contextual systems have different possible degrees of influence which may also vary across different persons. However, the microsystemic contextual influences tend to be the most influential (Swart & Pettipher, 2005). The contexts included the primary research contexts which were the workshop contexts. Other likely influencing contexts included the participants’ professional contexts: an EMDC and their related school and other contexts, two school contexts, and a tertiary education context, all in the Western Cape, as well as the voices of literature in the field(s) of ‘self-esteem’ and ‘self-esteem development in the (South African) educational context(s)’ and their contexts, both local and international. In addition, the participants’ personal contexts, and indeed all their other epistemologically influencing micro-, meso-, exo- and macro- ecosystemic and chronosystem contexts can potentially be included.

4.2.2.5 Methodology

Introductory Remarks

‘Methodology’ involves the coherent strategic approach of methods employed in answering the research question(s), while ‘methods’, flowing from and incorporated within the methodology, are the specific individual techniques (Harding, 1987 in Le Grange, 2000; Henning *et al.*, 2004). This section will comprehensively discuss the methodology of this study.

Methodological Frameworks

Various methodological frameworks were employed and integrated into a hybrid methodological framework. The key dimensions thereof will be delineated. Crucially, this methodological framework forms part of the study's hybrid self-ecosystemic inclusion meta-theoretical (including paradigmatic) framework.

Qualitative Approach

A typically congruent methodology for this study in terms of its purpose, type and paradigm(s) is qualitative (Denzin & Lincoln, 2005) but the explicit exclusion of other methodologies is not mandatory (Terre Blanche & Durrheim, 1999). Indeed, some of the demographic and biographical data were analysed quantitatively in terms of simple descriptive statistics. More tangentially, although the methodology or data processes of this study were qualitative, the voices of literature included secondary quantitative product data 'inputs'. Consequently, while the constructed data is qualitative, certain quantitative ideas, for example, references to quantitative assessment instruments were part of the data constructions. A qualitative approach is typically characterised by the various generic principles as reflected in **Table 4.6** and applied to this study.

Table 4.6: Qualitative Principles

Principles	This Study
Design characteristics are flexible but rigorous and systematic (Terreblanche & Durrheim, 1999; Patton, 2002; Neuman, 2003).	While delineated prior to its implementation, the study's research questions and design were flexible both at a 'macro' (for example, an additional workshop was added) and 'micro' levels (for example, the dispensing of small focus teams after Workshop 2). Nevertheless, standard rigorous and systematic research processes were followed.
Non-probability, purposeful or purposive sampling is employed (Merriam, 1998; Patton, 2002).	Non-probability, purposeful or purposive sampling combining various types thereof were used for the different types of participants.
An emic perspective is traditionally sought by the researcher attempting to understand how others construct their localised real worlds with the aim of developing in-depth non-numerical or textual data (King, 1996; Merriam, 1998; Niemann <i>et al.</i> , 2000; Snape & Spencer, 2003; Johnson & Onwuegbuzie, 2004).	Owing to the research questions, there was a deviation from the traditional qualitative approach in that both 'emic' ('insider' perspectives of the local or contextualised active participants) and 'etic' ('outsider' perspectives of the 'passive' participants) perspectives were sought and valued. Indeed, there was a transgogically engaged dialectic between the two, resonating with a form of participatory research involving unpacking the emic for subsequent engagement with the

	<p>etic (van der Riet, 2008). The ‘principal’ researcher was also an ‘insider’ and ‘outsider’, although clarifying this distinction was not easy in this study, where ‘insiders’ and ‘outsiders’ were part of one hybrid team. Nevertheless, the required in-depth non-numerical or textual understanding(s) of the hybrid team were secured.</p>
<p>The researcher is the primary instrument. (S)he may employ various and often multiple methods (for example, interviews and observation) for appropriate periods to secure multiple opportunities for the previously mentioned in-depth data (Snape & Spencer, 2003; Henning <i>et al.</i>, 2004; Chapman, 2005, Denzin & Lincoln, 2005) and to negotiate the ethical ‘crisis of representation’ of complex ‘other(s)’ (Pendlebury & Enslin, 2001; Denzin & Lincoln, 2005).</p>	<p>The ‘principal’ researcher was the primary research instrument during the pre- workshop, workshop and post-workshop phases (including acting as a general process facilitator during the workshop phase). However, given the study’s participative and collaborative nature, to varying degrees and in varying ways, all participants were research instruments. Multiple (process and product) methods and forums were employed. They were used for appropriately agreed periods in order to secure in-depth voice expression which, within the delineated delimitations of the study, would most effectively address the research question(s). As far as possible, this aimed to negotiate the ethical ‘crisis of representation’.</p>
<p>Traditionally, adopts an inductive analytic approach which may be objectivist (positivist) or subjective/inter-subjective (interpretivist/constructivist/ionist) in nature (Charmaz, 2006; Ellingson, 2008). Often employs a constant comparative method, attempting to seek patterns and develop multiple levels of abstraction which accurately represent the complex data (Merriam, 1998; Willig, 2001; Patton, 2002; Henning <i>et al.</i>, 2004; Snape & Spencer, 2003; Charmaz, 2006).</p>	<p>Where appropriate, an inductive analytic (subjective/inter-subjective) approach was adopted by the ‘principal’ researcher and critical peer and coder during inter-workshop periods. In so doing, a constant comparative method was employed to seek patterns and develop multiple levels of abstraction to accurately represent the complex data. However, the nature of the study with its collaborative transgogic development of understanding(s). This meant that during the workshops the other participants were constantly involved in the data construction process via continuous critical engagement and member checking, incorporating hybrid inductive and deductive analytic processes.</p>
<p>Grounded theories or understandings are derived (Patton, 2002; Charmaz, 2006). They are typically idiographic (Babbie & Mouton, 2001). Furthermore, they may claim to be objectivist (positivist) grounded theory or subjective/intersubjectivist (interpretivist/constructivist/ionist) grounded theory or combinations thereof, dependent on the over-riding research paradigm(s) (Charmaz, 2006; Ellingson, 2008).</p>	<p>By hybridising the mainly ‘outside’ voices of literature (idiographic and nomothetic) with local and/or contextual understandings (largely idiographic), ‘new’ hybrid (idiographic-nomothetic) grounded theories and/or models or understanding(s) were developed via the hybrid collaborative team, with decision-making resting in the hands of the local or active participants. The study’s research paradigm(s), which inter alia acknowledged subjectivities, means that the theories and/or models are subjectivist and inter-subjectivist in nature which may include certain objectivities.</p>
<p>The complexities and subjectivities and/or actions of the</p>	<p>The complexities of the study, and the potential adverse</p>

<p>approach ethically and otherwise necessitate that researchers must constantly engage as reflective practitioners in terms of the research process and product (King, 1996; Smith, 1996; Patton, 2002) to augment the trustworthiness and value of the research (Niemann <i>et al.</i>, 2000) or assist to negotiate what Denzin and Lincoln (2005) termed the ‘crisis of legitimation’. Data verification in terms of trustworthiness is important (Lincoln & Guba, 1985 in Babbie & Mouton, 2001).</p>	<p>subjectivities and/or actions of all participants with respect to ‘negatively’ influencing the research process (for example, ‘principal’ researcher abusing his power or other participants not acting as team members) and/or accurately representing the research products, meant that, where possible, the ‘principal’ researcher and the other participants needed to act as reflective practitioners (for example, reflection sessions during the workshops) to address these potential research barriers. Similarly, as ethically demanded, identifying potential bridges to augment the research process and product were also encouraged via reflective practices. Data verification techniques were employed in order to address trustworthiness.</p>
<p>Creswell (1998 in Ferreira, 2006) noted the importance of writing or communicating the study to others in a lucid, engaging and persuasive manner, and in so doing, make the reader feel as if (s)he was there experiencing the study and its process, and valuing its insights.</p>	<p>Immense effort was invested in attempting to lucidly, engagingly and persuasively write and communicate this study. To this end, multiple forms of representation were used namely general text, tables and figures. The detail presented (for example, very comprehensive workshop schedules, and, as far as possible, providing direct voice quotations) attempted to add to the generation of a ‘real’ experience of the study, its processes and products. Such presentation and detail aims to offer valuable process and product insights to the reader, including a possible framework for ‘repeating’ and/or ameliorating this study.</p>

Hybrid Transgogic Participative ‘Action’ Approach

The study is also a hybrid transgogic participative ‘action’ approach. The transgogic approach has been exhaustively outlined in *Chapter 2*. However, it will be succinctly stated here and linked to other aspects of the study’s approach which have not yet been comprehensively elucidated.

The transgogic approach is based on the principles of trans-disciplinary collaborative teams and Mezirowean and Freirean andragogic principles. Most notably, the collaborative, democratic, critical dialogic and empowerment and emancipatory principles of Freirean critical pedagogy are directly linked to participatory research methodology (van der Riet, 2008). Indeed his work provided its genesis (Hall, 1981 in Bhana, 1999). Kelly in Bhana (1999:232) made this connection and noted:

“Freire’s epistemological framework is dialogical and participatory, meaning that research is conceived of as the joint effort of a facilitator (or animator) and a group of people aspiring to understand their own circumstances better in order to change them.”

Therefore, participatory methodologies are typically underpinned by a learning approach (Korten, 1980 in Cornwall & Jewkes, 1995), and in this study a transgogic approach. Participatory methodologies also link well with Mode 2 research and certain core aims of this study with Cornwall and Jewkes (1995:1674) having stated:

“Participatory research offers ways of making conventional science more relevant by creating an environment in which new knowledge can be synthesized through a dialogue between western scientific and local knowledges ... Ultimately, participatory research is about respecting and understanding the people with and for whom researchers work. It is about developing a realization that local people are knowledgeable and ... together with researchers, can work towards analyses and solutions.”

Babbie and Mouton (2001) remarked that the participatory research approach (including Participatory Rural Appraisal (PRA), Participatory Reflection and Action (PRA), Participatory Learning and Action (PLA) (Chambers, 2002) and Participatory Action Research (PAR)) is an influential modern day approach challenging conventional (Cornwall & Jewkes, 1995) and/or positivist research (van der Riet, 2008). Relevantly, for example, participatory action research is encouraged by the WCED at EMDC level (DE, 2003). Furthermore, there is a “great degree of creative cross-fertilization between [participative] approaches” and innovation to appropriately contextualise research (Chambers in Cornwall & Jewkes, 1995:1669). Indeed, this study adopted elements of participatory research hybridising certain aspects thereof. A participative action research approach is characterised by the various principles as reflected in **Table 4.7** hereafter.

Table 4.7: Participative ‘Action’ Research

Principles	This Study
<p>Researcher, often a ‘well-educated’ and/or academic representative, acts as transformative agent in facilitating the altering of some form of reality often of a marginalised individual or group(s). This is typically done via the social justice imperatives of empowerment and emancipation or conscientisation and mutual learning (Cornwall & Jewkes, 1995; Bhana, 1999; Babbie & Mouton, 2001; van der Riet, 2008). Cornwall and Jewkes (1995) noted that participatory research is essentially about a shift in the location of power and control over the research process affording the ‘researched’ a greater role. Nevertheless, the researcher should negotiate realistic goals with respect to participation and other research goals, and be transparent.</p>	<p>In this study, academia represented by the active ‘principal’ researcher and the ‘passive’ voices of literature (specifically scholarship; and possible marginalised practitioners and/or local or contextual voices), explicitly aimed to reciprocally empower and emancipate each other. This empowerment and emancipation involved reciprocal or mutual learning, teaching and conscientisation processes. Both voice sectors acted as potential change agents via the spirit of Mode 2 trans-disciplinary research. However, as subsequently discussed, while there was a certain shift in power, there were limitations in terms of participation and hence power over the research process. Furthermore, the expectations of the ‘principal’ researcher and the team were made transparent from the start, and realistic goals constantly negotiated.</p>

In various senses, all research is to some degree participative (Cornwall & Jewkes, 1995). In 'conventional' research, the researcher participates and controls the research process, and while usually in a limited manner, participates in generating the research product with the participants. In participative research, participation is carried out with and by the local, essentially valuing local or contextual knowledges. It involves the collaboration between the 'principal' researcher and other participants in a democratic, dialogic knowledge-making research process and product with transformative, "new" forms of knowledge produced. The change in power relations necessitates this shift (Cornwall & Jewkes, 1995:1671; Bhana, 1999; Babbie & Mouton, 2001; van der Riet, 2008).






Biggs (1989 in Cornwall & Jewkes, 1995) offered a useful spectral typology of participatory research modes ranging from 1) Contractual to 2) Consultative to 3) Collaborative to 4) Collegiate. The first two are typical of conventional research with the latter two resembling participative research (the collegiate would be the ideal participative approach where the researcher and locals work together with the locals controlling the process and product) (Cornwall & Jewkes, 1995). Alternatively, the extent of participation or control may be classified as 'shallow' participation (where researcher(s) control the entire process) versus 'deep' participation (vice versa). Nevertheless, Cornwall and Jewkes (1995:1672) noted that "control over the research is rarely devolved completely onto the 'community', nor does the 'community' always want it." In addition, in practice, inter alia due to barriers of time and task exhaustion (Minkler, 1992 & Antia, 1988 in Cornwall & Jewkes, 1995) participation may vary at different stages of a study and

This study did not involve 'full' local participation as envisaged by Biggs's collegiate participation mode type. I would argue that it largely resembled the lesser collaborative participation research mode type ('researchers and local people work together on projects designed, initiated and managed by researchers' (Cornwall & Jewkes, 1995:1669) – hence the use of the term 'principal' researcher - with elements of the collegiate as the study progressed. Specifically, the 'principal' researcher, the voices of literature (as primarily facilitated by the 'principal' researcher), and practitioners and/or the local or contextual voices, in varying ways, degrees and at different stages, participated and collaborated in a democratic knowledge-making process and product. However, there were participatory limitations which Beazley and Ennew (2006) rightly argued should be acknowledged.

In terms of controlling the research process, owing to initial time, logistical and other limitations, unlike Freirean and collegiate participation, in terms of developing the provisional knowledge problem(s) or research question(s) and other aspects of the research design, the 'principal' researcher and his supervisor, and to a certain degree, assistant facilitator, assumed participatory control. However, once the workshop phase had commenced, the other active participants were encouraged to, at any stage, comment on and change the provisional research question(s). Furthermore, prior to Workshop 1, only Workshop 1 had a detailed plan and only generic workshop plans were designed for the latter workshops. Participants had agreed to this initial design, and detailed Workshop 2 and 3 plans were only developed after Workshop 1 and 2 respectively. In so doing, participants were encouraged to participate in identifying any potential design barriers and/or bridges (to inform the workshop designs), including via the reflection and evaluation sessions. For example, it was decided to dispense of the small focus teams in Workshop 3. Moreover, the team agreed that an additional workshop was necessary. Such evaluation by participants of the research process is not a characteristic of 'conventional' research. For example, traditionally, researchers do not ask their participants how well they thought they interviewed them; they 'simply' interview them and then analyse the data (possibly asking them to member check the research product data).

With respect to constructing the knowledge product, unlike typical 'conventional' research, the 'principal' researcher actively and 'equally' participated with the other participants. The local and/or contextual knowledges of the participants were valued as were the voices of literature (see caveat later), and the 'principal' researcher's, as part of a hybrid collaborative emic-etic transgogic knowledge-making process to construct the knowledge product(s). In terms of the transgogic processes, all

<p>shift along the continuum.</p>	<p>participants also participated in developing their own and each others' learning including skills development, and could also participate in defining and implementing their own 'action' in their context(s). Moreover, all active participants were constantly involved in data analysis and verification processes, for example, via the transgogic processes and member checking. In terms of the broader data construction, they also determined the name of the final model. However, while the passive participants or specifically voices of literature participated in contributing to the knowledge product, they were not personally present to participate in the democratic decision-making process which decided upon this product. Furthermore, the passive process participants, contributed to the knowledge process and/ or research design but not directly to the product.</p>
<p>Typically, reflection-action cycles are employed where via reflection (a) problem(s) are identified, 'solution(s)' are developed, followed by the enacting thereof and further reflection on the outcomes of the action and so forth (Denscombe, 1998; Bhana, 1999; Babbie & Mouton, 2001).</p>	<p>While the study did not explicitly entail participative action research, it certainly involved successive periods of or cycles of reflection, incorporating certain possible types and degrees of 'action'. Specifically, this hybridised version included:</p> <ol style="list-style-type: none"> 1) Reflection during the workshops on the problem(s). During Workshop 1 participants (excluding the 'principal' researcher - who had reflected on the problem prior to the workshop) critically reflected on the research question(s) or problem within the team. This continued during Workshops 2 - 4 which then included the 'principal' researcher and indirectly the voices of literature. 2) Reflection and possible 'action' in context(s) during inter-workshop periods. During the inter-workshop periods, participants were encouraged to reflect independently on the team's understanding(s) hitherto, and possibly with non-team members within their contexts (2nd type of possible 'passive' product participants). In addition, although not mandatory and/or not as definitive as a traditional participatory action research approach, and likely occurring more naturally, the inter-workshop periods also offered the space for participants (in a more inter- or multi-disciplinary manner) to enact and/or evaluate or 'test' certain of parts of the team's constructed understanding(s). The complexity and scope of the problem and concomitant understanding(s) did not allow for the complete enactment and/or evaluation or 'testing' during inter-workshop periods. Indeed the complex 'solution(s)' was/ were likely only developed by the end of the process. Nevertheless, with respect to examples of 'action', one participant noted how the team's focus on the importance of educator self-esteem was subsequently highlighted during his engagement with educators during an inter-workshop period. Another participant spoke of employing or testing out the idea of domain-specific and contingent self-esteems, and another used self-esteem development techniques she had learnt at the workshop. The 'principal' researcher, as a participant, also 'tested out' various aspects of the model during his internship which occurred between

	<p>Workshops 3 and 4. Furthermore, ‘reflection’ and ‘action’ during the inter-workshop periods may also have likely occurred at a more tacit (an important source of knowledge in this study which may have later been verbalised during the workshop sessions) and 1 or conscious level (but not shared with the team during the workshop sessions). The study’s meta-theory acknowledges the complexity of human functioning, and hence the multiple levels of psychological functioning, including the more tacit or unconscious. The final workshop’s understanding(s) or ‘solution(s)’ also provided a framework for the possible enacting or ‘testing’ of the model by all participants after the workshop phase, and a subsequent opportunity for critical reflection in a continuous meaning-making process. With respect to the former, Cornwall and Jewkes (1995) note that participative research ultimately aims for action, and indeed the desired consequence of the study was to eventually comprehensively test and/or evaluate the model.</p> <p>3) As incorporated in 1), reflection on previous workshop understanding(s) and on reflections and/or any ‘action’ taken in context during the inter-workshop periods. The outcomes of such reflection, and/or ‘action’, evaluation or ‘testing’ could be reflected upon in the subsequent workshop as part of the ongoing cyclical meaning-making process.</p> <p>Figure 4.1 provides a brief summary of this entire hybridised process.</p> <p style="text-align: center;"><u>Figure 4.1: Participative ‘Action’ Research</u></p> <div style="text-align: center;">  <p>Workshop 1  Inter-Workshop  Workshop 2 etc.</p> <p>Team Reflection 1 Reflection in Contexts Team Reflection 2 (After W4)</p> </div> <hr/> <p>FINAL MODEL</p> <p>PROCESS UNDERPINNED BY TRANSGOGY (Essentially during Workshops) (excl. ‘principal’ researcher & vol)  & Possible Partial ‘Action’  (incl. ‘principal’ researcher & vol)</p> <p>4) Reflection on the model by certain voices of scholarship after the workshops. Nevertheless, this only provided commentary on the model and process, and could not change the model per se.</p>
<p>Methods which facilitate collaboration between the researcher and other participants are preferred, particularly qualitative data methods (Babbie & Mouton, 2001).</p>	<p>The qualitative approach including methods of the study has already been discussed.</p>
<p>Linked with participation, are the general and related ethical issues of ownership of and recognition for the research. This is less clear than in many other forms of research (Denscombe, 1998). Ideally ownership of and</p>	<p>Ownership of and recognition for the research were important ethical considerations. Ownership of the research process and product in terms of participation has been discussed and qualified. Furthermore, resonating with Patton (2002) who noted that the process is often the product of participatory action research, active participants importantly owned their</p>

recognition for the research process and product should be shared between the researcher and other participants (Cornwall & Jewkes, 1995).

learning and process skills derived from their participation. Participants, like any other person reading the study, also ‘own’ the right to ‘test’ or evaluate its constructions via action. However, legally, in terms of imposed university policy, full copyright ownership is held by the university and not the ‘principal’ researcher or other participants. Ownership with respect to external or public recognition for the developed model(s) (or related issue of anonymity) was discussed during the active participants’ consideration of the informed consent document and during the workshops, including specifically revisiting it during the final workshop. Various gatekeepers including the Western Cape Education Department demanded anonymity evidently for protective reasons (although I agree with Daniels (2004) who argued that this should not necessarily be the case, particularly for participatory and/or emancipatory research such as this study). Anonymity was agreed upon by the participants during their previously-mentioned considerations, with caveats. It was decided that the ‘principal’ researcher would not reveal anyone’s identity and, given the team nature, participants would do the same with respect to other participants’ identities. However, naturally, participants were free to reveal their own identities, and they were given certificates acknowledging their participation (**Addendum 4 Section 18**) which could also be used for external recognition. Nevertheless, as an ethical imperative, as far as possible, the ‘principal’ researcher has and will attempt(ed) to give the participants due external or public recognition for this collaborative work without revealing their identities; for example, at an international conference. ‘Passive’ participants’ ownership and recognition was honoured via appropriate referencing during the data construction process and in the writing up of this study.

These principles are related to this study’s hybrid version or participative ‘action’ research. Furthermore, Cornwall and Jewkes (1995) noted that in theory, these principles are in many instances not fully borne out in practice in often complex social and political environments, and I would add, when involving extended periods of study.

Having examined the various principles and applied them to this study, two related key issues require further exploration. Participatory research is essentially about a shift in the location of power and control over the research, affording the ‘researched’ a greater participatory role (Cornwall & Jewkes, 1995). This concomitantly means promoting voicing. In attempting to secure such a shift, Kirk and MacDonald (2001) stated that in trans-disciplinary collaboration, the power dynamics between different role players must be monitored and participation and voicing by all promoted. Power imbalances inter alia could exist between academia (including the ‘principal’ researcher (Lodewyckx, 2005) and voices of literature) and/or the local context, between different disciplines (Ryan-Vincek *et*

al., 1995 in Ferreira, 2004; Lingard *et al.*, 2007), and different personalities (Fern, 2001; Finch & Lewis, 2003). In this study, the active participants had more decision-making power than the ‘passive’ participants, but the often associated power and/or authority of academia, still likely exercised considerable power. Furthermore, as a symbol and/or agent of academia, the ‘principal’ researcher potentially had substantial power. The trans-disciplinary nature also meant that disciplinary power differentials likely existed (Ryan-Vincek *et al.*, 1995 in Ferreira, 2004; Lingard *et al.*, 2007). While eliminating all power dynamics was impossible, **Table 4.8** outlines certain strategies and/or techniques which attempted to address them.

Table 4.8: Strategies and/or Techniques: Certain Power Imbalances and Voicing

<p>Generically, in accordance with the meta-theory, both potential barriers (e.g. addressing power imbalances) and potential bridges (e.g. promoting voicing) were constantly engaged with in terms of securing the study’s goals. Critical reflection by ‘principal’ researcher and other participants via observation, reflection, de-briefing and/or evaluation sessions and other forums attempted to identify these bridges and barriers.</p>
<p>The contractual (e.g. outlining participants’ rights in the informed consent document), organisational (e.g. accommodating their schedules), resourcing (e.g. providing with equipment needs), and physical arrangements (e.g. the inclusive layout of the tables), all attempted to make participants feel as if their participation mattered and to give them the space and tools for maximal voicing.</p>
<p>The hybrid transgogic, participative ‘action’ research approach aimed to undermine power differentials and promote the valuing of all voices. This included encouraging all to participate in developing the research process, co-constructing a team contract, and discussing and attempting to adhere to the criteria of trans-disciplinary collaborative teams. Participants were also involved in the data analysis (e.g. via member-checking), and the joint naming of the final model. Nevertheless, participants also needed to take responsibility for their own agency.</p>
<p>In terms of addressing potential academic-local power dynamics, inter alia, the workshop series structure attempted to privilege the voices of the local/ contextual or practitioners in Workshop 1 prior to introducing the voices of literature, particularly scholarship.</p>
<p>General facilitation methods attempted to offer as much debate and as many voices to be heard as possible via as many different forums (questionnaire and so forth). Attempted to employ deliberate verbal strategies to value contributions. Techniques such as remembering and incorporating what particular participants had said in the past, including previous workshops, aimed to emphasise that their voices had indeed been heard. Used standard non-verbal communication, for example, during large focus team sessions to attempt to value and encourage participation. As much as possible, the facilitator also attempted to remain seated during the large focus teams so as not to subtly distinguish himself from the rest of the team and create a possible power positioning. Employed democratic decision-making methods such as voting where all the voices of participants, including the ‘principal’ researcher, were overtly of equal value. Observation of team functioning</p>

according to trans-disciplinary collaborative team criteria was also a valuable facilitation tool with respect to addressing power dynamics and voicing.

Figure 2.1 from *Chapter 2* has been adapted into **Figure 4.2** and hence incorporates all the various methodological framework components, providing a summary thereof.

Figure 4.2:

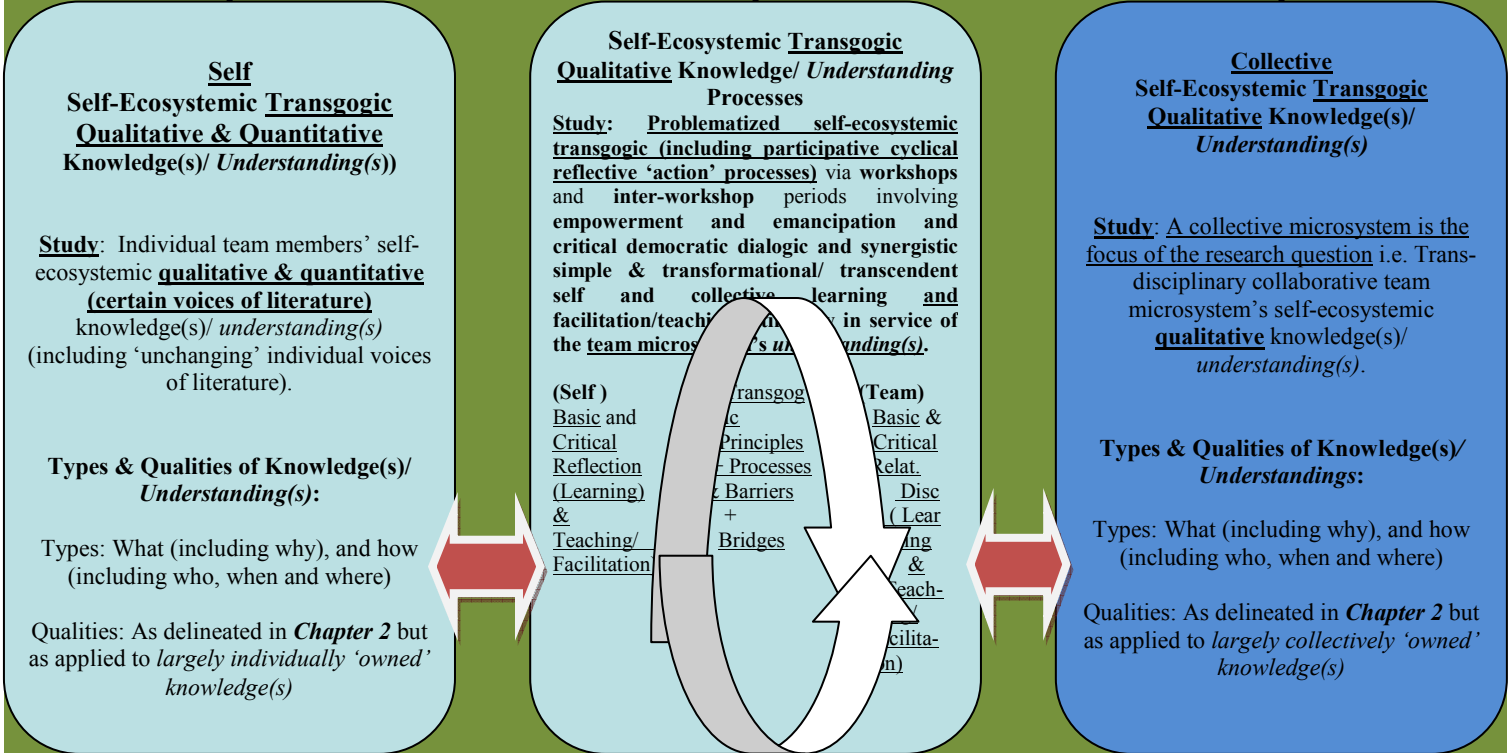
Research Design & Implementation



Epistemology Component

=
Data Construction Product Inputs +
Data Construction Processes
 =
Constructed Data

This Study:
Qualitative Data Construction Product
Inputs
 (including certain Quantitative data)
 +
Qualitative Data Construction
Processes
 =
Qualitative Constructed Data
 =
Answering the Research Question(s)



Chronosystems



Data Construction

Introductory Remarks

Data ‘collection’, data analysis and data verification are key methodology components required for answering the research question(s) (Merriam, 2002; Patton, 2002). The term ‘data ‘collection’ ’ is used with reservation, in that it unfortunately conveys the idea that data is simply there to be collected, and not constructed (Hill, Le Grange & Newmark, 2003). Gough (1999), Newmark (2002) and Hill *et al.* (2003) preferred the term ‘data production’. Furthermore, Merriam (2002) and Patton (2002) noted, that in qualitative research, data ‘collection’ and data analysis are entangled processes with no precise separation. This is particularly true in this study where data ‘collection’ and data analysis, and indeed data verification, are intertwined in a participative meaning-making process. Therefore, I employ the term ‘data construction’ as a term for both the processes of data ‘collection’ and data analysis, with data verification facilitating the trustworthiness thereof. Data construction is also more congruent with the study’s research paradigm(s). This study developed the data construction methods of Biggs (2001; 2005). Furthermore, as method flexibility is appreciated in qualitative research (Terreblanche & Durrheim, 1999), the data construction process was always subject to review in the ultimate service of answering the research question(s) in the most paradigmatically congruent, authentic and comprehensive way. Having outlined the methodological frameworks, this section aims to discuss the study’s various data ‘collection’, data analysis and data verification methods and issues. The separation of these sections should not undermine their interconnectedness. English was employed as the meaning-making language throughout. All participants were fluent and comfortable using English.

Data ‘Collection’

Introductory Remarks

There were two broad types of data ‘collection’, namely data ‘collection’ for the research product, for example, focus ‘groups’ or ‘teams’, and data ‘collection’ for the research process, for example, participant observation. However, there was overlap between the two, for example, the participant’s reflection journal involved product and process reflection. Furthermore, due to the transgogic nature of the study, the data ‘collection’ for the research product varied. Firstly, there was developmental product data ‘collection’ (the individual questionnaires, small focus teams, and the large focus teams of Workshops 1 – 3 and specifically team decisions thereof). Secondly, there was ‘final’ product data ‘collection’, which entailed the last large focus team of the final workshop (with respect to the main and its subordinate and focus research questions). While not the subject of the research question(s),

and having already justified their inclusion, there was similarly research process data, both developmental process data ‘collection’ (for example, the reflection sessions of the workshops) and final process data ‘collection’ (for example, cyberspace). Lastly, there were data ‘collection’ forums (workshops and inter-workshops periods and cyber-forum) which inter alia provided the research space for the enacting of certain of the data ‘collection’ methods. Included in the workshops were other non-data ‘collection’ or facilitation activities such as icebreakers.

Product Data ‘Collection’

While being demarcated as product data ‘collection’, as indicated earlier, there is certain overlap with process data ‘collection’ methods.

Literature Review and Exposition

Essentially, the literature ‘exposition’ of the voices of literature or ‘passive’ participants were discussed extensively in **Chapters 2 and 3**, not warranting repetition here. In addition, the description and sampling of these ‘passive’ participants, has already been elucidated.

Questionnaires

While questionnaires have often been associated with quantitative research, they can be used qualitatively (Merriam, 2002; Patton, 2002). Four questionnaires (*Biographical (Addendum 4 Section 2)*; *‘Self-esteem and Self-esteem Development’ (Addendum 4 Section 3)*; *Implications and Recommendations (Addendum 4 Section 4)*; and *Evaluation (Addendum 4 Section 5)*) were employed at different stages in this study. All the questionnaires involved product data ‘collection’, except for the *Evaluation* questionnaire which will be referred to later in the process data ‘collection’. Specifically, the various purposes of the questionnaires are outlined in **Table 4.9** Most importantly, the *‘Self-esteem and Self-esteem Development’* questionnaire, the focus of this study, acted as a springboard for later engagement. In terms of their design, generally speaking, all the questionnaires were self-designed, although the *‘self-esteem and self-esteem development’* questionnaire was adapted from Biggs (2001). The pilot participants piloted the first two questionnaires and the informed consent form. Useful critical feedback was provided by them and due adjustments made after collaboration with my supervisor. The other two questionnaires were developed in collaboration with my supervisor. Careful consideration was paid to the wording and format, and different colours were used to hopefully stimulate interest. The questionnaires were generally open-ended potentially securing greater in-depth data as demanded by the study, and, as far as possible, there was an attempt to avoid leading questions via broad-based questions. However, questionnaires do not generally offer an

opportunity for in-depth probing (Denscombe, 1998). Nevertheless, two of the questionnaires were also employed via an individual interview which afforded such probing. The administration of the questionnaires is delineated in **Table 4.9**. Participants were given the option of remaining anonymous to the ‘principal’ researcher with respect to the *Biographical* and ‘*Self-esteem and Self-esteem Development*’ questionnaires, although given the small team, their identities were relatively easily identifiable. With respect to the *Implications and Recommendations* and *Evaluation questionnaires*, given the combination of employing the originally designed questionnaire via an individual interview, anonymity was not possible with regard to the ‘principal’ researcher. Please refer to **Addendum 4 Table 4.9** for an outline of the purposes of the questionnaires.

Focus ‘Groups’ or Focus ‘Teams’

Focus groups, the key method of this study, are typically associated with qualitative research, and are widely used (Patton, 2002; Finch & Lewis, 2003). They have found increasing currency in participative and collaborative research (Vaughn *et al.*, 1996; Bhana, 1999; Patton, 2002) such as this study, and new adapted or innovative variations thereof are developing, both in terms of purpose and format (Patton, 2002; Finch & Lewis, 2003). Indeed, in concert with various other innovations of this study, a hybrid version of the ‘traditional’ focus group was employed. Fern (2001:3) noted the importance of matching the focus group to the task:

“... because each focus group project is unique, I have found that it is not productive to offer methodological prescriptions for different types of focus groups. Rather, I depend on the research task to provide clues for how to design the focus group project.”

Generally, Kamberelis and Dimitriadis (2005:887) remarked: “... focus groups are collective conversations ... They can be small or large ...” and focus “on a specific topic” (Patton, 2002:385). They utilise synergistic group processes and the social context of the discussion to reflect upon, and develop participants’ views in the context of others (Patton, 2002). A focus ‘group’ is different to a group interview (Finch & Lewis, 2003). A more natural, real-life context is created via social interaction, with the researcher taking a less controlling role than in a group interview (Kreuger & Casey, 2000 in Finch & Lewis, 2003). Focus groups are versatile and can be used in a workshop setting being combined with small and large activities (Vaughn *et al.*, 1996; Finch & Lewis, 2003) or employed via new formats such as computer-mediated or virtual focus groups (Patton, 2002; Finch & Lewis, 2003). They usually generate high quality data normally extending between 1.5 – 2 hours (Patton, 2002; Finch & Lewis, 2003). While this has provided a generic understanding of focus groups, certain distinctions must be made with respect to the study’s hybrid focus group or so-coined focus ‘team’. Fundamentally, the trans-disciplinary collaborative team theory and practice meant that the goals including problem-solving, decision-making and general functioning thereof necessitated the ‘team’ not ‘group’ dimension, particularly with respect to this being the key data construction method of this study’s team. This hybridisation will be examined as part of specifically relating focus teams to

this study. The purpose of the small focus ‘teams’ was to be part of a systematic transgogic building process, while the large focus ‘teams’ were the key data construction spaces for answering the research questions. The focus ‘teams’ were semi-structured. They were designed and implemented in terms of the small focus teams being employed only during Workshops 1 and 2 (after sufficient team development and to save time), and the large focus teams extending across all Workshops. The data constructions of the teams were recorded via audio-taping. Please refer to **Addendum 4 Section 6** for a more comprehensive delineation of the purpose, design, nature and implementation of focus teams in this study.

Individual Interviews

Individual, face-to-face informal and formal semi-structured interviews were employed. They are common qualitative methods. They generically provide in-depth data (Legard, Keegan & Ward, 2003), afford ease of access, flexibility, privilege voice (Patton, 2002), but can be time-consuming and result in negative interviewer effects (Neuman, 2003). (Individual) face-to-face informal semi-structured interviews were used during the study’s contracting period, assisting with participant selection, for example, establishing their assessment of their knowledge. These were preparatory process interviews, and were not involved in securing product data. While informal interviews are often unstructured, for example, informal conversational interviews delineated by Patton (2002), and formal interviews are generally structured, O’Leary (2004) noted that unstructured, semi-structured and structured interviews may vary along a formal-informal continuum. Individual, informal semi-structured interviews were appropriate for this purpose as they created a more natural, relaxed and non-threatening space for potential participants (O’Leary, 2004). They were divided into a brief initial interview encounter followed by a longer interview where inter alia contracting was finalised. With respect to the longer interview, in two instances, for convenience reasons, two potential participants were interviewed at once. Individual (face-to-face) formal semi-structured interviews were employed after the final workshop as a method for answering two workshop questionnaires, namely the *Implications and Recommendations* and *Evaluation* questionnaires (please refer to **Addendum 4 Table 4.9**). In terms of the former, it involved product data ‘collection’, while in terms of the latter it entailed process data ‘collection’. In addition, the trans-disciplinary collaborative team criteria, as outlined in the observation schedule (please refer to **Addendum 4 Table 4.10**), was also employed within these interview spaces, as part of the evaluation of the study and examining whether, according to the participants, these criteria had indeed been met. Please refer to **Addendum 4 Section 7** for further elucidation of the interviews.

Personal Reflection and Reflection Journal

Personal reflection was formally used during Workshops 3 and 4 as part of the developmental product data ‘collection’. It involved brief periods for general reflection and/or the digesting of one or many different sources relating to the topic. It was important in these workshops to give participants a personal space, particularly when a large number of sources of information needed to be critically engaged with. It also afforded participants an independent space for possibly developing their positions, especially in later workshops when there were no questionnaire and/or small focus teams as stepping stones to the large focus team. Participants could reflect in any manner they wished within the workshop venue. Indeed, they could also engage in dual reflection with other participants.

An extension of personal reflection occurred during the inter-workshop periods via a personal reflection journal (please refer to **Addendum 4 Section 8**). A reflection journal can be a valuable qualitative research instrument for reflection on practice, context and personal issues (Gray, 2007). The journal was divided into two main sections. The first section aimed to offer participants the space during inter-workshop periods to reflect upon the workshop focus questions and discussions and was based on the ‘*self-esteem and self-esteem development*’ questionnaire. It included the opportunity for participants to consider, integrate and register insights from their own practice and context(s), and that of the literature they may have read. The reflections were ultimately intended to act as a resource for their continued trans-disciplinary teamwork at the different workshops, and writing them down could act as a reference. The second section offered participants the space for reflections on the study and its process(es). The complexities and subjectivities and/or actions of the study’s approach ethically and otherwise meant that participants were encouraged to constantly engage as reflective practitioners in terms of the research process and product (King, 1996; Smith, 1996; Patton, 2002) to augment the trustworthiness and value of the research (Niemann, Niemann, Brazelle, van Staden, Heyns & de Wet, 2000). It was assumed that most of the participants in this study are in professions where reflection or critical reflection has become an important part of their professional activity. Critical feedback was important. This reflection journal offered inter-workshop spaces for this purpose, complementing the reflection and evaluation sessions during the workshops, certain other feedback offered by participants at different stages, and the final *evaluation* questionnaire-interview at the end of the study which constituted the final process data. Furthermore, the individual journal reflection (coupled with the final evaluation questionnaire- individual interview) allowed for the registering of evaluative feedback different from the team space of the workshops, with the latter possibly inhibiting certain responses. Even though participants did not have to reveal their names on their journals, it was ethically important to inform them at the start, that any personal reflection which they did not wish to be read by the ‘principal’ researcher should be recorded elsewhere. The reflection journals were to be handed to the ‘principal’ researcher at the final workshop.

Process Data ‘Collection’

Literature Review

A literature review was conducted in terms of the voices of literature or the ‘passive’ process participants in *Chapters 2 and 4*. They contributed to the research design and implementation. The active process participants also assisted during the study. In addition, the description and sampling of these ‘passive’ process participants, has previously been elucidated.

Questionnaire and Individual Interview

The *Evaluation* questionnaire (**Addendum 4 Section 5**) was employed after Workshop 4 via an individual interview to secure process data ‘collection’.

Participant Observation

Observation, a sine qua non of qualitative research (Denzin & Lincoln, 2000 in Strydom, 2005), was employed. Merriam (2002) rightly noted that observation must have a purpose, and be deliberate and systematic. Observation was essentially utilised as a facilitation tool, monitoring general workshop functioning specifically team functioning and development in terms of trans-disciplinary collaborative teams. It was employed formally during the small focus teams and informally during the large focus teams, to assist in assessing whether the trans-disciplinary collaborative team criteria had been met. It was also checked during the evaluation questionnaire-interview. The largely qualitative observation schedule (please refer to **Addendum 4 Table 4.10**) was self-designed. However, the schedule’s criteria for trans-disciplinary collaboration were derived from literature (Denscombe, 1998). Please refer to **Addendum 4 Section 9** for a more comprehensive outline of this section.

Field Notes/ Memos and Meta-Notes/Memos

Field notes/ memos are an important part of qualitative research (Henning *et al.*, 2004). They can assist in documenting important aspects of the research process, and thereby aim to augment the process and product. Given the interconnectedness between the data ‘collection’, analysis and verification, these and the meta-notes/ memos involved all three. The field notes in this study consisted of thoughts and/or general observations I had during the entire research process about the study process and product. This included any changes in the research design during its implementation. They were recorded on various pieces of paper and kept in a central place for future consideration. Furthermore, the complexities and subjectivities and/or actions of the qualitative

approach, ethically and otherwise necessitate that, crucially, researchers must constantly engage as reflective practitioners (meta-level) (Denscombe, 1998; Patton, 2002) to ameliorate the trustworthiness of the research (Denzin & Lincoln, 2005). Meta-notes/memos were therefore made by the ‘principal’ researcher sometimes with the aid of the assistant facilitator who acted as a critical peer and/or friend. The meta-notes involved critical reflexivity, including self-reflexivity and reflexivity about the participants as related to the process and product and the ethics thereof (Patton, 2002). It also included reflecting on my field notes. They incorporated what I term ‘meta-moments’ as well as more extended periods of meta-level reflections. For supervision, my supervisor also requested a reflective summary after a workshop.

Data ‘Collection’ Forums

Workshops and Inter-Workshop Periods

Workshops are particularly useful forums for participatory and developmental activities (Chambers, 2002; Leach, 2003b in Ferreira, 2006). They provided the key research space of this study and for the multiple methods. All four implemented workshops are fully delineated in **Addendum 4 Section 10**. As noted earlier, they were somewhat emergent and subject to change within a qualitative, participatory approach. It is important to note that while three workshops were initially envisaged, an additional workshop was agreed upon by the team to complete the study. The period between the first and fourth workshop also lengthened to six months due to the additional workshop and the need for accommodating all team members. Generic issues regarding planning, resourcing, structure and facilitation will be briefly addressed, including with respect to the inter-workshop periods. The work of Chambers (2002) offered certain useful advice.

The workshop phase extended over six months with the inter-workshop periods varying in length. As discussed, flexibility was critical within certain limits. While the ‘principal’ researcher played a prime role, the team ultimately co-determined the pace, structure and number of the workshops, and agreed that the structure and processes had answered the research question(s). Each workshop had a particular purpose and was structured accordingly with respect to the general and specific frameworks and requirements. The first stage or Workshop 1 attempted to begin unpacking the active participants’ (excluding the ‘principal’ researcher who only acted here as a general process facilitator, and the voices of literature who were not introduced yet) understandings. This non- or limited-participation of the ‘principal’ researcher and voices of literature, and semi-structured approach, at the start of the research process, was important in terms of the principal researcher’s attempt to empower the participants from the start by valuing and privileging their voices without the possible interference of other voices (particularly the voices of academic literature which often wield considerable authority

and influence on understanding). The complicated nature of the topic and difficulty in sometimes verbalising important tacit knowledge (Stevenson, 2001) meant that it may take time to unpack such understandings and also underscores the importance of this first stage of the research. Moreover, there was a progression from the questionnaire to small focus teams to large focus team. The first workshop also provided a ‘baseline’ understanding for comparative purposes with the other workshop data constructions. At the start of the second stage or Workshops 2 – 4, the data from the first workshop, which had been further analysed, was presented to the participants as their initial working ‘model’ of understanding(s). Member checks assisted verification. Workshops 2 – 4 aimed to continue the unpacking of their facilitated understanding(s) and moreover, primarily allowed participants’ the opportunity to critically reflect upon and engage with the voices of literature. The ‘principal’ researcher and voices of literature started their respective active and ‘passive’ participation from Workshop 2 onwards. The ‘principal’ researcher’s participation thereby increased (from that during the first workshop) by introducing the voices of the academic literature and also acting as an ‘equal’ team member. Having a considerable knowledge of the topic, ethically, he had to be wary of ‘contaminating’ or unduly influencing the constructions and therefore needed to constantly reflect on this potential reality. In terms of the voices of literature or ‘passive’ product participants, the 32 articles and/or readings were all first given to each active participant at the end of Workshop 1. Please refer to **Addendum 4 Section 11** for a list of the articles and/or readings.

Please note that certain references relate to entire books which were reflected there owing to the fact that various sections thereof were provided to the team members. The articles and/or readings afforded participants the space to consider them in the inter-workshop period. The articles and/or readings also offered direct and more comprehensive access to the voices rather than the ‘principal’ researcher’s limited and subjective summaries (not that the selection of articles did not involve certain subjectivities). Furthermore, the ‘principal’ researcher attempted to balance the different viewpoints represented in these articles and/or readings. Nonetheless and moreover, having extensively reviewed the relevant literature, respectively during Workshops 2 and 3, the ‘principal’ researcher introduced the voices of literature via literature presentations based on the literature summaries. The literature summary was given to participants after it had been presented during the relevant workshops and as a future reference for all the workshops. The most time was spent on focus questions 1.1 and 2.1 as they were viewed by the team as the fundamental organising conceptualisations for each respective dimension. As in the first workshop, during Workshop 2, small focus teams and then a large focus team were employed. However, as justified earlier, the small focus teams were dispensed of in Workshops 3 and 4. By the end of the second stage the ‘final’ model had been developed which incorporated the voices of literature. The team’s understanding(s) had gone through various stages of development.

As Finch and Lewis (2003) noted with respect to intervening periods between focus groups, or inter-workshop periods in this study, the time between workshops offered participants the space for further reflection and/or 'action' in context. It also allowed for appropriate planning by the 'principal' researcher including data analysis between workshops. The variation in inter-workshop periods was due to scheduling reasons. It had possible benefits and drawbacks. For example, the considerable time between the third and final workshop was valuable in one respect, in that it gave participants an extended period to reflect and/or 'act' within context before the model was finally adopted in Workshop 4. A possible drawback was participants forgetting specific model details. To compensate, near the end of this inter-workshop period, they were provided with the previous workshop understanding(s) as a reference, and the updated version was provided at Workshop 4.

Planning and Resourcing

Given the complexity of the research question(s) and design, the workshops, and to a much lesser extent inter-workshop periods, required immense planning. Please refer to **Addendum 4 Section 12** for details of the general workshop facilitation issues, tools and practices.

Structure and Facilitation

The hybrid transgogic, participative 'action' approach and structure and facilitation of the workshop and inter-workshop periods series were examined in *Chapter 2 and earlier in this Chapter*.

Cyberspace

The development of focus groups or teams has ushered in new forums for such groups (Patton, 2002; Finch & Lewis, 2003). Finch and Lewis (2003) stated that group based research is usually physical but not always, and may be virtual. For example, teleconferencing or online computer-mediated groups are now popular (Bloor *et al.*, 2001 in Finch & Lewis, 2003; Patton, 2002). They can be synchronous which typically occurs via chat software where all participants are online at same time. Alternatively, they may be asynchronous which entails participants making comments when convenient (Finch & Lewis, 2003). This study employed asynchronous electronic mail for communication between myself and the team. I also employed electronic mail to communicate with international authorities.

Data Analysis

General Conceptualisation

It is important to first provide a general conceptualisation of 'data analysis'. The data analysis process is a fundamental dimension of any research as it aims to answer the research question(s) (Patton, 2002). Henning *et al.* (2004) stated that qualitative data analysis is a continuous, emergent and non-linear process, with Spencer, Ritchie and O'Connor (2003:199) commenting that "it requires a mix of creativity and systematic searching, a blend of inspiration and diligent detection." McMillan and Schumacher (1997: 505) concurred:

"Analysing qualitative data is an eclectic activity; there is no one 'right' way...each analyst must find his or her own style of intellectual craftsmanship. Although ... the researcher is not allowed to be limitlessly inventive ... analysis is some type of higher-level synthesis."

Traditionally, qualitative research adopts an inductive analytic approach which may be objectivist (positivist) (for example, Glaser & Strauss's (1967)), or subjective/inter-subjective (interpretivist/constructivist/ionist) (for example, Charmaz, 2006) in nature (Charmaz, 2006; Ellingson, 2008). It typically employs a constant comparative method to seek patterns, code and thereby develop multiple levels of abstraction which accurately represent the complex data (Merriam, 1998; Willig, 2001; Neuman, 2003; Henning *et al.*, 2004; Snape & Spencer, 2003; Charmaz, 2006). Hence, coding involves the organising of data into units of meaning during the data analysis process (Henning *et al.*, 2004). Strauss and Corbin (1990:57 in Henning *et al.*, 2004:131-132) delineated three incremental types of coding encompassing these levels of abstraction:

"Open coding refers to naming and categorising phenomena through close examination of the data ... Axial coding is the part of the analytic process where the researcher puts the parts of the data identified and separated in open coding back together in new ways to make connections between categories or the codes ... The focus falls on the relationship between categories or codes... Strauss and Corbin (1998:143) write that selective coding involves the process of selecting one main core category and relating the other categories to it. It implies the process of integrating and refining categories."

Selective coding involves the highest level of abstraction. Such coding can lead to the development of theories and models. A theory, as defined by Kerlinger (1986 in McMillan & Schumacher, 1997: 8) is "a set of interrelated constructs and propositions that specify relations among variables to explain and predict phenomena." A model, according to Pidd (2003:12), is "an external and explicit representation of a part of reality as seen by the people who wish to use that model to understand, to change, to manage and to control that part of reality." However, there is certain disagreement concerning the distinction and relationship between models and theories, for example, do theories emerge from models (Dubin, 1969 in de Vos, Schulze & Patel, 2005) or vice versa (Kerlinger, 1986 in de Vos *et al.*, 2005) and are models more abstract and less specific than theories (de Vos *et al.*, 2005). Models have also been viewed by some as performing a more heuristic function with theories being fundamentally explanatory (Mouton & Marais, 1990 in de Vos *et al.*, 2005). Nevertheless, in qualitative research, so-called 'new' grounded theories or understandings are derived which are

‘grounded’ in the empirical reality of the study (Denscombe, 1998; Patton, 2002; Charmaz, 2006). The theories are typically idiographically as opposed to nomothetically oriented (Babbie & Mouton, 2001).

Study’s Data Analysis

In discussing the specific data analysis process in this study, it is important to specifically examine various key components thereof. As noted earlier, qualitative data analysis invites a certain degree of creativity to best answer the research questions. This hybrid study required considerable creative yet systematic data analytic approaches.

Data Analysis Purposes

As noted earlier, due to the transgogic nature of the study, data ‘collection’ and hence data analysis can be differentiated with respect to the research product and process. A matrix of four data analysis purposes can be delineated. Please refer to **Table 4.11**.

Table 4.11: Data Analysis Purposes

DATA ANALYSIS PURPOSES	Research Product	Research Process
Developmental	Developmental product data analysis (for example, the data analysis of the individual questionnaires and small focus teams) was conducted and performed a transgogic function or reference for future education and development. This also included the large focus teams of Workshops 1 – 3 and specifically team decisions thereof. The data was analysed and employed during subsequent workshop activities, and in the case of the large focus teams, during subsequent workshops. It was conducted in a more informal manner during the actual workshop and team functioning, and formal manner, with respect to the large focus teams, during the inter-workshop periods.	While not the subject of the research question(s), there was similarly developmental process data analysis (for example, the informal analysis of the research process during the reflection sessions, and the more formal analysis of these sessions by the ‘principal’ researcher after a given workshop). This aimed to provide data about process barriers and bridges which when addressed could augment the research process.
Final	Final product data analysis was conducted with respect to the large focus team of Workshop 4 in order to answer the final research questions. It was	While not the subject of the research question(s) there was similarly final process data analysis, for example, the analysis of

	<p>conducted in a more informal manner during workshop team functioning, and formal manner after the respective workshop.</p>	<p>the individual team member's responses to the evaluation questionnaire. This aimed to provide data about the research process and the quality thereof in answering the research question(s). The analyses were conducted in a formal manner.</p>
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Data Analysis Approach and Processes

The data analysis approach and processes are discussed in detail hereafter. In terms of the data which was analysed, it is important to highlight that while there were individual contributions within the team, the research question(s) dictated that it was the team or group which was to be the unit of focus. Hence, as Spencer, Ritchie and O'Connor (2003:199) remarked: "The group therefore becomes the unit of analysis and will be treated in the same way as a unit of individual data." Nevertheless, distinguishing between individual and team data, like many other aspects of qualitative research, is (Spencer *et al.*, 2003) and was not a 'perfect' process. There was not necessarily always clear agreement on every dimension. The importance of member checking team decisions during any given large focus team (for example, "does everyone agree that ...") as well as in subsequent workshops with respect to previous workshop understanding(s), was important in attempting to make such distinctions. The use of an assistant facilitator and scribe to note such team decisions, which may not have been recorded on the audiotapes, was additionally valuable. Moreover, the theoretical complexity of the topic complicated data analysis. In terms of data analysis approaches, while there is certain variance in terms of defining them, coding was also conducted employing a hybrid content and/or thematic analytic approach. Furthermore, a hybrid inductive analytic (subjective/inter-subjective) approach with deductive dimensions was adopted in this study. Most notably during the formal data analysis in the inter-workshop periods, a constant comparative method was employed to seek patterns and develop multiple levels of abstraction to accurately answer the research questions. There were various caveats which distinguished this hybridisation.

- Qualitative research's non-linear (Henning *et al.*, 2004), 'moving back and forth' (McMillan & Schumacher, 1997: 501-502), and interconnectedness of the so-called data 'collection' and data analysis processes (Merriam, 2002; Patton, 2002) were particularly pertinent in this transgogic study. Within the transgogic collaborative meaning-making processes of the workshops, both data 'collection' and analysis (or collectively data construction) were continuously and concurrently operating via a hybrid transgogic 'collection'- inductive-

deductive analytic (construction) complex on a more natural or informal level. There was a particular 'back and forth' engagement with the informally (workshops) and formally (mainly inter-workshops) analysed codes (open, axial and/or selective coding levels) of old and newly 'collected' data. This 'back and forth' with the team's meaning and/ or codes involved engagement within and across different code levels. Given the inclusion of the voices of literature, from relatively early on, certain data 'inputs' were likely more readily introduced into the transgogic processes at a more abstract or selective coding level (for example, a code like microsystemic). Nevertheless, the inductive dimension involved working from the specific to the general, for example, "I think that observation (possible open coding) in the classroom is one method of assessment ... qualitative assessment (possible axial/ selective coding) is important." The deductive dimension entailed unpacking the general to the specific, for example, "you said school (possible axial code) influences self-esteem, what do you mean by school factors? ... educators, learners (possible open codes) ...". The 'principal' researcher, and others, could also check codes, for example, "you mentioned siblings and parents as factors (possible open codes), are you then talking about family factors? (possible axial code) ...". Moreover, besides this across code level engagement including analysis, engagement also entailed discussions within meanings or code levels. For example, at a possible axial level, mentioning school factors and then discussing other such possible axial level factors. Achieving theoretical congruence between and within the various codes was a key task of the team in terms of ultimately developing a congruent model. This was particularly important in Workshop 4 which essentially involved the 'final' member checking, engagement and refinement of the previous workshop understandings and model thereof. Nonetheless, the use of the terms open, axial and selective coding is in some senses slightly different to their traditional employment (particularly open), and in this study primarily denotes levels of abstraction. Furthermore, owing to the team nature, the team guided the discussions, for example, they wanted to discuss focus questions 1.1 and 2.1 for longer periods, and hence also the analysis thereof. There was essentially no set or 'finally' 'collected' and analysed data until the end of the study.

- More formally during the inter-workshop periods, each workshop's data 'collection' and analysis (or collectively data construction) from the large focus teams, was formally analysed further by the 'principal' researcher and critical or 'independent' coder and then presented at the start of the subsequent workshop to be member-checked by the team (as 10 critical peers), and subsequent re-engagement therewith. Given the key distinction that this analytic process differed from the workshop process in that it was not underpinned by transgogy and its intrinsic analytic processes, this approach was generally a more inductive analytic approach from open to axial to selective coding while still dealing with the many levels of coding abstractions constructed in the workshops. For example, I and the critical or 'independent'

coder did not have to necessarily originally ascribe the possible selective coding term of microsystemic to the data, in that the voices of literature and/or active participants had already introduced it during the workshops. Nonetheless, the critical or ‘independent’ coder was independent in that she was not an active product participant, and she would code independently and then we would meet to reach a consensus. I agree with Henning *et al.* (2004) who argued that it is better to have someone who is part of the context acting as the critical coder (in this study an active process participant or assistant facilitator), in that being part of the context would enable her to more accurately make sense and hence code the contextually constructed understandings thereof. Nevertheless, specifically, Workshop 1’s large focus team data constructions were initially analysed and presented at a more open coding level, as the ‘principal’ researcher did not want to lose and/or underplay the rich detail of their understandings, as this would be important for the team’s subsequent engagements with the voices of literature. However, Workshops 2 – 3’s large focus team data constructions were presented to the team at their respective subsequent workshops for member checking and further engagement in an analysed form which included open, axial and selective coding. This allowed the team to verify and then work with all three levels in a dynamic reciprocally engaging manner. The development of the ultimate model in Workshop 4 meant that while there was always engagement on all levels of abstraction, the more model ‘equivalent’ level such as the selective coding level, became the key focus. During these formal inter-workshop analyses, the ‘principal’ researcher and critical or ‘independent’ coder, particularly for the final Workshop or the last chance for deciding upon, also made notes regarding possible unclarified issues and theoretical incongruence which could be engaged with during the subsequent workshops. This ‘auditing’ of the constructed data in terms of logical reasoning frameworks, was crucial in attempting to detect certain possible incongruities. The inter-workshop period gave me and the critical or ‘independent’ coder the space to do so, as the limited workshop period did not necessarily allow any one of us a comprehensive space to process and reflect. Returning our thoughts to the team thereafter was essential for the team’s consideration and decision. I stated in *Chapter 1*, that examining theoretical congruence was one of the possible skills with which I could assist the team. Finally, after Workshop 4, the ‘principal’ researcher and critical or ‘independent’ coder further analysed the model integrating Workshop 4’s contributions.

- Collectively it was not a traditional inductive process where typically data is ‘collected’ and then formally analysed by the researcher coding it from open to selective. Given the transgogic dimension, it was rather a hybrid process as described earlier. A ‘final’ hybrid grounded theory (and meta-theory) or model was developed drawing on ‘final’ selective coding from empirical and non-empirical, primary and secondary, and largely qualitative data. In this study a model and theory were both conceptualised as being explanatory and

heuristic and with each potentially informing the other. In terms of heuristic, both were to be employed and ‘tested’ or evaluated at a later date. However, a model was conceptualised as more abstract and/or less specific than a theory. By hybridising the mainly ‘outside’ voices of literature (idiographic and nomothetic) with local and/or contextual understandings (largely idiographic), ‘new’ hybrid (idiographic-nomothetic) grounded theories and/or models or understanding(s) were developed via the hybrid collaborative team, with the data construction decision-making ultimately resting in the hands of the local, contextual or active participants. Relatedly, the study’s research paradigm(s), which inter alia acknowledges subjectivities, means that the grounded theories are constructivist/ionist in nature which may include certain objectivities.

- It is important to note that due to the constant transgogic process, that not all data constructions across the entire process can be reported and analysed as that would be too voluminous. Hence, only the ‘final’ research product data constructions of Workshop 4 will be presented in **Chapter 5** of this thesis. Furthermore, only a Workshop 4 transcription has been provided in **Addendum 4 Section 6**, as this was the ‘final’ research product data constructions or research question answers, even if it did not represent the many critical discussions of the former workshops, but rather the refinement and ‘final’ agreement. Nevertheless, three examples across the study can be reported to illustrate the process which eventually resulted in the ‘final’ research product data constructions. Firstly, during Workshop 1, the team without the voices of literature answered the research questions in order to privilege their tacit and/ or local and/or contextual understandings before they were possibly ‘contaminated’ by the voices of literature. For example, the team noted that defining and conceptualising ‘self-esteem’ would entail “valuing, rating and judging yourself” or “acceptance of yourself” or “sense of self-worth”. In addition, in terms of the self-esteem statuses, the team decided that positive or negative self-esteem seems the most acceptable term but all terms are interchangeable. Other terms they mentioned were low or high self-esteem, good or bad self-esteem, genuine self-esteem, healthy or unhealthy self-esteem, and strong and weak self-esteem. Secondly, there was critical discussion across all the workshops. For example, one of the most salient critical discussions was about the aim of self-esteem and meta self-esteem development and what status type of self-esteem and meta self-esteem was to be achieved. Two positions emerged about the ultimate aim, namely, aiming to develop healthy meta self-esteem versus aiming to develop high healthy meta self-esteem. After considerable debate, a democratic vote was held where importantly every voice, including the ‘principal’ researcher’s, had equal power to determine the team’s understanding. Voting was only used after there was sufficient debate. Furthermore, without voting, it would be difficult to reach agreement or to finish the study. Thirdly, an example of the transgogic process specifically including the transformational learning dimension thereof, was that of the team’s

development of meta self-esteem. Specifically, the team transformed via transgogy the conceptualisation of meta self-esteem from a definition into a unique matrix of the four types of meta self-esteem statuses, namely low unhealthy, high unhealthy, low healthy and high healthy. For example, the team also linked the status of high unhealthy to gang leaders in their local contexts. These are all examples of what the team achieved in eventually answering the research questions.

- While not the focus of the research questions, the developmental and final process data analyses were conducted with the purposes thereof outlined earlier. They were done in a more informal manner during the workshops and more formal manner during the inter-workshop periods. The data was constantly fed back into the research process to augment it. A formal final process data analysis was conducted post-workshop 4 of the team's large focus team sessions. The data from the individual interviews was also analysed by the 'principal' researcher thereafter, as were his field-notes and meta-notes.

Data Verification

Lincoln and Guba (1985 in Babbie & Mouton, 2001) espoused that trustworthiness, is the key criterion of good and quality qualitative research, and to effectively answer the research questions. It entails persuading the reader or audience of the research's legitimacy and value (Lincoln & Guba, 1985 in Babbie & Mouton, 2001 and in Strydom & Delpont, 2005). The 'crisis of legitimation' (Denzin & Lincoln, 2005) or the ethical challenge of 'speaking for others' (Pendlebury & Enslin, 2001), must be conquered to secure 'trustworthiness'. In accordance with the qualitative approach, various data verification methods can employed in terms of addressing a study's trustworthiness, and its sub-components of credibility, transferability, dependability, confirmability and authenticity (Lincoln & Guba, 1985 in Krefting, 1991 in Key, 1997:5; Babbie & Mouton, 2001). However, there are certain variations in the conceptualisations thereof, for example, O'Leary (2004:56) viewed credibility or "power to elicit belief" as the over-arching construct with authenticity replacing Lincoln and Guba's 'credibility'. Please refer to **Addendum 4 Table 4.12** for conceptualisations of the components of 'trustworthiness'. Moreover, in this study, numerous data verification methods were used, and are summarised in **Table 4.13** hereafter.

Table 4.13: Data Verification Methods for Achieving Criteria

This Study's Methods for Achieving Criteria

Credibility

Numerous methods were employed in an attempt to ameliorate credibility.

- Detailed the 'principal' researcher's 'authority' in terms of this topic of research; the 'principal' researcher having engaged in research on the topic before likely enhanced his and the study's credibility (Guba in Krefting, 1991 in Key, 1997; Babbie & Mouton, 2001, Ferreira, 2006).
- Comprehensively stated the research questions, design and implementation, de-limitations and limitations for clarity and transparency reasons e.g. the participatory degree of the study's design was clarified.
- Credibility is inter alia often associated with the Richardson-coined construct of crystallization. Crystallization is a process which aims to provide (a) complex, deeply reflective, but admittedly partial understanding of the topic as envisaged by any credible qualitative research (Ferreira, 2006; Ellingson, 2008), and indeed by this study's meta-theory. Attempts to augment crystallization were infused in some of the subsequently-mentioned credibility-enhancing methods.
- Employed a wide range of data 'collection' methods via four workshops (Guba in Krefting, 1991 in Key, 1997; Babbie & Mouton, 2001, Ferreira, 2006). While not achieving traditional data saturation (given the transgogic nature of the research), this offered prolonged and extensive engagement with the topic and hence for substantial voicing, learning and decision-making by all. In so doing, used different and similar questions to elicit complex realities including nuances and different opportunities to answer similar questions (e.g. a range of different focus questions were employed but there was some overlap or similarities between these and other questions). This all assisted to enhance crystallization and provide a comprehensive and 'true' reflection of the team's understanding(s) at a given time and space.
- Used various hybrid data analysis methods and/or opportunities including a critical or 'independent' coder, and involving the participants in such processes including informal and formal member checking (Guba in Krefting, 1991 in Key, 1997; Babbie & Mouton, 2001; Ferreira, 2006).
- Referential adequacy (Babbie & Mouton, 2001; Ferreira, 2006) was addressed by documenting data 'collection' and analysis processes e.g. making field notes, extensively recording the data via audio-taping, transcription thereof and scribing, and offering examples of the coding processes (Guba in Krefting, 1991 in Key, 1997; Durrheim & Wassenaar, 1999; Babbie & Mouton, 2001, Ferreira, 2006).
- Although an active participant and legitimately contributed to the research product, the 'principal' researcher's research biases and/or positionality (e.g. belief in self-ecosystemic inclusion theory and choice of voices of literature) were detailed for transparency reasons (O'Leary, 2004; Ferreira, 2006). Reflexivity (Guba in Krefting, 1991 in Key, 1997; Babbie & Mouton, 2001, Ferreira, 2006) including critical reflection by 'principal' researcher (e.g. meta-notes), critical peer (e.g. via de-briefing), and all the other research participants (who were also essentially critical peers) (e.g. via reflection and evaluation sessions) ameliorated the research process, its transparency and credibility. Inter alia, this was particularly important given the participatory design, and, for example, the need to monitor the 'principal' researcher's power.
- Employment of different and detailed data reporting and presentation providing a thick description of the research

process and products, and in so doing, offering a credibility audit trail of the data processes used to construct the data products (Guba in Krefting, 1991 in Key, 1997; Babbie & Mouton, 2001, Ferreira, 2006).

Transferability

Various methods were used to augment the ability of the reader to ascertain transferability.

- Clear delineation of the research participants, the concomitant purposive sampling used, and contexts, so the reader is able to make a comparison between the sending and receiving contexts (Guba Krefting, 1991 in Key, 1997; Durrheim & Wassenaar, 1999; Babbie & Mouton, 2001, Ferreira, 2006).
- Thick descriptions of the research process and product were also provided in order for the reader to make aforementioned comparisons (Guba Krefting, 1991 in Key, 1997; Durrheim & Wassenaar, 1999; Babbie & Mouton, 2001, Ferreira, 2006).

Dependability

Various methods were employed to ameliorate dependability.

- As is evident from the very detailed reporting of the research (e.g. four workshop plans in **Addendum 4 Section 10**), well-documented and thick descriptions of the research process and hence resultant pathway to the product were provided offering a dependability audit to establish the extent to which the data constructed was derived from the reported process (Guba Krefting, 1991 in Key, 1997; Durrheim & Wassenaar, 1999; Babbie & Mouton, 2001, Merriam, 2002; Ferreira, 2006). This included referential adequacy (Babbie & Mouton, 2001; Ferreira, 2006) which has already been outlined in the credibility section.
- Used various hybrid data analysis methods and/or opportunities for verification (Guba in Krefting, 1991 in Key, 1997; Babbie & Mouton, 2001; Ferreira, 2006) as discussed in the credibility section.
- Although an active participant, the ‘principal’ researcher’s research biases and/ or positionality were detailed (O’Leary, 2004; Ferreira, 2006) and relevant reflexivity (Guba in Krefting, 1991 in Key, 1997; Babbie & Mouton, 2001, Ferreira, 2006) employed as explained in the credibility section.

Confirmability

Various methods were employed to augment confirmability.

- Well-documented, thick descriptions of the research process and hence resultant pathway to the product were provided offering transparency and an confirmability audit to establish the degree to which subjectivity played a role (Guba Krefting, 1991 in Key, 1997; Durrheim & Wassenaar, 1999; Babbie & Mouton, 2001, Merriam, 2002; Ferreira, 2006). This included referential adequacy (Babbie & Mouton, 2001; Ferreira, 2006) as outlined in the credibility section.
- As an active participant, the ‘principal’ researcher’s subjective views will have impacted the data. However, this had to be appropriately de-limited to the relevant dimension of the study’s design and not inappropriately extended to other aspects. For example, the ‘principal’ researcher’s subjective views were legitimately expressed within large focus teams but were not to inappropriately contaminate certain aspects of the data analysis process. Hence,

the 'principal' researcher's biases and/or positionality were detailed (O'Leary, 2004; Ferreira, 2006) and reflexivity (Guba in Krefting, 1991 in Key, 1997; Babbie & Mouton, 2001, Ferreira, 2006) conducted as outlined in the credibility section.

Data verification is clearly an ethical imperative which must be addressed from the outset to the conclusion of any given research, not as an afterthought. All research design decisions and actions, including data 'collection' and analysis, must be evaluated in terms of these quality criteria (Denscombe, 1998). As evidenced, considerable effort was invested in attempting to ensure that these criteria were met in this study. Furthermore, the value of this study will be conducted in *Chapter 6*.

Study Phases and Processes

The study phases of the research design and implementation were divided into three phases, namely: Pre-Workshop, Workshop (and Inter-Workshop) and Post-Workshop. Systematically delineating these phases and respective processes are crucial inter alia for the previously-examined data verification criteria.

Pre-Workshop Phase

The pre-workshop phase consisted of various steps and tasks.

- Following my initial idea, which essentially stemmed from my previous research in this area (Biggs, 2001; 2005), a preliminary literature review further isolated gaps in the literature and generated broad research possibilities and question(s). After various options were debated, provisional research questions were set and a proposed generic research design formulated. Thereafter a more comprehensive literature review was conducted for the 'non-product' areas of the study, and an extensive literature exposition detailing the study's 'product' fields. Nevertheless, given the volume of the literature, both the literature review and exposition continued throughout the different study phases.
- Permission was obtained from the relevant University of Stellenbosch authority, namely my supervisor, and the Western Cape Education Department (**Addendum 4 Section 13**). This was subsequently officially extended. The EMDC Director, relevant EMDC Pillar Heads and principals of participating schools were also informed and permission secured. All participants ('active', 'process' and pilot and alternate) were selected. The pilot participants piloted the first two questionnaires and informed consent form. After changes, the informed consent (**Addendum 4 Section 14**), a comprehensive document giving credence to the descriptor 'informed' (Homan 2001; Pring, 2001), was signed by the 'active' participants.

Their rights, the expectations and benefits of their participation, and so forth were discussed during this contracting period. However, there were limitations. For example, while every effort would be made to ensure anonymity, this could not be absolutely guaranteed, particularly given the team nature of the study. Moreover, one of their rights was to re-negotiate certain contractual matters during the workshops, such as anonymity. The biographical questionnaire was also handed to participants for completion before Workshop 1. The active process participants also signed research assistant contracts (**Addendum 4 Section 15**).

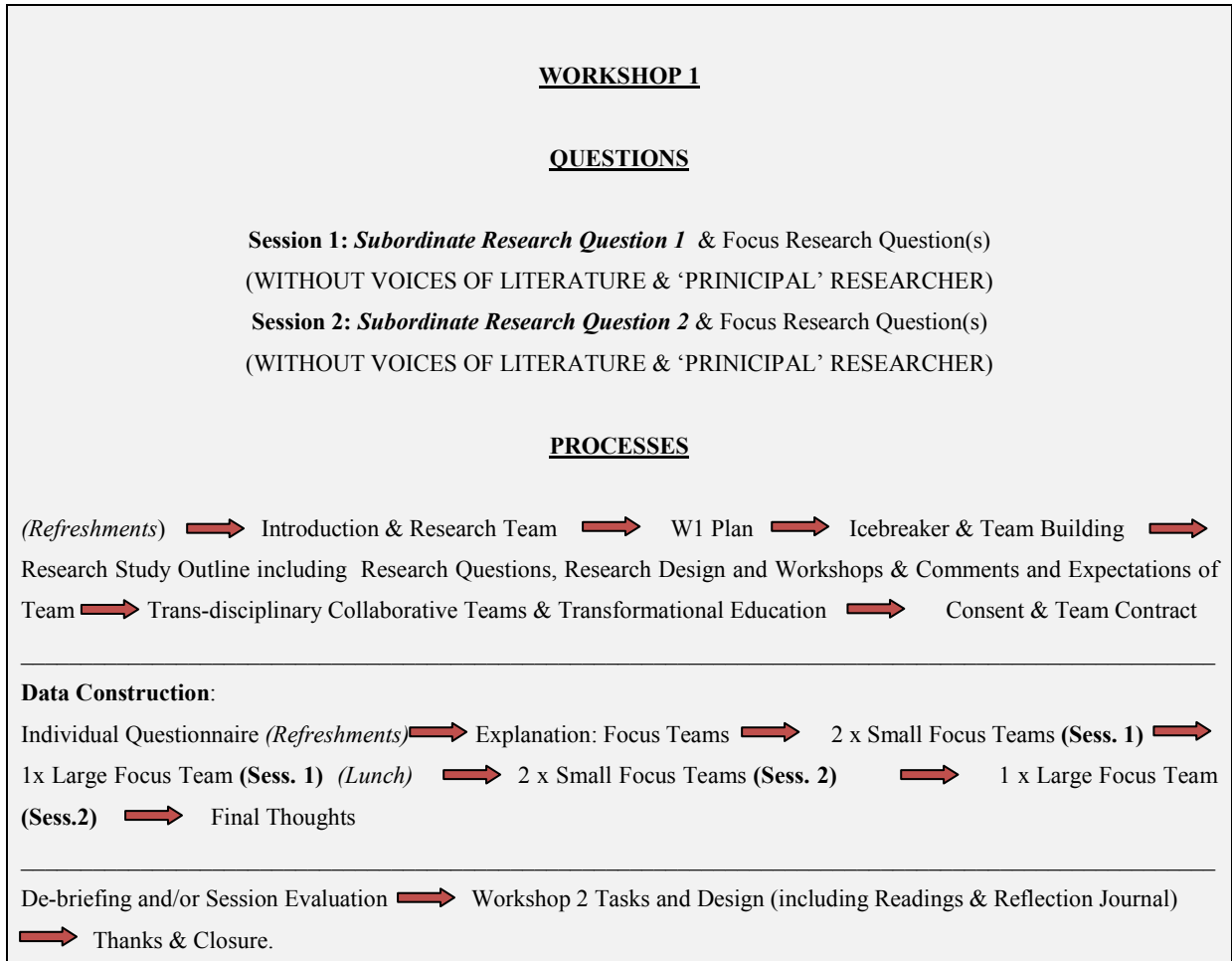
- Flowing from the originally conceived generic research design, a series of three workshops were developed with a detailed Workshop 1 plan. The planning, resourcing and other organisational arrangements were made. This included arranging the venue and the major logistical challenge of co-ordinating the schedules of all the active product and active process participants for all three workshops. One of the alternates had to step in for an originally selected participant. Workshop resources were arranged including icebreakers, observation schedules, and the self-esteem and self-esteem development questionnaire. The articles and/or readings were also selected and packaged, as well as pens and other resources. Reminders were sent to participants the day prior to the workshop. The research assistants were briefed regarding their roles and the arrangements.

Workshop (and Inter-Workshop) Phases

The workshop (and inter-workshop) phase consisted of four systematically incremental workshops, with inter-workshop phases. These are briefly outlined hereafter but in full detail in **Addendum 4 Section 10**. As method flexibility is appreciated in qualitative research (Terreblanche & Durrheim, 1999), the workshop plans were flexible and somewhat emergent, but this section details the actual implemented plans and the additional Workshop 4.

Workshop 1

Table 4.14: Workshop 1



Inter-Workshop Activities: Participants reflected on research question(s) as well as previous workshop constructions in their contexts, and engaged with literature articles, and in possible ‘action’. Reflection journal offered space for such reflection. ‘Principal’ Researcher and Research Assistants reflected on Workshop 1 and planned for Workshop 2. Transcription and further data analysis / data construction was conducted, for consideration by team at Workshop 2. Contact with participants.



Workshop 2

Table 4.15: Workshop 2

**VOICES OF LITERATURE & ‘PRINCIPAL’ RESEARCHER
(IN TERMS OF RESEARCH PRODUCT) JOIN THE TEAM**

WORKSHOP 2

QUESTIONS

Session 1: Subordinate Research Question 1 & Focus Research Question(s)

PROCESSES

(Refreshments) → Introduction, 'Principal' Researcher's Role & Team Contract → Reflection Workshop 1 and Inter-Workshop Period → W2 Plan → Revisiting the Research Study, Aim of W2 & Comments and Expectations of Team → General Introduction & Contextualisation of 'Self-Esteem' and 'Self-Esteem Development in the (South African) Educational Context(s)'

Data Construction: Large Focus Team Presentation & Member Check Workshop 1 (Sess. 1) → Literature Presentation (Sess. 1) → Personal Reflection (Refreshments) → 2x Small Focus Teams (Sess. 1) → 1x Large Focus Team (Sess. 1) → (Lunch) → Large Focus Team Continued (Sess. 1) → (Refreshments) → 1 x Large Focus Team Continued (Sess. 1)

De-briefing and/or Session Evaluation → Workshop 3 Tasks and Design → Thanks & Closure.



Inter-Workshop Activities: As appropriately applied to the previous inter-workshop period.



Workshop 3

Table 4.16: Workshop 3

WORKSHOP 3

QUESTIONS

Session 2: Subordinate Research Question 2 & Focus Research Question(s)

PROCESSES

(Refreshments) → Introduction → Reflection Workshop 2 and Inter-Workshop Period → W3 Plan → Revisiting the Research Study & Aim of W3 & Comments and Expectations → General Introduction &

Contextualisation of ‘Self-Esteem’ and ‘Self-Esteem Development in the (South African) Educational Context(s)’: Brief Recap.

Data Construction: Large Focus Team Presentation & Member Check Workshop 2 (Sess. 1) → Large Focus Team Presentation & Member Check Workshop 1 (Sess. 2) → Literature Presentation (Sess. 2) → Personal Reflection → (Refreshments) → 1x Large Focus Team (Sess. 2) → (Lunch) → 1x Large Focus Team Continued (Sess. 2) → (Refreshments) → 1 x Large Focus Team Continued (Sess. 2)

De-briefing and/or Session Evaluation → Workshop 4 Tasks and Design → Thanks & Closure.



Inter-Workshop Activities: As appropriately applied to the previous inter-workshop period.



Workshop 4

Table 4.17: Workshop 4

<u>WORKSHOP 4</u>			
<u>QUESTIONS</u>			
<p>Session 1: Subordinate Research Question 1 & Focus Research Question(s) & Session 2: Subordinate Research Question 2 & Focus Research Question(s)</p>			
<u>PROCESSES</u>			
(Refreshments)	→	Introduction	→
		Reflection Workshop 3 and Inter-Workshop Period	→
		W4 Plan	
→		Revisiting the Research Study & Aim of W4 & Comments and Expectations	
<hr/>			
Data Construction:	→	Personal Reflection	→
		1 x Large Focus Team Presentation Member Check Workshops 2 (Sess.1) & 3 (Sess. 2)	→
		(Refreshments)	→
		1 x Large Focus Team Presentation Member Check Continued Workshops 2 (Sess.1) & 3 (Sess. 2)	→
		(Lunch)	→
		Final Thoughts & ‘Final’ Understanding(s) or Model Adopted	→
		Naming of the Model (Incomplete)	→
		Implications and Recommendations (Postponed)	
<hr/>			
Revisiting Contract including anonymity and confidentiality (Postponed)	→	Debriefing and/or Session and Workshop Evaluation	
		Certificate, Way Forward & Possible Future Contact	→
		Return of Documents	
→		Thanks & Closure.	

Post-Workshop Phase

- Participants were given certificates recognising their participation in the Workshops. Please refer to **Addendum 4 Section 16** for a generic example of the certificate.
- Transcription and further data analysis/ data construction of Workshop 4 were conducted.
- Individual interviews of between 45 – 60 minutes were conducted with each participant. It employed two questionnaires, namely the Implications and Recommendations and Evaluation questionnaires. Given the considerable period since the final workshop, I showed participants the constructed model as a way of refreshing their memories. The observation schedule also used as part of the evaluation to establish whether the criteria had been met. Participants were also given the opportunity to add (to Workshop 4's suggestions) any other options in terms of the naming of the model.
- An electronic mail vote was also held by the team between the proposed names of the model to determine a final name.
- Both the implications and recommendations, and evaluation were then finally analysed. In terms of the evaluation data, this was added to the other evaluation data sources.
- The study was then formally written up. The implications and recommendations (theoretical, research, methodological and practical (AERA, 2006)) of the study, including future research, were an important part of the write up.
- The dissemination of the data constructions, in terms of the format and forums employed, is a crucial part of the research process (Pressley *et al.*, 2006), and will be handled in an ethically appropriate manner. The data constructions will be presented in the next chapter of this study. The study will be examined formally by the university, where critical comment and corrections will be made. Thereafter the study will be placed in the relevant library for general public access and use. Participants or team members will have direct access to the study and for possible implementation of the model in their contexts.

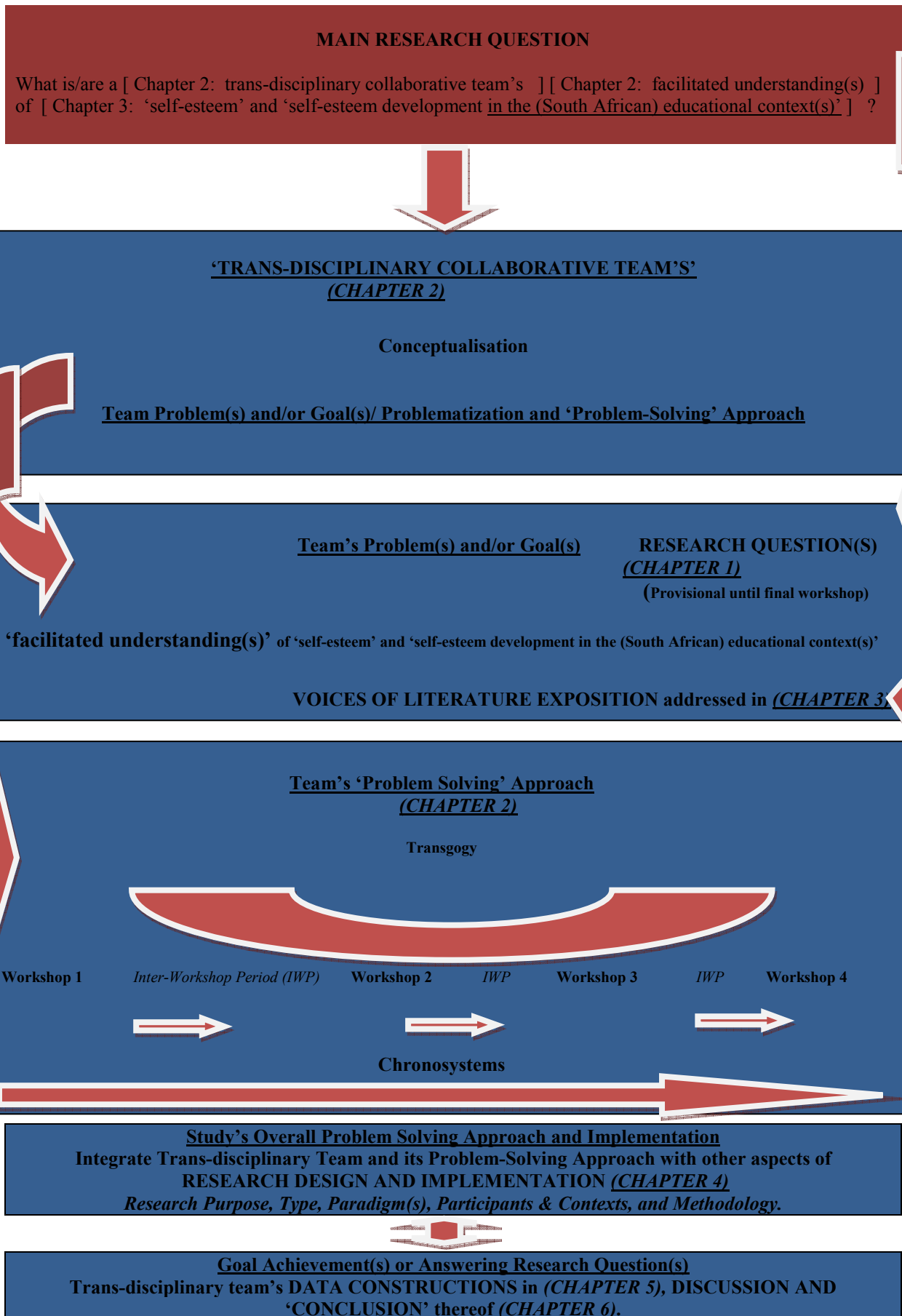
Limitations

These will be discussed in *Chapter 6*.

4.3 CONCLUDING REMARKS

The following **Figure 4.3** outlines the research design and implementation and provides an integrated summary thereof.

Figure 4.3: Outline of Research Design and Implementation



Chapter 4 - Research Design and Implementation provided a comprehensive outline of the implemented design of the study. The research design is a paramount dimension of the study in terms of its goal of answering the research question(s). *Chapter 5 – Data Constructions* delineates the study's data constructions.

CHAPTER 5 IN BRIEF
DATA CONSTRUCTIONS

INTRODUCTORY REMARKS

MAIN RESEARCH QUESTION

What is/are a trans-disciplinary collaborative team's (school/ educational psychologists, social workers, learning support advisors, life orientation curriculum advisors, life orientation educators, and the voices of literature) facilitated understanding(s) of 'self-esteem' and 'self-esteem development in the (South African) educational context(s)' ?

SUBORDINATE RESEARCH QUESTION 1

What is/ are a trans-disciplinary collaborative team's (school/ educational psychologists, social workers, learning support advisors, life orientation curriculum advisors, life orientation educators, and the voices of literature) facilitated understanding(s) of '**SELF-ESTEEM**' ?

ANSWERS to Subordinate and its Focus Research Questions

- Conceptualisation and/or Nature
- Affecting Factors and/or Processes
- Assessment and/or Evaluation
- Importance?

SUBORDINATE RESEARCH QUESTION 2

What is/ are a trans-disciplinary collaborative team's (school/ educational psychologists, social workers, learning support advisors, life orientation curriculum advisors, life orientation educators, and the voices of literature) facilitated understanding(s) of '**SELF-ESTEEM DEVELOPMENT IN THE (SOUTH AFRICAN) EDUCATIONAL CONTEXT(S)**' ?

ANSWERS to Subordinate and its Focus Research Questions

- Concept and Aim(s)
- Paradigm(s), Principle(s) and Policy(ies)
- Who, When and Where
- Content
- How

**IMPLICATIONS, RECOMMENDATIONS &
CONCLUDING REMARKS**

5.1 INTRODUCTORY REMARKS

Chapter 4 outlined the research design implemented to answer the research questions. *Chapter 5* details the data constructions.

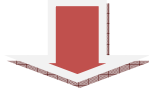
5.2 ANSWERING QUESTIONS: FOCUS, SUBORDINATE AND MAIN RESEARCH QUESTIONS

5.2.1 Introductory Remarks

The following representation outlines the focus, subordinate and main research questions.



DERIVED FROM FOCUS AND SUBORDINATE RESEARCH QUESTIONS



MAIN RESEARCH QUESTION

What is/are a trans-disciplinary collaborative team's facilitated understanding(s) of 'self-esteem' and 'self-esteem development in the (South African) educational context(s)'?

This section is firstly divided into answering the focus research questions. The following nine focus research questions were asked to and critically answered by the trans-disciplinary collaborative team. Only the research questions with the voices of literature are included as they are the final questions. The previous questions without the literature were only preparatory steps. The answers are the team's final data after all the workshops. Importantly together the focus research questions comprise the subordinate research questions and ultimately the main research question. While elements of the main research question are answered throughout this document, the final model diagram is a graphic way of particularly succinctly answering the main research question. Data quotations are included within the general text. Given that there were many data constructions that emerged to answer all the questions, only short data excerpts are included here, as much of the data was analysed within the team and requires succinct presentation here to cover all the research answers.

5.2.2 What is your understanding of the *concept and nature* of 'self-esteem'? Please explain.

'Self-esteem' is defined as: "An ongoing self-ecosystemic evaluation of the self." The definition of 'self-esteem' provides a point from which the conceptualisation and nature thereof can be analysed. Firstly, there are basic characteristics of self-esteem that are important to delineate.

Table 5.1: Basic Characteristics of Self-Esteem

- Self-esteem is determined by a transactional evaluation of the self "between the self and the ecosystems". The possible dimensions of the self evaluated will be detailed in the types of self-esteem hereafter.
- The self-ecosystemic nature means that it is both subjective (constructivist) (from the self) and external (constructionist) (from the ecosystems) processes.
- Locus of control controls the degree to which the self-ecosystemic transactional evaluation of

the self is internal (self) or external (ecosystemic). This can be related to the self-esteem process and product.

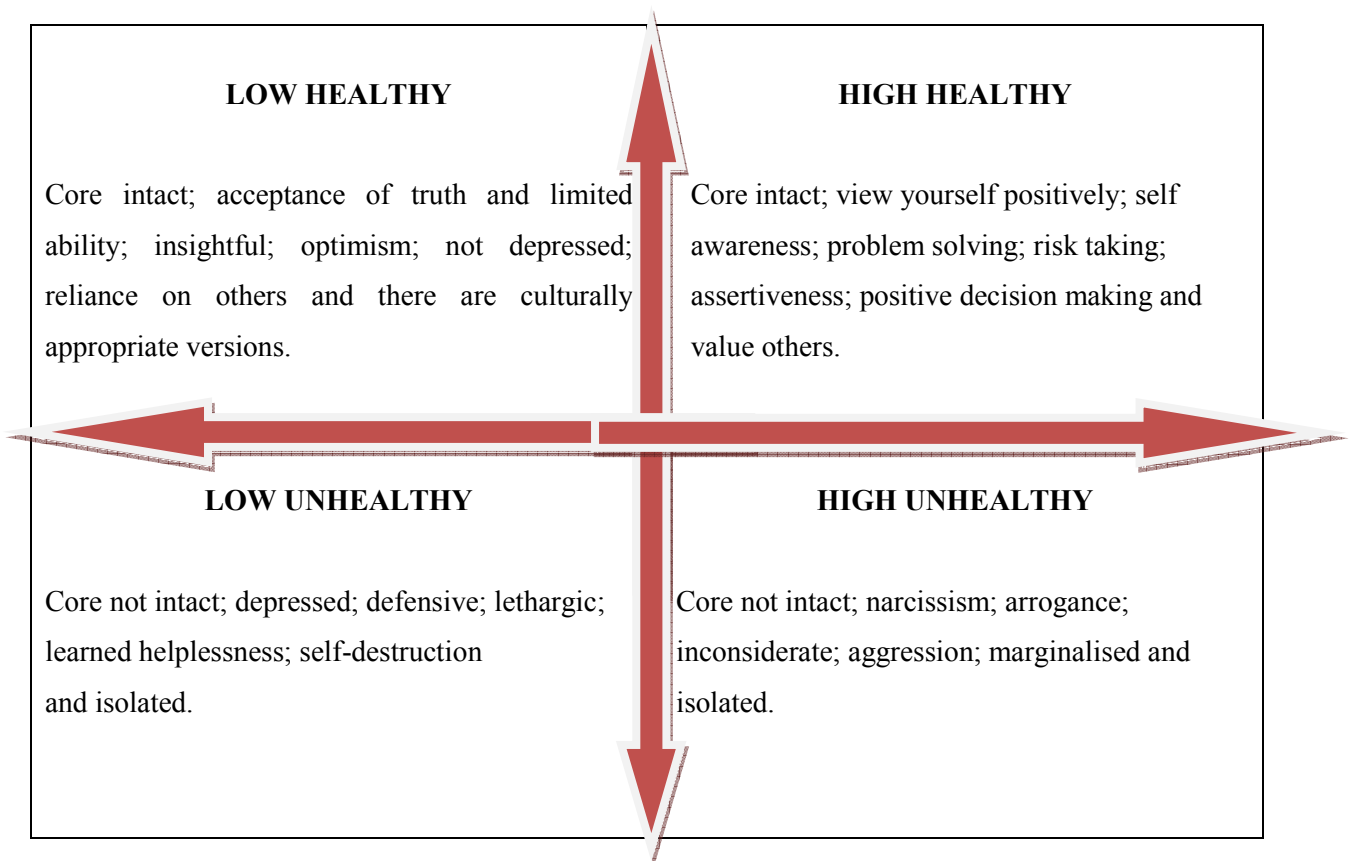
- Contingencies relate to certain areas being more important than other areas in determining global or general self-esteem. A “hierarchy of self-esteems is created, it depends on their contingencies”.
- Self-esteem is an ongoing, lifelong and developmental process which constantly determines products.

Secondly, there are various types of self-esteem. Please refer to **Addendum 5 Table 5.2** for a delineation thereof. In terms of their interconnections, global self-esteem refers to general self-esteem, and other types of self-esteem feed into it. Furthermore, an underlying self-esteem is ‘core self-esteem’ which is a basic self-esteem and answers the prime question of ‘whether we do or do not matter no matter what’. Domain and context specific self-esteems then feed into global and ‘core self-esteems’ and cover all the various specific areas or operations and places of any given person. The most important or the contingencies of the domains and contexts determine the hierarchy or their positioning to the core and general self-esteem. For example, for one person sport self-esteem could have a higher contingency or be more important than academic self-esteem and hence be higher on the hierarchy. ‘Implicit’ and ‘explicit’ self-esteems embrace all self-esteems and respectively represent the unconscious and conscious self-esteem dimensions of all the other self-esteems. ‘Expressed’ and ‘actual’ types of self-esteem can vary across other self-esteem types. Finally, it is important to note that these self-esteem types are bi-directional or “... the arrows... are going in both directions.” For example, the domain specific feeds into the general and bi-directionally the general into the domain specific. The following diagram demonstrates graphically how these various self-esteems are inter-linked. Please refer to **Addendum 5 Figure 5.1** for an illustration thereof.

Importantly this section on conceptualising self-esteem also deals with the relationship between ‘self-esteem’ and ‘meta self-esteem’, and in so doing with the complex different type statuses. ‘Self-esteem’ is first ordered while ‘meta self-esteem’ is second ordered. ‘Self-esteem’ is first ordered in that it is the first evaluation. ‘Meta self-esteem’ is second ordered. ‘Meta self-esteem’ is defined as “A(n) (self-ecosystemic) evaluation of self-esteem”. According to the team, it is important because it is a second-ordered process and product which ‘reviews’ the original evaluation and evaluates whether it is indeed ‘healthy’ or not, not matter whether it is ‘high’ or ‘low’. ‘Meta self-esteem’ has the same basic characteristics as self-esteem such as its self-ecosystemic transactional nature. It also has the relevant different types of self-esteem but is an evaluation thereof such as the evaluation of the domain specific self-esteems. In addition, it is more than self-esteem in terms of its process and

product dimensions. It is more of a process as it specifically involves the ‘evaluation of an evaluation’. It is a product and more so in that it produces additional different type statuses. With respect to the type statuses, self-esteem involves only one evaluation term while meta self-esteem involves two terms and hence statuses. Particularly, self-esteem involves first order type statuses from low to high type statuses. Meta self-esteem involves second order type statuses: low unhealthy, low healthy, high unhealthy, and high healthy. High healthy is the desired status and is equated with an ‘optimal’ self-esteem. The key term of ‘healthy’ as opposed to ‘unhealthy’ is primarily determined by whether the ‘core self-esteem’ is intact or not as well as a balance between individualism and collectivism. Ubuntu is a South African version of collectivism. The various meta self-esteem type statuses are outlined in **Table 5.3**.

Table 5.3: Meta Self-Esteem Second Order Matrix



Finally, self-esteem is also related to many other terms. One of the most popular other terms is ‘self-concept’ and was dealt with in this study. ‘Self-concept’ represents “everything about me ... Am I tall? Am I short? How I feel about that.” Self-esteem is then the evaluation dimension of self-concept. Self-concept is therefore the broader umbrella term of self-esteem.

5.2.3 What is your understanding of the *factors and processes* that *affect* ‘self-esteem’ and its development? Please explain.

Examining the factors and processes affecting self-esteem is a critical part of understanding self-esteem. The affects outlined are dependent on the particular self-ecosystemic transactions for any person and “so that’s our fundamental assumption that it is individual specific, because it’s the self-“ and, what is important to the self. Furthermore, it is a complex self-ecosystemic relationship as “... complexity is associated with multiple individual factors and processes.” The following are some possible factors and processes which can have positive or negative affect(s).

Self-esteem develops throughout life. There are various system levels affecting self-esteem. The first is the self system factors and processes. These system factors and processes incorporate all aspects of self including genetic; physical “It’s how people view themselves, their physical build”; cognitive; emotional; behavioural; spiritual; values; contingencies; barriers “children with learning barriers might have the potential but the barriers are holding them back and that’s going to negatively impact on their self-esteem”; gender; goals and opportunities; self-knowledge; achievement; failure; locus of control; attribution process and general development across ages “... at some stages, self-esteem is more unrealistic than others, for example ... what about teenagers where they tend to be more egocentric.” Furthermore, there are also a range of ecosystemic factors and processes which form part of the previously mentioned conceptualisation of self-esteem under a self-ecosystemic transaction. These are represented in **Table 5.4**. Please refer to **Addendum 5 Table 5.4** for an elucidation thereof. While the ultimate affects of factors and processes are self-ecosystemically determined, the micro-systemic factors and processes are usually more influential than the macro-systemic. In terms of micro-systemic factors and processes, these often involve family or primary relationships which could include “your guardian, it could be with the teacher, it could be with the priest, it could be... whatever the most important relationship that you have, or relationships you have ...” Nevertheless, there are a range of self system to macro-systemic factors and processes which may affect any person positively and/or negatively. For example, macro-systemic can include culture and differences between individualism and collectivism. Furthermore, all these factors and processes are dependent upon the self-ecosystemic transaction across the developmental pathway or time and the locus of control between the self and its ecosystems.

5.2.4 What is your understanding of the *assessment and/or evaluation* of ‘self-esteem’? Please explain.

Assessment and/or evaluation are linked to the conceptualisation of self-esteem and meta self-esteem. **Table 5.5** outlines the key characteristics of assessment and/or evaluation.

Table 5.5: Key Characteristics of Assessment and/or Evaluation


<ul style="list-style-type: none">• Both individual and general assessments and/or evaluation should be appropriately done from early years being developmentally and personally sensitive. This can range across the different types of self-esteem and meta self-esteem including, for example “core and domain specific self-esteems.” Assessment and/or evaluation should be based on honesty.
<ul style="list-style-type: none">• May serve different purposes from promotive to curative assessment and/or evaluation interventions.
<ul style="list-style-type: none">• Assessment and/or evaluation can be informal or formal with informal being done on a more continuous basis and formal subject to specific and/or complex matters – furthermore, “informal and formal assessment must inform each other.”
<ul style="list-style-type: none">• Quantitative and qualitative self-esteem instruments and techniques are available and should be employed appropriately with possible problems being recognised. Quantitative can focus on broad general characteristics and domain and context dimensions. Qualitative can concentrate on more individual and complex details. The two can be employed together. However, with respect to the quantitative, a person “... can’t simply give assessment a number ... you can’t simply think sort of self-esteem is 7, or an 8 out of 10.”
<ul style="list-style-type: none">• Self-assessment including self-report questionnaires and journals can be employed but the possibility of faking should be recognised.
<ul style="list-style-type: none">• Observation of learners can be valuable.
<ul style="list-style-type: none">• A reliable method may be to develop a strong relationship with learners and via empathy, trust, and listening assess and/or evaluate learner self-esteem. Primary school educators often have greater contact with individual learners for such an approach.
<ul style="list-style-type: none">• Life Orientation educators, general educators, and learners should work as partners with each other and other role players such as parents. They should inform each other with “possibly ... a neutral person to collate...” the data. They should be aware of their professional competence and limitations to do an assessment and/or evaluation and refer out if necessary.

For example“... if somebody appears to be suicidal, you need to use the resources of an external person...”

- There is an assessment and/or evaluation hierarchy of self-esteem and meta self-esteem which will be delineated later.

Having outlined the key characteristics of assessment and/or evaluation, it is important to focus on the assessment and/or evaluation hierarchy. **Table 5.6** outlines the hierarchy.

Table 5.6: Assessment and/or Evaluation Hierarchy



<p style="text-align: center;"><u>TOP LEVEL</u> (General increases in formality, order & holism) 2nd Order Evaluation of the Evaluation / Self-Esteem = Meta Self-Esteem Type Statuses Four Main Type Status Options: High Healthy (HH), Low Healthy (LH), High Unhealthy (HU) or Low Unhealthy (LU)</p>
<p style="text-align: center;"><u>MIDDLE LEVEL</u> 1st Order Formal Assessment of Self = Self-Esteem Type Status(es) Two Main Type Status Options: High (H) or Low (L)</p>
<p style="text-align: center;"><u>BOTTOM LEVEL</u> 1st Order Informal ‘Everyday’ Assessment of Self = Self-Esteem Type Status(es) Two Main Type Status Options: High (H) or Low (L)</p>

Please refer to **Addendum 5 Section 1** for further elaboration of this hierarchy.

5.2.5 Do you believe and/or think that ‘self-esteem’ and ‘self-esteem development in the educational context(s)’ are *important*? Please explain.

Self-esteem and meta self-esteem “and their development are very important ... but the value ... has been proved if it’s fully conceptualised...” Its importance is discussed in **Table 5.7**.

Table 5.7: Importance of Self-Esteem and Meta Self-Esteem

<ul style="list-style-type: none"> • Appropriately addressing the complexity of self-esteem and meta self-esteem conceptualisations is required as its importance is ultimately about “developing high healthy meta self-esteem rather than simply aiming for high self-esteem without checking its health”. For example, gang members with high self-esteem may be unhealthy, have violent behavior and be ‘costly’. Essentially, unhealthy meta self-esteem generally has limited value which means that inter alia core self-esteem must be intact. Furthermore, low healthy meta self-esteem is usually valuable in that the core is intact, and where it occurs, occasional changes in self-esteem and meta self-esteem is part of healthy development.
<ul style="list-style-type: none"> • Appropriate self-esteem and meta self-esteem have been related to improved achievement, for example, increased academic achievement.
<ul style="list-style-type: none"> • Suitable self-esteem and meta self-esteem have been associated with enhanced well-being including good mental health.
<ul style="list-style-type: none"> • Appropriate self-esteem and meta self-esteem have been valued for “assisting schools, families and communities...” to develop.
<ul style="list-style-type: none"> • Developing self-esteem and meta self-esteem “... is a right ... especially core self-esteem ... But it must not be seen as an entitlement without effort... So that’s where the rights and maybe the responsibility come in.” Balancing rights and responsibilities is required. Relatedly ‘ubuntu’ is an important responsibility within meta self-esteem.
<ul style="list-style-type: none"> • Addressing self-esteem and meta self-esteem must be done by suitably qualified people.
<ul style="list-style-type: none"> • There are certain cultural differences. Self-esteem and its development are promoted in western individualistic countries. In collectivistic nations, self-esteem and its development are not openly encouraged. Therefore, cultural differences should be considered when examining its importance and how it manifests itself.

5.2.6 What is your understanding of the *concept and aim(s)* of ‘self-esteem development in the educational context(s)’? Please explain.

Detailing the conceptualisation and aim(s) of ‘self-esteem development in the educational context(s)’ is an important foundational task. The team’s general conceptualisation and main aim involves:

“The ongoing improvement of the self-esteem and meta self-esteem of learners and other role players in the educational context(s) employing a self-ecosystemic understanding.”

This focuses on ‘self-esteem’ and ‘meta self-esteem’. These terms were delineated earlier. The concentration is on the ongoing improvement of learners as the key subjects with other role players as secondary. The ‘educational context(s)’ can be broad and multiple “but what our main focus here is developing in the school context ... because a workplace can be an educational context, but we’re not addressing... that here.” Nevertheless, the other educational contexts such as the family interact with the school context as evident within our self-ecosystemic understanding. The concentration is on the South African context but this can also be affected by the self-ecosystemically connected international context. Having outlined the general conceptualisation and main aim, **Table 5.8** outlines the specific aims. Please refer to **Addendum 5 Table 5.8** for this outline.

5.2.7 What *paradigm(s), principle(s) and polic(ies)* do you think it should be based upon? Please explain.

The following **tables 5.9 – 5.11** will outline paradigms and/or meta-theoretical frameworks, principles, and policies and legislation.

Table 5.9: Paradigms and/or Meta-Theoretical Frameworks

<ul style="list-style-type: none">• “Self-ecosystemic ... is an underlying paradigm...” of our conceptualisation of self-esteem and meta self-esteem and its development.
<ul style="list-style-type: none">• Self-ecosystemic theory is constructivist or self generated <u>and</u> constructionist or developed via an interaction with others as well as partly objectivist.
<ul style="list-style-type: none">• The development should be “...individualistic and collectivistic, we’ve combined those two, so it’s a bit of both ... so there needs to be a balance between the two.” Meta self-esteem notes the importance of relationships with the self and others. The South African curriculum focuses on individualism and collectivism with the latter being notably defined via ‘ubuntu’.
<ul style="list-style-type: none">• Self-esteem and meta self-esteem’s holistic conceptualisation incorporates all aspects of the

self. This includes a positive psychological and deficit approach.
<ul style="list-style-type: none"> • An inclusive discourse pervades South African education. Furthermore “ ... there’s a clear link between inclusion and self-esteem, goals are interlinked and self-esteem levels can be seen as an evaluation factor of the success of inclusion ...It is, because it says in achieving core self-esteem that, ‘Everyone matters’ ...”
<ul style="list-style-type: none"> • Part of a psychoanalytic framework underpins self-esteem and meta self-esteem and its related development.



Table 5.10: Principles

<ul style="list-style-type: none"> • Constitutional and democratic factors and processes including respect, rights and responsibilities across the self-ecosystem should be employed.
<ul style="list-style-type: none"> • Inclusive principles should be applied. This incorporates empowering all learners and other role players.
<ul style="list-style-type: none"> • An “integrated and separate policy and practice” should be employed. It should be integrated within the entire educational system and a separate life orientation curriculum.
<ul style="list-style-type: none"> • A holistic principle which is comprehensive across the self-ecosystem and follows a range of interventions from promotive to curative is important.
<ul style="list-style-type: none"> • “Relevant and developmentally sensitive” approaches should be applied which are learner-centred.
<ul style="list-style-type: none"> • Collaborative partnerships between all role players are important. This includes relationships between life orientation educators, other educators and parents.
<ul style="list-style-type: none"> • Role players “... need to know what [their] professional boundaries are.” This includes being able to refer out severe cases.



Table 5.11: Policies and Legislation

<ul style="list-style-type: none">• Department of Education policies and practices including the general curriculum, life orientation curriculum and inclusive education's <i>White Paper 6</i>, should be followed.
<ul style="list-style-type: none">• Local educational policies and specific school policies, practices and codes of conduct are applicable.
<ul style="list-style-type: none">• South African Constitution, Bill of Rights, Children's Act and the Department of Health policies are important.
<ul style="list-style-type: none">• International policies and legislation including the UN Declaration of Human Rights and the Rights of the Child are applicable.

5.2.8 Who do you think should be involved in it, and *where* and *when* should it be undertaken? Please explain.

Table 5.12 answers the questions Who? Where? and When? The key answers were: who?: learners primarily but other role players as far as possible, all role players should be involved with different roles and responsibilities; where?: everywhere, or all ecosystems, and when?: all the time. Please refer to **Addendum 5 Table 5.12** for a comprehensive explanation thereof.

5.2.9 What *content* do you think it should entail? Please explain.

The content of self-esteem and meta self-esteem development is outlined in **Table 5.13**. It provides a summary of the main principles thereof and not simply a list of the content.

Table 5.13: Content of Self-Esteem and Meta Self-Esteem Development

<ul style="list-style-type: none">• The knowledge, skills, attitudes and values related to the self, self-esteem and meta self-esteem should be appropriately investigated. For example, "Educate about self-esteem and meta self-esteem and ultimately how to develop high healthy meta self-esteem... also how to identify certain types of self-esteem including core and domain specific..." Furthermore "... teach them about what it is as a product and the process of meta-self-esteem... is a skill that needs to be developed..." In addition, "... bringing self-esteem and meta self-esteem closer and making meta self-esteem processes more automatic..." is required. Specifically, they should be able to identify areas of the self in which they can feel good and achieve. Relatedly,
--

<p>other content areas include “... four areas – competence, power, virtue, significance.” In addition, addressing issues such as their strengths, weaknesses, contingencies, social relationships, competition, conflict, failure, communication, problem solving, conscious, unconscious and the components of the Circle of Courage is necessary. This should also be linked to other areas such as emotional intelligence, wellness and inclusion.</p>
<ul style="list-style-type: none"> • Linked to the previous points, crucially, “All self-ecosystemic factors and processes affecting self-esteem and meta self-esteem development - that’s essentially what the content is about.” Such positive and negative self-ecosystemic factors and processes should be appropriately addressed and be developmentally sensitive.
<ul style="list-style-type: none"> • Relevant individualised and learner centred content as well as general content should be employed.
<ul style="list-style-type: none"> • Appropriately both informal and formal content should be used.
<ul style="list-style-type: none"> • There should be specialist content, “... it’s a specialist area in Life Orientation, so there’s specialist content in terms of that ... might also be specialist content in terms of other professionals being involved, for example, the school psychologist, that’s also specialised content.”
<ul style="list-style-type: none"> • Life Orientation content should be linked with other content in the total curriculum so “we can add general content ...other teachers, such as the English teacher, being part of self-esteem development, because we have adopted a total curriculum approach.”
<ul style="list-style-type: none"> • Role players should be aware of the content or issues they have to deal with and know their professional boundaries. Hence “Beware when children reveal inner thoughts and experiences, ensure that they can deal with disclosure. If not a psychologist, what skills will an individual have in the school situation ... [be aware of] professional boundaries ...and refer to an external person...[if need be].”
<ul style="list-style-type: none"> • Role player development content is important. This includes educator and parent workshop content. This is to educate them about the nature of self-esteem and meta self-esteem “where educators and parents get told about their children’s self-esteem...”, how to play their role “the content they need in terms of helping the learners develop their self-esteem” and how to improve their own self-esteem and meta self-esteem hence “...programmes for roleplayers... educators and parents ... understanding of self-esteem in their own lives...”

5.2.10 *How do you think it should be undertaken? Please explain.*

The strategies of self-esteem and meta self-esteem are detailed in broad terms in **Table 5.14**.

Table 5.14: Strategies of Self-Esteem and Meta Self-Esteem Development

-
- Firstly, “...any strategy must fit our conceptualisation... any strategy must be linked to developing those particular areas of conceptualisation...” This includes employing all self-esteem and meta self-esteem self-ecosystemic inclusion factor and process strategies. Relevant paradigms, principles and policies should be implemented and related to the culture of the school.
 - Strategies should be aligned to individual and general aims based on analysed needs. Knowledge, skills, attitudes and values need to be taught and be developmentally and personally sensitive. Aiming to develop high healthy meta self-esteem means that inter alia developing “...core self-esteem being a main aim...” is important, and generally one must “provide for basic needs” and for “unconditional positive regard - that basic respect for learners and that they matter ...” Learners should be taught that they can achieve in their area(s) of expertise and given the opportunity to do so with the widening of the curriculum.
 - Promotive to curative strategies must be appropriately employed. Promotive and preventative strategies should be used mainly in the general classroom. Only well-qualified professionals should deal with serious counselling or curative interventions.
 - Utilise informal and formal strategies.
 - Employ life orientation educators as co-ordinators and “... have specific strategies and lessons within Life Orientation and linked to the total curriculum.” Hence, it should be the subject of individual personal development activities, separate timetabled lessons and occur throughout the educational system from the formal to hidden curriculum. There are differences between primary and high schools with respect to educators. In “Primary school, many teachers take their own class for Life Orientation ... in high school an educator maybe solely a Life Orientation educator... I think also just in the primary school ... it’s far more easier to integrate the development, you know those teachers know the kids far better than the higher [school]...”
 - Various personal and interactive exercises such as classroom discussions, circle time, experiential learning, school government participation, extra-curricular activities, games, self-reflection and journals are all possible. Self reflection is “*a good meta self-esteem tool to use in terms of reflection to where I’m at, what are my strengths...*” Exercises should also involve looking at strengths and weaknesses of learners, affirmations, listening and

empowering tasks, decision-making, conflict resolution, understanding and dealing with others, role modelling, peer mediation and dealing with healthy competition. The Circle of Courage and counselling for curative interventions are also possible.

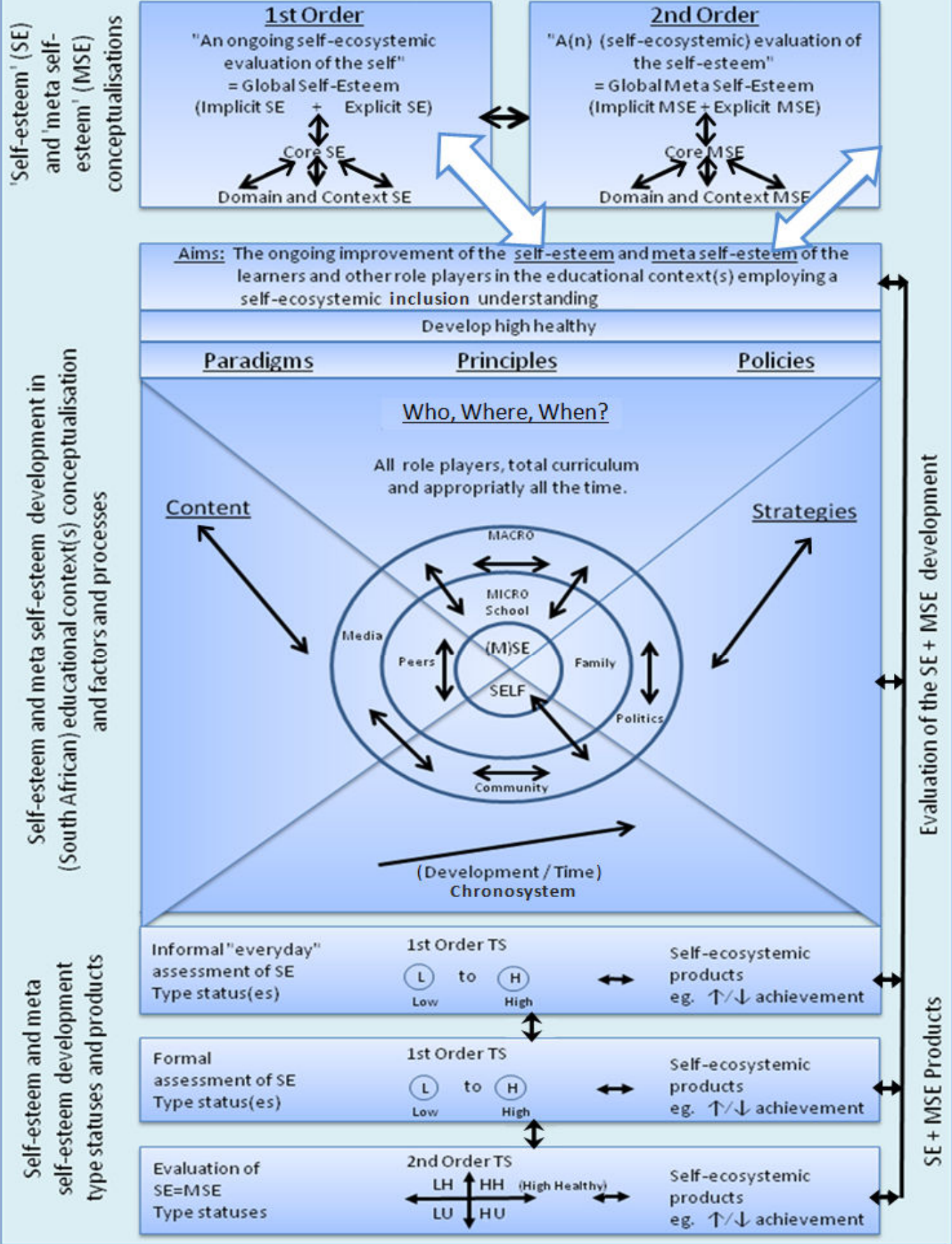
- Utilise tailored and empowering assessment and/or evaluation. The Assessment and/or Evaluation Hierarchy provides a broad view of self-esteem and meta self-esteem assessment and/or evaluation which can be employed.
- All role players should be involved and partnerships created for strategic action via self-ecosystemic collaboration including, for example, educator development support groups. Role player development strategies means that role players should be educated about self-esteem and meta self-esteem and strategies they can employ for learners. Furthermore, *“Another important strategy is for role player self-esteem”* to be developed. Other educationist tools are IQMS which when implemented properly can promote educator potential. Finally, role player evaluation of the entire curriculum is important. It means that role players should have an *“... educational understanding of evaluation... evaluation of self-esteem development...”* The curriculum should be evaluated across areas by all.

5.2.11 The Integrated Model

Please refer to **Figure 5.2: Trans-disciplinary Ecosystemic Concept of Self-Esteem Development** for this model.

Figure 5.2

Trans-disciplinary Ecosystemic Concept of Self-Esteem Development



The integrated model is provided diagrammatically, and particularly succinctly answers the main research question. It also incorporates meta self-esteem. This model was agreed to by the trans-disciplinary collaborative team at the final workshop. After Workshop 4, the team named it as the following integrated model: **Trans-disciplinary Ecosystemic Concept of Self-Esteem Development**. The various parts of the model have already been delineated in the previous focus research questions' answers. Hence, only a brief and basic summary related specifically to the integrated model is provided hereafter, and the complexities thereof can be sought in the earlier reported work.

5.2.11.1 'Self-Esteem' (SE) and 'Meta Self-Esteem' (MSE) Conceptualisations

Conceptualising 'self-esteem' and 'meta self-esteem' is an important starting point. Definitions are made of the first order 'self-esteem' and the second order 'meta self-esteem'. The basic characteristics of each were provided earlier but most of the different types of self-esteem and meta self-esteem are included in this model. Hence, an understanding of self-esteem and meta self-esteem, and as well as how they are linked to each other, are succinctly provided. The self-esteem and meta self-esteem conceptualisations are linked with their subsequent development in the next block of the model.

5.2.11.2 'Self-Esteem' and 'Meta Self-Esteem' 'Development in the (South African) Educational Context(s)': Conceptualisation and Factors and Processes

The aims of the development of 'self-esteem' and 'meta self-esteem' are outlined focusing on the ongoing improvement thereof primarily for learners and as far as possible other role players. Self-esteem and meta self-esteem's development are dependent on the original conceptualisations of these terms. The self-ecosystemic framework underpins the terms and subsequently their development within the framework's factors and processes. The focus of this main aim is to develop high healthy meta self-esteem. The development of self-esteem and meta self-esteem are determined by the underlying Paradigms, Principles and Policies as well as the Who?, Where?, When? and the Content and Strategies. Each of these components were previously delineated. Nevertheless, they all function within the self-ecosystemic framework across development and time. This section also includes the next mentioned section on the assessment and/or evaluation of self-esteem and meta self-esteem and their products.

5.2.11.3 'Self-Esteem' and 'Meta Self-Esteem' Development Type Statuses and Products

The assessment and/or evaluation of self-esteem and meta self-esteem were outlined earlier. However, this current model briefly outlines the three levels and their type statuses from 'everyday' self-esteem assessment to the top level meta self-esteem evaluation. These three levels are undertaken within the self-ecosystemic framework of self-esteem and meta self-esteem development in the (South African) educational context(s) as detailed in the block above it. Each resultant type status(es) produces particular self-ecosystemic products which for example, include positive or negative affects thereof such as the increase or decrease in achievement or mental health. These products are related to the question of the importance of self-esteem and meta self-esteem. These self-ecosystemic products as part of the above self-ecosystemic framework constantly transact with all other factors and processes within the framework in a continuous development across time.

5.3 IMPLICATIONS AND RECOMMENDATIONS

This section aims to outline the participants' understanding of implications and recommendations. Due to the lack of time during the team sessions, these were assessed during individual interviews after the final workshop. This offered participants additional time. All participants' interviews are reported together as a combination of understandings. Participants' direct quotes are included. However, the data is not specifically team based and hence varies somewhat from the team-based main research question.

5.3.1 Implications

Please refer to **Addendum 5 Section 2** for the implications.

5.3.2 Recommendations

Please refer to **Addendum 5 Section 3** for the recommendations.

5.4 CONCLUDING REMARK

This chapter answered the research questions.

CHAPTER 6 IN BRIEF

Discussing the Data and ‘Concluding’ the Journey

INTRODUCTORY REMARKS

DISCUSSING THE DATA WHICH ANSWERED THE RESEARCH QUESTION(S)

Discussing ‘Self-Esteem’ Data

- Concept and Nature of ‘Self-Esteem’
- Factors and Processes that affect Self-Esteem and its Development
- Assessment and/or Evaluation of Self-Esteem
- Importance of Self-Esteem and Self-Esteem Development in the Educational Context(s)
- Meta Concluding Remarks

Discussing ‘Self-Esteem Development in the (South African) Educational Context(s) Data

- Concept and Aims of ‘Self-Esteem Development in the (South African) Educational Context(s)’
- Paradigms, Principles and Policies
- Who? Where? and When?
- Content
- Strategies
- Meta Concluding Remarks

Discussing the Integrated Model Data (Including Integrated Meta Remarks)

Team’s Evaluation of:

- Understanding, Roles and/or Approaches and Interest
- Trans-Disciplinary Collaborative Team
- Workshops

Personal Reflections on the Study:

- Study Phases and Processes
- Limitations
- Value of the Study
- Implications and Recommendations

‘CONCLUDING’ REMARKS

6.1 INTRODUCTORY REMARKS

Chapter 5 detailed the data constructions. *Chapter 6* will discuss them. The team's evaluation of and my personal reflections on the study will subsequently be addressed. Although this journey should never be 'concluded', *Chapter 6* ends with remarks 'concluding' this journey.

6.2 DISCUSSING THE DATA

6.2.1 Introductory Remarks

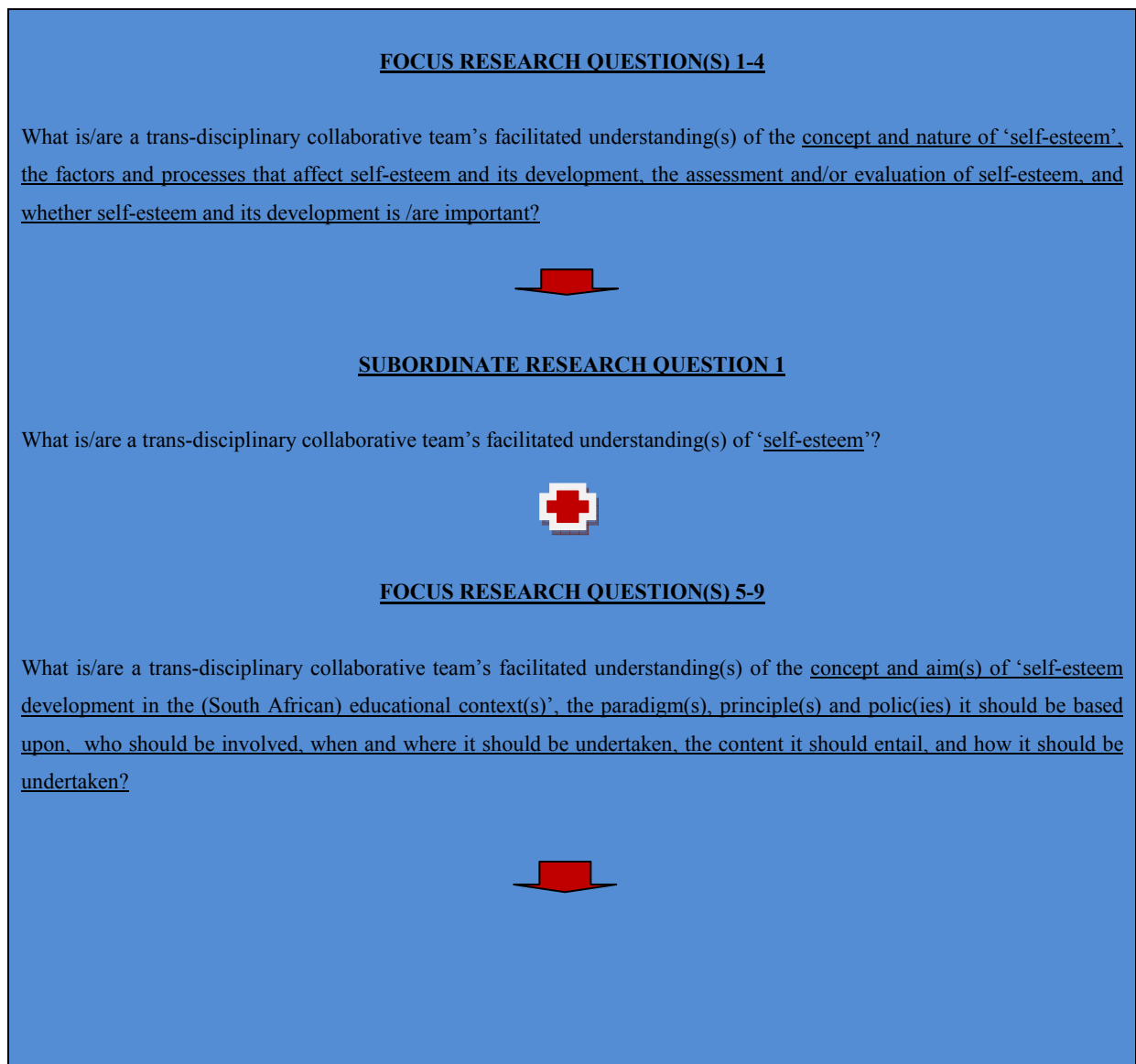
Leary (2006:424) pertinently remarked:

"Upon learning that over 25 000 articles, chapters, and books have been published that deal with self-esteem, a naïve observer might reasonably assume that most important questions about self-esteem have been answered by now and all that remains is for scholars to quibble over trivial and esoteric issues of interest only to them. As all researchers in the field know, however, this is far from the case, and despite the great amount of attention that has been devoted to the topic of self-esteem, experts continue to disagree about many fundamental issues."

This study engaged with certain fundamental understanding(s), partnering a trans-disciplinary collaborative team. Indeed, certain original concepts, terms and/or ideas were created and/or developed by the team. The next two sections will discuss the data that was constructed in answering the research questions. This discussion will not be critical of the team's understanding(s), as the aim of the study was to allow the team (of which I was a member) to rightfully voice and critically debate its understanding(s) within the team itself. For me as researcher to register further critical comments after the team has finished its work, will be to undermine the aim of the study, its Mode 2 research nature and to adopt an 'arrogant academic position'. Hence, Mode 2 research is crucial in partnering academia with local voices and respecting both, and attempting not to undermine the voice and power of the team as joint researchers. Rather, this section will uncritically compare the team's 'final' understanding(s) with that of the various voices of literature, which may agree and or disagree with the team, and may also deal with certain concerns the voices of literature have raised. The South African curriculum will also be addressed. Inter alia, this section will position the team's understanding(s) (explained in *Chapter 5*) within the massive literature pool. Future critical engagement with the team's understanding(s) will be the task of other voices and/or future research. This approach is not to end the 'becoming' of new collaborative knowledge and practice voices but to celebrate the trans-disciplinary collaborative team's work to date, and offer the content and space for further collaborative efforts of others. Furthermore, as emphasised by Leary (2006), given the immense volume of literature, and the scope of this study, it is difficult to exhaustively discuss all aspects and include every voice of literature. Only the key points will be made. The term 'team' will be employed to conveniently denote the trans-disciplinary collaborative team's data. Nevertheless, to some degree, I do evaluate outside the team, for example, when I personally evaluate the study later in this chapter, and unfortunately, owing to the end of the workshops, the team was also 'split up', and I

had to get them to individually evaluate and comment on the study. Each section will be concluded with meta ‘non-critical’ remarks made by myself only. Firstly, this is appropriate in that it is somewhat equivalent to the most original new concept, term and/or idea of this study namely, ‘meta self-esteem’. Secondly, and crucially, this concluding meta process, is not intended to unfairly judge the team’s work or assume a superior power role for myself, but rather to provide an important final meta perspective thereof, with basic uncritical general comments of the team’s answers. In so doing, it also aims to link or integrate the team’s answers to the main, subordinate and focus research questions. This is done via the integrated meta remarks which integrates the other sections and their meta concluding comments. Finally, but somewhat ‘unfortunately’, it is also my task to shift back into a Mode 1 role, hence departing from my former Mode 2 role.

The following representation outlines all the focus, subordinate and main research questions, with the answers thereof being duly discussed thereafter.



SUBORDINATE RESEARCH QUESTION 2

What is/are a trans-disciplinary collaborative team's facilitated understanding(s) of 'self-esteem development in the (South African) educational context(s)'?



DERIVED FROM FOCUS AND SUBORDINATE RESEARCH QUESTIONS



MAIN RESEARCH QUESTION

What is/are a trans-disciplinary collaborative team's facilitated understanding(s) of 'self-esteem' and 'self-esteem development in the (South African) educational context(s)'?

6.2.2 Discussing 'Self-Esteem' Data

This section will discuss the team's data constructed in answering the first subordinate research question and the specific focus research questions thereof.

6.2.2.1 Concept and Nature of 'Self-Esteem'

What is your understanding of the *concept and nature* of 'self-esteem'? Please explain.

The first focus research question dealt with the understanding(s) of the concept and nature of 'self-esteem'. The team took considerable time to answer this question. Indeed, the time spent concurred with the problem noted earlier by Leary (2006) and voices of literature which have highlighted its importance in determining many self-esteem research and practice priorities (Carlock, 1999a; Biggs, 2001; Owens & King, 2001; Sorensen, 2001; Humphrey, 2004; Branden, 2006b; Leary, 2006; Mruk, 2006a) with the literature championing different approaches and conceptualisations (Beane & Lipka, 1980; Bingham, 1983; Byrne, 1984; Kohn, 1994; Biggs, 2001; Branden, 2006b; Leary, 2006; Mruk, 2006a).

In discussing the team's data, it is essential to firstly broadly locate it within the general theoretical approaches. The basic characteristics of the team's data, draws on certain aspects of a range of

different approaches. In some ways, the team constructed (ironically in allegiance with a Mode 2 approach) a hybrid model of many approaches. However, ultimately the team focused on one particular approach. Nevertheless, with respect to incorporating different theories, this team's model includes the pioneering work of James (1890) and specifically, for example, his reference to competence and contingencies. Social learning, symbolic interactionist or socio-cultural approaches and their social focus, humanistic or phenomenological approaches and their subjective (constructivist) meaning-making processes, psychoanalytic approaches and the importance of the unconscious, cognitive-experiential approaches and thinking and experiences, and developmental approaches integrating general development with self-esteem theory (Mruk, 2006a) all informed the team's data or model. But the main approach adopted by the team was more closely associated with that of DuBois *et al.*'s (1996; 2000) developmental-ecological approach. These approaches can be somewhat of a 'meta framework' which can integrate many of the other approaches spanning the self and its surrounding ecosystems. The team's approach is also linked to Bronfenbrenner's ecosystemic theory which extends beyond the field of self-esteem and has become particularly popular in education and educational psychology in South Africa, as for example, evidenced in Donald *et al.* (2006). Nevertheless, according to DuBois *et al.*'s (1996; 2000) approach, 'self-esteem', essentially outlined for early adolescence self-esteem, is fundamentally viewed as a complex, multi-dimensional concept with various types of self-esteem domains and contexts. It results from the interdependent interactions between individuals and their contexts, and is linked bi-directionally to adjustment outcomes and development.

'Self-esteem' is the evaluation of the self via a dynamic self-ecosystemic transaction incorporating all aspects of the self and contexts couched in an inclusion framework. Furthermore, 'meta self-esteem' is "an evaluation of self-esteem". Importantly, the team's data and model were a development of DuBois *et al.* (1996; 2000).

Specifically, yet generally stated, and as related mainly to DuBois *et al.* (1996; 2000) and integrated with certain of the other mentioned approaches, the team's basic characteristics of self-esteem, was that of a transactional evaluation of the self with the ecosystems. The self-ecosystemic nature means that it is both subjective (constructivist) (self) and external (constructionist) (ecosystems) processes, and fashioned by a locus of control between the two. Contingencies relate to certain areas being more important than other areas in determining global or general self-esteem with a self-esteem hierarchy being developed by a person. 'Self-esteem' is an ongoing, lifelong and developmental process. In addition, the team's definition of 'self-esteem', flowing from their adopted approach, was 'self-esteem' meaning: "An ongoing self-ecosystemic evaluation of the self." This definition developed from the suggestion of 'self-esteem' meaning "...a self-ecosystemic transactional evaluation of the self." The team decided that the word 'ongoing' be added to emphasise the developmental nature

thereof, and that the word 'transactional' be removed for being redundant. The definition also generally resembles certain other definitions in terms of focusing on 'valuing' or an 'evaluation' but not specifically a self-ecosystemic transaction one. For example, Baumeister *et al.* (2003:2) noted that 'self-esteem' "...is literally defined by how much value people place on themselves." Similarly, Gouws *et al.* (2000:83), in a localised South African tertiary education textbook, defined 'self-esteem' as "... the value individuals place on the selves they perceive." There is no official comprehensive definition of 'self-esteem' provided in the South African curriculum. Furthermore, the approach and definition of 'self-esteem' provides a point from which the conceptualisation and nature thereof can be analysed. The more specific dimensions will now be discussed, including the incorporation of other voices. To discuss the team's data further, please refer to **Addendum 6 Section 1**.

Furthermore, importantly, in terms of the team's data, this section on conceptualising 'self-esteem' also deals with the relationship between 'self-esteem' and the more unique term of 'meta self-esteem'. 'Meta self-esteem' is somewhat of an original development by the team after it was proposed by one team member. 'Self-esteem' is first ordered in that it is the first evaluation while 'meta self-esteem' is second-ordered as it is the 'evaluation of the evaluation' or 'the evaluation of self-esteem'. Particularly, meta self-esteem is defined as "A(n) (self-ecosystemic) evaluation of self-esteem". According to the team, it is important because it is a second-ordered process and product which 'reviews' the original evaluation and evaluates whether it is indeed 'healthy' or not. 'Meta self-esteem' has the same basic characteristics as self-esteem, for example its self-ecosystemic transactional nature. It also has the relevant different types of self-esteem but is an evaluation thereof such as the evaluation of the domain specific self-esteems. It is both a process and product. It is a process as it specifically involves the evaluation of an evaluation.

The idea of 'meta self-esteem' or specifically the term 'meta' as generically linked to a higher consciousness process and product could possibly have various sources of origin. Firstly, 'meta-ness' may have been or be derived from various religions. Religions traditionally embrace the higher consciousness or a more spiritual being, and thereby could be related to the 'meta' or higher evaluation or a state of being closer to God. Hence, the aim of most religions is to become closer to God which 'meta self-esteem' aims to somewhat mirror. 'Meta self-esteem' may also originate from the early eastern philosophy of Plato and his general philosophy of 'a life unexamined is not worth living' which in some way may relate to an 'evaluation of an evaluation'. Greene's (1988) more recent philosophical concept of 'wide awakeness' may be of similar influence. The term 'meta' has also ever-increasingly been employed in psychology and education, for example, 'metapsychology', 'metacognition' and 'metapedagogy'. Generally, the terms 'meta analysis' (analysis of analysis), 'metamemory' (memory of memory), and 'metacognition' (cognition of cognition) are like 'meta self-esteem' (evaluation of evaluation). Relatedly, as far as my understanding, I would argue that

Sternberg's (2000a; 2000b; 2004a; 2004b) understanding of the concept, term and/or idea of 'wisdom' is also somewhat equivalent to the idea of 'meta self-esteem', and its raised or second-ordered consciousness. More specifically, 'wisdom' (possibly like 'meta self-esteem') is possibly the raised or second-ordered level above the possibly first-ordered level 'intelligence' (possibly like 'self-esteem'). 'Wisdom' has become his focus after his journey during the first half of his career, when he was already arguably the leading world expert on 'intelligence' (Sternberg, 2000a). Sternberg (2000a:255) also stated, which can be related to the healthy 'meta self-esteem' dimension of a balance between the individual and the collective or being raised above the self to others too, that:

"In my balance theory, I view wisdom as the value-laden application of tacit knowledge not only for one's own benefit (as can be the case with successful intelligence), but also for the benefit of others and institutions to attain a common good."

More particularly, with respect to 'self-esteem', Branden's (1988, 1994, 1999, 2006a) idea of partly linking self-esteem to 'living consciously' may also be related to the 'meta' elevated state of processing, for example, Branden's book (1997; 1999) 'The Art of Living Consciously: The Power of Awareness to Transform Everyday Life.' Moreover, as mentioned earlier, the team developed "meta self-esteem as the "evaluation of self-esteem or the evaluation of the evaluation" by adding 'self-ecosystemic' to this definition. The team stated that self-esteem and meta self-esteem are also products in that they produce different type statuses. Particularly, self-esteem involves first order type statuses from low to high type statuses. Most psychological literature uses the team's high or low or positive or negative self-esteem with a few using healthy and unhealthy. 'Healthy' and 'unhealthy' were used later in terms of 'meta self-esteem'. Moreover, the semantic value of the word 'healthy' is that it is duly more holistic, mirroring the team's holistic self-ecosystemic inclusion model. Furthermore, it is not like the quantitatively associated 'low' or 'high' which bolsters the overly quantitative sea of studies in the field of 'self-esteem'. Nevertheless, low self-esteem or self-concept has been associated in certain literature with loneliness, pessimism, worry, indecision or fear (Humphreys, 1996; Carlock, 1999; Mwamwenda, 2004). High self-esteem or self-concept has been associated with being independent, optimistic, motivated, confident, problem solver, emotionally mature, open spontaneous, or flexible (Humphreys, 1996; Carlock, 1999; Mwamwenda, 2004). These classifications are somewhat related to the team's but are limited in terms of not covering the team's more developed statuses in terms of the second ordered 'meta self-esteem'. The team's own original meta self-esteem different types statuses involved the unique use of 'core self-esteem', high and low self-esteem but, moreover also healthy and unhealthy meta self-esteem. Hence, meta self-esteem involves second order type statuses: low unhealthy; low healthy; high unhealthy; and high healthy. High healthy is the desired status and is equated with an optimal self-esteem with healthy as opposed to unhealthy being primarily determined by whether the core self-esteem is intact or not. Certain voices of literature such as Mruk (2006a) have similarly been more specific than others in their differentiations or creating a dual or matrix status. Mruk (2006a) remarked authentic self-esteem which is high worthiness and high competence, defensive/ narcissistic self-esteem which is high

worthiness and low competence, medium self-esteem which is some competence and solid worthiness, classic low self-esteem which is low worthiness and low competence, and defensive/ anti-social self-esteem which is high competence and low worthiness. Moreover, like the team, Goldman (2006) also more particularly differentiated between different types of ‘high self-esteem’ and outlined secure high which is positive self-worth that is stable, true, congruent and genuine, and fragile high which is positive self-worth that is unstable, contingent, incongruent and defensive. Baumeister *et al.* (1996) also detailed ‘dangerous’ high which is derived from ‘negative’ unhealthy sources which can be characterised by narcissistic and/or anti-social tendencies, and Raath (1985 in Beukes, 2000) noted realistic-positive, realistic negative, unrealistic positive, and unrealistic negative when taking ‘objective’ standards into account. For example, Baumeister *et al.*’s (1996) idea of the ‘dangerous’ high can be related to the team’s ‘high unhealthy’ which were both related for example, to gang members or certain criminals. The team’s dual matrix of ‘meta self-esteem’ was viewed by them as being more important in that it gives more of a clarification and is more specific than self-esteem adding the healthy or unhealthy classification. Finally, the team’s idea of ‘optimal’ being the best type of self-esteem can somewhat be equated with Kernis (2003 in Goldman, 2006:134) who stated ‘optimal’ as “reflect[ing] the sum total of all the secure components of self-esteem (i.e. ‘stable’, ‘true’, ‘congruent’, and ‘genuine’).

‘Self-esteem’ is also associated with many other terms. One of the most popular terms is ‘self-concept’ which was dealt with in this study. Contextually speaking, much of the research conducted in South Africa has focused on ‘self-concept’, and the South African national curriculum prominently employs both ‘self-esteem’ and ‘self-concept’. This heightened the value of focusing on this term. Please refer to **Addendum 6 Section 2** for further discussion.

Finally, the task for the team was hence about developing ‘self-esteem’ and meta self-esteem too.

6.2.2.2 Factors and Processes that affect ‘Self-Esteem’ and its Development

What is your understanding of the *factors and processes* that *affect* ‘self-esteem’ and its development? Please explain.

According to the team and many voices of literature, examining the factors and processes affecting self-esteem is a critical part of understanding self-esteem. According to the team, the positive or negative affects and processes outlined are dependent on the multiple yet particular self-ecosystemic transactions for any person. The literature often reflects that different approaches of, or research on self-esteem often focus on different factors and processes, as indicated by the specific focus of the team’s self-ecosystemic approach with its broad integrated approach on many different factors and

processes. Furthermore, the literature notes that there are a range of person and social and/or contexts which may have positive or negative affects on self-esteem with directionality not always being clear (Burns, 1982; Harter, 1982; Stipek & MacIver, 1989; Butler, 1990; Crozier, 1995; Mruk 2006a).

Please refer to **Addendum 6 Section 3** for a further discussion of the team's data.

Swann and Seyle (2006) commented that it is extremely difficult to differentiate between intrapsychic and interpersonal factors and processes that affect self-esteem. Moreover, there is no one united literature voice, but rather there are different voices focusing on different affects. However, the team attempted to unite many different approaches by covering many of the different voices within its broad or inclusive self-ecosystemic approach. Nevertheless, it only covered general factors and processes and was not as specific as literature with respect to any particular factor or process.

6.2.2.3 Assessment and/or Evaluation of 'Self-Esteem'

What is your understanding of the *assessment and/or evaluation* of 'self-esteem'? Please explain.

The team noted that assessment and/or evaluation are linked to their conceptualisation of 'self-esteem' and 'meta self-esteem'. Certain literature also stated that assessment/ evaluation approaches and related instruments are linked to particular conceptualisations and definitions of self-esteem (Glaus, 1999; Biggs, 2001; 2005; Leary, 2006; Reasoner, 2006). Please refer to **Addendum 6 Section 4** for an elaboration.

Furthermore, there is an assessment and/or evaluation hierarchy of 'self-esteem' and 'meta self-esteem' which was delineated by the team. Firstly, the team noted the bottom most basic first order level is the informal 'everyday' assessment. It is the most informal type of assessment done loosely on a daily basis. It is the least holistic in that only the general type of self-esteem is assessed. According to the team, the middle level is the more developed formal level of assessment. Educators formally plan for the assessment of self-esteem either through "a planned observation" or any other qualitative or quantitative method. The first order nature means that only high or low self-esteem is asked and can be more holistic than the previous level in that a variety of different self-esteems from core to domain and context specific can be asked. It involves assessment, for example, by self and others using questionnaires and observation. The team then stated that the top level is the most developed and initially particularly formal level and involves 'meta self-esteem' or the second-ordered or dual type status. It is more holistic in that all aspects of self-esteem and furthermore meta self-esteem are evaluated. In addition, the product of, for example, high healthy is evaluated, the process of getting that first order of 'high' and then second order are also evaluated, for example "How did I make that judgment? Who was involved? What does it mean for me?" One aim of

education is to focus on ‘meta self-esteem’ and make the top level evaluation process more automatic and an internal locus of control. Hence, the team noted that these knowledge and skills need to be taught and become an automatic process. To varying degrees all these are influenced by conscious and unconscious processes.

6.2.2.4 Importance of ‘Self-Esteem’ and ‘Self-Esteem Development in the Educational Context(s)’?

Do you believe and/or think that ‘self-esteem’ and ‘self-esteem development’ in the educational context(s) are *important*? Please explain.

Within certain stipulations, the team noted the importance of ‘self-esteem’ and ‘meta self-esteem’ and their development in education context(s). Various authors have indicated the importance of self-esteem education most notably in the United States (Beane, 1991; Kohn, 1994; Bruner, 1996; Mruk, 2006a), the United Kingdom (Humphreys, 1996; Humphrey, 2003; 2004; Miller & Moran, 2006) and South Africa (DE, 2002; 2003; 2005). However, despite voluminous research (Leary, 2006), the support of self-esteem education remains a moot point and has been ‘boosted’ and ‘bashed’ (Beane, 1991; Kohn, 1994; Shokraii, 1998; Stout, 2000; Biggs, 2001; 2005; Emler, 2001; Slater, 2002; Smith, 2002; Baumeister *et al.*, 2003; 2004; Furedi, 2004; Humphrey, 2004; Mruk, 2006a). The team’s positioning or explanation needs to be specifically compared with the literature. As stated earlier, in brief, they viewed it as important but with certain qualifications. Please refer to **Addendum 6 Section 5** for further discussion. Addressing ‘self-esteem’ and ‘meta self-esteem’ development must be done by suitably qualified people. The South African national curriculum and supporting texts directly or indirectly endorse all these previous team general arguments in terms of its well-being, academic achievement as well rights and inclusion. However, the degree of argument of the team was not as extensive as the enormous literature, but they highlighted the qualifying conditions and need to address any possible weaknesses.

6.2.2.5 Meta Concluding Remarks

As argued in this chapter’s introductory remarks, this is not a critical discussion chapter. However, I believe meta ‘non-critical’ remarks may be made about the team’s data constructions in answering subordinate research question 1 on ‘self-esteem.’ As mentioned in **Chapter 3**, the concept and/or nature of ‘self-esteem’ (focus research question 1), was the most key foundational research question, and determined all the rest of the research questions and answers. Furthermore, the concept and/or nature of ‘self-esteem’ (focus research question 1), factors and processes that affect ‘self-esteem’ and its development (focus research question 2), assessment and/or evaluation of ‘self-esteem’ (focus research question 3) and the importance of ‘self-esteem’ and ‘self-esteem development’ in the

educational context(s) (focus research question 4) were answered in a broad manner mainly in terms of the team's description thereof, but noticeably less particularly in terms of their reasoning or explanation thereof. This was appropriate, in that the research question(s), as qualified in *Chapter 1*, only asked these broad questions specifically with respect to the team's descriptive answers thereof. However, this did not mean that all the team's descriptions were provided owing to time limitations. Relatedly, not all the voices of literature (from *Chapter 3* and outside) were negotiated by the team, particularly the relevant reasoning or explanations thereof. While, description does involve some degree of explanation, the focus research questions also directly asked the participants to explain their understanding(s) when the words "Please explain." were used at the end of each focus research question. Where possible, these words were also used informally during the workshops. These were in an attempt to push the questions and due answers as far as possible. However, the limited reasoning or explanations therefore was mainly due to the large or broad research questions, and the limited time for discussion thereof after the team's initial descriptive answers. The team duly did the best it could in answering this subordinate research question and the concomitant focus research questions. For example, the team's conceptualisation of 'self-esteem' was given or described in a general manner but a less particular articulation of the team's reasoning for its description was not provided. In addition, the factors and/or that affect 'self-esteem' and its development, and the assessment and/or evaluation of 'self-esteem' were similarly described and largely not explained. However, the final focus research question of this subordinate research question 1 naturally demanded and offered more time for an explanation thereof. The team provided this explanation in this study.

In sum, this section's subordinate research question 1 was effectively and comprehensively answered, crucially within the de-limitations and/or limitations outlined in the qualified *Chapter 1* subordinate research question 1. Future research can offer more comprehensive answers to these questions when they are duly posed.

6.2.3 Discussing 'Self-Esteem Development in the (South African) Educational Context(s)'

Data

This section will discuss the team's data constructed in answering the second subordinate research question concerning 'self-esteem development in the (South African) educational context(s)' and the specific focus research questions thereof.

6.2.3.1 Concept and Aims of ‘Self-Esteem Development in the (South African) Educational Context(s)’

What is your understanding of the *concept and aim(s)* of ‘self-esteem development in the educational context(s)’? Please explain.

The team and literature noted that detailing the conceptualisation and aim(s) of ‘self-esteem development in the (South African) educational context(s)’ is a crucial first step in the process of such development. In addition, different conceptualisations and aims are informed by different voices of ‘self-esteem’ literature. Not all approaches are explicitly aimed at the educational or school contexts although they can be adapted thereto. The team understood the concept and aims as being the development of learners’ self-esteem and meta self-esteem, and as far as possible that, of other role players. They adapted Du Bois *et al.* (1996) model and developed a self-ecosystemic inclusion approach. Please refer to **Addendum 6 Section 6** for further elaboration.

6.2.3.2 Paradigms, Principles and Policies

What *paradigm(s), principle(s) and polic(ies)* do you think it should be based upon? Please explain.

Not all the paradigms, principles and policies from the team and particularly the literature are exclusively related to self-esteem and its development.

Paradigms

Broadly speaking, there is a natural overlap between certain paradigms employed by the team. The team included constructivist and constructionist, balanced individualism with collectivism, as done by Kitayama (2006), and so forth. Please refer to **Addendum 6 Section 7** for additional clarification.

Principles

Broadly speaking, there is a natural overlap between certain principles employed by the team. The team included democratic practices, as did Humphrey (2003; 2004), and respect for rights and responsibilities, like Humphrey (2004), and so forth. Please refer to **Addendum 6 Section 8** for an extended discussion.

Policies

Various policies were reported by the team. The team included national policies and legislation such as DE (2002; 2003; 2005), and international policies and legislation, for example the UN Declaration of Human Rights (1994), and so forth. Please refer to **Addendum 6 Section 9** for further elucidation.

6.2.3.3 Who, Where and When?

Who do you think should be involved in it, and *where* and *when* should it be undertaken? Please explain.

According to the team, the answers to the who?, where? and when? are dependent on their ‘self-esteem’ and ‘meta self-esteem’ conceptualisations, aims, paradigms, principles and policies. The team’s positions largely mirrored that of Beane’s (1991) third approach, as in line with the team’s self-ecosystemic inclusion approach. Please refer to **Addendum 6 Section 10** for additional discussion.

6.2.3.4 Content

What content do you think it should entail? Please explain.

The content of ‘self-esteem’ and ‘meta self-esteem’ development are dependent on the adopted ‘self-esteem’ and ‘meta self-esteem’ conceptualisations, aims, paradigms, principles and policies. For this team, this primarily included the underlying self-ecosystemic inclusion approach, aligned with Du Bois *et al.* (1996). The team provided a summary of the main principles or broad framework thereof and not simply a list of the content. The literature provides a more comprehensive list of possible content. The literature is not exclusively explicitly aimed at the educational or school context. Please refer to **Addendum 6 Section 11** for a detailed discussion.

6.2.3.5 Strategies

How do you think it should be undertaken? Please explain.

The strategies of ‘self-esteem’ and ‘meta self-esteem’ development are dependent on the adopted ‘self-esteem’ and ‘meta self-esteem’ conceptualisations, aims, paradigms, principles and policies. For this team, this primarily included their underlying self-ecosystemic inclusion approach, aligned with Du Bois *et al.* (1996). The team provided a summary of the main principles or a broad framework thereof and not simply a list of the strategies. The literature offered a more comprehensive list of

possible strategies. The literature is not exclusively explicitly aimed at the educational or school context. Please refer to **Addendum 6 Section 12** for further elaboration.

6.2.3.6 Meta Concluding Remarks

As argued in the previous section, this is not a critical discussion chapter. However, I believe meta ‘non-critical’ remarks may be made about the team’s data constructions in answering the subordinate research question 2 on ‘self-esteem development in the (South African) educational context(s)’. As mentioned in *Chapter 3*, the aims of ‘self-esteem development in the (South African) educational context(s)’ (focus research question 5), was also a key foundational question, and determined all the rest of the questions and answers of subordinate research question 2. However, it was not the most key foundational research question, which was duly focus research question 1, and which determined both subordinate and all the focus research question answers. Specifically, the concept and aims of ‘self-esteem development in the (South African) educational context(s)’ (focus research question 5), the paradigm(s), principles, and polic(ies) (focus research question 6), the who? where? and when? (focus research question 7), the content (focus research question 8), and the strategies (focus research question 9) were all integrated with each other. As mentioned with respect to the meta comments regarding subordinate research question 1, subordinate research question 2 was answered in a broad manner mainly in terms of the team’s description thereof, but noticeably less particularly in terms of their reasoning or explanation thereof. This was appropriate, in that the research question(s), as qualified in *Chapter 1*, only asked these broad questions specifically with respect to the team’s descriptive answers thereof. However, this did not mean that all the team’s descriptions were provided owing to time limitations. Nevertheless, the focus research questions directly asked the participants to explain their understanding(s), for example, when the words “Please explain.” were used at the end of each focus research question. Where possible, these words were also used informally during the workshops. These were in an attempt to push the questions and due answers as far as possible. However, the limited reasoning or explanations, as reflected in the *Chapter 5* answers, therefore was mainly due to the large or broad research questions, and the limited time for discussion thereof after the team’s initial descriptive answers. The team duly did the best it could in answering this subordinate research question and the concomitant focus research questions. For example, the answer to focus research question 5 was described and largely not explained. Relatedly, not all the voices of literature (from *Chapter 3* and outside) were negotiated by the team, particularly the relevant reasoning or explanations thereof. For example, the team did not provide an answer with reference to all the voices of literature in respect to the content (focus research question 8), and the strategies (focus research question 9), but simply provided basic frameworks as time permitted.

In sum, this section's subordinate research question 2 was effectively and comprehensively answered, crucially within the de-limitations and/or limitations outlined in the qualified *Chapter 1* subordinate research question 2. Future research can offer more comprehensive answers to these questions when they are duly posed.

6.2.4 Discussing the Integrated Model Data (Including Integrated Meta Remarks)

This section will not discuss the answers to the subordinate and focus research questions but rather these answers' integrated answer to the main research question. No doubt, the various focus and subordinate research questions are naturally connected to the main research question. For example, focus research question 2 of subordinate research question 1, which answered the factors and processes that 'affect' self-esteem and its development, is naturally linked to subordinate research question 2 or self-esteem development. The word 'affect' self-esteem is naturally linked to the term 'self-esteem development'. Nevertheless, the aforementioned is almost the final task of this thesis. The integrated diagrammatically represented model developed by the team, succinctly and potentially compacted the key different aspects of the team's model, and connected all the answers to the subordinate and focus research questions. This integrated answer was summarised in the one page diagrammatically represented model in *Chapter 5*. The linked subordinate and focus research question answers were also integrated via the dual-directed arrows between each answer and saliently within the self-ecosystemic inclusion framework. This specific section will briefly include integrated meta remarks, and thereby integrate the other sections and their meta concluding remarks.

Furthermore, this final model extended from subordinate research question 1, or more specifically, firstly, the concept and nature of 'self-esteem' and 'meta self-esteem' (focus research question 1). As mentioned earlier and originally in *Chapter 3*, this was the most key research question, and determined all the rest of the questions and answers. This key focus research question answer was hence rightfully given the largest visual prominence at the top of or first level of the one page model, and hence visually fashions the rest. Given its most key status, focus research question's 1 answer is most well elucidated in the model diagram. It was also duly given the most time during the workshop period. The factors and processes that affect self-esteem (focus research question 2) were included within the second level of the page, and within the meta-theoretical self-cosystemic inclusion framework as well as the self-esteem and indeed meta self-esteem development in the (South African) educational context(s) (subordinate research question 2). The assessment and/or evaluation of 'self-esteem' was included at the third level (focus research question 3). It appropriately detailed the 'final' section of the self-ecosystemic inclusion framework energy flow which essentially then fed back into the second and first level or was essentially part thereof. This section was visually systematically well arranged with a section for each level and arrows to demonstrate the progression. It also delineated

the key original study's and/or thesis concept, term and/or idea of 'meta self-esteem'. The importance of 'self-esteem' and its development (focus research question 4) was not overtly included in the model but was argued by the team indirectly within the diagrammatically represented model. As noted earlier, it was the only focus research question which involved a considerable reasoning or explanation answer, and its importance was generally assumed in this model.

In addition, the subordinate research question 2 was integrated specifically with all its underlying focus research questions on the second or centric level. This included the integration of the concept and aims of self-esteem development (focus research question 5), the paradigm(s), principles, and polic(ies) (focus research question 6), the who? where? and when? (focus research question 7), the content (focus research question 8), and the strategies (focus research question 9). Moreover, the concept and aims of self-esteem development (focus research question 5) is given the most prominence with respect to the subordinate research question 2 in the diagram of the model owing to the originally argued reasons. However, it is not quite given the same already justified gravitas as the most key question and answer (focus research question 1), which takes up the entire first level. But it was duly given considerable time during the workshops due to its salience. In addition, the paradigm(s), principles, and polic(ies) (focus research question 6), the who? where? and when? (focus research question 7), the content (focus research question 8), and the strategies (focus research question 9) are only just mentioned. This is due to the limited space on the page and to offer greater visual representation to the key self-ecosystem inclusion approach framework on the centric or second level. The centric level, being the 'central focus' of the model and drawing, in some way, on all the focus and subordinate research question answers, is the noticeably and appropriately larger level of the entire one page model. As mentioned earlier, the factors and processes that affect self-esteem (focus research question 2) were also included within the second level of the page, and within the meta-theoretical self-ecosystemic inclusion approach framework. Furthermore, the factors and/or processes that affect 'self-esteem' was arguably the prime link between the two subordinate research question answers. In other words, the factors and/or processes that affect 'self-esteem' (part of subordinate research question answer 1) or hence that can 'change' 'self-esteem', can be powerfully related to the actual and purposeful attempt to 'change' or 'develop' 'self-esteem' (subordinate research question answer 2). This highlights the importance and the lucid integration between both the subordinate research questions' answers in this model.

Moreover, as another important example, the team's naming of their model was a crucial culmination point in the development of their integrated model. It provided an extremely succinct summary of all their fundamentally key concepts, terms and/or ideas. The team decided on the model title name after considering and voting on various options that the team members had offered for the vote. They decided not to include the underlined terms, namely self-ecosystemic or meta self-esteem in the title

after the vote. However, these were included in some of the options, for example, the option “Self-Ecosystemic Meta Self-Esteem Model (SEMSEM)”. Why were these terms not included by the majority of the team? Were they not seen by the majority of the team as fundamentally key ideas? Did the majority of the team believe these terms were self evident or did not require explicit mention? Ultimately, the reasons for these decisions cannot be established as the team did not discuss and decide on this within the team sessions during the workshops. This was one of the mentioned limitations of the study. These reasons could be established at a later date.

In sum, a diagrammatic summary and integration of all the answers to the focus and subordinate research questions was provided to succinctly answer the main research question. However, this one page summary of the main research question answer does not negate the fact that the main research question was ultimately answered via all the subordinate and focus research question answers delineated in *Chapter 5*. In addition, with respect to the description and explanation or reasoning, and the limitations of the latter, the main and subordinate research questions were not asked like the focus research questions in terms of the written questionnaire questions. This limited the team’s main research question’s (most important research question) questioning of the team’s explanations or reasoning.

6.3 TEAM’S EVALUATION OF, AND PERSONAL REFLECTIONS ON THE STUDY

6.3.1 Team’s Evaluation of the Study

This section aims to outline the team’s evaluation of the study. Importantly, this was different from most other theses and valuable, as evaluations by participants are not formally made on the study process itself, for example, on the ‘principal’ researcher’s interviewing skills. This evaluative data originated from a range of different sources during the study. Team members’ had multiple opportunities to evaluate many aspects of the study and hence to make any necessary changes. The team’s evaluations firstly originated from the evaluation sessions during all the workshops. The team members’ reflection journals also allowed them the time to offer individual reflections between the workshops. Finally, after the last workshop, the team was ‘split up’ into individual interview sessions employing a generic evaluation questionnaire. This offered the team members additional time after the workshop to evaluate. All the team members’ evaluations are reported collectively. Team members’ direct quotes are included herein. However, critically, as stated in *Chapter 1*, this data of this study was not all team-based and varies somewhat from the main research question.

6.3.1.1 Understanding, Roles and/or Approaches and Interest

The team’s views on their understanding, roles and/or approaches and interest were mainly independently studied during individual interviews employing a generic questionnaire. Please refer to **Table 6.1** hereafter.

Table 6.1: Understanding, Roles and/or Approaches and Interest

TOPIC	RATING	EVALUATION DESCRIPTIONS
Independent Member’s <u>Understanding Contributed to the Team</u>	100% said Yes.	Personal and professional disciplinary contribution; space to unpack and deliver these understanding contributions including theory, practice and experience; “Great process – vested within the team; great thinking and insights”; and “Yes, was listened to and taken into consideration.”
Independent Member’s <u>Understanding Changed by the Team</u>	100% said Yes.	Complex, holistic and inclusive conceptualisation, and factors and processes of self-esteem and meta-self-esteem models revealed; “Stripping the whole thing down and then re-building it.”; “Yes, absolutely very much so”; “Yes, had a variety of important different perspectives”; and “...gained enormous knowledge.”
Member’s <u>Roles and/or Approaches Changed</u>	100% said Yes.	Apparently conscious and possibly sub-conscious negotiation for dealing with self-esteem and meta-self-esteem, both directly and via other bodies and forums such as ESTs; greater agency and ownership conferred to learners and other role players as the complex model becomes more familiar to them via education; also change as parent in domestic environment. “Think more deeply. Deliberate and elaborate more on how to improve their self-esteem.”

Member's Interest Changed	80% improved and 20% had no change.	Increased passion due to its rich complexity and importance for learners and others, educationally and personally; increase was via workshops, readings and the broadening of knowledge; “Made me more passionate especially as it is about treating people differently and bringing out their positive things”; “Yes, after that I was very interested”; and “Yes, it is a core of a lot of things.”
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6.3.1.2 Trans-disciplinary Collaborative Team(s)

The team’s evaluations of their trans-disciplinary collaborative team(s) were mainly independently studied during the individual interviews which employed a generic questionnaire and their comments on the trans-disciplinary team criteria from the observation schedule. Furthermore, it was also assessed during the observation of the team(s) during the workshops, and somewhat by the team during the team evaluation sessions during the workshops. Please refer to **Table 6.2** hereafter.

Table 6.2: Trans-disciplinary Collaborative Team

TOPIC	RATING	EVALUATION DESCRIPTIONS
Trans-disciplinary Collaborative Team <u>Criteria</u>	100% Agreement that they were all generally met. According to very few participants, there was a distinction in levels of participation by	The following criteria (Adapted from Briggs, 1993, 1997 in Ferreira, 2004) were all generally met: Common goal(s) agreed & achieved; all members participated and mutually responsible for goals (there was a distinction in participation levels); all members contributions equally valued, respect for differences & open communication; trust, belonging and support encouraging team synergy; members reflected beyond professional domains and achieved professional growth’ constructive conflict resolution (if applicable); sufficient time and opportunity to achieve goal(s); and facilitator(s) effective

	different team members.	(large teams only).
Trans-disciplinary Collaborative Team Experiences	100% had generally positive experiences.	Team was well chosen “a very good mix of everyone who brought their different views”; valuable personal and disciplinary insights via healthy debate and experience and the development of networking opportunities; it was an “eye opener”; experience of own self-esteem and meta-self-esteem had an impact on team functioning. “I really enjoyed being part of the team. Part of different backgrounds and different age groups.” Where possible, team members were also committed to the team even to the additional workshop.
	100% achieved simple <u>and</u> transformational learning.	Simple learning involved the accumulation of simple facts, for example, the list of factors affecting self-esteem, while transformational learning involved more paradigm shifts, for example, the new view of ‘meta self-esteem’ as being the over-arching and critical self-esteem focus; “didn’t realise so many facets of self-esteem”.
	100% valued the academic readings.	The academic readings ... “extremely reader friendly...easy to read”; “...interesting readings, at times very deep”; “...very useful, well selected, diverse, found yourself questioning...”; and were “relevant, did most of them, not complex to understand.”
Trans-disciplinary Collaborative Team Opinions and Beliefs Changed	100 % had positive changes.	Disciplinary collaboration in general from multi-disciplinary collaboration to the more advanced trans-disciplinary collaboration is valuable, and the study made this more evident, as has the current practice at the EMDC; “In reality this is the way it should be”; “misconception to believe that homogenous group come up with the best model; heterogeneous situation allows for far more questioning”; and “If you want to get a more objective view or understanding need to involve all stakeholders.”

6.3.1.3 Workshops and Inter-Workshops Periods

The team’s evaluations of the workshops firstly originated from the team evaluation sessions during all the workshops, and were used when necessary. The team participants’ reflection journals also allowed them to offer individual reflections between the workshops. Finally, the team’s views were independently studied during individual interviews employing a generic questionnaire. Please refer to **Table 6.3** hereafter.

Table 6.3: Workshops and Inter-Workshops Periods

TOPIC	RATING	EVALUATION DESCRIPTIONS
Workshop 1	100% had positive experiences.	Vital and interesting process to first unpack tacit knowledge and register their understandings and frameworks prior to presenting academic and so-called well-informed voices; “Very important our voices are heard right at the beginning to centre ourselves; what are our views. Important where we are coming from and also important for the team process; that we are important role players and our views count”; “Fine to begin with a baseline. Need to know where they are”; well-organised and facilitated workshop which deeply valued the participation of all; “Liked small and large teams”; and “Yes, it was soulsearching”.
Workshop 2	100% had positive experiences.	Literature was particularly valuable with many academic voices being added to the study and deepening understanding; “Discussing self-esteem only was valuable”; lively trans-disciplinary collaborative debates ensued as the different disciplines negotiated the various voices including the new academic; there was important “growth with research”; the workshop was incredibly well presented and managed, and the development of participants was respected.

Workshop 3	100% had positive experiences.	The workshop offered an important focus on self-esteem and meta self-esteem development in education using the critical thinking of the team with the voices of literature;“Integrate practical experiences with theory and make sense of it; crux of the matter.”; the healthy debate added to the workshop’s value; “At no stage was I feeling bored, tired or not wanting to be there.”
Workshop 4	100% had positive experiences.	Essential summary process offered crucial reviewing of the team’s work to date; started thinking about the team’s naming of the model emphasizing the team’s ownership thereof; “it tied up everything... and there was re-looking at a journey we travelled”; many participants were impressed with the model and their role in developing it; model can be employed in education; but “It could have been better if we have another workshop to deal with the implications, recommendations and name of the model.”
Facilitation	100% had positive views on the facilitation.	The facilitator was very well-prepared and structured the process and workshops particularly well; objectives for the sessions were logical and attainable; “Never been included before, totally new format or process ... Facilitator was absolutely excellent. Air of serenity, nice vibe and atmosphere ... only come out a better person if part of process”; the trans-disciplinary collaboration environment offered new insights from all participants; “weeks were very enriching and meaningful”; facilitation was impartial and invited voicing from all participants and respective disciplines; the facilitator “brought balance to the team”; was “excellent, open, welcoming, really assisted generating discussion... not forceful ... really listened to, respected ... I mean there was no bias...” and “Good facilitation skills conducted us and facilitation was well conducted.”

<p>Inter-Workshop Periods</p>	<p>100% had positive experiences when they were active therewith. However, this varied in terms of the periods thereof, not being (a) formally set task(s).</p>	<p>All team members had at least some degree of interaction with(in) themselves and/or others (somewhat appropriate given the team’s self-ecosystemic inclusion framework), including learners, other disciplinary colleagues and parents. For example, “...created a lot more awareness within me to deal with things differently”; “...examined my very own self-esteem”; “...tried to explain to students...”; “shared a lot of the stuff with colleagues”; “table that we made on the different types of meta self-esteem... looked at the kids in this way instead of the older way... it was very interesting and made a lot of sense.” Evidently, during the inter-workshop periods, team members developed, to varying degrees, personally and professionally.</p>
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6.3.2 Personal Reflections on the Study

This section aims to discuss the personal reflections of myself, the ‘principal’ researcher. These personal reflections cannot be totally divorced from the constant dialogue between myself, my supervisor, research assistants and other team members.

6.3.2.1. Study Phases and Processes

The study was importantly divided into its three phases, namely: Pre-Workshop, Workshop (and Inter-Workshop) and Post-Workshop Phases. Reflecting thereon was crucial inter alia for the previously-examined data verification criteria in *Chapter 4*.

Pre-Workshop Phase

This study drew on my continued interest in this field and previous research with single disciplines, namely with primary school educators (Biggs, 2001) and educational psychologists (Biggs, 2005). However, the study was more extensive by examining the voices of a team and various disciplines. It also developed my previous studies by not just studying the team’s understanding(s), but by developing their understanding(s) within the team, and in so doing, incorporating the voices of literature and generating a new team model. Hence, the Mode 2 nature thereof and becoming a participant myself, was bold and exciting. My interest and research experience in this field would likely enhance my skills and the study’s credibility (Guba in Krefting, 1991 in Key, 1997; Babbie & Mouton, 2001; Ferreira, 2006). My vision was to make this an original and prodigious study.

Modestly, I believe this was ultimately well achieved. The initial research questions and design were tentatively developed but thankfully the qualitative design afforded any possible future changes. Selecting participants including alternates was difficult but vital, especially when an alternate had to be quickly included at a late stage. Their original interest in the field was important to the Mode 2 process. Gaining the permission, informed consent and/or contracts from all the authorities and voices was essential. It was also critical to discuss their rights, expectations and benefits. This aimed to enhance their ownership and promote my thinking of the study. It was important, to give me a sense of organisation, to develop from the generic research design, a series of three workshops with a detailed Workshop 1 plan. The planning, resourcing and other organisational arrangements were made for Workshop 1. This was draining but vital. Constantly briefing and communicating with all the voices was essential for organisation and developing relationships and the team.

Workshop (and Inter-Workshop) Phases

Workshop Phases

Aims

As appreciated in qualitative research, the workshop phase was flexible, and, for example, a fourth workshop was added. Remaining engaged with the team and voices of literature was vital in augmenting the quality of the workshops and inter-workshop phases. Specifically outlining the aims of the workshops and inter-workshop phases to the team was crucial.

Data Constructions

Data construction was a long meaning-making process. During Workshop 1, it was useful to first offer the team a space to unpack their own understandings before introducing the voices of literature in Workshop 2. This was important for Mode 2 research and hence in highlighting the team's understandings which may have been contaminated by the literature had they been introduced before. Furthermore, during Workshop 1, allowing team members multiple opportunities (from personal to small teams to large teams) to unpack their understanding(s) was valuable. The large team scribing of its discussions during all the workshops was useful as a visible reference of discussions for everyone, and as an important back-up to the audio-tapes for data analysis. It was also useful to have an assistant facilitator in terms of confirming contributions during the workshop, monitoring my facilitation skills and acting as someone who I could bounce ideas off during the breaks. By focusing on their understanding(s) and experiences, the value of everyday concrete examples being incorporated into the meaning-making process was important. In Workshop 2, the literature offered lively and exciting

debates, providing an interesting, context-literature dialectic. We did leave a few issues initially undecided, as did not want to force pre-mature closure. These issues were resolved at future workshops as part of the team's continuing meaning-making process. Member-checking, was a valuable opportunity to check and develop the team's previous discussions and further the next meaning-making process. It was also important that they were reflecting on the workshop discussions within their contexts and attempting to make sense thereof, especially during the five week break between Workshop 2 and 3. This they could bring back to the next workshop as part of the ongoing meaning-making process. During Workshop 3, the member check reminded team members of their session 1 deliberations and provided a framework for the session 2 discussions which was the main focus of Workshop 3. Being pressurised for time necessitated an additional workshop for further discussions on this meaning-making journey. Workshop 4 provided an essential summary session for all the discussions and a space for the final modelling. By the end of Workshop 4, the team's entire work and their reflections on the study highlighted their voices, sense of ownership and Mode 2 research.

Trans-Disciplinary Collaborative Team

Trans-disciplinary collaborative team functioning was a crucial aspect of the study. During Workshop 1, all the team members arrived and made a commitment to the team and study. Specifically, the trans-disciplinary collaborative team functioning was evaluated by myself and the assistant researcher via the observation of the small teams. The facilitation of the first large team was challenging, including refraining from asking leading questions during Workshop 1 where I was not yet a team member. There was positive feedback regarding my facilitation skills from the team. While tiring, the workshop was above-all exciting for the team. Workshop 2 was intense, productive and team synergy was good. The key team change was my active involvement. In the first Workshop 1 was merely the facilitator, but in Workshop 2 I was part of the team and critically engaged in the meaning-making process. I was very cognisant of my power within the team, and the need not to exceed it. It was vital that the general trans-disciplinary principle of equality of expertise is observed, although there will always be some degree of a power differential in any given team across all members. During Workshop 3, one of the key tasks was reminding the team of the nature of trans-disciplinary collaborative teamwork. It was important that they felt that the goals of trans-disciplinary teamwork were being met. The evaluation session we had about Workshop 2 was generally very positive. The team was enjoying the process, and felt that their voices were indeed being heard and they were also learning. I did not use the small teams during Workshop 3, as the large team functioning and synergy appeared to have developed sufficiently during Workshop 2. The pressure for time also made maximising the time for large team deliberations more important. Workshop 4 was a culmination point for the trans-disciplinary collaborative team and their model. Our team and model had

successfully achieved its goal and answered its question as a powerful unit. The trans-disciplinary collaborative team functioning was finally evaluated during the final individual interview where team members all agreed that it had been met. This was reflected in the last section on their evaluation. Team development was a vital task in this study. Modestly, I believe it was notably achieved.

Inter-Workshop Phases

Team members were encouraged to reflect on research question(s) as well as previous workshop constructions in their contexts, and engage with literature articles and/or readings, and in possible ‘action’. This was encouraged as much as possible during the workshops, as this was an important process. The reflection journal also offered space for such reflection. The ‘principal’ researcher and research assistants also reflected on the workshops and planned for the next one. Further data analysis / data construction was conducted, for consideration by team at the following workshop as part of the useful meaning-making process. Keeping in contact with team members between workshops was important to promote team functioning.

Post-Workshop Phase

Firstly, team members were given certificates recognising their participation in the Workshops, study and crucially valuing their voices. Finally analysing the data was also an important task as was writing up and reporting the study. The study will be examined formally by the university and/or external examiners where critical comment and corrections will be made. Thereafter the study will be placed in the relevant library for general public access and use. Crucially, team members will have direct access to the study for possible implementation of the model in their contexts. Using the study as a resource of development and action is important and exciting.

6.3.2.2 Limitations

There were a number of limitations:

- The number or types of disciplines included was generally limited due to restrictions of the size of the team. Other disciplines or collaborators could have been clinical psychologists, learners and so forth. Besides the restrictions of the size of the team, learners, for example, were also not included, as including them would have required securing additional permission for their participation and further organisation. With the organisation of this study being particularly considerable, the study had to be limited in such regards.
- The voices of literature were ‘passive’ participants, not active members of the team, and hence this was a limitation.

- Because the literature on self-esteem is almost exhaustive, inevitably certain readings were only found after the workshops, and could not be given to team members for their deliberations. Nevertheless, credible core readings were hopefully part of the process even if they were my subjective selection of the literature. The study was also limited in that more academic literature was provided than ‘non-academic’ literature.
- Given all their duties and responsibilities, there was limited time for the team to read the 32 articles and/or readings and other literature that was provided. The team therefore had to select which readings they had time to read which in and of itself resulted in a subjective limitation of their exposure to the ‘passive’ participants.
- The study and discussion with respect to the team’s understanding(s), as related to the research questions, were particularly largely descriptive and explanations or reasoning for the final model were not comprehensively articulated. However, this did not mean that all the team descriptions were provided owing to time limitations.
- Given my multiple roles in this study, my bias can never be completely excluded. This includes previously mentioned biases, and the possibly that the team wished to ‘impress’ me, for example, in agreeing with some of ‘my’ understandings. Nevertheless, with respect to the latter, the team challenged and/or developed some of my contributions.
- I did not compare Workshop 1 with Workshop 4 or show the change in the team’s understanding due to the our transgogic action. This was as a result of the limitation of the size of this thesis.
- The possible qualitative analysis bias is also limiting.
- There was limited time during some of the workshops. For example, during the Workshop 4, the team could not discuss the recommendations, implications and evaluation. This had to be done in a non-trans-disciplinary individual interview.
- Furthermore, not being able to discuss the team’s model’s name within the team but via an independent electronic mail vote, undermined the usual team synergy thereof. In retrospect, creating a more interactive cyber-team discussion (not just an electronic mail cyber space forum) about the name may have enhanced it and not limited it.
- I could not criticise the model at the end of the study because I was part of the team and due to Mode 2 research.
- I was ethically torn in that I and my supervisor were the only ones who could be fully credited with ‘inventing’ the model because of the agreed anonymity which prohibited, at this stage, the use of their specific names to give them deserved equal credit. However, in order to promote the team’s ownership, they decided on the model’s new name.
- Due to a serious car accident, I was unable to attend the international self conference and hence could not present the model to the international voices of literature for their more active

or direct comment. However, I importantly compensated by forwarding the model to many of them via e-mail for their feedback. Nevertheless, I could not bring back the responses of the voices of literature to the team for possible further negotiation of the model.

- Gilbert and Sliep (2009) detailed reflexivity in terms of social action and community work, and for inter-relational reflexivity as together created dialogically. My study incorporated a self-ecosystemic framework and hence self and inter-relational reflexivity. Both are important as Gilbert and Sliep (2009) noted. Self reflexivity, however, was mainly during the inter-workshop periods and the individual interviews, while inter-relational was mainly during the workshop period, and therefore the dominant force of this team study. Combining the two all the time would have promoted the value of the study even more and was somewhat of a limitation.
- These limitations affected or limited the value of the study.

6.3.2.3 Value of the Study

- Firstly, and fundamentally, the sea of original approaches and concepts, terms, ideas and/or data constructions of this study were comprehensively delineated in *Chapter 1*. These included the study's general approaches, such as the research questions or the what?, the participants or the who? and the design or methodology or the how?, as well as the more specific data constructions of this study. The value of this study no doubt must be viewed in light of these contributions.
- Specifically, as just previously noted, various original expert knowledges were constructed. There were original terms generated in terms of the research process, for example, the introduction of the new term 'transgogy', as well as in the topic's area, for example, the concept, term and/or idea of 'meta self-esteem' and introduction of its different statuses.
- Crucially, this study was able to negotiate what Leary (2006) mentioned as a major problem in the field of self-esteem. This was done by this team which negotiated the many complexities of the literature and their experiences into a meaningful and unique new model they can use and evaluate in practice. One of the possible benefits or implications of such an approach is that practitioners without a possible strong theoretical and other allegiance to a particular voice of literature were able to integrate and draw on the strengths of the different voices or approaches without possibly stubbornly attempting to defend their own borrowed literature or practice position (at all costs) despite possible contradictory information. The team's reflections, as delineated in the last section, highlighted their sense of ownership and the importance of Mode 2 research. This offers the start of possible future studies including Mode 2 research and trans-disciplinary collaborative teams. Finally, there is exciting potential for this model in education.

- The limitations of this study, as discussed earlier, affect the value thereof.
- The specific qualitative value indicators of credibility, transferability, dependability, and confirmability were already discussed in *Chapter 4*. Please refer to *Chapter 4* for a delineation thereof.
- My participation in the study was justified in *Chapter 1*, hopefully did not undermine its value. As noted in *Chapter 1*, my interest and knowledge in the field would have made it difficult not to be part of it. Also, if the team contested my ideas, it likely would have been difficult not to criticise them to some degree. Nevertheless, when they used many of my ideas such as my definition of self-esteem, they in any event augmented them.
- The research data process or data changes were not reported in this thesis, for example, how the team's understanding changed from use of the term 'positive self-esteem' to 'high healthy self-esteem'. Only the final data constructions or model were reported. In so doing, the team's understanding(s) from Workshop 1 (without the voices of literature or the participation of the 'principal' researcher) were not compared with the literature as had my earlier studies Biggs (2001; 2005) done.
- The team's understanding can be criticised by other voices. However, as argued earlier, this study's data constructions cannot be criticised by myself per se, but can only be criticised in terms of whether it accurately and comprehensively answered the research questions.
- Ethical concerns involve more than simple rules but rather looking at micro and macro levels (Stutchbury & Fox, 2009). The salience of the team's voices and making them heard was important in terms of them also raising ethical concerns and hence was the constant evaluation by the team. Furthermore, the macro level will need to look at the value, including ethical, to the education system, and, for example, the ethical need for a trans-disciplinary collaborative team.
- Interviewing the team about this study was important in evaluating the team member's recognition of the team nature and trans-disciplinary collaborative nature of the study. This validated the study in this regard via the evaluation by the participants – as noted earlier, it gave the team and trans-disciplinary collaborative criteria crucial credibility.

6.3.2.4 Implications and Recommendations

The implications and recommendations (theoretical, research, methodological and practical (AERA, 2006)) of the study, including future research, were important for amongst other things possible future action. Hereafter are the implications and recommendations.

Implications

- The implications made by the team were discussed in *Chapter 5*. Importantly, they can be added to this section.
- The study as a Mode 2 research one was very valuable with team members who were evaluating their current understanding and contextual experience against the voices of literature. This has many implications for many others.
- For all educational role players, individual and disciplines who were part of the study and those who were not, there is the possibility to personally research or implement and/or develop the model within their own theoretical and practical contexts and hence to add their voices in thought and/or action. This includes theoretical, for example, with respect to ‘self-esteem’ and ‘meta self-esteem’ and methodological and/or practical, for example, in terms of ‘transgogy’ or classroom practical methods.
- An important implication is that the topic or field is complex and hence the study and constructed data is only partial or tentative.
- There are many research implications for the field of ‘self-esteem’ and/or ‘meta self-esteem’ and for trans-disciplinary collaborative and Mode 2 research.

Recommendations

- The recommendations made by the team were discussed in *Chapter 5*. Importantly, they can be added to this section.
- Short term, medium and long term recommendations.
- Bold action is required by all educational role players. Models should not be simply produced without further action. All relevant role players need to be informed, agree and commit to the process of actively and collectively implementing the model of understanding and evaluating the effectiveness thereof. Concrete approaches and strategies flowing from the model will need to be developed where schools contextualise the model. For example, there was an evaluation and/or testing via the dialogue and in between workshop sessions where meaning-making was reflected upon in practice. This could be expanded in future. This model needs to be researched further by all including via by academics or practitioners or via Mode 1 and Mode 2 research. In terms of Mode 2 research, the next research could also include some active participants from academia or voices of literature.
- Both qualitative and quantitative evaluations of the model are required. The complexity of self-esteem in the model means that any quantitative testing must incorporate qualitative complexity and evaluation when using it.

- Various issues to study include: the new model terms such as ‘meta self-esteem’ within self-esteem and ‘transgogy’ with respect to general practice and research. The locus of control in determining self-esteem and meta self-esteem is also important to determine and study. Interesting the time and effort that it took to unpack and deliberate about only one concept in the curriculum. There are many other concepts in the curriculum that should also be done, for example, well-being, health and inclusion. For example, anecdotal evidence demonstrates that there are many different ideas about inclusion. It will be interesting to compare my findings with those of Biggs (2001 and 2005), for example, how the team’s understanding(s) from Workshop 1 compared with these studies and the voices of literature.
- ‘Self-esteem’ and/or ‘meta self-esteem’ is a complex field, as is the model the team produced. This complexity and the big picture should not be ignored. The big picture is important as many people focus on different more specific areas, for example, domain specific in classroom and others develop assessment instruments. The last ‘Self Conference’ was importantly in the Middle East and new developments hope to unite east and west. As far as possible, the whole or synergy must be studied together. However, given the complexity, it is only a possible partial solution, otherwise it is ethically irresponsible.
- The use of a trans-disciplinary collaborative team should be properly utilised wherever implemented. It was anecdotally reported by some team members that such teams elsewhere were ineffective teams as they were not being appropriately implemented. In South Africa currently, seize the zeitgeist of working together, also idea of hybridisation. Specifically, the complex field of ‘self-esteem’ requires a powerful trans-disciplinary collaborative team focus. A similar collaborative approach has recently been adopted by the EMDC.
- An academic community via self worldwide centres (which are already in existence) across different disciplines via internet sites and blogs could be created. I have created my own website on myspace or www.myspace.com/metaselvesteem specifically on ‘meta self-esteem’. I have or will also contact(ed) world leaders for their feedback on my study. This would have already been received at the Self Conference, had I been able to attend it.
- Finally, research into practice and research in practice (Nutley *et al.*, 2003) are both necessary with respect to ‘self-esteem’ and ‘meta self-esteem’ and their development.

6.4 ‘CONCLUDING’ THE JOURNEY

This study’s journey has been a valuable one. I and the other team members (evidently according to their evaluation of this study) developed markedly in this process. Our understanding of ‘self-esteem’ and ‘trans-disciplinary collaboration’, and our personal and/or professional development and/or valuing thereof, have been considerably augmented. With voice being so vital in this study, one team

member, for example, pertinently commented about his participation in this study: “Essential for me to be there... could only come out of this process as a better person.”

This Mode 2 study has uniquely integrated academic and professional or practical evidence. According to myself and the other team members, this study has answered its research questions, and produced exciting original concepts, terms and/or ideas in the field of ‘self-esteem’ and elsewhere. Affording the team the right to formally and officially agree to the research questions, and duly comprehensively verify that they had answered them, is relatively unique in general research. Making strides with respect to the concept, term and/or idea of ‘self-esteem’ in this study, by positioning the original concept, term and/or idea of ‘meta self-esteem’ above it, is salient. Moreover, this important original concept, term and/or idea of ‘meta self-esteem’ may have significant implications in addressing or ‘solving’ many aspects of so-called ‘self-esteem problem(s)’ (Leary, 2006), and hence justifying this study.

Relatedly, and most appropriately, from a ‘personified’ or ‘living’ and ‘meta’-like perspective, like this study’s original concept, term and/or idea of ‘core self-esteem’, ‘this study matters no matter what.’ It may be argued that it has constructed and solidified its own ‘core self-esteem’, and hence been a salient and justified study in my, and evidently the team’s, minds and hearts. Furthermore, the previously argued most original concept, term and/or idea of this study, namely, ‘meta self-esteem’, has been passionately birthed and embraced by the team and its study. This study’s ‘meta self-esteem’ may ultimately be classified as the optimal ‘high healthy’. Moreover, as a culmination point in summarising the team’s answer to the main research question, an original or ‘unique’ hybrid Mode 2 trans-disciplinary collaborative team model of ‘self-esteem’ and ‘self-esteem development in the (South African) educational context(s)’, was developed. In addition, these just-mentioned original concepts, terms and/or ideas with respect to the topic, were also complemented, for example, with the original concept, term and/or idea of ‘transgogy’ within education, a ‘self-ecosystemic inclusion meta-theoretical approach or framework’ in educational psychology, and finally, the ‘passive product participant’ with regard to the methodology. Appropriately, this originality extends across many domains and somewhat mirrors the integrated previously-mentioned meta-theoretical framework of this study, as well as trans-disciplinary collaboration. Hence, this originality ultimately integrates many domains, and, most refreshingly, is in and of itself, trans-disciplinary originality. In addition, as just intimated, this originality also poignantly reflects my integrated degree, namely educational (for example, ‘transgogy’) and psychology (for example, ‘meta self-esteem’).

Finally, this journey, which should never be ‘concluded’, should inspire others. In the end, my, and the team’s lucid, yet equal voices (but while not fully including the ‘passive’ participants), have rightly been heard. I contend that this Mode 2 study, which has combined or hybridised academic,

theoretical and practice evidence, has been successful. Moreover, it has offered generic currency to such future research.

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ADDENDUM 1

Section 1

Launched in 2001, *Education Management and Development Centres (EMDCs)* are the third-level structure in a four-levelled educational hierarchy in South Africa (DE, 2001; 2003). Their primary responsibility is the development of the fourth-level institutions, namely schools (DE, 2001; 2003). As newcomers to the educational family, EMDCs need to make their mark, and require as much development as possible, including benefitting from research partnerships such as this study. *White Paper 6* (DE, 2001), Western Cape Education Department (WCED) (Dugmore, 2004), Lazarus (2006) and Engelbrecht (2007) stated that the new educational dispensation, envisages where appropriate, collaboration at EMDC level including via trans-disciplinary collaboration. Johnson and Green (2007:162) concurred, and noted: “Psychologists, therapists and remedial teachers who are members of a district-based support team are ... expected to ... juxtapose their expert knowledge with the contextual expertise of the local school community and facilitate collaborative problem solving.” As Lazarus (2006), Engelbrecht (2007), and Johnson and Green (2007) remarked, and discussed extensively in the previous section, collaboration has numerous benefits including curriculum development at EMDC and school levels. I would therefore argue that this includes making EMDC-school local and/or contextualised sense of the broadly-conceptualised National Curriculum Statements and constituent areas such as ‘self-esteem and self-esteem development in the (South African) educational context(s)’.

EMDC collaboration has various permutations. Each pillar (to be duly explained in a later section) is responsible for its own specific functions including intra-pillar collaboration. In addition, inter-pillar collaboration, tantamount to at least inter-disciplinary collaboration via multi-functional teams, is also employed. Moreover, current re-engineering within EMDCs propose the abolition of the four disciplinary pillars making circuit teams and their underpinning ideal of inter- and/or trans-disciplinary collaboration the fundamental organising structure and functioning of future EMDCs in the Western Cape. While there may still be uni-disciplinary and multi-disciplinary collaboration. EMDCs multi-functional teams could consist of a variety of role players determined by the function of any given team, but typically include a circuit manager, curriculum advisor(s), administrative officer, school/ educational psychologist, learning support advisor and a social worker (WCED, 2003). As demanded by *White Paper 6*, there is also external EMDC or trans-institutional collaboration with the different levels of education in South Africa, including schools, provincial and national levels, tertiary education partners, and inter-sectoral partners (DE, 2001; Le Grange & Newmark, 2002; DE, 2003; Johnson & Green, 2007).

Having established the importance of EMDCs and their collaborative structures and functions, it is crucial to look at the collaborating disciplines as related to this study, including non-EMDC team members. This study's trans-disciplinary collaborative team includes the following team members: school/ intern/ educational psychologists, social workers, learning support advisors, life orientation curriculum advisors, life orientation educators, the voices of literature and the researcher. It is a hybrid of internal EMDC collaboration (third level) combined with external EMDC collaboration with schools (fourth level), 'indirect' voices of literature and a directly involved tertiary education educational psychologist researcher and his support team. Given the purpose of the study, the inclusion of a circuit manager and an administrative official was not deemed essential. While EMDC disciplines or professions form the main team component, the incorporation of external partners means that it is not referred to as an EMDC team in the title or research question. Although all located within the education profession or discipline, the team is comprised of different professions and/or disciplines or sub-disciplines. Each discipline or profession represented in the team will now be related to the study.

All these participants are part of an educator community while representing different professions or disciplines therein. Education itself has always been inherently a nexus field of many different disciplines and in many ways trans-disciplinary in nature. Education is a synergy of many different disciplines.

School/Intern/Educational Psychologists (EMDC, Specialised Learner and Educator Support, SLES pillar), should be salient role players in international and South African education (De Jong, 2000; Nastasi, 2000; Sheridan & Gutkin, 2000; DE, 2001; MacKay, 2002; Crespi & Politikos, 2004; Engelbrecht, 2004; Farrell, 2004; Engelbrecht, Swart & Eloff, 2006; WCED, 2006). They must constantly develop as scientist-practitioners (Nastasi, 2000), and carve out "contextually relevant ... roles" (Engelbrecht, 2004:21) if they do not want to be marginalised (Alexander, 2004) in the new dispensation (de Jong, 2000). Respectively, Farrell's (2004:12) and Nastasi's (2000:546) sentiments can be applied to this study, when stating that school psychologists should keep "up to date with research literature and disseminat[e] key findings among relevant colleagues" and "the school psychologist [should engage] in reflective practice, continually examining the interplay of theory, research and practice and reformulating his or her personal theoretical basis for practice." As masters level researchers, educational psychologists can provide a useful link between the academia and contexts. Moreover, the focus of the study, namely 'self-esteem and self-esteem development in the (South Africa) educational context(s)' falls within the scope of practice of school/ educational psychologists. ***Social Workers, (EMDC SLES pillar), Learning Support Advisors, (EMDC SLES pillar), Life Orientation Curriculum Advisors, (EMDC Curriculum pillar)***, should also all be important role players in their disciplinary collaborative teams, all, like school/intern/educational

psychologists also aim to enhance the well-being of learners. Like the school/intern/educational psychologists, another more specific example would be the *Life Orientation Educators*. They are important in this study as ‘self-esteem and self-esteem development’ are particular foci in the Life Orientation Area (DE, 2001; 2002; 2003; 2005; Rooth, 2005; DE, 2006). With respect to *Life Orientation Educators*, Kincheloe (2003: 18-19) passionately argued for the importance of educators as researchers, particularly in terms of curriculum development, which is embraced by this study:

“Teachers must join the culture of researchers if a new level of academic rigor and quality is ever to be achieved ... [and] realize that they have access to understandings that go far beyond what the expert researchers have produced. In the new school culture teachers ... are seen as researchers and knowledge workers who reflect on their ... current understandings ... Scholar teachers understand that curriculum development responsive to students needs is not possible when it fails to take account ... [of] contexts ... In-service staff development no longer takes the form of ‘this is what the expert researchers found – now go do it.’ ... staff development in the new culture gives way to teachers who analyze and contemplate the power of each other’s ideas ... the new critical culture of school takes on the form of a ‘think tank’ [where]... teachers develop projects that encourage collaboration and shared research ...”

In South Africa, educators have been promised a more active role in curriculum development, evidently want such a role, but according to Carl (2005:223) are still largely “a voice crying in the wilderness” or indeed will remain “voices crying in the wilderness” (Carl, 2009:219). Nevertheless, such involvement would allow educators as researcher-practitioners to be at the forefront of collaborative curriculum development (Kincheloe, 2003; Carl, 2005). In terms of this study, Life Orientation Educators are responsible for the area of the curriculum most closely associated with ‘self-esteem and self-esteem development’ outcomes. Arguments for the inclusion of the voices of literature have already been made, most notably with reference to the shift to Mode 2 trans-disciplinary collaborative knowledge production between academia and contexts (Bawa, 1997; Kraak, 1997; Waghid, 1999 in Le Grange & Newmark, 2002). Nevertheless, DE (2003) specifically noted that the ‘capacity building’ challenges for EMDCs require partnerships with other role players, including tertiary education partners. The voices of literature dealing with ‘self-esteem and self-esteem development in the educational context(s)’ are the most relevant collaborative partners in this study. As discussed earlier, there are many different possible role players which could comprise a trans-disciplinary team. These include learners (Rudduck & Flutter, 2004). The delimiting of the study to these role players is largely due to time and resourcing constraints. This will again be discussed in *Chapter 6* where the delimitations, limitations, implications and recommendations are addressed.

Section 2

In meeting this imperative, it is vital to start with the outlining of my personal motivation for this study. Cornwall and Jewkes (1995:1674) noted: “Disciplinary conventions, funding priorities, and personal and professional interests of the researcher, play a major role in dictating how appropriate areas for research are identified.” Firstly, I have a considerable interest in the topic of ‘self-esteem’ and ‘self-esteem development in the educational context(s)’ fuelled by my previous research Biggs (2001; 2005), and the problems and priorities I feel still need to be addressed. I would like to build on

these research journeys and contribute in some way to the development of this field. This study offered such an opportunity. Secondly, in terms of collaboration, my current degree requirements states:

“Learners will therefore be able to counsel, consult, collaborate and build capacity in communities and educational settings ... learners are trained as reflective practitioners and action researchers who analyse, evaluate and develop their own professional practice through life-long learning” (Swart, 2005:2).

This trans-disciplinary study incorporates many of these required core competencies. The personal and collective transformative experience offered by such collaboration is particularly appealing. My journey in terms of developing an interest in trans-disciplinarity, has had two main influencing threads. I have completed multiple degrees, incorporating diverse disciplines, from chemistry, botany, mathematics and economics to law, history, psychology and social anthropology. My wide exposure to a vast array of disciplines has stimulated my own ‘independent’ trans-disciplinary functioning, or what I now term my ‘independent’ transgogy, a possible sub-division of pedagogy. This has led to my augmented understanding of human functioning via the integration of many of these disciplines, and ultimate transcendence of limited disciplinary boundaries. I now constantly look for the synergistic and hence ameliorated understanding that trans-disciplinarity can offer. Indeed, my adapted meta-theoretical framework, which I ‘successfully’ employed as an intern educational psychologist, is trans-disciplinary in nature. Relatedly, this personal journey has been encouraged by my ‘anecdotal’ or personal observations when studying at both South African and international universities. The burgeoning collaborative partnerships at these universities, including between universities and external partners including communities, provided further reason for valuing collaboration with the ultimate being trans-disciplinarity. In addition, my own recent multi-functional team work as an intern at the EMDC, cemented my belief in collaboration. Finally, research according to Adams *et al.* (2004) should also be enjoyable, and while this study’s journey would be challenging, it offered many enjoyable experiences.

Having delineated my personal motivation for the study, as researcher, my participation as a fully-fledged team member needs to be justified. In qualitative studies, the researcher is the main research instrument, and, to varying degrees, actively participates in and affects a study (Kvale, 1996; Merriam, 1998; Patton, 2002; Denzin & Lincoln, 2005). However, the degree and type of such involvement needs to be motivated. In this study, the research design demanded a facilitator. A facilitator can either be a ‘neutral’ external party (process) or a fully-fledged participating party who also adopts the role of facilitator (process and product). Specifically, Ferreira (2004: 47; 55; 119-120) combining trans-disciplinary asset-based collaboration commented:

“...the facilitator can be any member of the trans-disciplinary team and this role can rotate ... The facilitator is ... [not an external person and] ... is a role that is sometimes taken in addition to functioning in another role [as a collaborating discipline] ... Such a person does not only have the technical expertise needed for that particular situation, but possess vital knowledge, abilities and skills in team dynamics and processes ... the role of facilitator as one whose assets are used to enable sharing and exchanging is inseparable to the team.”

Firstly, in terms of only the process facilitation skills mentioned by Ferreira (2004), as an intern educational psychologist and qualified educator, I believe I have such skills and am suited to the task. This is not to deny that many other team members have these generic facilitation skills. But, as researcher, I also developed the required understanding of the research design and the underpinning trans-disciplinary collaborative and transgogic processes and concomitant skills. If time was not a constraint, as Ferreira (2004) noted, other team members could have also acted as facilitators after they had been similarly briefed. Secondly, in terms of being a fully-fledged team member contributing to the research product, as supported by Ferreira (2004), Mode 2 research offers the space for the active product involvement of academia or its researcher(s) in a study, over and above acting as a facilitator. My primary identity and role in this study as ‘academic’ researcher, coupled with my identity as practicing intern educational psychologist offered the opportunity to give further expression to the research-practice nexus of Mode 2 research. Hence the arguments for the participation of educational psychologists could also be applied to me. Specifically, my ‘considerable’ knowledge, particularly in terms of the ‘voices of scholarship’, meant that I believed I had much to offer the team, as they all did too, in terms of developing our trans-disciplinary collaborative understanding and engaging in reciprocal transformational learning. In addition, due to the fact that the voices of literature were ‘passive’ participants who were not personally present, I was also responsible for facilitating their voices, including my own previous research Biggs (2001; 2005). While ever effort was made for the participants to become familiar with as many voices of literature as possible, they were never going to reach my level of engagement purely because I have engaged with the literature for many years - hence my participation also provided a greater access to these voices. I also felt it would be particularly difficult to remain totally neutral with respect to commenting negatively on other team members’ possible criticism of my work. While not exclusive, another possible personal expertise I could contribute to the team’s pool of expertise would be my academic skills in examining the meta-theoretical and theoretical congruence of our model(s) of understanding(s). Such skills are particularly demanded in this wide-ranging and complex study. Ultimately, the opportunity to be part of this specific trans-disciplinary team, its critical engagement with this topic, and its benefits, were too appealing to forgo. Partial involvement ran counter to the spirit of trans-disciplinarity. Finally, it is important to note that I, and the voices of literature, would only participate in developing the team’s understanding(s) or the research product after Workshop 1. This was in order to value their understanding from the start, and minimise any possible undue power effects we may have on the team’s understanding at that stage.

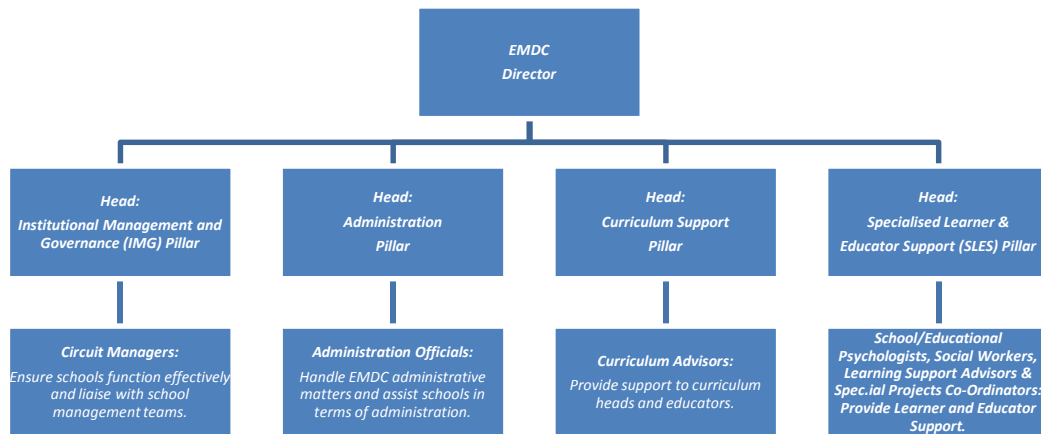
Having outlined my personal motivation for the study and participation therein, it is crucial to acknowledge that these and other factors may pose a potential disadvantage in my being “too close to the research” and/or clouding my judgment. As recognised by the need to expound one’s positionality, Chapman (2005:37) rightly notes that “the researcher brings her or his total self to the

research” including his or her philosophical and theoretical allegiances, personal biography and identities and professional experiences. Miles and Huberman (1994), Denzin and Lincoln (2005) and Le Grange (2005) concur, with Denscombe (1998:208) remarking that “the researcher’s self plays a significant role in the production and interpretation of qualitative data.” In terms of other aspects of my positionality, my paradigmatic allegiance(s) will be briefly outlined in **Chapter 4**. However, it is also important to register my belief in a self-ecosystemic inclusion meta-theoretical framework for human functioning which will be delineated in **Chapter 2**. Indeed, this is reflected in the model of ‘self-esteem’ and ‘self-esteem development in the (South African) educational context(s)’ I personally espouse in **Chapter 3**. Nevertheless, given my paradigmatic allegiances and the underpinning trans-disciplinary collaborative and transgogic principles of the study, I am open to other understanding(s) and ultimately my own simple and transformational learning. Hence, while my meta-framework may influence other aspects of the study, for example, influence my own theory on ‘self-esteem’ and ‘self-esteem development’ and trans-disciplinary collaboration, the meta-framework is not employed as an over-arching framework in this study with respect to the topic or team’s product dimension of the study, namely ‘self-esteem’ and ‘self-esteem development in the (South African) educational context(s)’. If it were to be, it would defeat the entire purpose of the study. Hence my understanding is merely one of the many voices critically engaged with by the trans-disciplinary collaborative team. Nevertheless, being vigilant for any ‘negative’ researcher influence, for example, undue power, is a sine qua non ethical imperative. Therefore adopting the approach of a critical reflective research practitioner (Le Grange, 2005), one of the previously-outlined core competency requirements of my degree, as well as having critical friends including my assistant facilitators, other research assistants, and supervisor, is vital. Most importantly, valuing ongoing critical feedback from my team members during the process is paramount.

Section 3

Education Management and Development Centre (EMDC): EMDCs are the third-level structure in a four-levelled educational hierarchy in South Africa, and assist fourth-level institutions or schools (DE, 2001; 2003). The EMDC in this study falls under the jurisdiction of the WCED. Hereafter is an example of an EMDC organogram (DE, 2003).

Figure 1.1: EMDC Organogram



Trans-disciplinary Collaborative Team: Trans-disciplinary collaboration is the most advanced form of collaboration, and involves co-equal parties working extensively together in an atmosphere of mutual respect, trust, commitment and support to achieve mutually agreed upon goal(s). In so doing, such collaboration crucially entails the transcendence of disciplinary boundaries synergistically enhancing the team’s outcomes and reciprocal learning and professional development (Friend & Cook, 2000; Ferreira, 2004; Derry & Fischer, 2005; 2006; Engelbrecht, 2007). Certain authors such as Engelbrecht (2004; 2007) have employed the term ‘trans-disciplinary group’ while others, for example Ferreira (2004), use ‘team’. The term ‘team’ is employed in this study for two main reasons. Firstly, the definition of ‘team’ offered by many authors (e.g. French & Ball, 1999) is more congruent with the criteria of trans-disciplinary collaborative relationships, than the generic term of ‘group’. Secondly, the term ‘team’ is also frequently utilised in educational policy documents, even defining ‘collaboration’ in terms of a ‘team’ (DE, 2003). *A comprehensive theoretical framework of a ‘trans-disciplinary collaborative team’ is provided in Chapter 2.*

This study’s trans-disciplinary collaborative team includes the following disciplines (from the EMDC and other institutions) defined as: **School/ Intern/ Educational Psychologist:** A school psychologist possesses at least a post-graduate qualification in psychology working within the EMDC SLES pillar and/or school system, and not in private practice. Unlike a school psychologist, an educational psychologist is registered with the Health Professions Council of South Africa as is an intern educational psychologist. Educational psychologists’ scope of practice entails the psycho-educational support and development of children and adolescents in partnership with their supporting contextual systems. School psychologists have a similar scope of practice. An educational psychologist can act as school psychologist but not vice versa (WCED, 2006). **Social Worker:** A social worker is professionally registered as such in accordance with the Social Work Act. At the EMDC, social workers operate within the SLES pillar. They have a broad scope of practice working with individuals (e.g. learners and parents) and groups (e.g. families) to develop their general and social well-being

(WCED, 2006). **Learning Support Advisor:** A learning support advisor advises, supports and develops educators and learners with respect to learning and overcoming barriers to learning. They work within the EMDC SLES pillar (WCED, 2006). **Life Orientation Curriculum Advisor:** A life orientation curriculum advisor is typically an experienced educator who now works within the EMDC Curriculum pillar in an advisory capacity. Their core business is advising and collaborating with life orientation educators in ensuring effective curriculum delivery (WCED, 2006). **Life Orientation Educator:** A life orientation educator works in a primary or secondary school focusing on the life orientation learning area (WCED, 2006). **Voices of Literature:** The voices of literature are ‘indirect’ or ‘passive’ collaborative team members representing a range of different disciplines involved in the topic of this study. The vast majority are from the tertiary education level or so-called ‘voices of scholarship’, expressed via academic articles and my facilitation thereof. My own research was also included. The other literature included popular or local literature.

Facilitated Understanding(s): The term “facilitated” is comprehensively detailed in *Chapter 2*. In addition, so is the term “understanding(s)” which are both used in this study’s title and research questions. But more specifically and saliently now, the term “understanding(s)” was essentially in terms of the team’s **descriptions** thereof, and **not** necessarily in terms of its comprehensive **explaining or reasoning** thereof. Crucially, the research questions **are** limited in this regard in terms of the de-limitations and/or limitations of this study, and hence the broad term “understanding(s)” must be viewed in this context. Furthermore, latent understanding(s), *as expressed exclusively via behavior* and not verbalisable during the study’s transgogic workshop processes, are not studied. It is impossible to completely capture every aspect of the others’ reality (Kvale, 1996; Stevenson, 2001; Henning *et al.*, 2004). Indeed, Denzin and Lincoln (2005) highlighted the “crisis of representation” in qualitative research, and the complex task of maximising the accurate representation of the other. Ultimately, the conceptualisation of the term ‘understanding(s)’ as employed in this study, is that which is represented in the constructed data and negotiated by the participants. ‘Understanding(s)’ is pluralised in brackets to allow for the different knowledge or understanding types and qualities and to accommodate for the different ‘sub-product’ (subordinate and focus questions) and final ‘product’ (main question) time-space ‘point’ understanding(s) knowledge(s), highlighting the organic nature of the team’s meaning-making process and possible temporariness of the so-called final ‘product’. A team may also agree to produce multiple understandings with respect to any given aspect of topic. More tangentially, while the aim of a team implies (a) single collaborative ‘final product(s)’, individual members do not necessarily agree on all aspects. Hence, it underscores the need not to ignore the importance of individual team members of a trans-disciplinary collaborative team, with their particular critical constructivist/ionist transformational processes and possible competing understandings. *A comprehensive theoretical framework of ‘facilitated understanding(s)’ is provided in Chapter 2.*

Self-Esteem: As the topic of the study, this will not be conceptualised here.

Self-Esteem Development in the (South African) Educational Context(s): As the topic of the study, this will not be conceptualised here. However, certain clarifications are necessary, starting with the use of the term ‘development’. Firstly, many authors such as Robins and Trzesniewski (2005) have employed the term ‘self-esteem development’ and it is not a novel term. Furthermore, ‘development’ was used rather than other terms, for example, ‘self-esteem enhancement’. In terms of ‘enhancement’, ‘development’ is a broader term than ‘enhancement’ and does not have as positive a connotation as enhancement. The contention over the importance of self-esteem noted earlier warranted the employment of a more ‘neutral’ and possibly more inclusive term. In addition, there is a specific self-enhancement theory within the literature. I wished to avoid confusion therewith. I have bracketed ‘South Africa’, as while most of the direct or active participants are from the South African context and much of the curriculum policy is also South African, there are certain caveats. The voices of literature, which are indirect or ‘passive’ participants, are mainly from the international context. Hence the study’s data constructions cannot only be associated with the South African context. Furthermore, the interconnectedness of contexts means that the direct participants, whether generically or via their own educational experiences, have very likely been interacting with international discourses. Conversely, as with the transferability of qualitative studies such as this one, I also do not wish to advocate that this study will be applicable to all South African contexts as the study was conducted largely within a particular South African context or even more specifically particular EMDC context. The study used the term ‘educational’ rather than, for example, the term ‘learning’, as the former is traditionally considered to be more inclusive and/or holistic in terms of development than the latter. In addition, the possible pluralised term ‘educational context(s)’ was employed, as although this study and its constructions are primarily related to the formal educational or school context, the team decided that the school context is not the only educational context, and moreover, that there is a ubiquitous interconnectedness between different educational contexts. For example, the family is also understood to be an educational context and is intrinsically linked to the school context.

ADDENDUM 2

Section 1

Engelbrecht (2007) remarked, that notwithstanding its extensive usage, a lucid conceptualisation of ‘collaboration’ is not always readily available. In certain cases, this has resulted in the obfuscation of concepts such as ‘consultation’ and ‘collaboration’. At the outset, it is therefore important to differentiate between generic understandings of ‘consultation’ and ‘collaboration’ in the service of constructing the particular conceptualisation of ‘trans-disciplinary collaborative teams’ employed in this study. Friend and Cook (1996: 22) relating ‘consultation’ specifically to schools commented: “School consultation is a voluntary process in which one professional assists another to address a problem concerning a third party...” They note that it is typically a triadic, indirect, voluntary, problem-solving stage-like process, with shared but differentiated accountability. Saliently, and implicit in their definition, they add that while both consultant(s) and consultee(s) influence each other, the expert knowledge of the consultant is the *raison d’être* for the relationship, as the ‘consultant’ provides such knowledge and/or services to the ‘consultee’. Dyck and Thurston (1996 in Engelbrecht, 2004:248) sharpened the elucidation of this epistemological relationship, when they broadly distinguish between ‘consultation’ and ‘collaboration’ by noting that: “ ‘consultation’ means, for example, to care, counsel, advise or deliberate formally, while ‘collaboration’ means to work jointly (especially in an intellectual endeavour), to assist, to interact or to associate.” They agree with Friend and Cook (1996) that the ‘consultation’ relationship is typically defined by a significant epistemological power differential. However, this differential is not characteristic of the ‘collaborative’ relationship. Friend and Cook (1996) duly concurred. Providing their generic understanding of ‘collaboration’, they note that the essence of ‘collaboration’ involves a style for the direct interaction between a minimum of two co-equal parties voluntarily working together in the pursuit of (a) mutually agreed upon goal(s). Even when collaboration is particularly minimal, the parties are still largely co-equal in terms of valued knowledge and influence. However, Friend and Cook (1996) noted that ‘consultation’ and ‘collaboration’ are not mutually exclusive. For example, ‘collaboration’ can be used in certain instances within a broader ‘consultative’ relationship.

Rosen, Miller, Pit-ten Cate, Bicchieri, Gordon & Daniele, 1998, Berman *et al.*, 2000, Ryan-Vincek, Tuesday-Heathfield & Lamorey, 1995 all in Ferreira (2004: 23;25) outlined the trans-disciplinary collaboration model. They highlight extensive collaborative teaching, learning and working together across disciplines:

“Through the trans-disciplinary model, members commit themselves to teach, learn and work with each other across conventional discipline boundaries so they can offer more effective support ... It is an approach characterized by enormous collaboration of ideas and expertise among team members ...”

Derry and Fischer (2006:4) and Engelbrecht (2007:13) concurred employing the key related term of disciplinary transcendence respectively noted:

“Transdisciplinary tends to describe collaborations that transcend specific disciplines to define new knowledge in between and at the borders of disciplines...”

“The concept ‘trans-disciplinarity’ ... truly indicates transcending professional boundaries. ... trans-disciplinary collaborative groups display ... fundamental characteristics of effective collaboration and a sense of community: they emphasise the belongingness and meaningful participation of all group members in spite of their differences in training and experiences ... (Sands *et al.*, 2000).”

In this study, the trans-disciplinary collaborative team microsystem is the key unit of focus. Such a team microsystem is the nexus point as ‘it’ transacts with team members and their own particular self-ecosystemic inclusion complexes.

Section 2

Ferreira (2004 compiled from the works of Jantsch in Shalinsky, 1989; Orelove & Sobsey, 1996; Rainforth & York-Barr, 1997); Friend & Cook (2000) and Engelbrecht (2004; 2007) delineated various types of non-collaboration and collaboration. Uni-disciplinary work involves the independent development of competence within a given discipline. With regard to collaboration, firstly, they delineate ‘intra-disciplinary collaboration’ involving parties from the same group membership, for example, collaboration between educators. In addition, there is collaboration that involves parties from different group memberships, such as trans-disciplinary collaboration which, for example, may entail collaboration between an educator, educational psychologist, social worker and occupational therapist. Each of these collaboration types differ in terms of goal(s) and functioning, communication and accountability. While there are various general collaborative permutations, this study is interested in the type of collaboration involving role players from different group memberships or disciplines. Birthing from the academic nomenclature of multi-disciplinarity, inter-disciplinarity and trans-disciplinarity (Nicolescu, 2002; 2006), Friend and Cook (1996), Engelbrecht (2004; 2007); Ferreira (2004), and Derry and Fischer (2005) identified the three most prominent types of such collaboration, namely, multi-disciplinary, inter-disciplinary, and trans-disciplinary collaboration. However, confusion of these types of collaboration does occur, and hence clarity over the particular conceptualisation employed in this study is essential. **Table 2.1** [adapted from Friend and Cook (1996); Ferreira (2004 compiled from the works of Jantsch in Shalinsky, 1989; Orelove & Sobsey, 1996; Rainforth & York-Barr, 1997; Engelbrecht, 2004) and Engelbrecht (2007)] outlined the most prominent and lesser-known types of collaboration. Please refer to **Addendum 2 Table 2.1** hereafter.

Table 2.1: Collaboration Types: Different Disciplines

<u>Collaboration Type</u>	<u>Goal(s) & Functioning</u>	<u>Communication</u>	<u>Accountability</u>
Multi-disciplinary	Address a mutual problem via the use of multiple parties from different disciplines <u>largely working independently with minimal collaboration.</u>	<u>Limited informal</u>	<u>Independent.</u>
Pluri-disciplinary	Address a mutual problem via the use of multiple parties from different disciplines working together in an <u>uncoordinated manner.</u>	<u>Informal</u>	<u>Independent</u>
Cross-disciplinary	Address a mutual problem via the use of multiple parties from different disciplines working together in a <u>co-ordinated manner but controlled by a lead discipline.</u>	<u>Limited formal</u> between certain disciplines determined by the <u>lead discipline</u>	<u>Lead discipline.</u>
Inter-disciplinary	Address a mutual problem via the use of multiple parties from different disciplines working together in a jointly <u>co-ordinated manner.</u>	<u>Periodic formal</u>	<u>Independent and joint.</u>
Trans-disciplinary	Address a mutual problem via the use of multiple parties from different disciplines <u>comprehensively working together and transcending disciplinary boundaries.</u>	<u>Regular formal meetings with extensive</u> between all disciplines.	<u>Primarily joint.</u>

Section 3

The criteria reflected in **Table 2.2** are important base criteria for a trans-disciplinary collaborative team. They are important for the study's design and facilitation. Ultimately, in order to be able to classify the study's team as trans-disciplinary, such criteria would generally need to be met. The observation schedule will be fashioned on these criteria, and be one of the facilitating tools used to achieve these criteria during the study, and one of the final evaluation tools at the end of the study.

The team's problem(s) and/or goal(s) and 'problem-solving approach' are crucial aspects of any team, and the latter combined with the other criteria, facilitate the process. Given its fundamental salience,

the problematization and/or 'problem-solving' approach dimension will be given specific prominence later and in the next section. Indeed, it will be related to the pedagogic or transgogic (explained later) approach and the key criterion of the transcendence (individual and collective) of disciplinary boundaries and the development of synergistic collaborative understanding(s) (Magill-Evans *et al.*, 2002; Derry & Fischer, 2006; Engelbrecht, 2007). However, it is salient to note that different trans-disciplinary collaborative teams will also vary in terms of criteria including degree of planning, transcendence, and for example, while co-equality is a distinguishing criteria there will always be certain power imbalances within any given team. The aim is to strive for the ideal. It is also important to state that there will be variations in terms of the extent of the trans-disciplinary collaboration, and furthermore, at different stages, any given team is likely to build on and/or draw on lesser collaborative forms determined by the task and context (Magill-Evans *et al.*, 2002). I would argue that team members return to their other contexts, which tacitly/passively and/ or actively, informally and/or formally are meaning-making spaces. In these spaces, the working(s) of the trans-disciplinary collaborative team is/are reflected upon and/or engaged independently, and/or in new collaborative forums. Within a self-ecosystemic inclusion framework, this may all have an impact on later more trans-disciplinary teamwork. Ultimately, there is no completely isolated collaborative experience. This study is primarily trans-disciplinary, but to some degree, it will incorporate other types of collaboration by encouraging team members to continually engage with the trans-disciplinary's understanding(s) in their other context(s). A further qualification is that while, as in this study, trans-disciplinary work typically occurs within the same time-space context, other trans-disciplinary forums i.e. an electronic mail or virtual forum will also be employed. Finally, certain authors such as Engelbrecht (2004) have employed the term 'trans-disciplinary group' while others, for example Ferreira (2004) related trans-disciplinary collaboration to the work of 'teams'. The term 'team' is used for two reasons. Firstly, the definition of 'team' offered by many authors is more congruent with the previously-mentioned general criteria of trans-disciplinary collaboration, than the generic term of 'group'. For example, French and Bell (1999:155) noted: "A team is a form of group, but has some characteristics in greater degree than ordinary groups, including a higher commitment to common goals and a higher degree of interdependency and interaction." Secondly, the term 'team' is also a frequently utilised in education policy defining 'collaboration' in terms of a 'team' (DE, 2003). The 'focus team' is to be delineated in *Chapter 4*.

Section 4

Having discussed the criteria, Friend and Cook (1996) and Ferreira (2004) stated that the types of collaborating disciplines included in a trans-disciplinary collaborative team, and size of team, are dependent on its specific goal(s) and/or purpose and the availability of appropriate members. For example, a team assisting a learner with socio-emotional barriers could, for example, consist of a

parent, educator, learning support advisor, educational psychologist, and social worker. Indeed, the goal(s) of this study impacted on the type of collaborating disciplines selected, with this study duly including school/ educational psychologists, social workers, learning support advisors, life orientation curriculum advisors, and life orientation educators. Furthermore, besides the more traditional disciplinary compositions of trans-disciplinary collaborative teams, I would argue that there may also be hybridised compositions, for example, where significant ‘indirect’ collaborating disciplines or team members are included. In this case, the ‘indirect’ voices are present in some form, and duly influence the collaboration, but they are not personally-present and are unable to directly interact. This study’s trans-disciplinary collaborative team is hybridised as it includes significant ‘indirect’ collaborating disciplines or team members, namely the voices of literature. Furthermore, the voices of literature represent a range of disciplines including psychology and education. Nevertheless, this type of collaboration between academia and context(s) truly embodies Mode 2 trans-disciplinary hybridised research. In terms of the size of the team, Fern (2001) notes that it is widely acknowledged that focus groups, with which this study can be generally associated, should consist of 8 members varying by 2 in either direction. Vaughn, Shay Schumm and Sinagub (1996) focus groups usually 6-12 members. Finch and Lewis (2003) 6 – 8 people usually. Jay (1975 in Gerber, Nel and Van Dyk, 1998) remarked that groups larger than 10 - 12 members make group cohesiveness more challenging, and Stasser *et al.* (1989 in Fern, 2001) note, that groups larger than approximately 12 members are more prone to share common information rather than unique insights and/or experiences. Trans-disciplinary collaborative teams, and this study’s team, will be built on the importance of sharing both commonalities but also crucially differences. Hence, the study’s team accordingly consists of 10 (+1=myself) members, although this obviously excludes the many voices of literature. Group composition and size is also critical. In terms of heterogeneity versus homogeneity, the ideal balance is required which increases discussion but does not threaten depth.

EMDC collaboration has various permutations. Each pillar (to be duly explained in a later section) is responsible for its own specific functions including intra-pillar collaboration. In addition, inter-pillar collaboration, tantamount to at least inter-disciplinary collaboration via multi-functional teams, is also employed. Moreover, current re-engineering within EMDCs propose the abolition of the four disciplinary pillars making circuit teams and their underpinning ideal of inter- and/or trans-disciplinary collaboration the fundamental organising structure and functioning of future EMDCs in the Western Cape. [While there may still be uni-disciplinary and multi-disciplinary collaboration.] EMDCs multi-functional teams could consist of a variety of role players determined by the function of any given team, but typically include a circuit manager, curriculum advisor(s), administrative officer, school/ educational psychologist, learning support advisor and a social worker (WCED, 2003). As demanded by *White Paper 6*, there is also external EMDC or trans-institutional collaboration with the different levels of education in South Africa, including schools, provincial and

national levels, tertiary education partners, and inter-sectoral partners (DE, 2001; Le Grange & Newmark, 2002; DE, 2003; Johnson & Green, 2007).

Having established the importance of EMDCs and their collaborative structures and functions, it is crucial to look at the collaborating disciplines as related to this study, including non-EMDC team members. This study's trans-disciplinary collaborative team included the following team members: school/ intern/ educational psychologists, social workers, learning support advisors, life orientation curriculum advisors, life orientation educators, the voices of literature and the researcher. It was a hybrid of internal EMDC collaboration (third level) combined with external EMDC collaboration with schools (fourth level), 'indirect' voices of literature and involved a tertiary education educational psychologist researcher and his support team. Given the purpose of the study, the inclusion of a circuit manager and an administrative official was not deemed essential. While EMDC disciplines or professions form the main team component, the incorporation of external partners means that it is not referred to as an EMDC team in the title or research question. Although all located within the education profession or discipline, the team was comprised of different professions and/or disciplines or sub-disciplines.

There are a number of different conceptualisations of team roles and styles. Hart (1992 in Ferreira, 2004) differentiates helping roles (task roles and maintenance roles) which ameliorate team development versus hindering roles (dominator, withdrawer, degrader or side conversationist) which undermine team development. Briggs (1993 in Ferreira, 2004) presents a basic 4 style typology, detailing a contributor (task-oriented role model), collaborator (goal-oriented member who ensures direction), communicator (process-oriented member and monitor), and challenger (questions and thinks creatively). I would argue that while some members can adopt a relatively consistent role and style, that other team members may adopt many different roles and/or styles or hybrids thereof at any given stage. Nevertheless, these are important possible roles and styles for (a) facilitator(s) to be aware of in any team in order to monitor and maximise team functioning. However, given that the study and its research question(s) are not focussed on the process dimension of trans-disciplinary teams, no specific observation schedule and other techniques will be employed to assess this dimension. However, the general observation schedule mentioned earlier will offer space for such reflections. Finally, as mentioned earlier, one further important role is that of team facilitators, both general and 'product' facilitators. Ferreira (2004: 47; 55; 119-120) who combines trans-disciplinary collaboration with asset-based theory (part of this meta-theory) commented:

“...facilitators are needed; facilitation skills are imperative for the functioning of a team, especially one consisting of a variety of disciplines ... the facilitator can be any member of the trans-disciplinary team and this role can rotate spontaneously as the need arises. The facilitator is ... [not an external person and] ... is a role that is sometimes taken in addition to functioning in another role [as a collaborating discipline] ... Such a person does not only have the technical expertise needed for that particular situation, but possess vital knowledge, abilities and skills in team dynamics and processes ... the role of facilitator as one whose assets are used to enable sharing and exchanging is inseparable to the team.”

I and Ferreira (2004) would argue that the co-equal relationship does not negate the use of (a) general process facilitator(s) who would act co-equality within Ferreira's (2004) just-mentioned conceptualisation. The advanced team functioning (Briggs, 1996 in Ferreira, 2004) coupled with the transgogic approach adopted in this study further necessitate the need for (a) general process facilitator(s). In this study, I will primarily act as the general process facilitator. However, all team members (including myself) will have the dual roles of learner and teacher or facilitator whether independently or simultaneously and to varying degrees. Hence all will hopefully act as 'product' facilitators. Specific comments on facilitation will be integrated into the next section and the transgogic approach.

Section 5

While the focus of the study is not on the trans-disciplinary collaborative team processes per se, it is useful to broadly consider issues relating to general group or team development processes in order to inform the research design, and importantly the facilitation thereof. Ferreira (2004) saliently stated, it allows the facilitator(s) to prepare and be proactive. There are many different models of group and/or team development, and the focus of the study does not justify, and space does not permit the elaboration of them all. Nevertheless, for example, Foulkes (1964 in Derlega *et al.*, 1993 in Fern, 2001) outlined a 6-stage focus group discussion process: namely, globality: membership diversity recognised; differentiation: learn the extent of diversity; social integration: learn how to interact; mirror reaction: learn about commonalities; condensing: develop a collective consciousness, and finally information exchange: eventually information is freely exchanged. Smit (2004 in Ferreira, 2004) adapted from Tuckman (1956 and Briggs, 1991, 1997 in Ferreira, 2004) have developed a 7-stage team development process with respect to trans-disciplinary collaboration. 1) Preparing: aims and rationale; 2) Forming: orientation and superficial commitment; 3) Storming: contentious relationships but team identity starts to develop; 4) Norming: team norms and cohesion established; 5) Performing: team and individual goals well established, and team starts performing; 6) Transforming: new interdependent challenges and learning promoted; and 7) Adjourning: team dissolves involving issues of readjustment and loss. Focus teams are hybridized focus groups. Stages of focus team development include: Stage 1: Scene setting and ground rules; Stage 2: Individual Introductions; Stage 3: Opening Topic; Stage 4: Discussion; Stage 5: Ending the Discussion (Lewis & Finch, 2003). Different groups or teams will vary in terms of the timing and quality of their development. For example, Fern (2001), commenting on Foulke's (1964 in Fern, 2001) model, noted that reaching the information exchange stage of the focus group discussion process may take anything from a few minutes, possibly for research purpose tasks or thought-collecting tasks such as this study, to half an hour for groups dealing with more sensitive content. This development is not necessarily a linear process, especially within the meta-theoretical framework. Nevertheless, the models have many

commonalities, and all, but particularly the one adapted for trans-disciplinary collaboration, provide useful pointers for facilitation in terms of team development, including for this study. This will be factored into the research design and links to the transgogic processes delineated later.

Section 6

According to de Jong and Ferguson-Hessler (1996), ‘knowledges’ or ‘understandings’ can vary in terms of type and quality. I have adapted and somewhat hybridised their classification. In terms of types of knowledge(s), four types are delineated: 1) Situational knowledge involves knowledge of particular circumstances. While not necessarily identical, I liken it to a more contextual knowledge. 2) Conceptual knowledge entails static knowledge of concepts, principles and facts, which I equate with more a ‘generic’ knowledge. I would argue that Mode 1 research may largely be associated with such knowledge while Mode 2 research aims to draw on situational or contextual knowledge attempting to integrate it with conceptual or ‘generic’ knowledge. 3) Procedural knowledge involves knowledge of required actions to successfully negotiate particular problem(s). 4) Strategic knowledge entails knowledge which aids in organising a problem-solving process but is broader in application than procedural knowledge. I will combine situational or contextual and conceptual or ‘generic’ knowledge into the what (and possibly the why) knowledges, and procedural and strategic knowledge into the how knowledges. I make the general distinction that procedural is the more contextual how knowledge while strategic is more ‘generic’ how knowledge. With respect to the qualities that these types of knowledge(s) may possess, de Jong and Ferguson-Hessler (1996) delineated five qualities, and I, with the support of others add an additional one: 1) Level: deep versus surface with deep being critically and well integrated knowledge, and surface being rather unprocessed peripheral information or understanding. It would appear as if deep knowledge may be related to meta-knowledge implying a possible knowledge or understanding hierarchy. 2) Structure: isolated elements versus structured with isolated not largely meaningfully arranged and structured being meaningfully ordered. 3) Automaticity: automated versus non-automated with automated or ‘unconscious’ being likened to implicit or tacit knowledge and non-automated or ‘conscious’ being synonymous with explicit or codified knowledge (Stevenson, 2001). Nutley *et al.* (2003:128) expanded:

“Tacit knowledge is said to be inherent in being a professional (Schon, 1991) and equates with craft expertise (Hargreaves, 1999). Tacit knowledge has always been an important part of being a skilled practitioner, but now explicit knowledge is being promoted alongside as central to conceptualizations of EBP. Tacit knowledge is valuable but can also be built around custom and practices that are not effective, and this, combined with its deeply embedded nature, makes it a potential barrier to EBP implementation.”

4) Modality: verbal versus non-verbal with knowledge being represented verbally or in the form of language and non-verbally or pictorially. 5) Domain: specific versus general means that the knowledge may be, for example, related to specific versus general areas or disciplines. 6) In alliance with authors such as Vygotsky (1978); Bruner (1990; 1996) and Freire (1998) the social

constructionist idea of ‘distributed cognition’, I add the knowledge quality of distributiveness. This can occur firstly in terms of ‘ownership’ and secondly, in terms of sources. As embodied in a self-ecosystemic inclusion framework, knowledge may be largely ‘owned’ by an individual, or many individuals, and/or a collective, or many other complex ‘ownership’ permutations (Derry & Fischer, 2005). In terms of sources, while knowledge will result from self-ecosystemic inclusion transactions, it is often typically viewed as cognicentric or cognitively sourced. However, for example, as Freire (), and subsequently Ferrer, Romero and Albareda (2005) and Osterhold, Husserl, Rubiano and Nicol (2007) who persuasively argued with respect to transformational learning, knowledge can also be spiritually, physically, emotionally, behaviourally or otherwise sourced. However, a ‘non-knowledge’ behavioural ‘product’ should not be confused with a behaviourally-sourced knowledge ‘product’.

Section 7

This section addresses ‘facilitat(ing) knowledge(s) or understanding(s)’. Before proceeding to discussing the transgogic knowledge processes related to this study, briefly addressing generic theories of learning and facilitation and/or teaching approaches, and locating the meta-theory and andragogic approaches therein is important. The classic epistemological debate regarding rationalism (‘nature’) versus empiricism (‘nurture’) or combinations thereof can be related to ‘facilitat(ing) understanding(s)’. Bowler *et al.* (2007) adapting the work of Dent-Read and Zukow-Goldring (1997) provided a useful framework for this debate. I have adapted and integrated some of their classifications, incorporated the work of Reynolds, Sinatra and Jetton (1996) and added certain andragogic approaches. Please refer to **Addendum 2 Table 2.3** hereafter.

The meta-theory of *Chapter 2* is represented by Bronfenbrenner in the Learner Active & Environment Active domain. The domain extends back to authors such as Dewey (1938) and arguably Aristotle (Reynolds *et al.*, 1996), and is not exhaustive. However, variations within this domain, for example, the individualistically-orientated (Situated Cognition) versus the socially-orientated (Vygotskyian Social Cognition) exist (Reynolds *et al.*, 1996), and trajects into the andragogic debate and hence this study, for example, the individualistically-orientated (Mezirow’s Transformational Learning) versus the socially-orientated (Freire’s Critical Emancipatory Pedagogy). Nevertheless, this domain characterises mainstream contemporary pedagogic and andragogic praxis. The next section addresses a particular andragogic or more specifically transgogic approach.

Table 2.3: Meta-/Theoretical Positions: Learning & Development and Concomitant Facilitation and/or Teaching Approaches

<p>Learner <u>Active</u> & Environment <u>Passive</u> : Piaget & Sternberg (Cognitive); Kelly (Constructivist); and Rogers & Maslow (Humanist).</p> <p>Environment unstructured to the extent that the learner is required to discover and construct meaning.</p>	<p>Learner <u>Active</u> & Environment <u>Active</u> : Vygotsky (Social Cognition); Situated Cognition; Bandura (Reciprocal Determinism); Bruner (Psycho- Cultural); Mezirow (Transformational Learning); Freire (Critical Emancipatory Pedagogy) and <u>Bronfenbrenner and Ceci (Individual in nested systems with varying reciprocity).</u></p> <p>Planning for activity leads to <u>co-construction of meaning.</u></p>
<p>Learner <u>Passive</u> & Environment <u>Passive</u> : Gesell (Unfolding Genetic Potentialities).</p> <p>Knowledge 'packaged' and presented in formulaic structure to the learner.</p>	<p>Learner <u>Passive</u> & Environment <u>Active</u> : Pavlov(Classical Associationism); Connectionism (Similar to Classical Associationism) and Skinner (Operant Conditioning).</p> <p>Knowledge and skills taught in didactic manner with little regard for individual difference.</p>

Section 8

Mezirow's theory provides us with 10 phases for transformational learning which is usefully contrasted in the subsequent **Table 2.4** with a theory about the transcendence process of trans-disciplinary teams. Define transcendence and paradigm shift. Please refer to **Addendum 2 Table 2.4** hereafter.

There are similarities between Mezirow's transformational learning and the role transition process of transcendence. However, Mezirow's theory provides more detail about the two foundational processes of critical reflection and critical relational discourse as they drive the more specifically delineated transformational learning phase processes.

Underscored by the meta-theory, this study offered the transgogic space for simple and transformational engagement (learning and facilitation and/or teaching) on individual and collective levels during the workshops, with the inter-workshop periods affording further reflection in context

via journals and daily interactions, creating dynamic transactional partnerships. While these processes occurred across the entire study, it was important in Workshop 1 to allow team members the space to first individually reflect on and unpack their implicit and explicit knowledges, before engaging in critical relational discourse within the team and the voices of literature. This was crucial in that securing transcendence and/or transformational learning typically requires an elaboration of existing frames of reference which often involves unpacking difficult to access implicit knowledges (Mezirow, 2000). It also provided a reference or baseline ‘measure’ for the evidence of certain transcendence and/or transformational learning. Nevertheless, Mezirow (1998: 191 in Merriam, 2004: 66) made a qualification with respect to more unconscious or implicit knowledges, remarking that transformation may result via more unconscious assimilative learning when ‘our situation changes, and beyond our scope of awareness, we make a tacit judgment to move toward a way of thinking or behaving that we deem more appropriate to our new situation.’ While Merriam (2004) remarked that this ‘mindless assimilation’ appears considerably different to transformational learning, given the meta-theory’s recognition of unconscious processes, we cannot ignore such processes, and the possible affects such ‘transformation’ may have on the dynamic meaning-making processes of an individual and/or team, particularly if such implicit understandings are eventually made more explicit within the team context. In this study, with respect to Mezirow’s phases and the role transition process, disorientating dilemmas (a conflict between a current paradigm or frame of reference and experience) and the other phases including ultimate transcendence, may occur at different times for different people and/or simultaneously for many or all team members as well as to varying degrees. Indeed, some phases, and hence full transformation may only occur subsequent to the study’s completion. Nevertheless, because the study is not a study of process per se, I will not be examining individual members’ or the team’s progression through the phases, but only examining evidence of team transcendence. Importantly, Mezirow (2000) also acknowledged that not all stages are necessary in all transformational learning experiences. Relatedly, while this study will encourage members to do so, it will not necessarily involve the direct ‘trying out’ of new roles. Nevertheless, this may occur in any given team member’s contexts directly or indirectly. Evaluation at the end of the study will assess individual transcendence.

Various criticisms have been lodged against Mezirow’s theory, and the self-ecosystemic inclusion meta-theory would support such criticisms. Firstly, comprehensively linking Mezirow’s theory to general cognitive development has remained unresolved, with the core debate about when the meta-functioning required for transformational learning is developed (Merriam, 2004). In this study, it is assumed that as all team members were mature professionally-trained adults, they all had the capacity for the transformational learning envisaged. Secondly, while one of the phases speaks of emotional factors, many authors, including Mezirow (2004), have argued that greater attention to the emotional and other self-system factors should be attended to in terms of their impact on ‘cognitive’ understanding. Moreover, directly including other sources of knowledges, rather than simply his more

cognicentric approach, has been a criticism (Ferrer *et al.*, 2005; Osterhold *et al.*, 2007). In this study, while not directly examined, the role of non-cognitive self-system factors, are viewed as being important, and are part of any transgogic process. Emotions, for example, are important in transformational learning or deep change. The study's cognicentric limitations have already been mentioned. Thirdly, while Mezirow's theory crucially links learning with context via contextual experiences and relational discourse, Mezirow's focus on intrapersonal learning with its more 'generic' 'positivist' understanding of learning (McDonald, Cerveor & Courtenay, 1999) coupled with its humanistic underpinnings of largely uncontested self-ecosystems (Robertson, 1996), the theory is also charged with certain contextual or ecosystemic reductionism (Clark & Wilson, 1991). For example, while Mezirow's theory acknowledges the existence of power and distortions, "... critics have argued that transformation theory does not adequately account for the power of systematic knowledge and cultural ideologies to distort communication and therefore constrain or inhibit learning (Hart, 1985, 1990; Pietrykowski, 1996 in Curry-Stevens, 2007)." Cunningham (1993 in Curry-Stevens, 2007) concurred highlighting the importance of addressing power relationships in the learning process. Co-equality is indeed a key criterion of a successful trans-disciplinary collaborative team and this study's team, and possible power barriers can also be a concern in such teams (Ryan-Vincek *et al.*, 1995 in Ferreira, 2004; Lingard *et al.*, 2007). Cunningham (1993 in Curry-Stevens, 2007:51) conveniently introduced the next theory, that of Freire, who incidentally Mezirow (2000) credited as an 'influence', noting: "Mezirow's perspective transformation approach is intentionally divorced from that of Freire's liberation agenda ... [and] sidesteps the responsibility of the educator in her or his leadership role, that is, moving the learner toward critical thinking and undoing of relations of domination." In an attempt to further this transgogic process framework, I now include elements of the work of Freire. Derry and Fischer (2005; 2006), who are developing a trans-disciplinary model for graduate education, have, for example, fashioned their model on Freire's theory.

Please refer to **Addendum 2 Table 2.5** hereafter. **Table 2.5** usefully contrasts the key principles of Freirean theory (based on Freire (1993; 1998) and Shor (1992 in Derry & Fisher, 2005:18)) with a trans-disciplinary collaboration general criteria previously outlined.

There are many similarities between the Freirean approach and the general trans-disciplinary criteria outlined. While the criteria provide a basic platform, Freirean theory offers a more complex understanding of the problematization and dovetailing pedagogical processes, including the salience of context and power.

Firstly, in terms of problematization, the research question(s) of this study provide the team's problem(s) and goal(s). These problems and/or goals and 'problem solving' (not a term liked by Freire) approaches (both broad research design and more specific trans-disciplinary and transgogic

approach) have been initially constructed by myself as ‘principal’ researcher. Nevertheless, while the process of the inclusion of the voices of other team members will not be an ideally Freirean collectively generated and owned process, where possible, their voices will certainly be included in a concerted and systematic manner. The participants or team members independently will be given the opportunity to discuss them during the contracting process and later as a team during the workshop phase. Indeed, if they think and/or feel that it is not a problem they wish to engage with, they can choose not to participate. During the workshop phase, particularly Workshop 1, the research questions or problem and/or goals and ‘problem-solving’ approaches will be discussed and be open to negotiation, and will periodically be formally re-visited, including via various forms of feedback or evaluation. Ultimately the research question(s) are provisional, and the problematization process will not be ‘concluded’ until the last workshop when the team declares them the final questions which they have duly answered. Although in Freirean terms, such emancipation is a continual project. Further ownership will be enhanced with the team jointly deciding on a name for the team’s ‘answer(s)’ or model(s).

In terms of the ‘problem-solving’ process, crucially for this study, Freire (1971 in Darder, Baltodano & Torres, 2003:2) noted that “Knowledge emerges only through invention and re-invention, through the restless, impatient continuing, hopeful inquiry [we] pursue in the world, with the world, and with each other.” The workshop process and inter-workshop periods will provide the platforms for the fostering of a critical consciousness via problematization and continuous collaborative participatory, democratic dialogue or dialogic (learning and facilitating and/or teaching) engagement and re-engagement with the topic, its dialectics and understanding(s). In developing (a) collaborative understanding(s) all types of knowledges, and/or intelligences particularly implicit and silent, and, unlike Mezirow, all ways of sourcing them will be valued. The inter-workshop periods will offer the opportunity for praxis or dialogue in action. However, as mentioned earlier, this study does not necessarily involve the direct ‘trying out’ of new knowledge in action but, this will be encouraged and may occur in any given team member’s contexts directly or indirectly. Freire (1970 in Curry Stevens, 2007) further remarked: “Within popular education, the program would begin with a sharing of personal experiences, decentering the educator’s expertise, and building connections among students.” As applied earlier to Mezirowean theory, Workshop 1 will aim to allow team members the space to first individually reflect on and unpack their implicit and explicit knowledges before engaging in critical relational discourse within the team and the voices of literature. While Freire would champion this space to unpack understandings, his focus on empowerment and emancipation also meant that Workshop 1 importantly will aim to facilitate the individual and collective empowerment of team members, and hopefully the commencement of the emancipation of their contextual expertise. This will be salient given the often privileged position associated with academia over the local. Hence it will be deemed important as a form of Mode 2 research to privilege the team members and their local

understandings by not only ‘decentering’ but excluding my voice and the voices of academia. Once the team members’ local understandings have been given a space to be sufficiently constituted, the voices of literature will be introduced in Workshop 2 where an engagement will commence and continued until the end of the process. This runs counter to many traditional ‘professional development’ approaches which typically introduce the voices of literature at the start of such a process, often in terms of the voices of literature possessing the expertise which needs to be assimilated or meaningfully digested by local-level professionals. Furthermore, as evident in *Chapter 3*, the voices of literature will be introduced to the team without having been critically digested by myself and hence ‘contaminated’ by my views. It aims to signal to the other team members that my critical voice is not more important than theirs, and hence the importance of our collaborative critical engagement therewith. Nevertheless, within the meta-theoretical framework and Freirean theory, there is a recognition of power dynamics both at individual and collective levels, with the latter including both microsystemic team and other microsystemic and macrosystemic power dynamics, and hence concomitant empowerment and emancipation issues. The ethics of inclusion of the meta-theory, trans-disciplinary collaborative team general criteria, Freirean principles, and the resultant study and workshop team contracts and designs, provide the basis for the transgogic processes in addressing microsystemic team power dynamics and team development and functioning in general. For example, developing mutual respect for each other, solidarity and emotional support are key to collaboration and Freirean collective functioning and collegiality. Nevertheless, where possible, other influencing microsystemic and macro-systemic power dynamics should be addressed. An example of this is indeed the method which will be adopted in Workshop 1 to privilege their voices.

As discussed and most notably endorsed by Freire’s dialogic method, transgogy argues that in addition to being learners, crucially all team members are facilitators and/or teachers. In this study, while I will act as the general process facilitator, all team members will hopefully act as ‘product’ facilitators and/or teachers to varying degrees. Freire (1993) specifically opposed the so-called ‘banking approach’ or behaviourist approach of teaching. This concurs with our meta-theory and many other notable educators resonating with Vygotskyian ‘assisted learning’, Feuerstein’s ‘mediational learning’ and Brunerian ‘scaffolding’ (du Plessis, Conley & du Plessis, 2007). This can be applied to the roles of all team members as ‘product’ facilitators as they will hopefully scaffold, mediate or facilitate the learning of others. However, while intrinsically connected, there will be different types of facilitation. There will be facilitation (or what could be somewhat associated with the ‘teaching of facts’) with respect to simple learning, versus a more ‘deep’ facilitation with respect to transformational learning. Ferreira (2004) provided a useful framework from her recent study about important facilitator characteristics within a trans-disciplinary collaborative team which is represented in **Table 2.6** hereafter. Please refer to **Addendum 2 Table 2.6**.

Where applicable, this original work of Ferreira (2004) delineated a valuable framework of facilitator characteristics for this study, particularly for the general process facilitator but also for all team members as ‘product’ facilitators. Specifically, Lewis and Finch (2003:180) remarked that a hybrid facilitator paces a discussion while a ‘moderator’ offers constraint; hence a ‘facilitator’ ‘makes easy’ or ‘assists the progress of’. Lewis and Finch (2003:180) noted that facilitation is: “The process of making a group’s work easier by structuring and guiding the participation of group members so that everyone is involved and contributes” (Rees, 2001:73 in Ferreira, 2004:13). Furthermore, Ebersöhn and Eloff (2003:16) commented:

“Facilitator – an individual who is present in a mediating capacity during the process of change. A facilitator supports another individual or group by assisting them in discovering, developing and realising their own direction, goals and outcomes. A facilitator is not considered to be the leader of the process”.

Finally, the key focus of this study is (a) team understanding(s). To this end, and however temporary, reaching a team understanding at any given point, involves team decision-making processes. In this regard, Freire (1993) speaks of consensual governance which entails continuing dialogue until there is complete agreement by all and hence no disempowerment of any member. However, this can be very time-consuming. Therefore while general consensus will be aimed for, given the time constraints in this study, it is likely that it will not always be possible to reach such consensus. Hence voting, for example, could be employed at various stages to reach ‘a conditional consensus’ and timeously facilitate the process. However, even when voting is used during the process, there will always be an opportunity for new meaning-making and further voting, save when the final model is adopted. Furthermore, while there will eventually be (a) team understanding(s), this will not mean that all team members, while agreeing on a team understanding, will not differ individually on a few or various issues. Waghid (2004:32) duly noted:

“...a democratic legislature for Habermas decides by consensus at the level of inter-subjective deliberation guided by argumentation that, in turn, dismisses programmed decisions in the public sphere (Habermas, 1997:57). In the event that consensus seems unrealisable and political deadlock imminent, Habermas proposes majority decision-making as ‘a conditional consensus’ based on rational discussion and argumentation: ‘A majority decision may come about only in such a way that its content is regarded as the rationally motivated but fallible result of an attempt to determine what is right through discussion that has been brought to a provisional close under pressure to decide ...’ (Habermas, 1997:47). Yet such a ‘conditional consensus’ does not require minorities to abandon their aims, but rather ‘... that they forego the practical application of their convictions, until they succeed in better establishing their reasons and procuring the necessary number of affirmative votes.’ (Habermas, 1997:47).”

Having delineated the transgogic learning and facilitation and/or teaching processes, it is important to remember to locate these transgogic processes within a self-ecosystemic inclusion framework. Hitherto various components of trans-disciplinary collaborative teams have been discussed, and crucially the bridges and barriers outlined in the first section all factor into the transgogic processes. The framework does not abide by all the principles of, for example, Freirean theory, and is not perfect, but will provide a reference for this study.

Mezirow (1995), Roberston (1996) and Kegan (2000) have respectively delineated two basic andragogic and hence transgogic types of learning, namely: 1) simple or meaning-forming, and 2)

transformational or reforming our meaning-forming. Simple or meaning-forming learning involves a change in understanding(s) within a learner's extant paradigm, and can be likened to 'basic, everyday' learning. Transformational or reforming our meaning-forming learning involves paradigm alteration and (a) subsequent deep change(s) in understanding(s). Mezirow (2004:69-70) noted:

"Transformative learning is an adult form of rationality delineating generic processes involved in profound adult learning ... It aims to explain the process of 'formulating more dependable beliefs about experience, assessing their contexts, seeking informed agreement on their meaning and justification, and making decision on the resulting insights' (Mezirow, 2000, p4.)."

The distinction between these two types of learning can respectively be compared to a basic process versus a meta-process. I would argue that simple learning involves basic individual 'reflection' or possibly Mezirowean content 'reflection' (1995) and/or basic relational discourse without transformational learning or transcendence. Mezirow's (2004) transformational learning involves two sine qua non interrelated processes, namely, critical reflection and critical dialectical judgment or critical relational discourse. Essentially, critical reflection involves individual reflection on epistemic and/or paradigmatic assumptions with critical dialectical judgment or relational discourse entailing the social validation processes of new assumptions and/or perspectives. I would argue that all these learning processes, whether individual and/or social, always occur within self-ecosystemic complexes. Both simple and transformational learning and concomitant facilitation and/or teaching approaches are salient in transformational learning (Kegan, 2000) and/or transcendence and hence transgogic processes. They are inextricably connected, as for example, team members need to be build on their knowledges and facilitate and/or teach others via 'basic' processes before, during (to facilitate such transformation) and after (to further develop) any given transformational learning. However, in linking transcendence and transformational learning, while I would argue that transcendence may be equated to transformational learning, in certain instances, it may entail 'profound' learning without involving transformational learning's paradigm shift although the latter is dependent on one's conceptualisation of a 'paradigm shift'.

Mezirow's 10 phases for transformational learning (Mezirow, 2000) and the transcendence of disciplinary/ professional boundaries via the example of the role transition process adapted from Child Development Resources (1991 as cited in Briggs, 1993, and Woodruff & McGonigel, 1988 both in Ferreira, 2004).

Table 2.4: Mezirow’s 10 Phases for Transformational Learning (Mezirow, 2000) and the Transcendence of Disciplinary/ Professional Boundaries

<u>Mezirow’s 10 Phases for Transformational Learning</u>	<u>Transcendence of Disciplinary/ Professional Boundaries</u>
1. A disorientating dilemma	Role transition process can be linked to the transcendence of disciplinary/ professional boundaries.
2. Self-examination with feelings of shame, fear, guilt or anger.	Generally consists of six distinct but interrelated steps.
3. A critical assessment of assumptions.	1. Role extension: augment own disciplinary knowledge and skills.
4. Recognition that one’s discontent and the process of transformation are shared.	2. Role enrichment: develop general appreciation of other discipline(s).
5. Exploration of options for new roles, relationships and actions.	3. Role expansion: contribute on own and other disciplinary domains.
6. Planning a course of action.	4. Role exchange: learn and employ other disciplinary knowledge and/or skills under supervision.
7. Acquiring knowledge and skills for implementing one’s plans.	5. Role release: use other disciplinary knowledge and/or skills independently while still collaborating.
8. Provisional trying of new roles.	6. Role support: informal and formal team support and acceptance of new roles, disciplinary knowledge and/or skills.
9. Building self confidence and competence in new roles and relationships.	
10. Reintegrate into one’s life on the basis of conditions dictated by one’s new perspective.	

Freire’s (1993; 1998) ‘Critical Emancipatory Pedagogy’ or ‘Pedagogy of Freedom’ places ‘critical consciousness’ and ‘creative transformation’ via a democratic, participatory and dialogic engagement are at the heart of a problematization pedagogy focusing on the collective emancipation of the local from oppression. In the study’s trans-disciplinary collaborative team, while individual transformational learning (focus of Mezirow) and/or emancipation is inextricably linked to collective processes, the collective synergistic transcendence is the focus within a self-ecosystemic inclusion framework. Freirean pedagogy with its collective focus is therefore more appropriate than Mezirow, as is its fundamental principle of critical dialogic (learning and facilitating and/or teaching) engagement. Furthermore, its acknowledgement of the role of context and, for example, power, as well as evident support of Mode 2 research via its valuing of the collective empowerment and emancipation of contextual role players and their local knowledges adds justification for its employment. Furthermore, within the current educational context(s), such empowerment and emancipation problems are a reality internationally (Blue-Banning *et al.*, 2004; Lumby, 2007) and locally (Graham-Jolly, 2003; Engelbrecht, 2004; Lazarus, 2006). For example, in South Africa, educators’ limited access to ‘high-level’ involvement in curriculum development has been likened to “a voice crying in the wilderness” (Carl, 2005: 223). Critical theory and pedagogy are also included in the meta-theory generically endorsing the transactional nature of the self and its ecosystems, although there is more emphasis on the social and/or collective processes with respect to critical pedagogy (McLaren, 2003), with the meta-theory arguing for varying locus of control. However, not all aspects of Freirean theory will be employed and/or attained in this study.

Table 2.5: Freire’s Critical Emancipatory Pedagogy or Pedagogy of Freedom and Trans-disciplinary Collaborative Team General Criteria

<u>Freire’s Critical Emancipatory Pedagogy or Pedagogy of Freedom</u>	<u>Trans-disciplinary Collaborative Team General Criteria</u>
Collective problematization with relevant oppressive dialectics.	Agreement on problems and/or goals, problem-solving approach and achievement of mutual goal(s).
<i>Critical consciousness (3 development stages) developed via the collective problematization and conscientization process of democratic, dialogic and participatory research and/or engagement.</i>	All members participate and interact throughout the process, usually in the same time-space context, and accept mutual accountability for the goal(s).
All voices are prized and situated in participants’ daily lives	Co-equality of members’ contributions, a respect for

and modes of communication, uncovering of the hidden, implicit and silent and making them public for critical engagement. Respect for multiple modes of intelligence, including creativity, aesthetics and emotions in addition to cognitive.	differences and open communication.
<i>Mutual respect, solidarity, and emotional support key to collective functioning and collegiality.</i>	Mutual respect, trust, belonging, emotional support, encouraging cohesiveness and team synergy.
Collaborative knowledge construction via duality of roles of all as learners and teachers or facilitators via dialogic reflexivity involving examination of values, assumptions, knowledge, power, and openness to revision and transformation via consensual governance. Praxis: testing knowledge through reflection, practice and dialogue in action.	Members mutually assist each other to individually and collectively transcend disciplinary/ professional boundaries, synergistically blending different disciplinary knowledges, ameliorating creative effort and achieving professional growth.
Dialectics and constructive conflict part of the transformation process.	Constructive conflict resolution or creative chaos.
<i>Engagement should continue until emancipation is achieved but this is ultimately a continual project.</i>	Sufficient time and opportunity to achieve goal(s).
Collective leadership is fundamental.	Joint leadership, but one or more member(s) to generally facilitate the process at any given stage.

Table 2.6: Facilitator Characteristics

Skills	Attitudes	Approaches	Knowledge
Interpersonal Skills (communication & shared leadership).	Attitude of Involvement (committed & inclusive).	Narrative Approach.	Knowledge of Diversity.
Community Work Skills (access, empowerment & activism).	Flexible Attitude (open-minded, humble & dynamic).	Family-centred Approach.	Knowledge of Ethics & Rights.

Creative Chaos Skills (constructive & negotiated).	Supportive & Positive Attitude (environmental, person-orientated & cultural sensitivity).	Holistic Approach.	Discipline (Specific and General Expertise).
Empowerment & Validation Skills.	Attitude of Transparency, Trust & Respect.	Asset-based Approach.	Knowledge (Team principles, processes and roles, including techniques and tools).
Teamwork Skills (inclusive, process, planning, reflection, team roles, roles of disciplines & role release, structure through rules, skills in techniques).			
Management Skills (decision-making & networking).			

ADDENDUM 3

Table 3.1: Definitions of ‘Self-Esteem’

AUTHOR(S)	DEFINITION
James (1890 in Carlock, 1989:6)	“... the degree to which one can achieve one’s goals and aspirations, or the ratio between one’s accomplishments [actual self] and one’s supposed potentialities [ideal self].”
White (1963:134 in Mruk, 2006a:14)	“Satisfying [the] need [for competence via] the mastery of developmental tasks and experiencing other successes in childhood resulting in feelings of ‘effectance’ and a sense of self-respect. In other words, ‘self-esteem ... has its taproot in the experience of efficacy.’”
Rosenberg (1965: in Mruk, 2006b:10)	“... is a positive or negative attitude toward a particular object, namely, the self ...”
Coopersmith (1967:5)	“... the evaluation which an individual makes and customarily maintains with regard to himself [/herself] ... In short, self-esteem is a <i>personal</i> judgment of worthiness that is expressed in the attitudes the individual holds toward himself [/herself].”
Esterhuizen et al. (1987:1) South African Teacher Training Course	“... is a feeling. It arises from a sense of satisfaction that a child experiences when certain conditions in his [/her] life have been fulfilled.”
Dweck (2000:128)	“We want our children to have a basic sense of self-worth and to know that they have our respect and love, but after that self-esteem is not something we give them ... is not a thing that you have or don’t have. It is a way of experiencing yourself when you are using your resources well – to master challenges, to learn, to help others.”
Gouws, Kruger & Burger (2000:83) South African Tertiary Education Textbook	“... is the value individuals place on the selves they perceive”
Baumeister et al. (2003:2)	“... is literally defined by how much value people place on themselves.”
Humphrey (2004:348)	“... is an evaluation of personal worth based on the difference between one’s ideal-self and one’s self-concept.”

Branden (2006a:239)	“... is the disposition to experience oneself as being competent to cope with the basic challenges of life, and as being worthy of happiness.”
Dilley, Clitheroe, Engelbrecht, Falken & Lundall (2006: 2) <i>South African Grade 10 Life Orientation Textbook</i>	“... is the way we feel about ourselves, and is often based on what we think other people think of us. It is an awareness of our worth as a person.”
Nel (2007:30) <i>South African Study</i>	“Self-esteem can be defined as the sense of self-respect, worthiness, and adequacy? And as the self-evaluation of one’s self-concept.”
Wakelin (2007:10) <i>South African Study</i>	“Self-esteem is an assessment or evaluation of self-worth.”

Table 3.2: Self-Esteem Debates or Paradoxes

DEBATE	BASIC POSITIONS
‘Self’ and/or ‘Self-Esteem’: primarily Psychological (Cognitivist and so forth), Sociological (Mruk, 2006a), Embodied, Neurological, Post-Modern, Spiritual, Systemic, Integrated or Holistic?	Various understandings of the self have been offered. <u>Cognitivist</u> = conscious mind; <u>behaviourist</u> = expressed via behavior; <u>psychoanalytic</u> = unconscious (Thomas, 1996); <u>humanistic, phenomenological, experiential or constructivist</u> = personal subjectivist agency (Stevens, 1996); <u>sociological, social learning, symbolic interactionist, socio-cultural or constructionist</u> = social influences, power and/or structures (Wetherell & Maybin, 1996); <u>embodied</u> = physical (Toates, 1996); <u>neurological</u> = synaptic (LeDoux, 2002); <u>postmodern</u> = reflexive and multiple with no absolutes; <u>spiritual or esoteric</u> = abstract and/or transcendent; <u>systemic or ecosystemic</u> = interaction between different systems and/or contexts; or <u>integrated or holistic</u> = hybrid combinations of previously-mentioned approaches.
Development Product and/or Process?	Is self-esteem a <u>product</u> of development which is not actively changeable by the person and/ or a <u>process</u> that can be personally and/or environmentally determined and is changeable (Mruk, 2006a). Evidence exists for both positions (Mruk, 2006a).
Trait and/or State?	Linked to the previous debate, is self-esteem a <u>trait</u> or enduring personality characteristic, and/or <u>state</u> or fluctuating psychological construct? (Greenier <i>et al.</i> , 1995; Leary & Downs, 1995; Mruk, 2006a). Harter (2006) notes that for different people it may vary. Mruk (2006a) remarks that evidence suggests it should be viewed as both.

<p>Function as a Motivational Need and/ or a Calling?</p>	<p>Self-esteem can function as a <u>need</u> to maintain the self or as a self-shield from stressors (Coopersmith, 1967; Newman & Newman, 1987 all in Mruk, 2006a) or for gauging interpersonal relationships (Leary, 2004b in Mruk, 2006a). Others (Deci & Ryan, 1995; Kernis, 1995; Rogers, 1961; Ryan & Deci, 2003, 2004 all in Mruk, 2006a:34) argue that self-esteem is “a ‘<u>calling</u>’ or an intrinsic motivation to reach a higher level of mastery and growth.” Evidence indicates that it likely functions as both (Mruk, 2006a).</p>
<p>Uni-dimensional and/or Multi-dimensional?</p>	<p>Is self-esteem uni-dimensional or only <u>global</u> (e.g. Rosenberg, 1965) and/or <u>multidimensional</u> with global and/or <u>domain-specific</u> self-esteems and/or self-concepts e.g. academic self-esteem, maths self-esteem, athletics self-esteem, collective self-esteem and so forth (James, 1890; Shavelson <i>et al.</i>, 1976; Harter, 1982; Berg, 1990; Mboya, 1993; 1994; Crocker <i>et al.</i>, 1994; DuBois; 1996; O’Brien & Guiney, 2001; Dambudzo, 2005; Marsh <i>et al.</i>, 2006) with cross-disciplinary evidence for the multidimensionality for self-concept (Marsh & O’Mara, 2008), and <u>context - specific</u> self-esteem and/or self-concept e.g. self-esteem in the school context or in the home context? (DuBois, 1996).</p>
<p>Hierarchical or Horizontal Typology?</p>	<p>If they exist, are all different types and/or aspects of self-esteem <u>hierarchical or horizontal</u>? <i>Hierarchical according to:</i> 1) <i>global, domain</i> (Shavelson <i>et al.</i>, 1976) and <i>context-specific</i> (DuBois, 1996); 2) <i>contingencies</i> (James, 1890; Crocker & Wolfe, 2001; Crocker, 2002). Andrews (1998) highlights the debate between how these different domains and their contingencies are factored and/or weighted into global self-esteem (Refer to Marsh and Pelham (1995) for debate) and; 3) <i>stability</i> (Epstein in Mruk, 2006a). Generally, is the hierarchy bottom-up (more stable and direction of causality as ascend hierarchy) versus top-down models (vice versa). Marsh and Yeung (1998) question both these models and propose a ‘<i>horizontal</i>’ model. Hattie (2008) advocates a similar linear sideways ‘rope model of self-concept’.</p>
<p>Independent and/or Dependent Variable?</p>	<p>For example, does self-esteem affect achievement (<u>independent variable</u>), or does achievement affect self-esteem (<u>dependent variable</u>)? (Baumeister <i>et al.</i>, 2003; Mruk, 2006a). Mruk (2006a:36) notes “we must either determine which of the first two views is correct or understand how self-esteem can appear to change from one type of variable to another.” Marsh and O’Mara (2008) argue that in terms of self-concept, there is cross-national and -cultural evidence for their reciprocal effects model and hence it operating as both type of variable.</p>

Table 3.3: Types and Statuses of Self-Esteem

<p>TYPE(S) AND STATUSES of SELF-ESTEEM</p>	<p>CONCEPTUALISATION(S) AND/OR DEFINITION(S)</p>
<p>Basic, True, Reflective, Contingent, Earned and Situated</p>	<p><u>Basic</u> = “Sense of boundless self-worth... confidence to act... ‘I can’ ... derived from being loved ... bulmark against failures ... feel good independent of achievements and others” (Cigman, 2001:567; 569). <u>True</u> = “... is a sense of self as worthy, not by virtue of external trappings or specific accomplishments, but because one experiences one’s worth as inherent or ‘given’... is non-contingent” (Ryan & Brown, 2006:126) or “...constitutes a deep sense of feeling worthy, such that one’s self is not continually being put to the test” (Moller <i>et al.</i>, 2006:188). <u>Reflective</u> = “Has a goal ... is mainly concerned with aptitudes and their corollaries, achievements and is comparative” (Cigman, 2001: 569). <u>Contingent</u> = “... is more superficial and is dependent on matching criteria such as performing up to an achievement standard, controlling one’s emotions, amassing wealth, or becoming famous, depending on what criteria have been internalized (i.e. introjected) and are thus salient to the person” (Moller <i>et al.</i>, 2006:188). <u>Earned</u> = “is based on success in meeting the tests of reality – measuring up to standards at home and in school” (Lemer in Shokraii, 1998:1). <u>Situated</u> = self-esteem which is developed via an acknowledgement of the realities of context and reason (Cigman, 2004).</p>
<p>Trait and State</p>	<p><u>Trait</u> = equivalent to global self-esteem being relatively stable across time and space. <u>State</u> = feelings of self-worth fluctuating according to valenced experiences or events (Brown & Marshall, 2006).</p>
<p>Implicit and Explicit</p>	<p><u>Implicit</u> = unconscious or automatic self-evaluation. <u>Explicit</u> = conscious or deliberative self-evaluation (Bosson, 2006; Jordan, Logel, Spencer & Zanna, 2006; Schröder-Abé, Rudolph, Wiesner & Schütz., 2007). A discrepant combination of high explicit and low implicit may be related to defensiveness. Congruence between the two is more desirable (Jordan <i>et al.</i>, 2006; Schröder-Abé <i>et al.</i>, 2007).</p>
<p>Real and Expressed</p>	<p><u>Real</u> = actual self-esteem. <u>Expressed</u> = self-esteem that is exhibited to others. There may be a discrepancy between the two (Beane 1991; Rhee <i>et al.</i>, 2003; Fairuggia <i>et al.</i>, 2004; Kitayama, 2006).</p>
<p>High/Positive/Healthy and Low/ Negative/Unhealthy</p>	<p>Different authors prefer different terms such as <u>high, positive or healthy</u>. For example, possible indicators of <u>low</u> self-esteem and/or self-concept = loneliness,</p>

	pessimism, worry, indecision, moodiness, fear rejection, highly sensitive, prone to depression and so forth (Humphreys, 1996; Carlock, 1999; Mwamwenda, 2004); possible indicators of <u>high</u> self-esteem and/or self-concept = independent, optimistic, motivated, confident, problem solver, emotionally mature, open, spontaneous, flexible and so forth (Humphreys, 1996; Carlock, 1999; Mwamwenda, 2004).
Authentic/Secure, Classic Low and Fragile/ ‘Dangerous’ Realistic and Unrealistic	Medium, Defensive/ High, and Mruk (2006a): <u>authentic</u> =high worthiness and high competence; <u>defensive/narcissistic</u> = high worthiness and low competence; <u>medium</u> = some competence and solid worthiness; <u>classic low</u> = low worthiness and low competence; and <u>defensive/anti-social</u> = high competence and low worthiness. Goldman (2006): <u>secure high</u> = positive self-worth that is stable, true, congruent and genuine; <u>fragile high</u> = positive self-worth that is unstable, contingent, incongruent and defensive. Baumeister, Boden & Smart (1996): <u>‘dangerous’ high</u> = derived from ‘negative’ unhealthy sources which can be characterised by narcissistic and/or anti-social tendencies. Raath (1985 in Beukes, 2000) with respect to self-concept: <u>realistic-positive</u> ; <u>realistic-negative</u> ; <u>unrealistic positive</u> ; and <u>unrealistic negative</u> , when taking ‘objective’ standards into account.
Optimal	<u>Optimal</u> = “...reflects the sum total of all the secure components of self-esteem (i.e., ‘stable’, ‘true’, ‘congruent’, and ‘genuine’)” (Kernis, 2003 in Goldman, 2006:134).

Table 3.4: Definitions of Associated Concepts

AUTHOR(S)	DEFINITION
Rogers (1959:2 in Moore, 1997:466)	“ <u>Self concept</u> is the organized consistent gestalt composed of perceptions of the characteristics of the ‘I’ or ‘me’ and the perceptions of the relationships of the ‘I’ or ‘me’ to others and to various aspects of life, together with the values attached to these perceptions.”
Shavelson <i>et al.</i> (1976:411)	“In very broad terms, <u>self-concept</u> is a person’s perception of him [/her]self.”
Burns (1982:1)	“The <u>self-concept</u> is composed of all the beliefs and evaluations you have about yourself. These beliefs (<u>self-images</u>) and evaluations (<u>self-esteem</u>) actually determine not only who you are, but what you think you are, what you think you can do and what you think you can become.”
Reber (1985:341)	“ <u>Identity</u> ... a person’s essential, continual self, the internal, subjective concept of oneself as an individual.”

Bandura (1997:3)	“ <u>Self-efficacy</u> is the belief in one’s capabilities to organize and execute the courses of action required to produce given attainments.”
Dr. Phil McGraw (2001:69) <i>Clinical Psychologist & Television Personality</i>	“ <u>Self-concept</u> is the bundle of beliefs, facts, opinions, and perceptions about yourself that you travel through life with, every moment of every day.”
Humphrey (2003:130)	“ <i>The self</i> or <u>self-perception</u> is an ‘umbrella term’ used to ‘describe the thoughts, feelings, attitudes and beliefs that make a person an individual ... (Humphrey, 2002, p.30). Within the self, we may refer to the <u>self-concept</u> (the individual’s description of his or her self), the <u>ideal self</u> (how they would like to be), and <u>self-esteem</u> (an evaluation of the discrepancy between the self-concept and ideal self) (Coopersmith, 1967; Campbell and Lavelle, 1993; Lawrence, 1996).”
Mwamwenda (2004:308) <i>South African Tertiary Education Textbook</i>	“ <u>Self-concept</u> is a combination of concepts, beliefs, ideas, feelings and attitudes that a person has about himself or herself.”
Ramalebana (2004:152) <i>South African Doctoral Dissertation</i>	“From the literature study, it has been evident that <u>self-evaluation</u> (how I evaluate myself) leads to a positive or negative <u>self-concept</u> (what I think of myself)...The <u>self-concepts</u> (<u>identity</u> , action and <u>self-esteem</u>), <u>self-esteem</u> , <u>self-evaluation</u> and personality each refer to a particular component of our total being and are interrelated ... <u>self-concept</u> is the cognitive part of the self, <u>self-evaluation</u> is a basic component of <u>self-perception</u> . <u>Self-perception</u> forms the basis of <u>self-esteem</u> . <u>Self-esteem</u> is the affective part of the self; we do not only have ideas, but we also have feelings about who we are, and that is the extent to which we value the self.”
Grieve et al. (2005:272)	“ <i>Self regard</i> is the general feeling we have about our self-worth”
Covington (2006:245)	“I will use the term <u>self-worth</u> interchangeably with <u>self-esteem</u> to represent this evaluative component, which refers to a person’s self-assessments as to whether he or she is valued by others or not, able or unable, loveable or reprehensible.”
De Beer (2006:16) <i>South African Doctoral Dissertation</i>	“Self- concept is the total picture that people have of themselves; how they see themselves; what their characteristics are; how they judge themselves in appearance, ability, talents, attitudes, feelings, motives, goals and ideals; as well as values communicated by other people and own experiences (Mampa, 1995:26; McVey & Davis, 2002:99). Self-concept can be changed by setting aside negative influences that inhibit the development of positive self-concept (Woolfolk, 1990:100).”
Dilley et al. (2006:2) <i>South African Grade 10 Life Orientation Textbook</i>	“ <u>Self-awareness</u> and <u>self-esteem</u> are closely related to one another. <u>Self-awareness</u> is the way we see, think and feel about ourselves. It is about our ability to recognise our

	strong and weak points and make choices and decisions based on these abilities.”
Donald et al. (2006:344) <i>South African Tertiary Education Textbook</i>	“ <u>self concept</u> : what people believe or think about themselves and their main attributes (e.g. female, tall, intelligent, sociable), as well as the positive or negative value attached to these attributes (e.g. good/bad, desirable/undesirable).”
Harter (2006:144)	“... personhood carries with it a sense of <u>self-worth</u> or <u>self-esteem</u> .”
Steyn and Mynhardt (2008:563) <i>South African Academic Journal</i>	“ <u>Self-evaluation</u> may be defined as a cognitive-affective process, activated by personally relevant information, whereby individuals form perceptions and feelings about their <u>self-worth</u> , control over events, vulnerability and competence (Judge et al., 2000; 2003).”
Steyn and Mynhardt (2008:564) <i>South African Academic Journal</i>	“ <u>Self-efficacy</u> , as a specific form of self-evaluation, can be defined as individuals’ opinions or assessments of their ability to organize their own behavior and do things in such a way as to be satisfied with the outcome.”

Section 1

It is argued by some that self-esteem is affected by general cognitive and other development, and/or self-esteem develops throughout life (Stipek & MacIver, 1989; Botha, van Ede, Louw, Louw & Ferns, 1998; Vasta et al., 1999; Harter, 2006; Mruk, 2006a) although there are certain contradictory findings, especially when combined with other possible factors and/or processes that may affect self-esteem. Harter (2006:144) stated that young children (ages 2 – 3) “do not possess a conscious, verbalizable concept of their self-esteem” which only develops later. Pre-schoolers generally have limited cognitive and other psychological development and often exhibit unrealistic high self-esteem employing uni-dimensional thinking, temporal comparisons and concrete and categorical statements (Damon & Hart, 1988; Botha et al., 1998; Harter 1999 in Humphrey, 2004; Robins & Trzesniewski, 2005). However, Marsh and O’Mara (2008) cited evidence that children as young as five can make self-concept domain differentiations. Mruk (2006a) noted with respect to self-esteem that during middle to late childhood, cognitive and other development enhance an individual’s ability to view and value themselves in more complex ways. Marsh and Ayotte (2003 in Marsh & O’Mara, 2008) proposed the differential distinctiveness hypothesis which argues that self-concept development is counter-balanced by the integration of similar aspects of the self-concept and differentiation of

disparate aspects. This process(es) coupled with peers becoming particularly important, and the internalisation of the views of others (Burns, 1982) means school going learners make more multi-faceted or sophisticated and comparative evaluations of themselves (Damon & Hart, 1988). This often results in more realistic evaluations and often a decline in self-esteem with the recognition that one is not skilful in all domains (Louw *et al.*, 1998). Hence, individual and contextual influences, including social and contextual congruity, become more important (Rhodes *et al.*, 2004). Adolescence facilitates additional cognitive, normative and other development. This augments the complexity of an individual's understanding of his or her characteristics and abilities and concomitant evaluations across a wide range of domains, including the scholastic domain (Harter, 1999) with often greater self-criticism (Damon & Hart, 1988). Marsh (1989 in Marsh & O'Mara, 2008) reported that self-concept tends to decrease in early adolescence but increases during middle and late adolescence, and early adulthood. In adulthood self-esteem increases gradually (Andrews, 1998) but declines in old age (Robins & Trzesniewski, 2005). However, Gerdes, Louw, van Ede and Louw (1998) reported on research, concluded that in general, self-concept and self-esteem remain reasonably constant during adulthood. Cole *et al.* (2001 in Marsh & O'Mara, 2008) noted that there may be complex variations with respect to domain-specific variations of self-concept across the lifespan. In terms of self-concept, Marjoribanks and Mboya (1998; 2001), for example, found that age affects and/or is related to learner self-concept in the South African school context.

Section 2

General development (as outlined earlier); genetic (Mruk, 2006a) and/or physical including physical image or appearance (Hansen & Maynard, 1973; Burns, 1982; Harter, 1982; Hart, 1988; Stipek & MacIver, 1989; Carlock, 1999; Vasta *et al.*, 1999; Hay & Ashman, 2003 in de Beer, 2006; Erling & Hwang, 2004; Mruk, 2006a), physical activity, exercise and/or sport (Whitehead & Corbin, 1997 and Frank & Gustafson, 2002 both in Bock-Jonathan, 2008); barriers such as physical may affect it in a non-disabled environment (Lalkhen, 2000), auditory not necessarily per se but within context (Van Staden, 2005), dyslexia (Humphrey, 2002; Burden, 2005), or various disabilities (Ittyerah & Kumar, 2007); gender with respect to self-esteem (Hergovich, 2004; Mruk, 2006a) including with regard to self-esteem program (Dalgas-Pelish, 2006), sex-role identity (Smit, 2005); and gender in relation to self-concept (Song & Hattie, 1984 in Mwamwenda, 2004; Mboya, 1989; Mwamwenda, 1991; Mboya, 1994; 1998; Marjoribanks & Mboya, 1998; 2001; Radebe, 2001; Ittyerah & Kumar, 2007; Marsh & O'Mara, 2008) specifically with respect to academic self-concept (Berg, 1990), while others have found gender not to be significant in certain contexts (Mwamwenda, 1991; Ezeilo, 1983 in Mwamwenda, 2004), and only for certain age groups (Maqsud, 1993 in Mwamwenda, 2004); cognitive and/or self-knowledge structures (Campbell, 1990), self-theories (Dweck, 2000; Brandt & Vonk, 2006; Hoyle, 2006; Showers & Zeigler-Hill, 2006), internal dialogue with respect to self-

concept (McGraw, 2001), self-verification processes (Swann & Seyle, 2006); spiritual (Wicomb, 2008); normative and emotional including contingencies or personal investments (James 1890; Pelham, 1995; Crocker & Wolfe, 2001; Crocker, Luhtanen, Cooper & Bouvrette, 2003; Humphrey, 2004), optimism (Nel, 2007) and internal (an individual comparing his or her different domains with each other) or external (comparison of same domain between different people) frame of reference (Marsh & O'Mara, 2008), explanatory style (Nel, 2007); attribution process (Möller *et al.*, 2006) or general attributional style for female students (Smit, 2005); behavior or competence and decisions (Damon, 1991; Setterlund & Niedenthal, 1993; Mruk, 2006a), shyness (Crozier, 1995), resilience, academic achievement (reciprocal) but more significant for domain-specific self-esteem and/or self-concept (Mboya, 1986; Marsh & Yeung, 1997; Guay *et al.*, 2003; Dambudzo, 2005; Marsh *et al.*, 2006; Marsh & O'Mara, 2008) although research on the relationship between self-esteem and achievement is equivocal and the direction of the relationship is also contested (Kohn, 1994; Baumeister *et al.*, 2003; Humphrey, 2004); academic problems affecting state self-esteem within complex ecology (Reynolds & Repetti, 2008); locus of control (Mruk, 2006a) with weak association (direction unclear) between self-concept and (locus of control) academic accountability achievement (Mboya & Mwamwenda, 1996; Marjoribanks & Mboya, 1998); and type and/or status of self-esteem (Mruk, 2006a).

Section 3

Typically the most important as normally involves the primary relationships and/or contexts (Burns, 1982; Humphreys, 1996; Emler, 2001; Radebe, 2001; Humphrey, 2004); attachment (Mikulincer, 1995; Huntsinger & Luecken, 2004; Hart *et al.*, 2005), early negative relationships with significant others (Brown *et al.*, 1996) including negative suggestions during childhood by significant others in the family (van Zyl *et al.* 2006); positive versus negative parental relationships and behavior (van Zyl *et al.*, 2006), parental love, perceptions, and involvement (Coopersmith, 1967; Emler, 2001; Heinonen *et al.*, 2003; Grolnick & Beiswenger, 2006), parental self-esteem, values and role modelling (Mruk, 2006a), with respect to self-concept, children's perceptions of parental behaviours and practices (Mboya, 1993; 1995; 1996); family capital, structure and settings (Marjoribanks & Mboya, 1998; 2001), family environment (Berg, 1990), family stability (Chan, 2000); sibling jealousy (Rossouw, 2003); and contexts such as children living in foster homes may also have an affect (Beukes, 2000).

Section 4

Peers and social support and other significant people may have major affects (Burns, 1982; Humphrey, 2003), particularly during adolescence (Fenzel, 2000), and self-esteem can fluctuate within influential social contexts (Pool *et al.*, 1998) including peer problems affecting state self-

esteem in certain contexts (Reynolds & Repetti, 2008). Traumatic incidents, for example molestation, can affect self-esteem (Van Zyl *et al.* 2006) and bullying, for example, learners with dyslexia (Humphrey, 2002). Van Zyl *et al.* (2006) cites various research with respect to the negative affects of labelling including physical (Jacobson, 1992; Tibbs, 1996; Modise, 2000), academic (Tang & Sarsfield-Baldwin, 1991; Valas, 1999; Williams, 2001), and social labelling (Heckert & Best, 1997; Pollack, 1999; Fife & Wright, 2000).

Section 5

Educational space and processes (Humphreys, 1996); educator involvement, autonomy support and structure (Grolnick & Beiswenger, 2006), educator relationships and competence (Burns, 1982; Lawrence, 1996, 1999), and educators' self-esteem and/or self-concept (Burns, 1982; Kohn, 1994; Lawrence, 1996, 1999; Mwamwenda, 2004); classroom learner composition, for example, big-fish-little-pond-effect for which there is cross-cultural evidence (Noble & Bradford, 2000, Wong & Watkins, 2001; Marsh & O'Mara, 2008; Seaton, Craven & Marsh, 2008); individually tailored opportunities for self-worth and competence (Miller & Moran, 2006), early acceleration of gifted learners in mathematics (Ma, 2002), language of instruction and first language issues (Jonathan, 1998; Collins, 2000); educator expectancy affects and labelling (Obiakor, 1999), in terms of self-perception and self-concept, self-information provided by educators (Magwaza & Bhana, 1985), an over-emphasis on negative aspects of learners (Mwamwenda, 2004), and perceived teachers' behaviours (support, expectations, and participation); educators' difficulty in identifying learners with self-esteem problems (Miller & Moran, 2005b in Miller & Moran, 2006), and formative assessment (Miller & Lavin, 2005 in Miller & Moran, 2006); and self-esteem programs (Dalgas-Pelish, 2006).

Section 6

Ethos and hidden curriculum (Burns, 1982), curriculum from academic to extra-mural in terms of offering sources of self-esteem (Holland & Andre, 1984 in Halstead & Taylor, 2000); mainstreaming (Marsh & O'Mara, 2008); with respect to self-concept domains, day scholars versus boarders (Dambudzo, 2005); and teacher education on self-esteem and its development (Miller & Moran, 2006). Altered Path Programme (Wicomb, 2008) – development of intrapersonal life skills – positive effect on self-concept and increase in self-knowledge – male youth offenders. Increase in self-esteem resulted from increase in self-awareness, personal goal setting and spirituality. 'Curative approaches' include individual counselling (Hansen & Maynard, 1973) such as client-centred non-directive therapy and behavioural counselling (Burns, 1982; Lawrence, 1996); specific therapy programs for educational psychologists (Josling, 2000); bibliotherapy; cognitive therapy (Bester, 2003);

hypnotherapy (van Zyl *et al.*, 2006) and general opportunities for self-disclosure are important (Burns, 1982).

Section 7

Certain cultural, ethnic, language, social values, prejudices, political and socio-economic factors may affect self-esteem or self-concept (Manganyi, 1973 in Mwamwenda, 2004; Burns, 1982; Bruner, 1996; Chan, 2000; Radebe, 2001; Dalgas-Pelish, 2006; Mruk, 2006a; Michaels, Barr, Roosa & Knight, 2007). For example, cultural differences can have an affect in terms of individualistic (focus on the importance of the self) versus collectivist (focus on the importance of others or collectives, for example, ‘ubuntu’) cultures and hence the cultural valuing of self-esteem (Triandis, 1989), and differences in terms of self-criticism versus self-enhancement (Chang, 2008). With regard to self-concept, Mboya (1994; 1995) stated cross-cultural differences and socio-economic factors in the South African context. However, culture should not be over-emphasised (Chan, 2000; Sedikides & Gaertner, 2006) as cultural differences can be complex in terms of ‘real’ versus expressed self-esteem, and hence self-reports may not capture real self-esteem (Beane 1991; Rhee *et al.*, 2003; Fairuggia *et al.*, 2004; Kitayama, 2006). Inter-group relations and/or prejudice have also been noted (Gramzow & Gaertner, 2005), but groups exposed to prejudice or stigmatised groups do not necessarily have lower self-esteem as they can employ buffering mechanisms (Mack, 1987; Coultas, 1989). Ellis, Nel and Van Rooyen (1991), with respect to self-concept, found language differences in the South African educational context.

Table 3.5: Self-Esteem and/or Self-Concept Assessment Instruments

SELF-ESTEEM and/or SELF-CONCEPT ASSESSMENT INSTRUMENTS
<p><i>Harter’s (1982) Self Perception Profile for Children</i> assesses global and 5 domain-specific self-esteems, namely, scholastic competence, physical appearance, athletic competence, social acceptance and behavioral conduct. There are three versions, kindergartners, 6 -7 years (both use pictures) and 8 – 12 years (uses words). There is a <i>Self-Perception Profile for Adolescents</i>. They are useful as they are developmentally sensitive (Glaus, 1999).</p>
<p><i>Coopersmith’s (1967) Self-Esteem Inventory</i> for children and adolescents assesses self-esteem as related to personal, academic, family, and social dimensions. It consists of 58 items e.g. “1. I spend a lot of time daydreaming ... 14. I am proud of my school work ... 26. My parents expect too much of me ... 51. I’m a failure. ” It includes non-evaluative elements (DuBois <i>et al.</i>, 1996; Wild <i>et al.</i>, 2005). It has been widely employed in school and clinical settings (Glaus, 1999).</p>
<p><i>DuBois et al.’s (1996) Self-Esteem Questionnaire</i> for young adolescents assesses global and domain- and context –specific self-esteems. It assess self-esteem in different domains (sports/athletic & body image) and contexts (peers, school & family)</p>

of self-esteem; 6 subscales = global + 3 primary contexts + 2 key domains: global self-worth: e.g. 'I am happy with myself as a person'; family self-esteem: e.g. 'I am happy with how much my family loves me'; body image e.g. 'I like my body just the way it is' (Wild *et al.*, 2005). With certain qualifications, Wild *et al.*'s (2005) study provided preliminary evidence of the reliability of the SEQ within the South African context.

Rosenberg's Self-Esteem Scale (SES) for adolescents and adults assesses global self-esteem via 10 general statements e.g. "1. One the whole I am satisfied with myself ... 6. I certainly feel useless at times ...". It is one of the most widely used instruments and is easy to employ (Glaus, 1999; Owens & King, 2001; Mruk, 2006a).

Tennessee Self-Concept Scale for adolescents and adults assesses global self-esteem and five self-esteem domains namely: physical, personal, family, moral-ethical and social via 100 items. It is a widely used and may be most appropriate for persons with psychopathic tendencies (Glaus, 1999).

Marsh and Smith (1981) (and subsequent authors) Self-Description Questionnaire. Self-concept and/or related constructs are measured. There are a number of different questionnaires for pre-adolescents to adults. Include certain profession-specific questionnaires, e.g. *Elite Athlete Self-Description Questionnaire*, as well as domain-specific, e.g. *Physical Self-Description Questionnaire*

Mboya (1993) has developed a *Self-Description Inventory for African Adolescents*. It measures self-concept and comprises a 50 item scale with 8 subscales (Relations with family e.g. "My family loves me"; general school e.g. "I like most school subjects", physical abilities e.g. "I am a good athlete", physical appearance e.g. "I like the way I look", emotional stability, e.g. "I do not cry easily", music ability e.g. "I love music", relations with peers e.g. "I am well liked by others of my age", and health e.g. "I am in good health").

Franzios and Shields' (1984 in Glaus, 1999) Body Self-Esteem Scale for adults assesses the extent of satisfaction with body parts and/or processes. There are gender specific scales; men: physical condition, physical attractiveness and upper-body strength; women: physical condition, sexual attractiveness, and weight concern.

Kernis and Paradise Contingent Self-Esteem Scale (Kernis & Goldman, 2006:80) assesses "the degree to which people's self-esteem depends upon their matching standards, performance outcomes, and evaluation by others." It is a 15-item scale e.g. "1. An important measure of my worth is how competently I perform ... 6. An important measure of my worth is how physically attractive I am" (Kernis & Goldman, 2006:83).

Collective Self-esteem Scale (Crocker *et al.*, 1994).

Greenwald and Banaji's (1995 in Koestner & Mageau, 2006) Implicit Association Test is a computerized categorisation task measuring a person's automatic association of the self with pleasant and unpleasant words (Greenwald, McGhee & Schwartz, 1998 in Koestner & Mageau, 2006). It is the most popular implicit self-esteem measure (Greenwald & Farnham, 2000 in Koestner & Mageau, 2006; Schröder-Abé *et al.*, 2007) with superior stability, reliability and predictive validity than other implicit measures (Bosson *et al.*, 2000 in Koestner & Mageau, 2006).

Section 8

Firstly, self-esteem and/or self-concept have been linked to the facilitation of personal and social well-being (Mwamwenda, 2004; Owens & McDavitt, 2006; Solomon, 2006; Tesser & Martin, 2006). Theoretically, its salience has been highlighted by many including psychologists such as Rogers, Maslow, Kohut, and educationists such as Noddings (2003). They championed it as a key determinant of a healthy person. Empirically, Mruk (2006a) argued that there is support for both the self-maintenance (maintenance of the self) and self-enhancement (growth of the self) functions of self-esteem. In terms of self-maintenance, Segerstrom and Roach (2008) reported there is evidence that stable high self-esteem may have protective effects with respect to physiological reactivity to stressors, with Baumeister *et al.* (2003) noted that it may aid in negotiating stress and circumventing anxiety. With respect to self-enhancement, self-esteem has been associated with happiness (Baumeister *et al.*, 2003), hope (Nel, 2007), and mental health (Miller & Moran, 2006; Michaels, Barr, Roosa & Knight, 2007). Van Zyl *et al.*'s (2006) qualitative study in the South African context associated low self-esteem with many problems including cognitive, emotional and relational. Plummer (2007:12) in a text about self-esteem games for children reflected the view that: "The link between self-esteem and mental, physical and emotional well-being has been recognised." More specifically, cognitively, Van Zyl *et al.* (2006) suggested various negative affects of low self-esteem on an individual's information processing of experiences. Emotionally, some have linked low self-esteem and/or self-concept to depression and eating disorders (Branden, 1988; 1994; 1999; Beane, 1991; Baumeister *et al.*, 2003; de Beer, 2006; Milligan & Pritchard, 2006; Nezlek, 2006). Wild, Flisher & Lombard's (2004) study in the South African context noted that low self-esteem in the family context can be associated with adolescent suicidal ideation and attempts. Behaviourally and socially, high self-esteem has been associated with positive health behavior (Huntsinger & Luecken, 2004) and persistence in the face of failure (Baumeister *et al.*, 2003; Nel, 2007) or resilience (Harter, 1990) including youth resilience within a high-risk South African community (Normand, 2007). Van Zyl *et al.* (2006) suggested that low self-esteem can lead to escapist behavior or interactional strategies such as substance abuse, overcompensation, isolation, and social reservation, with aggression possibly shielding self-esteem threats. According to a qualitative South Africa study, an increase in self-esteem leads to increase in self-regulation skills including emotional and cognitive, attitudes and problem-solving (Wicomb, 2008). Others have also linked low self-esteem to anti-social behaviour (Burns, 1982; Mecca, Smelser & Vasconcellos, 1989) and later criminal behaviour (Trzesniewski, Donnellan, Moffitt, Robins, Poulton and Caspi, 2006 in Marsh & O'Mara, 2008). High self-esteem may offer long term benefits across the developmental spectrum (Mruk, 2006a). Humphrey (2004), and Mruk (2006a) cited the work of Harter, Whitesell and Junkin (1989) argue that the personal benefits of appropriately conceptualised self-esteem make self-esteem important in the educational context. Finally, self-concept development has been related to career choice (Burns, 1985)

and later economic prospects (Trzesniewski *et al.*, 2006 in Marsh & O'Mara, 2008). Finally, Reamer (2006:11) noted the preponderance of evidence suggests that augmenting self-esteem is favourable for positive developmental outcomes concluding:

“Definitive research on self-esteem has been difficult due to the variety of definitions and the many self-esteem measures being used, and the multiple factors which influence it. Nevertheless, the preponderance of evidence underscores the significance of self-esteem and its relationship to so many of the problems facing youth today. It is also evident that programs to foster self-esteem can serve as a ‘social vaccine’ in reducing the incidence of many such problems.”

Secondly, certain research in the educational context, both international, African and South African, reveals a significant but moderate positive correlation (varying in terms of degree) between self-esteem or self-concept and academic achievement, motivation, persistence and other similar concepts (Hansford & Hattie, 1982; Burns, 1982; Maqsdud, 1983 in Mwamwenda, 2004; Burns, 1985; Magwaza & Bhana, 1985; Mwamwenda & Mwamwenda, 1987; Berg, 1990; Humphreys, 1996; Chapman & Tunmer, 1997; Hay *et al.*, 1997; Myburgh, Grobler & Niehaus, 1999; Dambudzo, 2005; Mruk, 2006a) including self-efficacy (Nel, 2007). Therefore, developing self-esteem in the educational context is a tool for promoting academic and other desirable outcomes. Others, highlighting the multi-dimensional nature of self-esteem add a caveat arguing that domain-specific self-esteem or self-concept are significantly better predictors of the corresponding domain achievement than is global self-esteem and/ or self-concept. For example, academic self-esteem or self-concept have a stronger relationship with academic achievement than global self-esteem or global self-concept with academic achievement (Hansford & Hattie, 1982; Mboya, 1986; 1989; Berg, 1990; Beane, 1991; Maqsdud, 1993; Hamachek, 1995; Myburgh *et al.*, 1999; Humphrey, 2004; Dambudzo, 2005), and indeed these are reciprocal causal relationships (Marsh *et al.*, 2006; Marsh & O'Mara, 2008). Furthermore, the association of self-concept to achievement in other fields, for example athletics, is reported, specifically in terms of its multi-dimensional nature (Marsh & Perry, 2005 in Marsh & O'Hara, 2008). Thirdly, emanating from humanist, democratic and/or inclusive discourse, some authors argue or report the argument that the opportunity to develop a high self-esteem and/or self-concept is a basic right and/or an outcome in and of itself (Reck, 1980 in Mwamwenda, 2004; Beane, 1991; Damon, 1991; Rawls, 1971 in Kahne, 1996; Marsh, Craven & McInerney, 2008) particularly within western culture (Noddings, 2003; Hewitt, 2005). Humphrey (2004) espoused that the aims of inclusive education and the self-esteem movement dovetail significantly.

The South African national curriculum and/or supporting texts evidently directly and/or indirectly endorse all three general arguments, namely well-being, academic achievement and the rights and/or inclusion discourse. For example, with respect to well-being:

“Learning Outcome 1: The learner is able to achieve and maintain personal well-being. AS [Assessment Standard] Grade 10: We know this when the learner: applies various strategies to enhance self-awareness and self-esteem, while acknowledging and respecting the uniqueness of self and others” (DE, 2005:15).

With regard to achievement, Rooth (1997:39) intimated the association: “A focus on self-concept

enhancement will encourage students to believe that they can do well at school.” Furthermore, the DE (2005:11) states:

“Inclusivity is addressed in Life Orientation in Learning Outcomes 1, 3 and 4 when learners take their personal context into account where individual identities, self-esteem and self-knowledge feature.”

Finally, Baumeister *et al.* (2003) noted: “most people feel that self-esteem is important.” Kohn (1994) remarked that in the United States “the pro-self-esteemers, mostly educators ...can scarcely believe that anyone would question the importance of trying to improve children’s perceptions of their own worth...” Similarly, Biggs’s (2001) study suggested that primary school educators in a South African context all wholeheartedly believed in the salience of self-esteem. The majority of educators cited the main reason being high self-esteem’s positive relationship with motivation, confidence and achievement. These findings were largely mirrored for educational psychologists in a South African context, both in terms of the importance and reasons thereof (Biggs, 2005).

Section 9

In terms of the first argument offered in support of the importance of self-esteem, critics dispute certain claims. For example, some have argued that self-esteem is not necessarily associated with well-being (Koch, 2006) or society’s ills (Tice & Gaillot, 2006). Kohn (1994) reviewing research evidence, concluded that high self-esteem apparently allows no guarantee for preventing people to avoid anti-social behaviour nor promoting prosocial behavior. Baumeister, Boden & Smart (1996), and Baumeister *et al.*’s (2003) more recent review, while recognising certain possible positive effects of high self-esteem, advocated the ‘heterogeneity’ of self-esteem or the mixed results of its importance. For example, it does not prevent learners from drug taking, smoking and drinking. It may even have detrimental affects or possess a ‘dark side’ being linked to narcissism, bullying and violence (for example, gang members may have high self-esteem). Even when there is a possible association, the directionality and/or complex relationship(s) between self-esteem and personal and social factors have also been questioned. For example, while there may be a relationship between self-esteem and adolescent pregnancy, the direction and nature of this link may not necessarily be clear (Crockenberg & Soby, 1989). Segerstrom and Roach (2008:40) noted:

“Study of the psychological effects of self-esteem has generally turned away from a main-effects model of self-esteem (in which self-esteem is presumed to be beneficial) towards a search for moderating factors and dynamic properties of self-esteem.”

Furthermore, according to Carr (2000) and Crocker (2006) occasional changes in self-esteem are part of the healthy development of individuals, and Crocker (2002; 2006) asserted that the pursuit of self-esteem can be personally costly, particularly if based on external contingencies. There can be costs with respect to autonomy, learning, relationships, self-regulation, mental and physical health. With respect to the second argument, Baumeister *et al.* (2003) major review noted that there is only a modest correlational association between self-esteem and academic achievement which does not mean

that high self-esteem leads to better school achievement. Miller and Moran (2006:9) commenting on Emler's (2001) review noted:

"Emler explains ... that almost all research conducted so far does not (or cannot) distinguish between different causal relationships. Therefore, any links between self-esteem and attainment may indicate that self-esteem is a cause, an effect, a mediator or a moderator of academic attainment. Emler concludes his review by stating that self-esteem and educational attainment are related, but not strongly so; the effects vary with age, the educational outcome considered, sex, ethnic origin, and other factors ... Evidence from longitudinal studies suggests that attainment has an effect on self-esteem, rather than the other way around."

Self-esteem may therefore have a far more complex relationship with academic achievement including being a possible mediating or moderating variable and having a reciprocal relationship with academic achievement (Kohn, 1994). Furthermore, universal claims about the relationship (in whichever direction) between self-esteem and academic achievement are problematic as the relationships may vary according to any given learner's contingencies of self-esteem (James 1950/1890; Crocker & Wolfe, 2001; Crocker, 2002; Humphrey, 2004; Humphrey *et al.* (in press in Humphrey, 2004). Certain authors also claim that other concepts such as 'self-efficacy' and no doubt 'ability' are considerably more useful and predictive in the educational context (Mone *et al.*, 1995; Bandura 1997; Emler, 2001). More generally, many, particularly in the United States (Mulholland, 1997; Shokraii, 1998; Stout, 2000; Slater, 2002) decry the negative affects of the so-called 'feel-good curriculum'. Kohn (1994) and Miller and Moran (2006) noted that such advocates tend to argue that self-esteem development will waste key curricular time for academic education, and moreover undermine academic development by facilitating a decline in positive work habits.

With regard to the third argument, Dweck (2000) argued that offering self-esteem as a right or entitlement without demanding any effort can be problematic. Kohn (1994:282) stated that the polemics of staunch critics implicitly espouse the view that conferring self-esteem as a right may result in a "... 'psychological free lunch'. Children may end up being happy with themselves without having earned that right!" Kahne (1996) argued more generally that the politics of self-esteem can also cause self-esteem to be used as an adverse political tool. Carr (2000) called for greater ethical scrutiny of self-esteem development in educational context(s) as a goal in and of itself, and in alliance with Damon (1991), Cordell (1999) and Shub (1999) accentuated the importance of developing respect for others in combination with enhancing self-esteem, *inter alia* to quell any possible narcissistic tendencies. As alluded to in the earlier quotation, the South African national curriculum also argues for the importance developing self-esteem in tandem with fostering respect for others. Certain authors argue that while western cultures may promote the importance of self-esteem development, according to Triandis (1989), Noddings (2003), Rhee *et al.* (2003) and Kitayama (2006) certain collectivistic cultures often placed greater value on the collective and may focus more on self-criticism than self-enhancement (Chang, 2008). However, others assert that viewing self-esteem as important, versus having or exhibiting high-self-esteem, is different (Fairuggia *et al.*, 2004) and that

culture should not be over-emphasised (Chan, 2000). Sedikides & Gaertner (2006) argued that self-enhancement is universal but expressed differently in different cultures.

Table 3.6: Conceptualisation(s) and Aim(s) of ‘Self-Esteem Development in the (South African) Educational Context(s)’

APPROACH(ES)	CONCEPTUALISATION(S) AND AIM(S)
James (in Mruk, 2006a)	Jamesian conceptualisation as related to its development, aiming to develop self-esteem as a dynamic construct in terms of competence, and specifically with respect to addressing the discrepancy between the real/ actual and ideal selves and competence contingencies (Mruk, 2006a).
Other approaches	The various different approaches outlined in section 3.2.2.1.1 can be applied to this section in terms of conceptualisation(s) and aim(s) of ‘self-esteem development in the (South African) educational context(s).’
Developmental-Ecological Approaches	Du Bois <i>et al.</i> (1996; 2003:405) “support a comprehensive, psychosocial developmental approach [/or conceptualisation]” for young adolescents. All role players aim to provide insight into and develop a healthy self-esteem within an extended period of intervention, viewing it holistically as a developmental and multi-dimensional (operating in different domains and contexts) construct.
Educator Training Approach in the South African Context	Esterhuizen <i>et al.</i> (1987) noted that self-esteem development would involve creating experiences for people to derive feelings of satisfaction and fulfillment. It aims to develop: the uniqueness of the self as experienced and supported by others; power of the self to influence; connectiveness to significant others; and philosophical and operational models or examples for morality and goal setting. All of these dimensions are equally important for high self-esteem.
South African National Curriculum	In South Africa, ‘self-esteem development’ (self-esteem or self-concept outcomes) are in the <i>National Curriculum Statements</i> particularly in the Life Orientation Learning Area (DE, 2002; 2003; 2005). There is no specific conceptualisation regarding its development. However, generally speaking it should be a focus within and across the Life Orientation Learning Area and the entire curriculum involving all educational role players. It aims to develop it in order to ensure well-being, solving learner challenges and so forth. It is part of an inclusive, holistic and developmentally and learner sensitive education notably being linked to developing respect for others (DE, 2002; 2003; 2005).

Table 3.7: Paradigms

PARADIGMS	POSITIONS
Interpretivism/ Constructivism, Social Constructionism, Positivism, and/or other paradigms such as Self-Ecosystemic Inclusion	Interpretivism/Constructivism (subjectively constructed reality and/or truths); Social Constructionism (socially constructed reality and/or truths); Positivism (single reality and/or truth); and/or Self-Ecosystemic Inclusion (reality and truth as a transaction between complex self and ecosystems within an ethics of inclusion espousing rights and responsibilities). Various authors proposed the different paradigms.
Healthworlds and/or Universal Health	Healthworlds (different views of what ‘health’ means) (Germond & Cochrane, 2006; Cochrane, 2007), and/or a Universal (single view of ‘health’).
Inclusion and/or Exclusion	Inclusion (equity for all; <i>UNESCO Salamanca Statement (1994)</i> and <i>White Paper 6 (DE, 2001)</i>) as related to self-esteem (Humphrey, 2004)) and/or Exclusion (unequal privileges and/or marginalisation).
Democratic and/or Authoritarian	Democratic (voice, rights and responsibilities of all persons as enshrined and/or related to the Constitution, education, and self-esteem development) (RSA, 1996; Humphrey, 2004; DE, 2005) and/or Authoritarianism (voice and rights held by a few).
Individualism and/or Collectivism	Individualism (individual more important than group); Collectivism (group more important than individual) (Triandis, 1989; Chan, 2000; Kitayama, 2006) related to African concept of ‘ubuntu’ (Strümpfer, 2007) and/or Not Individualism or Collectivism (individual and group of relative equal importance).
Fortology/ Positive Psychology and/or Deficit-Based	Fortology (Strümpfer, 2005), Positive Psychology or Psychofortology (Wissing & van Eeden, 1997 in Strümpfer, 2005) (including the asset-based approach focuses on positive aspects, assets, strengths or bridges (Biggs, 2005) in general and in terms of psychology) (Kratzmann & McKnight, 1993 in Bouwer, 2005; Eloff, 2006; Mruk, 2006a) and/or Deficit-based (focus on deficits or weaknesses) as explained by Swart and Pettipher, 2005 .

Table 3.8: Principles

PRINCIPLES
Democratic practices (Hoge <i>et al.</i> , 1990; De Jong, 1994; DNE, 2001; 2005; Humphrey, 2003; 2004) including human respect, rights and responsibilities (Pring, 1984; Damon, 1991; Covell & Howe, 2001; Humphrey, 2004), equal opportunity, social justice and empowerment (DE 2001; 2005; Humphrey, 2004; Donald <i>et al.</i> , 2006) and/or authoritarian practices.
Accommodation of diversity including different knowledge systems (DE, 2005; Donald <i>et al.</i> , 2006; Lazarus, 2006) and/or universal knowledge.
Integration of policy and practice including whole school and other (eco)systems (De Jong, 1994; DuBois <i>et al.</i> , 1996; 2003; Biggs, 2001) and/or separation.
Flexibility, and adapt to change, (DE, 2001; 2005; Donald <i>et al.</i> , 2006) and/or stability or unchanging.
Comprehensive, holistic, developmentally and contextually relevant or sensitive and individualised or learner-centred (DE, 2001; 2005; De Jong, 1994; Humphrey, 2004; DuBois <i>et al.</i> , 2003; Donald <i>et al.</i> , 2006), promoting healthy development incorporating promotive, preventative and 'curative' interventions (Best, 1999; Biggs, 2001; Donald <i>et al.</i> , 2006) and/or specifically targeted, generic or single interventions.
Collaborative partnerships and ownership, including learners, parents and all other role players (Hansen & Maynard, 1973; De Jong, 2000; DuBois <i>et al.</i> , 2003; Humphrey, 2004; DE, 2001; 2005) including intersectoral collaboration (Donald & De Jong, 1997) and/or independent responsibilities and action.
All role players including learners and educators should be reflective practitioners or researchers, theory developers and consumers (Hargreaves, 1996; Baxen & Soudien, 1999; Estrela, 1999; Duffield <i>et al.</i> , 2000; Howieson & Semple, 2000; Krechevsky & Stork, 2000; Rudduck & Flutter, 2000; Biggs, 2001; DE, 2001; 2005; Pollard, 2002; Miller & Moran, 2006) and/or respective independent responsibilities and action.

Table 3.9: Policies (including Legislation)

POLICIES
International Policies and/or Legislation possibly including UN Declaration of Universal Human Rights (1948), UN Convention on the Rights of the Child (1989), UNESCO Salamanca Statement on the Principles, Policy and Practice in Special Needs Education (1994), and UNESCO International Commission on Education for the Twenty-first Century: Learning; The Treasure Within (1996).

South African Educational Policies possibly including *White Paper 6: Special Needs Education: Building an Inclusive Education and Training System* (DE, 2001), National Curriculum Statements (DE 2002; 2003; 2005), and Life Orientation Learning Area (DE, 2002; 2003; 2005).

South African Legislation possibly including *Child Care Act (1974)* now *Children’s Act (2005)*, *Schools Act (1995)*, and *Constitution of SA Act 108 (1996)*.

Department of Health Policies (DH, 2003) **and other related department’s policies.**

Local Educational and School Policies possibly including EMDC policies and School Mission Statement and Code of Conduct.

Table 3.10: Who, Where and When?

QUESTIONS	POSITIONS
Who?	Who? (whose self-esteem is developed?): Learner self-esteem <i>only</i> , or learner and other role players’ self-esteem, including, for example, parents’ and educators’ self-esteem (Burns, 1982; Beane, 1991; Humphreys, 1996; Lawrence, 1996; Cordell, 1999). Who? (who is a role player in self-esteem development?): Learners or life orientator educators or educators or parents <i>only</i> , or combinations thereof including other role players (other professionals, extra-curricular and other significant partners, including EMDC professionals, psychologists, social workers, community members and so forth). All role players influence self-esteem and hence should be involved (Devine & Mapp, 1996; Howieson & Sample, 2000; Biggs, 2001; DE, 2001; DuBois <i>et al.</i> , 2003).
Where and When?	Beane (1991) delineates three main approaches (inter alia addressing the where and when?) which have been espoused for developing self-esteem in the educational context(s). Firstly, personal development activities during regular classes and, for example, for about twenty minutes a week; secondly, separate timetabled lessons or self-esteem programmes, and thirdly, throughout the total curriculum; happen as far as possible in ‘every nook and cranny’; everywhere, all the time (Burns, 1985; Beane, 1991); beyond to the other contexts including the community (Lawrence 1996; Humphreys, 1996; Biggs, 2001; DuBois <i>et al.</i> , 2003).

Table 3.11: Content

APPROACH(ES)	CORE CONTENT
Jamesian	Competence, and specifically in terms of addressing the discrepancy between the real/ actual (What I am now) and ideal (What I would like to be) selves, but also examining competence contingencies (areas of importance with respect to determining self-esteem) (Mruk, 2006a).
Social Learning, Symbolic Interactionist or Socio-cultural	Cooley, Mead, Rosenberg and others would address worthiness and the importance and impact of others and/or the socio-cultural on self-esteem (Burns, 1982). Coopersmith (1967) specifically would concentrate on feelings, attitudes and relationships with others, focusing particularly on significance ‘I am important to someone’, competence ‘I am able to solve problems’, power ‘I am in charge of my life’ and virtue ‘I am considerate to others’.
Humanistic or Phenomenological	Maslow and Rogers focus on self-esteem as a basic developmental need, and primarily Rogers, would concentrate on congruence via actualization, discovery, awareness processes and relationships such as positive regard, respecting others and empathy (Mruk, 2006a). Branden (1994) highlighted personal experience and meaning-making in terms of self-efficacy and/or competence, and self-respect and/or worthiness; his six pillars of self-esteem would also be key content areas, namely, living consciously, self-acceptance, self-responsibility, self-assertiveness, living purposefully, and personal integrity. Mruk (2006a) and Miller and Moran (2006) emphasised self understanding, competence and worthiness dimensions.
Psychoanalytic	Incorporate the unconscious dimension. Kohut would focus on self-selfobject relationships and particularly the empathic self-object constituent as a key to a healthy self-esteem and cohesive self (Kahn, 1985). White would focus on competence motivation or striving for mastery (Mruk, 2006a).
Cognitive-Experiential	Understandings or cognitive theories and/or beliefs of the self and supporting experiences (Shub, 1999; Dweck, 2000; Epstein, 2006), self-esteem hierarchies, and self-esteem maintenance and enhancement (Mruk, 2006a).
Developmental	Harter would focus on competence and worthiness (social approval) looking holistically at different areas of competence (for example, cognitive, social and so forth) and contingencies thereof linking self-esteem to other aspects of general development, particularly cognitive (Harter, 2006; Mruk, 2006a).
Terror Management	Personal value development by the engagement between the self and social, including contingent self-esteem derived from interpersonal processes and overcoming anxieties about death (Moller <i>et al.</i> , 2006; Mruk, 2006a).

Evolutionary or Sociometer	Belonging and self-esteem's function with regard to monitoring interpersonal relationships (Reis <i>et al.</i> , 2000 in Moller <i>et al.</i> , 2006; Mruk, 2006a; Vonk, 2006).
Developmental-Ecological	Self-esteem development content must be developmentally sensitive and show the complexity and holistic nature thereof (DuBois <i>et al.</i> , 2000). Focus on all aspects of the self, from physical to spiritual; knowledge about what self-esteem is, what the different types are including domain and context-specific; internal and external factors affecting self-esteem; healthy sources of self-esteem; locus of control in terms of evaluation, development of self-esteem and support systems; the subsequent impact on self-ecosystemic functioning, and how to address and/or maintain any given self-esteem status (Beane, 1991; DuBois <i>et al.</i> , 1996; Fenzel, 2000; Hirsch <i>et al.</i> , 2000; Beane, 2001; Biggs, 2001; Moran & DuBois, 2002).
Other Voices	Types and statuses of self-esteem: Basic, reflective, earned and situated self-esteem (Lerner in Shokraii, 1998; Cigman, 2001; 2004); true and contingent self-esteem (Ryan & Brown, 2006; Moller <i>et al.</i> , 2006); trait and state self-esteem (Brown & Marshall, 2006); implicit and explicit self-esteem (Bosson, 2006; Jordan <i>et al.</i> , 2006; Schröder-Abé <i>et al.</i> , 2007); real and expressed self-esteem (Beane 1991; Rhee <i>et al.</i> , 2003; Fairuggia <i>et al.</i> , 2004; Kitayama, 2006); positive/high or healthy self-esteem or self-concept (Humphreys, 1996; Carlock, 1999; Mwamwenda, 2004) including 'dangerous' high (Baumeister <i>et al.</i> , 1996), and secure and fragile (Goldman, 2006); optimal self-esteem (Kernis, 2003 in Goldman, 2006), and various debates concerning the nature of self-esteem. Lifeskills including communication, decision-making, problem solving skills, social responsibility (Silvestri <i>et al.</i> , 1994; Humphreys, 1996); strengths and weaknesses (Humphrey, 2004); negotiating the plethora of opportunities or dealing with the 'saturated self' (Gergen, 1991); confidence to fail, not to fear failure and healthy competition (Lawrence, 1996; Cigman, 2001); relationship with others, including respect for others, understanding rights and responsibilities, democracy, and appreciating diversity (Damon, 1991; Katz 1995, Humphreys, 1996; Covell & Howe, 2001); and link with areas such as emotional intelligence, wellness, health, wisdom, inclusion and career development (Kelly <i>et al.</i> 2004).
Example of an Educator Training Approach in the South African Context	Esterhuizen <i>et al.</i> (1987) focussed on self-esteem as a feeling derived from the satisfaction of life's fulfillments. Key components include: connectiveness to significant others, uniqueness of self as experienced and supported by others, power, and human, philosophical and operational models or examples for morality and goal setting.
A South African Grade 10 Life Orientation Textbook	Dilley <i>et al.</i> (2006) concentrated on enhancing self-awareness and self-esteem; specifically factors influencing self-awareness and self-esteem; building confidence to improve self-esteem; strategies to improve self-confidence and self-esteem; and respecting differences and the uniqueness of self and others.
South African National Curriculum	As with all outcomes, the necessary self-esteem knowledge, skills, attitudes and values (DE, 2002; 2003; 2005). Self-esteem development content linked to other areas of life orientation and other learning areas (Biggs, 2001; DE 2002; 2003; 2005).

Section 10

The first approach only employs personal development activities, for example, sensitivity training, and other exercises such as chanting “I like myself and others” in class. Beane (1991) argued that although such activities may in some way enhance self-esteem, they are limited. Kohn (1994) dismissed the latter type of activity as being vacuous recognition. The second approach utilises personal development activities and timetabled self-esteem programmes (Beane, 1991; Curry, 1997; Biggs, 2001). Beane (1991) and DuBois *et al.* (2003) believed that autonomously such programmes are unlikely to have lasting effects, as they tend to focus on changing the individual, ignoring the essential contextual influences. Finally, the third approach, which Beane (1991), DuBois *et al.* (2003) and others advocated, draws on the previous approaches but notes the powerful influence of all factors and the importance of a whole school approach, with DuBois *et al.* (2003) notably extended it to the broader community context.

Section 11

- Self-esteem development should be based upon the national curriculum and the relevant paradigm(s), principl(es) and polic(ies) (Biggs, 2001); values and political implications of self-esteem and its development must be examined and appropriately factored into the approach (Kahne, 1996; Carr, 2000; Biggs, 2001);
- Development of a curriculum requires a full evaluation of the current school policies and practices, and a needs analysis and subsequent approach that is contextually and developmentally sensitive, and inclusive (DuBois *et al.*, 2000; 2003; Biggs, 2001);
- Development of appropriate aims which must be explicitly articulated and documented (Devine & Mapp, 1996; Biggs, 2001); long run learners should largely be able to facilitate own self-esteem development (Burns, 1982); educators’ and parents’ self-esteem and/or self-concept is vital (Burns, 1982; 1985; Kohn, 1994, Humphreys, 1996; Lawrence, 1996, Cordell, 1999; Biggs, 2001); DuBois *et al.* (2003:405) highlighted that programs, must “allow for participation over extended periods of time”;
- Curriculum must be couched in the principles of a health promoting school emphasising holistic and integrated development (Biggs, 2001); providing basic needs such as physical needs will be important (Kershner, 2000); via a whole school approach (Beane, 1991; Carlock, 1999; DuBois *et al.*, 2000; 2003; Biggs, 2001; Humphrey, 2004); every educator is a self-esteem educator and self-esteem development is part of the culture, ethos and total curriculum from the academic to the extra-curricular (Beane, 1991; Lawrence, 1996; Cordell, 1999; DuBois *et al.*, 2000; 2003; Biggs, 2001; Humphrey, 2004) and there should be a

widening of the curriculum for learners to access their talents and offer engaging and meaningful content and/or activities (Noddings, 1992; 2003; Kohn, 1994; Crozier *et al.*, 1999) and possible sources of self-esteem, including the development of physical skills, for example Bock-Jonathan (2008) reported that an increase in physical skills can lead to increased perceived scholastic competence ; self-esteem should be developed and supported by all role players (learners, educators, parents, EMDCs and so forth) within a sense of a safe, accepting and supportive community (Kohn, 1994; Humphrey, 2003) across the entire self-ecosystemic dynamic (King, 1999; DuBois *et al.*, 2000; 2003; Biggs, 2001); range from promotive to curative interventions (Biggs, 2001);

- Key concepts, methods and assessment criteria should be clearly stated (Biggs, 2001); assessment and development intrinsically linked (Biggs, 2001); linked to other crucial educational priorities such as cognitive, affective, lifeskills and rights and responsibilities including respect for others such as ubuntu (Damon, 1991; Harter, 1999; Covell & Howe, 2001; Biggs, 2001); while there should be a whole school approach, self-esteem development should be a separate subject in the life orientation curriculum and be an outcome with specific self-esteem lessons (Biggs, 2001; DE, 2002; 2005); while all educators are self-esteem educators, life orientation educators should co-ordinate the programme (Biggs, 2001);
- Implementation should be appropriately structured and co-ordinated, and in order to do so, internal and external support networks must be developed including learner, parent, educator and other role player formal partnerships and links with the community (Hansen & Maynard, 1973; Canfield, 1990; Biggs, 2001; DuBois *et al.*, 2003);
- Educator training for all educators (Miller & Moran, 2006) and specialised training for life orientation educators regarding the understanding and development of educational and assessment tools (Biggs, 2001) as well as for parents (Hansen & Maynard, 1973); school/ educational psychologists can provide some training in terms of the whole school approach and specific strategies (Humphrey, 2004);
- Biggs (2001:addendum) noted and supported by DuBois *et al.*, (1996; 1998; 2003): “Criteria for the evaluation of the curriculum, including the hidden curriculum must be established and constantly evaluated by all role players both formally and informally.” Mruk (2006a) argued that an effective programme employs theory and is systematic.

Section 12

Develop all aspects of the self also spirituality (Wicomb, 2008). Experiential and facilitation approaches are important pedagogic tools (DuBois *et al.*, 2003) and the employment of supports teams within classroom (Canfield, 1990) and other systems (DuBois *et al.*, 2003); the personal qualities of the educator are crucial (Lawrence, 1996) with Burns (1985), Lawrence (1996),

Humphrey's (2004) and Mruk (2006a) noted that educators should develop skills such as empathy and the ability to display unconditional positive regard, act as positive role models, listen to learners (Humphrey, 2003), and become an 'inviting teacher' (Purkey, 1978 in Burns, 1985). Learners must be made to feel special and worthy, facilitate healthy self-esteem via the development of a true, optimal or basic self-esteem (Cigman, 2001; Kernis, 2003 in Goldman, 2006; Ryan & Brown, 2006; Moller *et al.*, 2006; Mruk, 2006a); make learners feel secure, respected and accepted via general relationship building, positive involvement, communication and problem-solving skills, consistent positive feedback and affirmation (Burns, 1982; Humphreys, 1996; Mwamwenda, 2004; Grolnick & Beiswenger, 2006; Mruk, 2006a); praise must not be indiscriminate, but rather meaningful and realistic and based on competencies, achievement and not vacuous statements (Damon, 1991; Kohn, 1994; Katz, 1995; Baumeister *et al.*, 2003; Mwamwenda, 2004; Covington, 2006) but there may be times when it is necessary to have age-appropriate illusions (Cigman, 2001); as reported by Kohn (1994), others have used a more blanket approach of telling learners they are special without focusing on competence; praise effort (Dweck, 2000); self-criticism and/or self-enhancement must be used (See Chang, 2008) and/or self-praise (Burns, 1985); individually tailored and realistic goals for developing competence must be established and self-theories explored (how you understand yourself) 'incremental versus mastery' understandings (Lawrence, 1996; Dweck, 2000) personal goal setting (Wicomb, 2008); monitor and appropriately adjust self-talk (Canfield, 1990) or internal dialogue (McGraw, 2001) and cognitive restructuring of perceived negative functioning (McGraw, 2001; Mruk, 2006a); all types of success valued (Collins, 2001; Humphrey, 2004) and for example, should include all types of skills, including physical, the cross-pollination thereof was reported by Bock-Jonathan (2008) where increase in physical skills was associated with an increase in perceived scholastic competence; exercise and sport (Whitehead & Corbin, 1997 and Frank & Gustafson, 2002 in Bock-Jonathan, 2008) identify strengths and resources (Canfield, 1990) and challenges; clarify vision, purpose and develop realistic goals (Burns, 1985; Canfield, 1990; Branden, 2006); promote learner voice, assertiveness, acceptance, responsibility and perseverance (Branden, 2006; Mruk, 2006a) and allow to express themselves and views and offer choice in decision-making and problem-solving (Kohn, 1994; Humphrey, 2004; Mwamwenda, 2004; Grolnick & Beiswenger, 2006); use natural self-esteem moments (Mruk, 2006a); link it to self-efficacy (Branden, 1994; McLean, 2003); be based on healthy competition (Lawrence, 1996; Cigman, 2001; Biggs, 2001); DuBois *et al.*, 2003, O'Mara (2003) and Marsh *et al.* (2006) noted that domain specific or multiple domain and context interventions more effective than global interventions; all self-ecosystemic sources and/or factors that affect self-esteem must be examined including contingencies of self-esteem (James 1890; Pelham, 1995; Crocker & Wolfe, 2001; Crocker, Luhtanen, Cooper & Bouvrette, 2003); address negative sources of self-esteem (Harter, 1999; DuBois *et al.*, 2003) avoiding the 'dark side' of high self-esteem (Humphrey, 2004); develop a healthy internal locus of control (Lawrence, 1996); significant others must react appropriately to learner's failure (Humphreys, 1996; Collins, 2000); build resilience in

general and failure situations (Covington, 2006); address any bullying or other violence and disrespect (Humphrey, 2003) and link it to the importance of valuing and praising others (Burns, 1985; Mwamwenda, 2004); and living consciously (Branden, 2006); Assessment purpose can include promotive, preventative or curative; assessment of and assessment for should be adopted (Biggs, 2001); assessment of self-esteem linked to other aspects of development; assess all product and process aspects of self-esteem; where appropriate assessment can be formal and/or informal, formative and/or summative; quantitative and/or qualitative; observation, questionnaires, self-assessment, and peer assessment can be employed (Demo, 1985; Lawrence, 1996); develop personal relationships with learners including via interviews feedback from significant other role players and encourage realistic evaluation by learners (Burns, 1985); use of external support networks. Refer to appropriate professional if not qualified to deal with challenges (Lawrence, 1996). Educators' and parents' self-esteem can be managed via self-acceptance, monitoring emotions, having fun and controlling stress (Lawrence, 1996). Lawrence (1996) highlighted that there are various school, classroom, social and counselling strategies.

Table 3.12: Examples of Self-Esteem Programme Strategies

EXAMPLES OF SELF-ESTEEM PROGRAMME STRATEGIES
<p><u>Canfield's (1990) 10-Step System:</u></p> <p>1. Assume an attitude of 100 percent responsibility. 2. Focus on the positive 3. Learn to monitor your self-talk 4. Use support groups in the classroom 5. Identify your strengths and resources 6. Clarify your vision. 7. Set goals and objectives 8. Use visualization 9. Take action. 10. Respond to feedback and persevere.</p>
<p><u>Harter's Developmental Approach:</u></p> <p>1. Asses the individual as holistically as possible 2. Tailor interventions to the domains important to the person 3. Cognitive and social techniques to increase competence and worthiness (Mruk, 2006a).</p>
<p><u>Sparrow's (2005) Seven Steps of Self-Esteem:</u></p> <p>1. Self-comfort 2. Accepting the comfort of others 3. Gaining perspective 4. Self-acceptance 5. Recovery of self-esteem 6. Humour and hope for the future 7. Asking for help.</p>
<p><u>Mruk's (2006a) Group Setting Programme:</u></p> <p><u>Week 1:</u> Focusing Phase; <u>Week 2:</u> Awareness Phase or Appreciating Self-Esteem; <u>Week 3:</u> Enhancing Phase (Increasing Worthiness); <u>Week 4:</u> Enhancing Phase (Increasing Competence); <u>Week 5:</u> Management Phase (Maintaining Self-Esteem).</p>

Wicomb's (2008) Altered Path Programme developed for Youth Offenders (original Path Programme developed by Jones)

Session 1: Introduction and Programme Orientation Session 2: Conceptualisation of Mission Statement and elements Session 3 Past personality influences and Cup of Sorrow Session 4 Positive prophecy and talent shield Session 5 Mission Statement Session 6 Vision Statement Session 7 Goal setting Session 8 Training participants to do service learning Session 9 Training participants to do service learning Service Learning Use of life skills taught in real-life situations (time frame for applying skills between 3 – 6 months) Final Session Evaluation of programme, Post Test Questionnaire, TST, Focus Group.

Table 3.13: Specific Techniques and/or Activities

SPECIFIC TECHNIQUES AND/ OR ACTIVITIES
Circle time (possible daily group ritual with group and personal development activities which can include affirmatory exercises and discussion of feelings) in primary schools inter alia to develop self-esteem (Rubinstein Reich, 1994; Curry, 1997; Tew, 2000; Humphrey, 2002; Miller & Moran, 2006).
Plummer (2007) argued for self-esteem games for children.
Individual and group discussions (e.g. affective discussions Cramer & Herr, 1971 in Hansen & Maynard, 1973) about self-esteem, self-awareness, and factors that affect self-esteem (Burton, 2004: Dilley <i>et al.</i> , 2005).
Numerous exercises, including creative positive thinking, visualization, journaling and artistic expression (Burns 1982; Lawrence, 1996; Shub, 1999).
Classroom periods of 'reflection time', and self-assessment opportunities (Archer <i>et al.</i> , 1999).
O'Brien and Guiney (2001) advocated self-esteem maps which "lay out all those factors that contribute to a sense of self".
Collaborative or cooperative learning (Kohn, 1994; Slavin, 1995 in Miller & Moran, 2006); paired tutoring (Topping <i>et al.</i> , 2003 in Miller & Moran, 2006) and ICT (Passey, 2000 in Miller & Moran, 2006).
Bock-Jonathan (2008) advocated self-defence programs.
DuBois <i>et al.</i> (1996) emphasised environmentally oriented intervention programmes such as academic support services, activities to promote parent-child relationships; opportunities for developing and maintaining friendships, and extra-curricular activities; Bosch (2007) reported on the success of an adventure-based experiential learning programme in inter alia, raising self-esteem; Hirsch <i>et al.</i> (2000) advocated youth developmental organisations, and Beane (1991) argued for student participation in school governance and other democratic processes and/or programmes (Humphrey, 2004); community service; social development exercises; multi-cultural appreciation activities; role models and peer role models in particular (Burns, 1982; Collins, 2001; Humphrey, 2003); use of form tutors (Watkins & Wagner, 1987); peer support

systems, and developing a sense of community can be important (Humphrey, 2004).


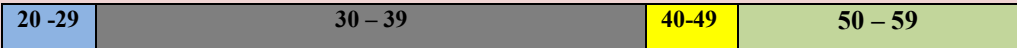
‘Curative approaches’ include individual counseling (Hansen & Maynard, 1973) such as client-centred non-directive therapy and behavioural counselling (Burns, 1982; Lawrence, 1996); specific therapy programs for educational psychologists (Josling, 2000); cognitive therapy (Bester, 2003); hypnotherapy (Fredericks, 1998; Van Zyl *et al.*, 2006); psycho-educational programme entailing cognitive-behaviour and hypnotherapy addressing self-concept and eating habits (de Beer, 2006); and general opportunities for self-disclosure are important (Burns, 1982).

ADDENDUM 4

Section 1

While there was also a brief discussion about the type(s) associated with this study, further delineation is required. Various types of studies exist (Babbie & Mouton, 2001; Mouton, 2001). With respect to the research product, the study was exploratory in that it is original and exploring new territory. It was also a hybrid descriptive and explanatory type. It aimed to describe the team's understanding, and in fully describing an 'understanding', a degree of 'understanding the understanding' or explanation is inextricable and necessary. The degree of explanation in this study was determined by the participants' responses to the questions and the time permitted. Furthermore, it was a theory-building and/or model-building study, and while clear-cut distinctions between empirical and non-empirical dimensions are often difficult to make, this study was a hybrid empirical (for example, the knowledge and experiences of the active participants) and non-empirical (for example, critical dialogical engagement between the active and passive participants' or voices of literature's understanding(s)) study. The voices of literature themselves also comprised empirical and non-empirical voices. It also incorporated primary (for example, the knowledge and experiences of the active participants), existing or secondary quantitative and qualitative data (for example, the voices of literature) collaboratively constructing primary qualitative (although there were certain quantitative ideas included) data (for example, the critical engagement with these primary and secondary sources which develop a new theory and/or model). With respect to the research process, the study was somewhat emergent, linking naturally with its qualitative and participatory methodology. For example, an additional workshop was added. The study was also a qualitative and hybrid transgogic, participative 'action' type. This will be fully elucidated later.

Table 4.2: Demographics

<u>Demographic Category</u>	<u>Team Representation (%)</u>			
Gender				
Age				

First Language(s)	IsiXhosa	Afrikaans	English	Bilingual
Religion or Belief System	Jewish	Muslim	Christian	
Culture With Respect to Individualism Versus Collectivism	No Response	Individualistic	Not Individualistic or Collectivistic	
Parent or Guardian	Yes			No

Table 4.3: Professional and/or Educational Categories

<u>Professional and/or Educational Category</u>	<u>Team Representation</u>								
<i>Current Profession(s) (Years of Experience)</i>	School Psychologist 1 Int. Ed. Psychologist 2 Int. Ed. Psychologist 2		Soc. Worker & Play Therapist 14 Soc. Worker 11		Learning Supprt Adv. 6 Learning Supprt Fac. 22		LO Curr. Adv. 3 LO Curr. Adv. 19		Primary School LO Educator & Principal 27 Secondary School LO Educator & School Counsellor 15
	Average Years Experience: 11								
Professional Area(s) of Expertise (Percentage of Team)	Sport 9%	Literacy 9%	Teaching 18%	Barriers to Learning 18%	Development 18%	Leadership and/or Management 27%	Assessment 27%	Therapy and/or Counselling 64%	Life Skills 73%

Previous Professional Field(s) (Percentage of Team)	Welfare 9%	Commerce 18%	Administration 27%	Education 36%						
Tertiary Education Qualifications (Raw Number of Team)	Diplomas 11					Degrees 21				
	Undergraduate 3		Postgraduate 9			Undergraduate 9			Postgraduate 12	
	Secondary 1	Primary 2	NGO 1	SEN 2	HDE 6	B.Com 1	B.A. 3	B.Soc.Sc. 5	Masters 5	Honours 7
Tertiary Education Major Subject(s) Fields (Raw Number of Team)	Law 1	Commerce 2	Science 4	Physical 4	Education 11	Humanities 22				

Table 4.4: Self-Esteem and Self-Esteem Development

<u>Self-Esteem and Self-Esteem Development</u>	<u>Team Representation</u>										
Rating of Understanding (0 = no understanding to 10 = expert) (Percentage of	0	1	2	3	4	5	6	7(Mean)	8	9	10
	-	-	-	-	-	9%	37%	18%	27%	9%	-

Team)											
Where <i>Understanding</i> Developed (Raw Number of Team)	Development 12		Tertiary Education 14		Experience 20						
	Personal 4	Professional 8	Practice 4	Theory 10	General 9	Colleagues 2	Practice 9				
Subsequent to Agreeing to Participate, <i>Consulted Literature</i> <i>and/or Person(s)</i> Regarding Research Topic (Percentage of Team)	Yes (Dictionary, Textbook & Colleagues)		No								
Rating of <i>Interest</i> (0 = no interest to 10 = extremely interested) (Percentage of Team)	0	1	2	3	4	5	6	7	8	9 (Mean)	10
	-	-	-	-	-	-	9%	9%	37%	9%	36%
<i>Roles with Respect</i> to Research Topic (Percentage of Team)	Assessor 18%		Parent 18%		Therapist 36%		Educator and/or Facilitator of:				
							Parents 36%	Colleagues 82%	Learners 100%		

Table 4.5: Professional Collaborative Groups

<u>Professional Collaborative Groups</u>	<u>Team Representation</u>			
Previous Participation in Professional Collaborative Groups (Percentage of Team)	Trans-disciplinary 55%		Multidisciplinary 64%	Interdisciplinary 64%
Previous Experiences in Professional Collaborative Groups (Percentage of Team)	Participated in more than one type: 36%			
	No Response 9%	Varied 9%	Limited 27%	Positive 55%
		Dependent on group composition and expertise.	Limited collaboration, goal, leadership, management and/or planning problems, hence unrealised potential.	Benefit from different: expertise, perspectives, support and experience, resulting in enhanced problem-solving, creativity, learning, cohesion, respect and goal achievement.

Table 4.9: Questionnaires

Questionnaire	Purpose(s), Design & Administration
Biographical (Addendum 4 Section 3)	Purposes: 1) Secured demographic and biographic data for general description of participants 2) Assessed participants' knowledge and experience of, and interest in the topic, partly justifying their selection (even if it was after the fact). Furthermore, it assessed their experience of participating in collaborative teams. This somewhat aided preparation for and facilitation during the study, and provided a possible baseline assessment to compare with their end of study evaluation of their experiences. It was a product and process data 'collection' instrument. Design: Part of the questionnaire was closed-ended, notably the demographic data section. Otherwise, the majority of the questions were open-ended. Administration: It was

	<p>given to the participants prior to Workshop 1 and returned before or at the start of Workshop 1.</p>
<p>‘Self-Esteem and Self-Esteem Development’ (Addendum 4 Section 4)</p>	<p>Purposes: 1) Provided an initial personal or independent space for participants’ to start unpacking their understanding(s) including tacit knowledges. It thereby also aimed to act as an opportunity for participants to explicitly articulate and position their independent understandings and to use it as a resource or springboard for later engagement within team spaces. The questionnaire responses were not a developmental product data ‘collection’ instrument. 2) In so doing, this independent reflection also attempted to emphasise that their individual understanding(s) and contributions mattered. Design: This open-ended questionnaire contained all the study’s previously-delineated focus questions and aimed to secure in-depth data. Given the generally broad-based nature of the questions, there were certain possible natural overlaps between the questions. This was warranted in that similar aspects of the problem could possibly be examined from different angles. Furthermore, any inconsistencies could also be discussed. Administration: The questionnaire was administered early in Workshop 1 and prior to the small and large focus groups/ teams. It was explained and any uncertainties addressed. After completion, it was photocopied by the principal researcher for possible future use. It was then immediately returned to the participants during Workshop 1 for use as a resource until the final workshop. It was again returned to the principal researcher at the end of Workshop 4.</p>
<p>Implications and Recommendations (Addendum 4 Section 5)</p>	<p>Purpose: To offer participants the opportunity to reflect on the implications and recommendations of the team’s understanding(s). Design: This was an open-ended questionnaire with broad-based questions. This aimed to secure in-depth data, and with respect to the latter, was inter alia important in terms avoiding leading questions. Administration: It was initially intended to be answered in the final workshop. However, owing to time restrictions, this was not possible. The flexible nature of the qualitative research methodology allowed it to be employed at a later date via 10 individual interviews. All the participants’ responses were then coded onto one questionnaire and e-mailed to the participants. They could make any additional comments via this cyber trans-disciplinary team forum. Participants could respond in their own time (over a – week period), and it was the best option for a team response save organising another workshop.</p>
<p>Evaluation (Addendum 4 Section 6)</p>	<p>Purpose: To afford participants the opportunity to evaluate the study processes and components thereof. Hence, unlike many of the other questionnaires, it was a final process data ‘collection’ instrument. Design: This was an open-ended questionnaire with broad-based questions covering all process aspects of the study. Administration: It was initially intended to be answered in the final workshop. However, owing to time restrictions, this was not possible. The flexible approach allowed it to be employed at a later date with the previous questionnaire during the same 10 individual interviews. The lack of anonymity may have impacted on their evaluation of the study, but this is one of the potential weaknesses of interviews as opposed to independently completed questionnaires. All the participants’ responses were then coded onto a questionnaire and e-mailed to the participants. They could</p>

	<p>make any additional comments via this cyber trans-disciplinary team forum. Participants could respond in their own time (over a – week period), and it was the best option for a team response save organising another workshop.</p>
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Section 2

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
FACULTY OF EDUCATION
UNIVERSITY OF STELLENBOSCH

Research Study:
Clinton Biggs (Principal Researcher)
MEdPsych Student
University of Stellenbosch
2007

QUESTIONNAIRE

The purpose of this questionnaire is to obtain certain *biographical information*. While it would be greatly appreciated if you would answer *all the questions as comprehensively as possible*, please do not feel pressurised into answering any question which you do not wish to answer. *This questionnaire consists of three sections.*

Thank you.

Clinton Biggs

Name (optional): _____

Please Turn Over

Section A: Demographic Data

Please **CIRCLE** the appropriate option (Qs 1 & 2) or **WRITE** the appropriate response (Qs 3 & 4).

1. **Gender:** Male Female

2. **Age Group:** 20-29 30-39 40-49 50-59 60-69

3. **First Language:** _____

4. **Religion or Belief System:** _____

5. **Culture (with respect to individualism versus collectivism):**

Please CIRCLE the option below in which you believe.

Option 1: Individualistic

(Cultural tendency to concentrate on the IMPORTANCE of the INDIVIDUAL rather than the group)

Option 2: Collectivistic

(Cultural tendency to concentrate on the IMPORTANCE of the GROUP rather than the individual)

Option 3: NOT Individualistic or Collectivistic

(Cultural tendency to view the INDIVIDUAL and GROUP of GENERALLY EQUAL IMPORTANCE).

6. **Are you a parent or guardian?** Yes No

Please CIRCLE the appropriate option.

Please Turn Over

Section B: Professional, Educational and Research Topic Data

Please answer the following questions as comprehensively as possible. If you require any additional space, kindly write on the back of the page(s) and clearly indicate the relevant question number(s).

1. Profession(s)

1.1 What is/are your *current profession(s) including job title(s)*?

1.2. How many *years of experience* have you had in your *current profession(s)*? (This may include working in a number of different posts/jobs.)

1.3 What professional topic(s) is/ are your area(s) of expertise?

1.4 In what *other professions* have you worked? Please include the number of years of experience in the profession(s).

<u>Profession</u>	<u>Number of Years Experience</u>

Please Turn Over

2. Tertiary Education Qualifications

What are your *tertiary education qualifications* (including major subjects)?

<u>Tertiary Education Qualification</u>	<u>Major Subjects</u>

3. 'Self-Esteem' and 'Self-Esteem Development' in the Educational Context(s)

3.1 How would you rate your understanding of 'self-esteem' and 'self-esteem development' in the educational context(s) (0 =no understanding to 10 = expert)? Kindly provide (a) reason(s) for your rating.

3.2 Where did you develop your understanding of 'self-esteem' and 'self-esteem development' in the educational context(s)?

Please Turn Over

- 3.3 As a result of you agreeing to participate in this study, have you consulted any literature and/or person(s) with respect to the research topic? If so, please indicate the source(s) you consulted and the nature of the consultation(s).
- 3.4 How would you rate your interest in the topic of 'self-esteem' and 'self-esteem development' in the educational context(s) (0 = no interest to 10 = extremely interested)? Please elaborate.
- 3.5 What role(s) have you played with respect to 'self-esteem' and/or 'self-esteem development' in the educational context(s)?

Please Turn Over

4. Professional Collaborative Groups

4.1 What, if any, professional collaborative group(s) comprised of members from different disciplines have you been part of? For every group, please write down the different disciplines of the group members. Then, using the key below, indicate the most appropriate CORRESPONDING professional collaborative group TYPE.

Key:

- Multidisciplinary collaborative group: Professionals from different disciplines are part of the group but they work independently towards a common goal (low collaboration).
 - Interdisciplinary collaborative group: Professionals from different disciplines are part of the group, and while they generally work independently towards a common goal, there is more interaction and co-ordination between the different professionals when compared to multidisciplinary collaboration (medium collaboration).
 - Trans-disciplinary collaborative group: Professionals from different disciplines are part of the group, and work interactively sharing expertise and supporting each other to reach a common goal (high collaboration).
- (Engelbrecht, 2004).

Please Turn Over (4.1 continued)

(4.1 continued)

4.2 Professional collaborative group(s): If you have been part of any such group(s), what has/ have been your experiences thereof?

Please Turn Over

Section C: Additional Biographical Information

Please feel free to add any additional information from your life experiences you believe and/or think may be of relevance to this study.

Thank you very much for completing this questionnaire.

Section 3

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
FACULTY OF EDUCATION
UNIVERSITY OF STELLENBOSCH

Research Study:
Clinton Biggs (Principal Researcher)
MEdPsych Student
University of Stellenbosch
2007

QUESTIONNAIRE

The purpose of this questionnaire is to offer you the initial time and space to start thinking about and expressing *your* understanding of 'self-esteem' and 'self-esteem development' in the educational context(s). The broad and open-ended nature of the questions, afford you the opportunity to do so. *The questionnaire responses will act as a springboard to your subsequent trans-disciplinary teamwork.*

Thank you.

Clinton Biggs

Name (optional) : _____

Profession(s) : _____

Please Turn Over

Please could you answer the following questions as fully as possible. If you require any additional space, kindly write on the back of the pages and clearly indicate the relevant question number(s).

- 1.1 What is your understanding of the *concept and nature* of 'self-esteem'?
Please explain.

Please Turn Over

1.2 What is your understanding of the *factors and processes* that affect 'self-esteem' and its development? Please explain.

Please Turn Over

1.3 What is your understanding of the assessment and/or evaluation of 'self-esteem'? Please explain.

Please Turn Over

1.4 Do you believe and/or think that 'self-esteem' and 'self-esteem development' in the *educational context(s)* are *important*? Please explain.

Please Turn Over

2. If you believe and/or think it is important, what is your understanding of the 'development of self-esteem' or 'self-esteem development' in the *educational context(s)*? Please answer this question by addressing the following 5 questions.
- 2.1 What is your understanding of the *concept and aim(s)* of 'self-esteem development' in the *educational context(s)*? Please explain.

Please Turn Over

2.2 What *paradigm(s), principle(s) and policy(ies)* do you think it should be based upon? Please explain.

Please Turn Over

2.3 Who do you think should be involved in it, and *where* and *when* should it be undertaken? Please explain.

Please Turn Over

2.4 *What content do you think it should entail? Please explain.*

Please Turn Over

2.5 How do you think it should be undertaken? Please explain.

Please Turn Over

3. Please feel free to add ***any further comments*** in relation to 'self-esteem' and 'self-esteem development' in the *educational context(s)*.

Thank you for completing this questionnaire.

Section 4

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
FACULTY OF EDUCATION
UNIVERSITY OF STELLENBOSCH

Research Study:
Clinton Biggs (Principal Researcher)
MEdPsych Student
University of Stellenbosch
2007

QUESTIONNAIRE

The purpose of this questionnaire is to offer you the opportunity to express *your* understanding of the implications of, and recommendations for 'Self-Esteem and Self-Esteem Development in the (South African) Educational Context(s)'. It will be greatly appreciated if you could answer the questionnaire *as comprehensively as possible*. If you require additional space to answer any of the questions, please feel free to write *overleaf*.

Thank you.

Clinton Biggs

Name (optional) : _____

Profession(s) : _____

Please Turn Over

In answering the questions, please note the following two important points:

- Kindly read all the questions before answering the first question.
- Please consider both general issues, and issues related to your specific profession(s) and context(s).

1. What do you think are the **implications** of the trans-disciplinary collaborative team's understanding(s) of '*self-esteem and self-esteem development in the (South African) educational context(s)*'?

Please Turn Over

Please Turn Over

2. What would be your **recommendations**:

2.1 With respect to the trans-disciplinary collaborative team's understanding(s) of '*self-esteem and self-esteem development in the (South African) educational context(s)*'?

Please Turn Over

2.2 In general, with regard to '*self-esteem and self-esteem development in the (South African) educational context(s)*' ?;

Please Turn Over

2.3 With respect to future research on this topic?

Thank you very much for completing this questionnaire.

Section 5

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
FACULTY OF EDUCATION
UNIVERSITY OF STELLENBOSCH

Research Study:
Clinton Biggs (Principal Researcher)
MEdPsych Student
University of Stellenbosch
2007

QUESTIONNAIRE

The purpose of this questionnaire is to offer you the opportunity to *reflect on the entire study*. It consists of *three sections*. It will be greatly appreciated if you could answer the questionnaire *as comprehensively as possible*. If you require additional space to answer any of the questions, please feel free to write *overleaf*.

Thank you.

Clinton Biggs

Name (optional) : _____

Profession(s) (optional) : _____

Please Turn Over

Section A:

'Self-Esteem' & 'Self-Esteem Development' in the Educational Context(s)

1. Do you think that your ***understanding*** of 'self-esteem' and 'self-esteem development' in the educational context(s) contributed to the ***team's (including the voices of literature) understanding(s)***? Please explain in what way(s), why, and how it contributed and/or did not contribute.

Please Turn Over

2. Having participated in this study, has your ***understanding*** of 'self esteem' and 'self-esteem development' in the educational context(s) changed? Please explain in what way(s), why and how it changed and/ or did not change.

Please Turn Over

3. Having participated in this study, has/ have your **role(s) and/or approach(es)** in your educational context(s) with respect to 'self-esteem' and/or 'self-esteem development' changed? Please explain in what way(s), why and how it/ they changed and/or did not change.

Please Turn Over

4. Having participated in this study, has your **interest** in 'self-esteem' and 'self-esteem development' in the educational context(s) changed? Please explain in what way(s), why and how it changed and/or did not change.

Please Turn Over

Section B:
Trans-disciplinary Collaborative Teams

1. What have been your ***experiences*** of participating in this trans-disciplinary collaborative team?

Please Turn Over

2. Having participated in this study, has/ have your ***opinion(s) and/or belief(s)*** about trans-disciplinary collaborative teams changed? Please explain in what way(s), why and how it/ they changed and/or did not change.

Please Turn Over

Section C:
Workshops and General Reflections

This section offers you the opportunity to reflect on the specific workshops. It also provides you with the space for general reflections on the workshops and any other aspect(s) of the study, including the facilitation.

1. *Workshop 1:*

2. *Workshop 2:*

Please Turn Over

3. *Workshop 3:*

4. *Workshop 4:*

Please Turn Over

5. *General reflections on the study, including the facilitation:*

Thank you for completing this questionnaire.

Section 6

In this study, the main **purpose** of the focus teams was as the key data construction spaces of the study, specifically the large focus teams which were types of ‘plenary’ team sessions. The small and large focus teams were employed as part of an overall systematic transgogic building process (individual questionnaire (Workshop 1 only) to small focus teams (Workshops 1 & 2 only) to the large focus team) in terms of team understanding(s) development. Lloyd-Evans (2006:154 -155) noted “Focus groups ... provide an occasion for people to engage in what Bloor *et al.* (2001) call ‘retrospective introspection’, that is to explore taken-for-granted assumptions in everyday lives.” Indeed, this overall systematic transgogic building process offered varied and multiple meaning-making spaces for unpacking and, furthermore ultimately developing collaborative understanding(s). Babbie and Mouton (2001:292) remarked with respect to collective development: “focus groups are useful because they tend to allow a space in which people may get together and create meaning among themselves, rather than individually.” Finch and Lewis’s (2003:197) conceptualisation of focus groups also resonated with team characteristics, for example, the synergistic nature thereof:

“Participants’ contributions are refined by what they hear others say, and the group is synergistic in the sense that it works together. ... As the discussion progresses (backwards and forwards, round and round the group), individual response becomes sharpened and refined, and moves to a deeper and more considered level ... The group setting aids spontaneity and creates a more naturalistic and socially contextualized environment.”

This also echoes the pedagogic or, in this study, transgogic nature of the team. However, while Fern (2001), for example, noted that, as in this study, focus groups can involve exploratory inquiries and the creation of new ideas and models, Patton (2002) remarks that traditionally, focus groups are not involved in problem-solving or decision-making or explicitly reaching consensus (Vaughn *et al.*, 1996). Nevertheless, as mentioned earlier, even Patton (2002), and especially authors such as Finch and Lewis (2003) stated that new innovative versions are ever-increasingly being developed. For example, focus groups can be used for consultative purposes, via such panels or citizen’s juries (Finch & Lewis, 2003) involving certain decision-making. Finch and Lewis (2003:173) elaborated:

“Consultative panels have been conducted in different forms, and involve drawing people together in a series of sessions to deliberate and contribute to decision-making ... and are an interesting application of focus group research methods to decision-making, particularly useful in more unfamiliar technical or complex areas of life where information provision is important.”

Decision-making was important in ultimately reaching the collaborative understanding(s). Furthermore, Kamberelis and Dimitriadis (2005:888) added that: “... focus groups are unique and important formations of collective inquiry where theory, research, pedagogy, and politics converge.” This dovetails with the aim of the study to facilitate (via transgogy) the development of (a) trans-disciplinary collaborative team’s understanding(s), drawing on theory, research, and practice. In terms of the politics or power dimension, this process, as discussed in terms of the largely Freirean contribution to transgogy, simultaneously aimed to respect team members’ contributions, and where possibly necessary, also build members’ confidence or empower them to fully voice their understandings. Another value of a focus group or team, as related to this study, is in lessening the

role and power of the general process facilitator or ‘principal’ researcher with other participants assuming a greater ‘interviewing’ role by asking each other (Finch & Lewis, 2003). Furthermore, the small focus teams also aimed to develop team functioning including relationships, and a type of piloting of the team structure and functioning for the larger focus teams (Bloor *et al.*, 2001). Finally, the large focus teams were also employed as process data ‘collection’ spaces for the reflection and evaluation sessions.

In terms of their specific **design and nature** both the small and large focus teams addressed the same focus questions, as did the earlier questionnaire. The focus teams were semi-structured with these open-ended focus questions. This was essential in that they afforded participants the opportunity to have greater control over the process and more ‘fully’ voice their understanding (Bless & Higson-Smith, 1995; MacMillan & Schumacher, 1997; Denscombe, 1998) aiding in generating in-depth (‘quality – qualitative’) data (Lee, 1993; Rubin & Rubin, 1995; Denscombe, 1998; Terreblanche & Durrheim, 1999; Silverman, 2000; Patton, 2002). This was important in this study given the need to comprehensively examine understandings. The large focus team was always the final decision-making space for any given workshop. Trans-disciplinary collaborative teams were extensively addressed in **Chapter 2**. Specifically, team criteria, composition, development, problem(s) and problem-solving approach and barriers and bridges were examined and related to the study. Furthermore, the transgogic and facilitator characteristics were also extensively delineated. To re-iterate, Bloor *et al.* (2001 in Finch & Lewis, 2003) noted that a focus group needs to be carefully managed and that facilitating focus groups requires an extensive range of expertise from organisational to specific facilitation skills. Moreover, a few further points need to be made with regard to their **design and implementation**:

- Most notably during the first workshop, the small focus teams (2x5 members with one representative from each discipline in each team, excluding the principal researcher, and during Workshop 2 when only 8 members in attendance, 2x4 members) followed and drew on the earlier independent questionnaire participants had completed. For expediency and team functioning reasons, the small focus teams were pre-determined by the ‘principal’ researcher in collaboration with his assistant facilitator. To ensure that the development of two clearly defined small teams did not occur and possibly hinder the subsequent large team functioning, team composition (not disciplinary) was changed for the different small focus team sessions i.e. Session 1 and Session 2. Furthermore, this would hopefully also aid in promoting the constant teaming of different members and hence points of view, and thereby enhance discussion. For Sessions 1 and 2, the small teams were asked to collaboratively and critically discuss the focus question(s) and record their responses on a piece of newsprint. Participants could also use their individual questionnaire responses as a stimulus for team discussions. No

specifically designated facilitator was used for either small team, but each small team was asked to appoint a scribe and timekeeper for any given session. The facilitator and assistant facilitator each formally observed a different small focus team. The sessions varied in length but were usually between 40 and 50 minutes. While there was a general limitation, hence the use of a timekeeper, some flexibility was important in terms of affording the teams sufficient time for substantive engagement. The small focus teams were eventually dispensed of after Workshop 2 as the unpacking of certain tacit knowledges had likely been given adequate space, and team development had evidently (via observation and feedback) reached a point of necessitating this action for this, and for time saving reasons.

- Subsequent to the small focus teams, the large focus team was employed. The large focus teams comprised 1 x 10/11 members, excluding the ‘principal’ researcher who only participated as general process facilitator during Workshop 1 and including the principal researcher thereafter – but these numbers varied according to the attendance at the different workshops and were specifically detailed in the earlier participants section. The small teams brought their newsprint to the large team for feedback and general critical engagement. Various feedback approaches were possible. This included having no formal feedback from one person but rather using the newsprint as a reference for general discussion. This later approach was ultimately decided upon because it did not enforce two distinct views via one spokesperson. It allowed for many different voices using the newsprint responses as a resource. The focus team process was via critical collaborative transgogic engagement. Focus group/ team facilitation requires great skill in group processes (Patton, 2002; Finch & Lewis, 2003). Lewis and Finch (2003:180) noted:

“The researcher uses the group process to encourage, open interactive discussion, but also controls it to bring everyone in, prevent dominance, and steer the group way from irrelevant issues ... The researcher’s role is critical to the success of group discussion. It requires energy and can be demanding and challenging ... also important are adaptability, confidence, the ability to project oneself in positive ways to encourage the group, and combination of assertiveness and tact.”

Fundamentally, it was about creating a safe and supportive environment attempting to maximise voicing, balance flexibility with structure of discussion, facilitating individual and diverse contributions (addressing domineering participants and drawing out reticent participants) and the in-depth exploration of issues. In this regard, the observation of non-verbal language was an important facilitation tool. Moreover, this study involved a complex large focus team facilitation process, inter alia given the complex nature of the topic, the dialectic between individual and team understanding(s) and the desire for the eventual meta- and theoretical congruence of the understanding(s). Consequently, the general process facilitator needed to be able to ‘think on his feet.’ Additionally, the general process facilitator did not want to force premature closure of understanding(s) and thereby undermine voicing. Indeed, Finch and Lewis (2003:173) stated that the: “... validity of data is compromised if

decisions or recommendations are forced by pressure of time or pressure to reach agreement.” Nonetheless, as far as possible, in collaboration with the general process facilitator the team guided the discussions and decision points, and for example, they wanted to and did discuss focus questions 1.1 and 2.1 for longer periods while they discussed and agreed on certain other issues relatively quickly. Furthermore, sometimes decisions were made not to make a decision at a given point. Until the final workshop, there was also always space for revisiting agreed upon and other understanding(s) as part of the ongoing meaning-making process. When decisions were made, they were via general team consensus or voting (particularly democratic technique). Decision making was agreed upon verbally and non-verbally (for example, nodding) and hence was not always captured on the audio-tape. The assistant facilitator or scribe crucially provided collateral recording which was verified via subsequent member-checking. In addition to its traditional function, member checking also provided a reference or reminder for team members of previous sessions’ understanding(s) which they could subsequently utilise. Finally, the large focus team reflection sessions were conducted by the assistant facilitator. While in attendance, this attempted to distance the general process facilitator and make it more impartial, as well as to give him a much-needed break.

In terms of **recording**, the small and large focus teams were audio-taped, with two recordings of all large focus team sessions in case of one failing. The assistant facilitator also scribed extensive notes on the large team sessions, including highlighting decision points. This acted as a reference for the team during the sessions and, as mentioned earlier, was a further data recording to the audio-recordings. Only the large focus teams were transcribed as they were the key product data construction spaces. The small focus teams’ tapes were retained for any possible future purposes. Hereafter, is a very brief section of the audio-tape recording transcription, followed by a very brief typed section of the original scribing, both importantly from Workshop 4 which was the final data collection point. There is overlap between these two extracts to demonstrate how they supported each other.

Audio-Tape Recording Transcription

Workshop 4

Facilitator: Welcome... um... we are going to go through it step by step. This workshop is about finalising your understanding(s). Remember it is our team effort that is important...So it’s summarising and bringing everything together. What we’ve actually got here is if you also look at the model, we’ll also go to the

summary as well as each of question as well, so while we will look at the model, we'll also go to the summary and what I've maybe highlighted certain areas that need discussion, or possibly need discussion and then also I've got some other questions that we might need to consider as well. So these two are, these are our two documents we need to work with... You can put away, you know any other documents you don't think you need. So I think the less documents and stuff you have on the table, you can just put it on the floor, or something like that, or just so that, otherwise... overwhelming... the least to be overloaded, the better... That ok so far?

Participants: (Generally said 'yes' and some light laughter)

Facilitator: We've obviously got to look at time as well and ... debate things for ages, but we need to, as I say, we need quite a few decisions done today, so it might be slightly different to what we've done with that. If we look at the model itself, our underlying sort of framework and conceptualisation has been a self-ecosystemic understanding and therefore, everything else has sort of fitted into that and the way of thinking. I think if we can start with question 1.1 and that is basically our top there on the model.

The definitions of self-esteem and meta self-esteem are important starting points. Our first order. So let's look at the model which you have in front of you. It says, "First order. Ongoing, self-ecosystemic evaluation of the self, which is global self-esteem." The last time we noted that self-esteem and meta self-esteem are both processes and products. We also included implicit or unconscious and explicit or conscious dimensions.

Participant 4: I agree with the definition ... process and product and implicit and explicit.

Participant 7: Agree also.

Facilitator: Everything else? Um... all agree or does anyone disagree with what has been said?

Participants: (Generally said yes or ok)

Facilitator: Ok... also the domain and context dimensions we said are important. There is general and then domain and context specific self-esteems and then core self-esteem too ...Um... Domain and context feed into each other and affect each other. The core may be stronger than the other domain and context self-esteems and meta self-esteem also... The core is at the core or the basis of self-esteem and meta self-esteem. We said that it is also influenced by domain and context self-esteem and meta self-esteem. Also core is constantly developing like other parts and also affects the domains and contexts too.

Participant 3: We were right, core is very important and remember as you said they we said that the core is at the core or is the basis... it is central to the whole concept of self-esteem and meta self-esteem. Also we said... as look at the drawing that self-esteem and meta self-esteem are hierarchical, and we said before that they go up and down between each other. They all influence each other ... we did not decide last time on how we would represent this ... Are you also happy with this ... I am... what do anyone think about this?

Participants: (Many said yes)

Participant 4: Agree, definitely hierarchical as we said. They all influence each other but core is very very important. Remember we also said that it determines whether the person is healthy or not healthy... remember that is what we said.

Facilitator: Yes, that we did say about the core being important in determining whether the person is healthy or unhealthy in terms of meta self-esteem... Yes...

Participant 4: Thanks... Um... now how do we want to represent the hierarchy, we never decided last time so that everyone could think about first. Now we need to... today.

Typed Scribing

Workshop 4

1.1 Ongoing

Definitions of self-esteem and meta self-esteem are important

Evaluation – can mean process & product

- Implicit and explicit included – unconscious and conscious.

Domain & Context

- seen as 2 feeding each other

- core may be stronger than d + c

- core may form bases + b influenced by D + C

- core continuously dev. + affecting D + C

- core being central

- self-esteem is hierarchical

- arrows up + down

[etc. etc. etc.]

1.4 Reasons why it is NB

- ‘Absolutely everything’ is too vague, but is important

- Yes should be taken out, should be omitted + then given reasons, reasons why

- politics + culture can determine + influence self-esteem

- role players versus stakeholders – use role players

- should children be changed to learners

- education content does this mean school?

- school mainly but also education in general

[etc. etc. etc.]

2.4 Content

Does this encapsulate what was discussed? – yes

Everybody agrees to this broad list of content

children affairs - important

educators ad parent as key role players re content

[etc. etc. etc.]

Section 7

Individual interviews, especially unstructured and semi-structured, are valuable in that they aid in generating in-depth data (Denscombe, 1998; Terreblanche & Durrheim, 1999; Silverman, 2000; Patton, 2002; Legard, Keegan & Ward, 2003) which was particularly important in terms of the implications and recommendations and evaluation questionnaires. Individual interviews also have a variety of other advantages including ease of access, flexibility to adapt to a given interviewee, and privileging the individual person's voice which can potentially be undermined by others in a group context (McMillan & Schumacher, 1997; Denscombe, 1998; Patton, 2002). Disadvantages include their time-consuming nature as opposed to focus interviews, and possible interviewer effects (Denscombe, 1998; Neuman, 2003). The latter includes the co-constructive nature of an interview or 'InterViews' (Kvale & Brinkmann, 2008) and hence the need of the interviewer to avoid personal bias including asking leading questions. Furthermore, ensuring that the interviewee feels at ease and is willing to express potentially difficult views is also vital (Patton, 2002). For example, in this study, it was important that participants felt free to express their true views during the evaluation of the study. I believe (and as reflected in the evaluation by the participants) that the relationships developed during the study promoted openness as an essential part of this research relationship. Nonetheless, 'best' practice and ideas for planning and conducting an interview were sourced inter alia from authors such as Kvale (1996), Patton (2002), and O'Leary (2004). The individual (mostly face-to-face) formal semi-structured interviews were not audio-taped. This was due to many reasons including that it was initially envisaged that some of the interviews may be telephonic. Moreover, it was not team data, and not data for answering the research question(s). In addition, at that stage of the study, time and resources for transcription of such tapes were limited. Nevertheless, detailed notes were taken including certain verbatim quotations, and there was further opportunity for reflection on all the participants' responses via the trans-disciplinary collaborative e-mail forum.

Section 8

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
FACULTY OF EDUCATION
UNIVERSITY OF STELLENBOSCH

Research Study:
Clinton Biggs (Principal Researcher)
MEdPsych Student
University of Stellenbosch
2007

PARTICIPANT REFLECTION JOURNAL

- This journal offers you the opportunity to reflect on the study in-between the three workshops.
- Section A involves reflection on the questions.
- Section B involves reflection on the study and its process(es).
- If you require more space, please write on the back of the pages. Additional blank paper has also been included in your workshop pack. Please attach any additional pages to this main document.
- Any personal reflection which you do not wish to be read by the researchers, should be recorded elsewhere.
- Please bring your reflection journal to the workshops as a resource for your participation.
- Please hand in your reflection journal at the end of Workshop 3.

Thank you.

Clinton Biggs

Name (optional) _____

Profession(s) _____

Please Turn Over

PLEASE NOTE:

Due to its length, the original reflection journal has been abbreviated for addendum purposes. All the questions are included, but the blank sheets for reflection have been omitted.

SECTION A: REFLECTION ON QUESTIONS

This section aims to offer you the space to reflect upon the workshop questions and discussions. It includes the opportunity to consider and integrate insights from your own practice and context(s), and that of literature you may have read. These reflections are ultimately intended to act as a resource for your continued trans-disciplinary teamwork at the different workshops. Please use this journal to make any notes from the readings. *Kindly do not write on the readings themselves.*

- 1.1 What is your understanding of the *concept and nature* of ‘self-esteem’? Please explain.**

(3 pages for reflection were provided)

- 1.2 What is your understanding of the *factors and processes* that affect ‘self-esteem’ and its development? Please explain.**

(3 pages for reflection were provided)

- 1.3 What is your understanding of the *assessment and/or evaluation* of ‘self-esteem’? Please explain.**

(3 pages for reflection were provided)

- 1.4 Do you believe and/or think that ‘self-esteem’ and ‘self-esteem development’ in the *educational context(s)* are *important*? Please explain.**

(3 pages for reflection were provided).

- 2. If you believe and/or think it is important, what is your understanding of the ‘development of self-esteem’ or ‘self-esteem development’ in the *educational context(s)*? Please answer this question by addressing the following 5 questions.**

- 2.1 What is your understanding of the *concept and aim(s)* of 'self-esteem development' in the *educational context(s)*? Please **explain**.

(3 pages for reflection were provided)

- 2.2 What *paradigm(s), principle(s) and policy(ies)* do you think it **should** be based upon? Please **explain**.

(3 pages for reflection were provided)

- 2.3 Who do you think **should** be involved in it, and *where and when* **should** it be undertaken? Please **explain**.

(3 pages for reflection were provided)

- 2.4 *What content* do you think it **should** entail? Please **explain**.

(3 pages for reflection were provided)

- 2.5 How do you think it **should** be undertaken? Please **explain**.

(3 pages for reflection were provided)

3. Please feel free to add ***any further comments*** in relation to 'self-esteem' and 'self-esteem development' in the *educational context(s)*.

(3 pages for reflection were provided).

SECTION B: REFLECTIONS ON THE STUDY AND ITS PROCESS(ES)

This section offers you the opportunity to reflect on the study and its process(es), **There are four parts to the section**, namely Workshop 1, Workshop 2, Workshop 3, and General Reflections.

1. Workshop 1

(1 page for reflection was provided)

2. Workshop 2

(1 page for reflection was provided)

3. Workshop 3

(1 page for reflection was provided)

4. General Reflections

(3 pages for reflection were provided).

Thank you for completing this reflection journal.

Section 9

There are different versions of participant observation, and, concurring with Denzin and Lincoln (1994) and Sarantakos (2000) both in Strydom (2005) (given my meta-theory) I would argue that all observation is participatory, it is just a matter of the degree of contact or interaction with participants. In the workshops, the observation schedule was used during small team functioning via passive participant observation (Mertens, 1998; Sherman & Webb, 1988 in Newmark, 2002) as the facilitator and assistant facilitator observed the other participants in the small focus teams, but they were not part of the teams. However, they were still participants in the workshop process. As mentioned when discussing small focus teams, one of the purposes of them was for team functioning and development. Besides the lesser function of providing some respite for the general process facilitator, such observation allowed the facilitators to somewhat assess team functioning and development and, for example, whether all participants were equally involved and contributing. The observation schedule employed is contained in **Addendum 4 Table 4.10**. While no major barriers were observed, a few were addressed by informally and discretely speaking to certain participants who possibly needed additional support, mixing up small focus teams, formally re-enforcing team criteria and encouraging discussion of any barriers during the evaluation sessions. Nevertheless, a disadvantage of such observation is that participants' functioning may be adversely affected due to their awareness thereof (Denscombe, 1998).

Observation was also employed more loosely during large focus team functioning via active participant observation as the general process facilitator and assistant facilitator observed the other participants while being actively part of the team in their varying ways. As with the small teams this, was important for assessing team functioning and development. Given the facilitator's involvement in the large team, he was not able to complete the observation schedule during the focus team sessions, but collaborated with his assistant facilitator after the large focus teams and made relevant field notes. General participant observation was also utilised throughout the workshops (not only during focus team functioning but when employing other methods, during breaks and any other aspect of the research process) by both the facilitator and assistant facilitator. General observations were included with field notes. The other active participants, whether informally or formally, were also potentially involved in general participant observation. Such observations could be shared during reflection and/or evaluation sessions or registered in their reflection journals. The observation schedule, specifically the trans-disciplinary collaboration criteria was also employed as an evaluative tool during the individual interviews as part of the evaluation of the study. The evaluation results thereof are presented in *Chapter 6*.

Table 4.10: Observation Schedule

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
FACULTY OF EDUCATION
UNIVERSITY OF STELLENBOSCH**

**Research Study:
Clinton Biggs (Principal Researcher)
MEdPsych Student
University of Stellenbosch
2007**

WORKSHOPS

OBSERVATION SCHEDULE:

Large and Small Trans-Disciplinary Team Functioning

Workshop Number: _____

Team Session: _____

SECTION A: SPECIFIC OBSERVATIONS

1. Trans-Disciplinary Team Functioning Criteria

Criteria (Adapted from Briggs, 1993, 1997 in Ferreira, 2004)	Comment(s) <i>(Please comment on each criteria <u>as far as possible</u>)</i>
1.1 Common Goal(s) Agreed & Achieved	
1.2 All Members Participated And Mutually Responsible For Goals	
1.3 All Members Contributions Equally Valued, Respect for Differences & Open Communication	
1.4 Trust, Belonging And Support Encouraging Team Synergy	
1.5 Members Reflected Beyond Professional Domains And Achieved Professional Growth	
1.6 Constructive Conflict Resolution <i>(If applicable)</i>	
1.7 Sufficient Time and Opportunity to Achieve Goal(s)	
1.8 Facilitator(s) Effective <i>(Large Teams Only)</i>	

2. Participant Quantity of Contributions

Participant	Number of Contributions <i>(Place a small vertical line each time the participant makes a contribution)</i>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11. Facilitator (2 nd and 3 rd Workshops)	

3. Non-Verbal Communication

Participant	Non-Verbal Communication <i>(Please comment <u>as far as possible</u>)</i>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11. Facilitator (2 nd and 3 rd Workshops)	

SECTION B: GENERAL OBSERVATIONS

Please note **any other observations** you feel important with respect to **team functioning.**

Section 10

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
FACULTY OF EDUCATION
UNIVERSITY OF STELLENBOSCH**

**Research Study:
Clinton Biggs (Principal Researcher)
MEdPsych Student
University of Stellenbosch
2007**

RESEARCH WORKSHOP 1 DESIGN & IMPLEMENTATION

--- 2007

08h30 – 15h30

Venue: ---

1. REFRESHMENTS ON ARRIVAL & INFORMAL INTRODUCTIONS

(08h30 - 09h00)

- *This provided participants with refreshments before the workshop, and the opportunity to make informal introductions. Latecomers were also accommodated.*

2. INTRODUCTORY REMARKS

(09h00 - 09h05)

Welcome and Thank You:

- *This was particularly important as it was the first workshop, and participants' commitment to the study was a considerable one.*

Main Aim of the Study and Workshop 1:

- *A clear and succinct introduction to the main aim of the study and Workshop 1 were provided. This was subsequently elaborated upon in section 5.*

Research Team at the Workshops and their Different Roles:

- *From the outset, it was important to introduce all the research team members and, in order to prevent uncertainty and to address any concerns, clearly define and discuss their roles. It was critical to note that the principal researcher would act as the facilitator for all the workshops. However, after Workshop 1, his role would change. Equally important was to inform participants that throughout the entire study, the assistant facilitator would not be involved in any critical engagement with the topic.*

3. PLAN FOR WORKSHOP 1

(09h05 – 09h10)

Outline of Plan for Workshop 1:

- *A brief but systematic outline of the day's activities aided in orientating the participants. Participants were given the opportunity to make any comments and/or suggestions. As with other aspects of the workshops, valuing their voices in the process was important.*

Audio Recording and Use of Observation:

- *This was essential for ethical and effective data recording purposes. Participants had already agreed to this during the formal contracting process.*

Breaks and Facilities:

- *The participants were informed of the proposed scheduled times of the breaks during the outline of the plan for Workshop 1. They were subsequently also made aware of the location of the facilities. It was also noted that, while it may be necessary, breaks during the workshop sessions were not ideal. This would be discussed during the development of the team contract.*

4. ICEBREAKER & TEAM-BUILDING DISCUSSION

(09h10 - 09h30)

Team-themed Icebreaker & Team-building Discussion:

- *The team-themed icebreaker and large team discussion allowed participants to start to develop relationships with each other. Moreover, by employing a ‘team-themed’ ice-breaker, it aimed to focus on the topic of ‘teams’, including participants’ past experiences and views on important aspects thereof. These key aspects of teams were subsequently again linked to their experiences and addressed in more detail in Section 6.*

5. BRIEF OUTLINE: THE RESEARCH STUDY & THE WORKSHOPS

(09h30 - 10h00)

‘Self-Esteem’ and ‘Self-Esteem Development in the (South African) Educational Context(s)’:

- *A brief outline of the general focus of international and South African literature including research on this topic was important. In a broad sense, this located the study.*
- *A contextualisation and discussion of key issues were not provided in Workshop 1, as I did not want to prejudice their understanding (the main aim of Workshop 1) with the voices of literature.*

Trans-disciplinary Collaborative Teamwork:

- *A very brief introduction was provided. There was a more comprehensive discussion thereof in Section 6.*

Main Aim of the Research Study:

- *This was briefly presented as further detail was provided via the research questions and design.*

Research Questions:

- *The provisional main and provisional subordinate (and focus) research questions were introduced and discussed. They were related to the different workshops and various sessions thereof. It was important to emphasise that the questions were provisional as this was essentially a participative process. Ultimately by the end of the study, the team had to agree on the research questions and its effective answering thereof.*

Provisional Main Research Question:

What is/are a trans-disciplinary collaborative team’s (school/ intern/ educational psychologists, social workers, learning support advisors, life orientation curriculum advisors, life orientation educators, and the voices of literature) facilitated understanding(s) of ‘self-esteem’ and ‘self-esteem development in the (South African) educational context(s)’?

CONSTRUCTING AND TRANSFORMATIVE WORKSHOP DESIGNS & IMPLEMENTATIONS

STEP 1

Workshop 1: YOUR Understanding

Provisional Subordinate Research Question:

What is/are a trans-disciplinary collaborative team's (school/ intern/ educational psychologists, social workers, learning support advisors, life orientation curriculum advisors & life orientation educators) facilitated understanding(s) of 'self-esteem' and 'self-esteem development in the (South African) educational context(s)'?

Session 1 (Workshop 1): Provisional Subordinate (and Focus) Research Questions:

What is/are a trans-disciplinary collaborative team's (school/ intern/ educational psychologists, social workers, learning support advisors, life orientation curriculum advisors & life orientation educators) facilitated understanding(s) of 'self-esteem' ? (the concept and/or nature of 'self-esteem', the factors and processes that affect self-esteem and its development, the assessment and/or evaluation of self-esteem, and whether it is important or not?)

Session 2 (Workshop 1): Provisional Subordinate (and Focus) Research Questions:

What is/are a trans-disciplinary collaborative team's (school/ intern/ educational psychologists, social workers, learning support advisors, life orientation curriculum advisors & life orientation educators) facilitated understanding(s) of 'self-esteem development in the (South African) educational context(s)'? (concept and aim(s) of 'self-esteem development in the (South African) educational context(s)', the paradigm(s), principle(s) and policy(ies) it should be based upon, who should be involved, when and where it should be undertaken, the content it should entail, and how it should be undertaken?)

STEP 2:

Workshops 2 & 3: YOUR Understanding & The Voices of Literature

Provisional Main Research Question:

What is/are a trans-disciplinary collaborative team's (school/ intern/ educational psychologists, social workers, learning support advisors, life orientation curriculum advisors, life orientation educators, and the voices of literature) facilitated understanding(s) of 'self-esteem' and 'self-esteem development in the (South African) educational context(s)'?

Session 1 (Workshops 2 & 3): Provisional Subordinate (and Focus) Research Questions:

What is/are a trans-disciplinary collaborative team's (school/ intern/ educational psychologists, social workers, learning support advisors, life orientation curriculum advisors, life orientation educators, and the voices of literature) facilitated understanding(s) of self-esteem? (the concept and/or nature of 'self-esteem', the factors and processes that affect self-esteem and its development, the assessment and/or evaluation of self-esteem, and whether it is important or not?)

Session 2 (Workshops 2 & 3): Provisional Subordinate (and Focus) Research Questions:

What is/are a trans-disciplinary collaborative team's (school/ intern/ educational psychologists, social workers, learning support advisors, life orientation curriculum advisors, life orientation educators, and the voices of literature) facilitated understanding(s) of 'self-esteem development in the (South African) educational context(s)'? (concept and aim(s) of 'self-esteem development in the (South African) educational context(s)', the paradigm(s), principle(s) and policy(ies) it should be based upon, who should be involved, when and where it should be undertaken, the content it should entail, and how it should be undertaken?)

Research Design and Implementation:

- *The exploratory, largely descriptive, qualitative, and participatory nature of the research design were noted and expounded.*
- *The research phases (pre- workshop, workshop and post-workshop phases) were explained and linked to the previously-mentioned research questions.*
- *With respect to the workshop phase, the aims of the workshop were addressed more comprehensively, including the activities within and between the workshops.*

Workshop 1 focused on the team's understanding (excluding the voices of literature). Their individual and then team understanding(s) respectively via a questionnaire and focus teams were important. Critical engagement amongst team members was to be essential. Crucially, the facilitator would not critically engage during this workshop, as it was not about his voice at this stage, particularly given his prior extensive engagement with the literature.

Between Workshop 1 and Workshop 2 participants were to be provided with a number of literature readings and a reflection journal. The readings offered an in-depth understanding of the topic, as opposed to the literature summaries which were presented later. Participants would also be encouraged to locate their own literature for distribution and/or discussion during the next workshops. The reflection journal afforded them the space to reflect on the topic and the workshops. They were also welcome to contact the principal researcher.

Workshop 2 would focus on developing a team understanding(s) including the voices of literature. At the start of Workshop 2, an evaluation of the previous workshop (workshop 1) was important and could aid in developing Workshop 2. Workshop 1 data construction, as presented by the research team, in particular the principal researcher, was to be first member checked. This also allowed for a recap of the team's Workshop 1 understanding(s), and for the impending critical engagement with the voices of literature. With participants having read some of the literature articles prior to the workshop, literature summaries of the voices of literature were to be provided. Thereafter, the development of the team's understanding(s) incorporating the various voices of literature would be workshopped. During Workshop 2, the principal researcher, as a facilitator of the voices of literature (including his own research), would participate both as a facilitator as well as an equal team member.

Between Workshop 2 and Workshop 3 participants were encouraged to continue reading and reflecting (including via their reflection journals), as well as searching for additional sources on the topic.

Workshop 3 would focus on developing the model further and finally adopting it. At the start of Workshop 3, an evaluation of the previous workshop was important and could aid in developing Workshop 3. Workshop 2's data construction, as developed by the research team, was first to be member checked and, where necessary, developed further. The team's understanding(s) and modelling thereof were to be finally adopted. The model was then to be named, enhancing team ownership thereof. Implications and recommendations were then to be discussed. A final evaluation of the study was subsequently to be conducted. Any possible future contact was also to be discussed.

Comments & Expectations of Participants:

- *This was a general team discussion where any previously-discussed matters could be commented upon.*
- *Expectations were discussed and recorded in written form. Discussing expectations is a key workshop practice in guiding, focusing and delimiting the workshop and in this instance, the study. Expectations were also informally discussed during the initial contracting period. It was also emphasised that these expectations could be referred to during the course of the workshops, as well as additions made thereto. However, it was also noted that due to time and other limitations, that there were certain de-limitations (e.g. will not be developing specific curricula or lessons) during the study. Therefore, it is likely that not all expectations can be met.*

6. TRANS-DISCIPLINARY COLLABORATIVE TEAMS & TRANSFORMATIVE LEARNING

(10h00 – 10h10)

Trans-disciplinary Collaborative Teams & Transformative Learning:

- *This brief section highlighted the key elements of trans-disciplinary collaborative teams in order to provide criteria for the subsequent team functioning. Distinctions were also made between multi-disciplinary, inter-disciplinary and trans-disciplinary collaborative teams. I used the term 'team' instead of 'group', as I assumed and/or hoped they would operate as a 'team'. This was subsequently justified.*
- *The terms 'adult learning' and associated 'transformative learning' were also discussed. Transformative learning, as a form of adult education and principle of the trans-disciplinary collaborative team approach, was one of the key dimensions of the workshop approach adopted in this study.*

The Study's Trans-disciplinary Collaborative Team:

- *The EMDC and the related disciplines/ professions included in this study were briefly discussed to provide reasoning for their incorporation in the study.*

7. INFORMED CONSENT & CONTRACTING

(10h10 – 10h20)

Informed Consent Agreement:

- *Prior to Workshop 1, each participant had signed an informed consent form. For ethical and pragmatic reasons, during this section of Workshop 1, there was an opportunity to ask any further questions, clarify and further discuss issues such as anonymity and confidentiality. Given the team nature of the study, anonymity was*

particularly important. Nevertheless, if requested, issues such as anonymity could be negotiated further at a later date.

Team Contract for Workshops:

- *Subsequent to the ice-breaker and discussions about teams, and more specifically, trans-disciplinary collaborative teams, it was vital to develop a team contract for the workshops. A key workshop practice, the contract provided the framework for workshop functioning and incorporated ideas from the ice-breaker, team discussions and the discussion of trans-disciplinary collaborative teams. The resultant team contract was clearly displayed in the workshop venue. It was emphasised that this was a living document which could be changed if ever the team deemed it necessary.*

8. QUESTIONNAIRE: INDIVIDUAL RESPONSE

(10h20 – 11h00)

- *The questionnaire and its purpose were briefly explained by the principal researcher and any uncertainties discussed. This questionnaire was intended to be used to initiate the unpacking of participants' individual voices, and as springboard to later trans-disciplinary collaborative teamwork. In addition to accessing individual voices, the aim of this was also to minimise any possible groupthink effects within team functioning.*
- *Participants were spaced out in comfortable positions with appropriate background music attempting to enhance the process.*
- *It was optional for participants to write their names on their questionnaire. However, it is requested that they write their discipline(s)/ profession(s).*
- *Once completed, the questionnaires were photocopied for possible future research purposes. They were then returned to the participants as a resource for their later teamwork.*

9. REFRESHMENTS

(11h00 – 11h20)

- *The refreshment break allowed the participants some respite from the formal workshop activities. It also allowed participants to continue to get to know each other. Many participants also discussed aspects of the questionnaire and hence importantly, informal debate was sparked.*

10. EXPLANATION OF FOCUS TEAMS

(11h20 – 11h30)

- *The various focus teams and the process thereof were briefly explained to, and discussed with the participants.*

Small Focus Teams:

- *There were small focus teams (2 x focus teams of 5 members each) with one representative from each discipline in each team.*

- *For expediency and team functioning reasons, teams were pre-determined by the principal researcher in collaboration with his assistant facilitator. To ensure that the development of two clearly defined small focus teams did not occur, and possibly hinder the large focus team functioning, team compositions were changed for the different small focus team sessions. In terms of the small focus teams, this would hopefully also aid in promoting the teaming of different points of view, and thereby enhance discussion.*
- *For sessions 1 and 2, the small focus teams were asked to collaboratively and critically discuss the question(s) and record their responses on a piece of newsprint. Participants could use their individual questionnaire responses as an individual stimulus for team discussions.*
- *No facilitator was used for either small focus team, but each small focus team was asked to appoint a scribe and timekeeper for any given session.*
- *The facilitator and assistant facilitator each formally observed different small focus teams.*

Large Focus Teams:

- *The small focus teams were then to bring their newsprint to the large (1 x focus group/ team of 10 members) for feedback and general critical engagement.*
- *Various feedback techniques were possible, for example, having no formal feedback from one person but rather using the newsprint as a reference for a general discussion 'feedback'. This was ultimately decided upon by the team, given that it did not enforce two distinct views via one spokesperson. It allowed for many different voices using the newsprint responses as a resource. The large focus team was to provide for the key data construction point for each session.*

General:

- *The progression from the individual response questionnaire to small focus teams and finally to the large team, was important for a number of reasons. The key aim of unpacking the participants' understanding(s), including tacit, required that there be various forums for such unpacking. In addition, it was important for slowly and systematically developing team functioning and allowing the researchers to observe such functioning for possible assistance therewith.*
- *As indicated by the main and subordinate research questions, the team activities were to be divided into two sessions, namely sessions 1 and 2.*
- *The small and large focus team activities for both sessions were to be audio-taped for data construction purposes. They were also scribed on paper as a back-up, and for direct reference during the large focus team functioning.*
- *The small and large focus team activities for both sessions were to be formally observed by the researchers in terms of assisting to monitor and inform team functioning.*
- *For data construction recording purposes, the newsprint from all team activities were to be retained by the principal researcher.*

Questions:

- *Prior to the commencement of the team activities, participants were given the opportunity to ask any questions, and/ or make any suggestions.*

11. FOCUS TEAMS: SESSION 1

(11h30 – 13h20)

2 x Small Focus Teams:

- *Focus questions:*

1.1	What is <u>your</u> understanding of the concept and nature of 'self-esteem'? Please <u>explain</u> .
1.3	What is <u>your</u> understanding of the factors and processes that affect 'self-esteem' and its development? Please <u>explain</u> .
1.3	What is <u>your</u> understanding of the assessment and/or evaluation of 'self-esteem'? Please <u>explain</u> .
1.4	Do <u>you</u> believe and/or think that 'self-esteem' and 'self-esteem development' in the educational context(s) are important? Please <u>explain</u> .

1 x Large Focus Team:

- *Focus Questions: As for small focus teams.*

12. LUNCH

(13h20 – 13h45)

- *The lunch break allowed the participants some respite from the formal workshop activities. It also allowed participants to continue to get to know each other. Some participants also discussed aspects of the workshop questions and hence importantly, informal debate continued.*
- *The facilitator and assistant facilitator were also given an opportunity to de-brief about the workshop to date, as well as to converse with some of the participants to assess their level of functioning and well-being.*

13. FOCUS TEAMS: SESSION 2

(13h45 – 15h10)

2 x Small Focus Teams:

- *Focus questions:*

2. *If you believe and/or think it is important, what is your understanding of the 'development of self-esteem' or 'self-esteem development in the (South African) educational context(s)'? Please answer this question by addressing the following 6 questions.*

- 2.1 *What is your understanding of the concept and aim(s) of 'self-esteem development in the (South African) educational context(s)'? Please explain.*
- 2.2 *What paradigm(s), principle(s) and policy(ies) do you think it should be based upon? Please explain.*
- 2.3 *Who do you think should be involved in it, and where and when should it be undertaken? Please explain.*
- 2.4 *What content do you think it should entail? Please explain.*
- 2.5 *How do you think it should be undertaken? Please explain.*
- 2.6 *Please feel free to add any further comments in relation to 'self-esteem' and 'self-esteem development in the (South African) educational context(s)'.*

1 x Large Focus Team:

- *Focus Questions: As for small focus teams.*

14. **FINAL THOUGHTS**
(15h10 – 15h15)

- *Having discussed all the questions, this afforded participants the opportunity to add in retrospect, any final thoughts to any of the previous focus team sessions.*

15. **DE-BRIEFING &/ SESSION EVALUATION**
(15h15 – 15h20)

- *Owing to the considerable discussion generated by the large focus teams, and resulting limited time, the debriefing and/ or evaluation was very briefly conducted.*
- *Participants were also encouraged to offer reflections on Workshop 1 in their reflection journals, which would be handed out and explained next.*

16. **WORKSHOP 2 TASKS & DESIGN**
(15h20 – 15h30)

Workshop Readings:

- *Participants were provided with a pack of 32 readings. The considerable number of readings aimed to offer participants a wide variety in terms of different voices and with respect to the length of readings. This provided them with choice to explore new areas and possibly revisit old areas of knowledge. They were able to read as many as they wished to. It was however, requested that they read at least one reading related to each of the questions.*
- *Participants were asked to read them in preparation for Workshop 2. This was important in terms of allowing the participants time to start engaging with the literature directly from the voices thereof (rather than via a summary that I would present later) i.e. the literature would be briefly summarised during Workshop 2, and then critically discussed within the teams.*
- *Participants were welcome to add any reading(s) they wish to, to the pack of readings. If handed to the principal researcher timeously, these could be distributed before Workshop 2 to the other participants. Alternatively, the reading(s) could be brought to Workshop 2.*

Reflection Journal:

- *This journal offered participants the opportunity to reflect on the study in-between the three workshops.*
- *Participants could reflect upon the workshop questions and discussions. They could consider and integrate insights from their own practice and context(s), and that of literature they may have read. These reflections were ultimately intended to act as a resource for their continued trans-disciplinary collaborative teamwork at the different workshops.*
- *It would also offer a space to register general reflections on the study and its processes. Any personal reflection which they did not wish to be read by the researchers, should be recorded elsewhere. The journals were also to be brought to the workshops as a resource for their participation, and handed to the principal researcher at the end of the final workshop.*

Brief Recap of Plan for Workshop 2:

- *This was important for providing a guide to the next workshop and locating the intervening activities.*

Practical Arrangements for Intervening Period and Workshop 2:

- *It was essential to discuss the intervening period and confirm arrangements such as date, time, and venue for Workshop 2. Any problems with the arrangements were also discussed.*

17. THANKS & CLOSURE

(15h30).

- *After a long, exciting and challenging workshop, the participants were duly thanked for their considerable interest in and engagement with the study's topic.*

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
FACULTY OF EDUCATION
UNIVERSITY OF STELLENBOSCH**

**Research Study:
Clinton Biggs (Principal Researcher)
MEdPsych Student
University of Stellenbosch
2007**

RESEARCH WORKSHOP 2 DESIGN & IMPLEMENTATION

---- 2007

08h30 – 15h00

Venue: ----

1. REFRESHMENTS ON ARRIVAL & SOCIALISING

(08h30 - 09h00)

- *This provided participants with refreshments before the workshop, and the opportunity to socialise and continue developing their relationships. Latecomers were also accommodated.*

2. INTRODUCTORY REMARKS

(09h00 - 09h10)

Welcome and Thank You:

- *This was important given the commitment required and demonstrated by the participants.*

Main Aim of Workshop 2:

- *A clear succinct introduction to the main aim was provided. This was subsequently elaborated upon in Section 5.*

Principal Researcher's Role & Team Functioning:

- *It was crucial to highlight the change in role of the principal researcher. During Workshop 1, the principal researcher acted as a facilitator only attempting to unpack the trans-disciplinary collaborative team's understanding(s). During Workshop 2, the principal researcher as a facilitator of the voices of literature (including his own research) would participate both as a facilitator as well as an equal team member. It was also essential to highlight that for the entire duration of the workshops, the assistant facilitator would not be involved in any critical engagement with the topic, but would only assist with facilitation particularly scribing, doing evaluations and advising the facilitator.*
- *Reminding the team of the principles of trans-disciplinary collaborative team functioning, in particular the importance of respect, and equality between participants, as well as critical engagement, was crucial. Participants should feel free to challenge the literature.*
- *As many curriculum commentators have noted, this process is exciting and challenging.*

Team Contract:

- *The team was reminded of the team contract, re-enforcing its trans-disciplinary collaborative team underpinnings. There was an opportunity to alter this organic document.*

3. REFLECTION ON WORKSHOP 1 & SUBSEQUENT PERIOD & ACTIVITIES

(09h10 – 09h20)

- *This was done via a large team discussion. The overwhelming positive feedback re-enforced the effectiveness of Workshop 1 and boded well for Workshop 2. Where possible, suggestions were also integrated into workshop planning.*
- *Participants were also reminded of their opportunity to continuously reflect in their journals during the entire study process.*

- *There was also an opportunity to refer to the expectations and make any comments, alterations and/or additions.*

4. PLAN FOR WORKSHOP 2

(09h20 – 09h25)

Outline of Plan for Workshop 2:

- *A brief but systematic outline of the day's activities aided in orientating the participants. Participants were given the opportunity to make any comments and/or suggestions. As with other aspects of the workshops, valuing their voices in the process was important.*

Audio Recording and Use of Observation:

- *Participants were reminded of the use of audio recording and observation. They were also reminded of and asked to exercise best practice for effective recording purposes.*

5. REVISITING THE RESEARCH STUDY & AIM OF WORKSHOP 2

(09h25 – 09h40)

Main Aim of the Research Study, Research Questions & Research Design and Implementation:

- *Participants were briefly reminded of the main aim of the research study, the concomitant provisional main and provisional subordinate and focus research questions, and the research design. In so doing, the different workshops were also related to the different research questions. This data construction and/or transformative meaning-making process were highlighted.*
- *Participants were again reminded of the fact that the research questions and workshops were not fixed, and because we are following a participative research design, they could contribute to the development at any stage. The team had to ultimately agree (by the end of the research study) to the research questions and the effective answering thereof.*
- *This was important in terms of focusing the workshop.*

Main Aim of Workshop 2:

- *It was important to emphasise the main aim of Workshop 2, and link it to the study's aim.*
- *The main aim was to critically reflect on participants' and literatures' trans-disciplinary collaborative team understanding(s) of 'self-esteem' and 'self-esteem development in the (South African) educational context(s)', and thereby develop a facilitated or negotiated understanding thereof. (While not the initial intention, Session 1 or the examination of 'self-esteem' was only completed during Workshop 2. This was due to the considerable debate that was generated. Session 2 or the examination of 'self-esteem development' was addressed in Workshop 3.)*

Comments & Expectations of Participants:

- *This was a general team discussion where any previously-discussed matter could be commented upon.*
- *The expectations were referred to and discussed. It was again emphasised that these expectations could be referred to during the course of the workshops, as well as additions thereto made. However, it was also noted that due to time and other limitations, that there were certain de-limitations (e.g. will not be developing specific curricula or lessons) of the study. Therefore, it is likely that, not all expectations can be met.*

6. **GENERAL INTRODUCTION & CONTEXTUALISATION OF ‘SELF-ESTEEM’ & ‘SELF-ESTEEM DEVELOPMENT IN THE (SOUTH AFRICAN) EDUCATIONAL CONTEXT(S)’:**

(09h40 – 09h50)

‘Self-Esteem’ & ‘Self-Esteem Development in the (South African) Educational Context(s)’:

- *Due to the aim of Workshop 1 and the required foregoing of a contextualisation of the topic, during Workshop 2, such a contextualisation, both in terms of international and South African literature including research, was provided to the team. This duly located the study. It also drew participants into the process as they had done some readings prior to Workshop 2. Critical discussion was sparked. This was an important introduction to the subsequent focus teams.*

7. **SESSION 1**

(09h50 – 11h00)

Workshop 1 Understanding(s) Presentation & Member Check:

(20 minutes)

- *The Workshop 1 understanding(s) were presented by the facilitator to the large focus team and member checked. This was crucial for two reasons. Firstly, to allow participants to member check and/ or confirm their understanding(s) from Workshop 1, as represented by the principal researcher. Secondly, to provide participants with a comprehensive representation of their understanding(s) for the subsequent focus teams and the development of the team’s understanding(s) during Workshop 2. Participants were able to retain this documentation for later use during this and subsequent workshops.*

Literature Presentation of Session 1:

(40 minutes)

- *The literature was presented by the facilitator to the large team, and provided a broad overview of the relevant literature as related to Session 1. It attempted to locate the readings that participants had been given to read, as well as provide other voices of literature.*
- *The participants appeared to have read at least some of the readings. A number of the participants indicated that they had found that certain readings contradicted each other. This was an important observation and boded well in terms of highlighting the many different voices of literature, and that there was not one position. This also underscored the importance of our task and accessing their voices, and*

the need for future critical engagement therewith. The participants were provided with a copy of the literature presentation or summary as a reference for their subsequent activities.

Personal Reflection:

(10 minutes)

- *The personal reflection period offered participants an opportunity to reflect upon the various sources they had, including the readings, literature summary, their understanding from Workshop 1, reflection journal, individual questionnaire and any other documentation they may have had.*
- *This was important given the vast amount of information and data they had. They were also welcome to discuss any issues with the facilitator or other participants. There was further opportunity for those who wished to, to continue with such reflection during the subsequent refreshment break.*

8. REFRESHMENTS

(11h00 – 11h10)

- *The brief break offered participants the opportunity to refresh and/or energise themselves. They were also able to continue to reflect on the topic independently or with other participants.*

9. FOCUS TEAMS SESSION 1

(11h10 – 13h00)

2 x Small Focus Teams of 5 members each:

(50 minutes)

- *Subsequent to the large focus team member checks, literature presentation and personal reflection, participants were divided into two small focus teams. It was valuable to give them this small focus team forum to continue to engage with their considerable information and data before the large focus team. It was also important in terms of developing different relationships in the team. The compositions of the teams were different to that of Workshop 1. This aimed to assist in preventing the development of two clearly defined small focus teams. In terms of the small focus teams, this hopefully also aided in promoting the teaming of different points of view, and enhance discussion.*

1 x Large Focus Team of 10 members:

(60 minutes)

- *The small focus teams then brought their newsprint to the large (1 x focus group/ team of 10 members) for feedback and general critical engagement. As with Workshop 1, there was no formal feedback from one person from each small focus team, but rather the newsprint was used as a reference for a general discussion. Again, this was used as it did not enforce two distinct views via one spokesperson. It allowed for many different voices using the newsprints as resources. The large focus team provided for the key data construction point of the session.*

10. LUNCH

(13h00 – 13h20)

- *The lunch break allowed the participants some respite from the formal workshop activities. It also allowed participants to continue to develop relationships, and any informal debate. The facilitator and assistant facilitator were also given an opportunity to de-brief about the workshop to date, as well as to converse with some of the participants to assess their level of functioning and well-being.*

11. FOCUS TEAM SESSION 1 CONTINUED

(13h20 – 14h05)

1 x Large Focus Team of 10 members:

(45 minutes)

- *The large focus team session was resumed and continued to generate considerable discussion and debate.*

12. REFRESHMENTS/ ENERGISER

(14h05 -14h15)

- *The brief break offered participants the opportunity to refresh and/or energise themselves. Given the lateness of the day and the demanding debate, this was particularly important.*

13. FOCUS TEAM SESSION 1 CONTINUED

(14h15 – 14h45)

1 x Large Focus Team of 10 members:

(30 minutes)

- *The large focus team session was resumed and continued to generate considerable discussion and debate.*

14. DE-BRIEFING &/ SESSION EVALUATION

(14h45 – 14h55)

- *Owing to the considerable discussion generated by the large focus team, and resulting limited time, the de-briefing and/ or evaluation was very briefly conducted. Participants were also encouraged to offer reflections on Workshop 2 in their reflection journals.*

15. WORKSHOP 3 TASKS & DESIGN

(14h55 – 15h00)

Tasks:

Continue Reading & Engaging with Documentation:

- *Participants were encouraged to continue reading the literature, literature summary and all the other documentation they had been given.*
- *Participants were again told that they were welcome to add any reading(s) they wish to, to the pack of readings. If handed to the facilitator, an additional reading could be distributed before the next workshop. Alternatively, the reading(s) could be brought to Workshop 3.*

Reflection Journal:

- *Participants were reminded of the purposes of the reflection journal, namely to offer them a space to make general reflections on the topic and the study and its processes. They were reminded to please bring these reflection journals to the workshops as a resource for their participation.*

Brief Recap of Plan for Workshop 3:

- *This was important for providing a guide to the next workshop and locating the intervening activities. Only session 1 was completed during this workshop, and hence a re-scheduling needed to happen in terms of transferring session 2 to Workshop 3.*

Practical Arrangements for Intervening Period and Workshop 3:

- *It was essential to discuss the intervening period and confirm arrangements such as date, time, and venue for Workshop 3. Any problems with the arrangements were also discussed.*

16. THANKS & CLOSURE.

(15h00).

- *After a very exciting and challenging workshop, the participants were duly thanked for their considerable interest in and engagement with the study's topic.*

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RESEARCH WORKSHOP 3 DESIGN & IMPLEMENTATION

--- 2007

08h30 – 14h30

Venue: ----

1. REFRESHMENTS ON ARRIVAL & SOCIALISING

(08h30 - 09h00)

- *This provided participants with refreshments before the workshop, and the opportunity to socialise. Latecomers were also accommodated.*

2. INTRODUCTORY REMARKS

(09h00 - 09h10)

Welcome and Thank You.

- *This was important given the commitment required and the continued support demonstrated by the participants.*

Main Aim of Workshop 3:

- *A clear succinct introduction to the main aim was provided. Due to the considerable debate in Workshop 2, the aim had been altered. This was subsequently elaborated upon in Section 5.*

Facilitator's and Assistant Facilitator's Roles & Team Functioning:

- *Reminding the team of the facilitator's and assistant facilitator's roles and the principles of trans-disciplinary collaborative team functioning, in particular the importance of respect and equality between participants, and critical engagement, was crucial. Participants should feel free to challenge the literature.*
- *It was re-iterated that this process is exciting and challenging as many curriculum commentators have noted.*

Team Contract:

- *The team was reminded of the team contract, re-enforcing its trans-disciplinary collaborative team underpinnings. There was opportunity to alter this organic document.*

3. REFLECTION ON WORKSHOP 2 & SUBSEQUENT PERIOD & ACTIVITIES

(09h10 – 09h20)

- *This was done via a large team discussion. The overwhelming positive feedback re-inforced the effectiveness of Workshop 2 and boded well for Workshop 3. Where possible, suggestions were also integrated into workshop planning.*
- *Participants were also reminded of their opportunity to continuously reflect in their journals during the entire study process.*
- *There was also an opportunity to refer to the expectations and make any comments, alterations and/or additions.*

4. PLAN FOR WORKSHOP 3

(09h20 – 09h25)

Outline of Plan for Workshop 3:

- *A brief but systematic outline of the day's activities aided in orientating the participants. Participants were given the opportunity to make any comments and/or suggestions. As with other aspects of the workshops, valuing their voices in the process was important.*

Audio Recording and Use of Observation:

- *Participants were reminded of the use of audio recording and observation. They were also asked to exercise best practice for effective recording purposes.*

5. REVISITING THE RESEARCH STUDY & AIM OF WORKSHOP 3

(09h25 – 09h40)

Main Aim of the Research Study, Research Questions & Research Design and Implementation:

- *Participants were briefly reminded of the main aim of the research study, the concomitant provisional main and provisional subordinate and focus research questions, and the research design and implementation. In so doing, the different workshops were also related to the different research questions. This data construction and/or transformative meaning-making process were highlighted.*
- *Participants were again reminded of the fact that the research questions and workshops were not fixed, and that as we are following a participative design, they could contribute to their development at any stage. The team had to ultimately agree (by the end of the research study) to the research questions and the effective answering thereof.*
- *This was important in terms of focusing the workshop.*

Main Aim of Workshop 3:

- *It was important to emphasise the main aim of Workshop 3, and link it to the study's aim.*
- *The main aim was to critically reflect on participants' and the literature's trans-disciplinary collaborative understanding(s) of 'self-esteem development in the (South African) educational context(s)', and thereby develop a facilitated/ negotiated understanding thereof. Session 2 was therefore addressed during this workshop.*
- *The need for an additional workshop (Workshop 4) was also discussed.*

Comments & Expectations of Participants:

- *This was a general team discussion where any previously-discussed matter could be commented upon.*
- *The expectations were referred to and discussed. It was again emphasised that these expectations could be referred to during the course of the workshops, as well as additions made thereto. However, it was also noted that due to time and other limitations, that there were certain de-limitations (e.g. will not be developing specific curricula or lessons) of the study. Therefore, it is likely that, not all expectations can be met.*

6. **GENERAL INTRODUCTION & CONTEXTUALISATION OF ‘SELF-ESTEEM’ & ‘SELF-ESTEEM DEVELOPMENT IN THE (SOUTH AFRICAN) EDUCATIONAL CONTEXT(S)’:**

(09h40 – 09h50)

‘Self-Esteem’ & ‘Self-Esteem Development in the (South African) Educational Context(s)’:

- *Having provided an introduction to and contextualisation of ‘self-esteem’ and ‘self-esteem development in the (South African) Educational Context(s)’ during Workshop 2, there was a brief recap which again assisted to locate the study. However, in this workshop, emphasis was placed on Session 2, namely ‘self-esteem development in the (South African) Educational Context(s)’.*
- *The introduction and contextualisation also aimed to initiate critical discussion. This was an important introduction to the subsequent focus teams.*

7. **SESSION 2**

(09h50 – 11h00)

Workshop 2 Understanding(s) Presentation & Member Check:

(20 minutes)

- *The Workshop 2 understanding(s) were presented by the facilitator to the large focus team and member checked. This was crucial for two reasons. Firstly, to allow participants to member check their understanding(s) from Workshop 2, as represented by the principal researcher/ facilitator. Secondly, to provide participants with a comprehensive representation of their understanding(s) for the subsequent focus teams and the development of the team’s understanding(s) during Workshop 3. Participants were able to retain this documentation for later use during the workshops.*

Literature Presentation of Session 2:

(40 minutes)

- *The literature was presented by the principal researcher/ facilitator to the large focus team, and provided a broad overview of the relevant literature as related to Session 2. It attempted to locate the readings that participants had been given to read, as well as other voices of literature.*
- *The participants appeared to have read at least some of the readings. They were also provided with a copy of the literature presentation as a reference for their subsequent focus team work.*

Personal Reflection:

(20 minutes)

- *The personal reflection period offered participants an opportunity to reflect upon the various sources they had, including the readings, literature summary, their understanding(s) from Workshops 1 and 2, reflection journal, individual questionnaires and any other documentation they may have had.*
- *This was important given the vast amount of information and data they had. Given the development of effective team functioning and the need to utilise time efficiently, no small focus teams were used.*

Therefore, the personal reflection period was slightly longer than in Workshop 2 where small focus teams were employed after the personal reflection.

- *Participants were also welcome to discuss any issues with the principal researcher/ facilitator or other participants. There was further opportunity for those who wished to, to continue with such reflection during the subsequent refreshment break.*

8. REFRESHMENTS

(11h10 – 11h20)

- *The brief break offered participants the opportunity to refresh and/or energise themselves. They were also able to continue to reflect on the topic independently or with other participants.*

9. FOCUS TEAM SESSION 2

(11h20 – 13h00)

1 x Large Focus Team of 10 members:

- *As discussed previously, small focus teams were not employed, and there was a progression directly to a large focus team. The large focus team provided for the key data construction point for the session.*

10. LUNCH

(13h00 – 13h20)

- *The lunch break allowed the participants some respite from the formal workshop activities. It also allowed participants to socialise, and to continue any informal debate. The principal researcher/ facilitator and assistant facilitator were also given an opportunity to de-brief about the workshop to date, as well as to converse with some of the participants to assess their level of functioning.*

11. FOCUS TEAM SESSION 2 CONTINUED

(13h20 – 14h05)

1 x Large Focus Team of 10 members:

- *The large focus team session was resumed and continued to generate considerable debate and discussion.*

12. REFRESHMENTS/ ENERGISER

(14h05 -14h15)

- *The brief break offered participants the opportunity to refresh and/or energise themselves. Given the lateness of the day and the demanding debate, this was particularly important.*

13. FOCUS TEAM SESSION 2 CONTINUED

(14h15 – 14h45)

1 x Large Focus Team of 10 members:

- *The large focus team session was resumed and continued to generate considerable debate and discussion.*

14. DE-BRIEFING &/ SESSION EVALUATION

(14h45 – 14h55)

- *Owing to the considerable discussion generated by the large focus team, and resulting limited time, the de-briefing and/ or evaluation was briefly conducted. Participants were also encouraged to offer reflections on Workshop 3 in their reflection journals.*

15. WORKSHOP 4 TASKS & DESIGN

(14h55 – 15h00)

Tasks:

Continue Reading & Engaging with Documentation:

- *Participants were encouraged to continue reading the literature, literature summaries and all the other documentation they had been given.*
- *Participants were again told that they were welcome to add any reading(s) they wish to, to the pack of readings. If handed to the principal researcher/ facilitator, these could be distributed before the workshop. Alternatively, the reading(s) could be brought to Workshop 4.*

Reflection Journal:

- *Participants were reminded of the purposes of the reflection journal, namely to offer them a space to make general reflections on the study and its processes. They were reminded to please bring these reflection journals to Workshop 4 as a resource for their participation.*

Brief Recap of Plan for Workshop 4:

- *This was important for providing a guide to the next workshop and locating the intervening activities.*

Practical Arrangements for Intervening Period and Workshop 4:

- *It was essential to discuss arrangements for the intervening period. Details such as date, time, and venue for Workshop 4 were still to be confirmed. The principal researcher/ facilitator would be in contact with team members to make the necessary arrangements.*

16. **THANKS & CLOSURE.**
(15h00).

- *After an exciting and challenging workshop, the participants were duly thanked for their considerable interest and commitment to the study*

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

FACULTY OF EDUCATION

UNIVERSITY OF STELLENBOSCH

Research Study:

Clinton Biggs (Principal Researcher)

MEdPsych Student

University of Stellenbosch

2007

RESEARCH WORKSHOP 4 DESIGN & IMPLEMENTATION

--- 2007

09h00 – 14h00

Venue: ----

1. REFRESHMENTS ON ARRIVAL & SOCIALISING

(09h00 – 09h15)

- *This provided participants with refreshments before the workshop, and the opportunity to socialise with fellow participants. Latecomers were also accommodated.*

2. INTRODUCTORY REMARKS

(09h15 - 09h20)

Welcome and Thank You:

- *This was important, particularly given the considerable commitment the participants had demonstrated to date, including attending this additional workshop.*

Introduction of Assistant Facilitator:

- *The assistant facilitator for Workshops 1 – 3 was unable to attend Workshop 4. A new assistant facilitator was able to participate in Workshop 4. Given the team's familiarity and relationship with the former assistant facilitator, and the need to welcome and speedily make the new assistant facilitator part of the team, it was important to not only introduce the new assistant facilitator and detail her expertise, but to clearly outline her role too.*

Main Aim of Workshop 4:

- *A clear succinct introduction to the main aim was provided. This was subsequently elaborated upon in Section 5.*

Reflection on Workshop 4 & Subsequent Period & Activities:

- *This was done via a large focus team discussion. The overwhelming positive feedback re-inforced the effectiveness of Workshop 3 and boded well for Workshop 4. Transformative learning had taken place. Where possible, suggestions were also integrated into workshop planning.*
- *Participants were also reminded of their opportunity to continuously reflect in their journals. They could still include additions today, but by the end of the workshop, they would need to return their reflection journals to the principal researcher/ facilitator. Further evaluation of the study and Workshop 4 would be conducted either at the end of this workshop or via a questionnaire.*
- *There was also an opportunity to refer to the expectations and make any comments alterations and/or additions.*

3. PLAN FOR WORKSHOP 4

(09h20 – 09h25)

Outline of Plan for Workshop 4:

- *A brief but systematic outline of the day's activities aided in orientating the participants or team members. Participants were given the opportunity to make any comments and/or suggestions. As with other aspects of the workshops, valuing their voices in the process was important.*

4. REVISITING THE RESEARCH STUDY & AIM OF WORKSHOP 4

(09h20 – 09h35)

Main Aim of the Research Study, Research Questions & Research Design and Implementation:

- *Particularly as this was an additional and likely the final workshop, participants were briefly reminded of the main aim of the research study, the concomitant provisional main and provisional subordinate and focus research questions, and the research design and implementation. In so doing, the different workshops were also related to the different research aims and questions. This data construction and/or transformative meaning-making process were highlighted.*
- *Participants were again reminded of the fact that the research questions and workshops were not fixed and that as we are following a participative design, they could contribute to their development at any stage. The team had to ultimately agree (by the end of this workshop) to the research questions and the effective answering thereof. It was noted that they should keep these questions in their minds during today's deliberations in order to make a final decision and adoption of them at the end of the workshop.*
- *This was important in terms of focusing the workshop.*

Main Aim of Workshop 4:

- *It was important to emphasise the main aim of Workshop 4, and link it to the study's aim.*
- *The main aim was to critically reflect on the trans-disciplinary collaborative team's understanding(s) of 'self-esteem' and 'self-esteem development in the (South African) educational context(s)', and thereby develop a 'final' facilitated/ negotiated understanding and/or model thereof. Hence, Sessions 1 and 2 were considered during this final workshop.*

Trans-Disciplinary Collaborative Team & Transformative Learning:

- *Given that this study has involved a trans-disciplinary collaborative team, and this was the final workshop, it was important to re-iterate trans-disciplinary collaborative team principles and functioning. It was also essential to note that while the study focused on a team understanding, that reaching a team consensus did not negate the right of individual participants to hold different understanding(s) on any given issue.*
- *It was also important to briefly re-visit the key dimensions of adult education and/or transformative learning, and link it to trans-disciplinary collaboration.*

Contract:

- *Revisiting the research and team workshop contract was important in terms of relating it to the research study and ethical imperatives, including re-visiting issues such as anonymity (participants's identities) and confidentiality (participants' identities and research data). Anonymity and confidentiality would be discussed at the end of the workshop.*

Expectations:

- *It was important to review the expectations developed during the workshops in terms of isolating what had been achieved and what had not. It was also essential to re-emphasise that we would not be able to deal with all issues. Nevertheless, re-focusing on expectations assisted in deciding on what still needed to be done during this workshop and what more could be addressed.*

Opportunities and Challenges:

- *Celebrating the achievements to date and again thanking the team for their commitment to the study was important. The exploratory and novel nature of the study offered many exciting opportunities as well as challenges. Some of the main challenges today included integrating all the questions into a final model of understanding, and in so doing ensuring theoretical congruence. This workshop was to be somewhat different for the others, in that it was going to primarily involve engaging with the past workshop understanding(s) via member checks. Nevertheless, there would also be further critical engagement therewith.*

5. PERSONAL REFLECTION

(9h35 – 9h50)

- *Participants were given the data from Workshop 3 and a proposed model of the data from Workshops 2 & 3 (Workshop 1 data was excluded in that it was their initial understanding, which was only a preparatory data construction step).*
- *Given that this was the final workshop and that a vast amount of data and information had been accumulated, including data from Workshops 1 – 3, readings, literature summaries, participants' individual questionnaires and reflection journals, it was important for participants to have the opportunity to briefly reflect upon and/or organise the data. They were also welcome to discuss any issues with the principal researcher/ facilitator or other participants. This was especially important as there were no small focus team discussions prior to the large focus team discussion.*

6. MEMBER CHECKS & FINAL MODEL DISCUSSIONS

(09h50 – 10h30)

- *This involved the team systematically and critically member checking and discussing the model and making any changes and/or additions.*
- *The facilitator identified areas for consideration as did the participants.*
- *Ensuring theoretical congruence across the model was important. This was a challenging task.*

7. REFRESHMENTS

(10h30 – 10h45)

- *The brief break offered participants the opportunity to refresh and/or energise themselves. They were also able to continue to reflect on the topic independently or with other participants.*

8. MEMBER CHECKS & FINAL MODEL DISCUSSIONS CONTINUED

(10h45 – 12h45)

- *The discussion continued as participants made changes to the developing model.*
- *Continuing to ensure that the voices of all participants were heard was important. On occasions, voting was used, for amongst other things, to re-enforce equality amongst participants.*

9. LUNCH

(12h45 – 13h05)

- *The lunch break allowed the participants some respite from the formal workshop activities. Some participants appeared to continue to discuss the topic and model. The principal researcher/ facilitator and assistant facilitator were also given an opportunity to de-brief about the workshop to date, as well as to converse with some of the participants to assess their level of functioning.*

10. LAST THOUGHTS & 'FINAL' MODEL ADOPTED

(13h05 – 13h30)

- *Participants were given the opportunity to make any last points and adjustments.*
- *After immense discussions and debates spanning four workshops, the team resolved that as of 1 December 2007, these were our research questions and our understanding and/or answers to the questions.*

11. NAMING OF THE MODEL

(13h30 – 13h40)

- *Participants offered various possible names for the model. These were briefly debated. However, it was decided that we revisit this at a later date. This was eventually done via individualised electronic mail. This would give participants time to consider other possible options, and to include the other two participants in the process. The lateness of the day and mental demands of the workshop also meant that many participants, including the facilitator, were showing signs of fatigue.*

12. IMPLICATIONS & RECOMMENDATIONS

(---)

- *Due to time limitations, participant and facilitator fatigue, and the benefit of allowing participants time to reflect upon the final model, it was decided that this section be postponed to another discussion forum. This was eventually done via a questionnaire employing an individual interview with all ten participants including myself.*

13. CONTRACT INCLUDING ANONYMITY & CONFIDENTIALITY

(13h40 – 13h45)

- *Being the final workshop, it was important to reflect upon the contract and key aspects thereof.*
- *The issue of anonymity was particularly important. In terms of anonymity, it was again agreed upon by the team that participants' identities would not be revealed by the research team or any other participant. Each participant had the right to reveal their own identity.*
- *With respect to confidentiality, the team agreed not to disclose any aspects of the data of the study until such time that it was published. All data from all the workshops and other study data were duly returned to the principal researcher/ facilitator. As they were already part of the public domain, participants were permitted to retain the literature articles.*

14. EVALUATION OF THE STUDY

(13h45 – 13h55)

- *Participants were given a brief opportunity to reflect upon the day's workshop, as well as all the other workshops.*
- *Reflecting on the expectations was also important. As discussed before, the scale and time limitation of the study meant that we were not likely to cover all the expectations, but wherever possible attempted to do so. Nevertheless, a significant number of the expectations had been met. The list also provided valuable information about future research possibilities.*
- *The other brief feedback was positive. However, the lateness of the day and mental demands of the workshop also meant that many participants, including the facilitator, were showing signs of fatigue. Nevertheless, a more comprehensive evaluation of the study including Workshop 4, was eventually conducted after Workshop 4 via a questionnaire employed in an individual interview with all ten participants including myself. This would incorporate the other two participants who could not attend this workshop.*
- *Participants' reflection journals were returned to the principal researcher. Any additional reflections could be noted elsewhere and disclosed during the final evaluation of the study at a later date.*

15. CERTIFICATE, WAY FORWARD & POSSIBLE FUTURE CONTACT

(13h55 – 14h00)

- *Participants were offered the possibility of receiving a certificate recognising their participation in the workshops. The other option was a letter of recognition.*
- *The principal researcher/ facilitator requested that he be allowed to contact the participants for their consideration of future tasks. These were: the naming of our model, discussing the implications and recommendations, and doing an evaluation of the study. These would likely be conducted via e-mail and/ or individual contact sessions in 2008.*

16. THANK YOU AND CLOSURE.

(14h00)

- *After four exciting and challenging workshops, the participants were duly thanked for their considerable interest and immense commitment to the study.*

Section 11

The articles and/or readings were as follows:

1. Baumeister, R.F., Smart, L. & Boden, J.M. (1996). 'Relation of Threatened Egotism to Violence and Aggression: The Dark Side of High Self-Esteem.' *Psychological Review* 103 (1), 5 –33.
2. Beane, J.A. (1991). 'Sorting Out the Self-Esteem Controversy'. *Educational Leadership* 49 (1), 25 – 30.
3. Biggs, C.C. (2001). *An exploratory study of educators' understanding of self-esteem and self-esteem education in South African*. Unpublished Master of Philosophy Thesis, University of Cambridge, Cambridge.
4. Branden, N. (2006a). Nurturing Self-Esteem in Young People. In M.H. Kernis (Ed.), *Self-Esteem: Issues and Answers, A Sourcebook of Current Perspectives*. New York: Psychology Press.
5. Burns, R.B. (1985). The self-concept and teaching. *South African Journal of Education* 5 (3), 152 – 157.
6. Carr, D. (2000). 'Emotional Intelligence, PSE and Self Esteem: A Cautionary Note.' *Pastoral Care September, 2000*, 27 – 33.
7. Cigman, R. (2001). Self-Esteem And The Confidence To Fail. *Journal of Philosophy of Education* 35 (4), 561 – 576.
8. Covington, M.V. (2006). How Can Optimal Self-Esteem Be Facilitated in Children and Adolescents by Parents and Teachers? In M.H. Kernis (Ed.), *Self-Esteem: Issues and Answers, A Sourcebook of Current Perspectives*. New York: Psychology Press.

9. Damon, W. (1991). 'Putting Substance into Self-Esteem: A Focus on Academic and Moral Values.' *Educational Horizons Fall*, 12 – 18.
10. Department of Education (DE) (1997). *Outcomes Based Education in South Africa: Background Information for Educators*. Pretoria: Department of Education.
11. Department of Education (DE) (2005a). *National Curriculum Statement Grades 10 – 12 (General): Learning Programme Guidelines: Life Orientation*. Pretoria: Department of Education.
12. Donald, D., Lazarus, S. & Lolwana, P. (2006). *Educational Psychology in Social Context (Third Edition)*. Cape Town: Oxford University Press.
13. DuBois, D.L., Felner, R.D., Brand, S., Phillips, R.S.C. & Lease, A.M. (1996). Early Adolescent Self-Esteem: A Developmental-Ecological Framework and Assessment Strategy. *Journal of Research on Adolescence* 6 (4), 543 – 579.
14. Glaus, K. (1999). Measuring Self-Esteem. In C.J. Carlock (Ed.), *Enhancing Self-Esteem (Third Edition)*. Philadelphia: Accelerated Development.
15. Grolnick, W.S. & Beiswenger, K.L. (2006). Facilitating Children's Self-Esteem: The Role of Parents and Teachers. In M.H. Kernis (Ed.), *Self-Esteem: Issues and Answers, A Sourcebook of Current Perspectives*. New York: Psychology Press.
16. Harter, S. (2006a). The Development of Self-Esteem. In M.H. Kernis (Ed.), *Self-Esteem: Issues and Answers, A Sourcebook of Current Perspectives*. New York: Psychology Press.
17. Humphrey, N. (2003). Facilitating a positive sense of self in pupils with dyslexia: the role of teachers and peers. *Support for Learning* 18 (3), 130 – 136.
18. Karpinski, A. & Steinberg, J.A. (2006). Implicit and Explicit Self-Esteem: Theoretical and Methodological Refinements. In M.H. Kernis (Ed.), *Self-Esteem: Issues and Answers, A Sourcebook of Current Perspectives*. New York: Psychology Press.
19. Kitayama, S. (2006). Does Self-Esteem Matter Equally Across Cultures? In M.H. Kernis (Ed.), *Self-Esteem: Issues and Answers, A Sourcebook of Current Perspectives*. New York: Psychology Press.
20. Leary, M.R. (2006a). To What Extent is Self-Esteem Influenced by Interpersonal as Compared with Intrapersonal Processes? What are These Processes? In M.H. Kernis (Ed.), *Self-Esteem: Issues and Answers, A Sourcebook of Current Perspectives*. New York: Psychology Press.

21. Leary, M.R. (2006b). What Are the Most Pressing Issues Facing Researchers? In M.H. Kernis (Ed.), *Self-Esteem: Issues and Answers, A Sourcebook of Current Perspectives*. New York: Psychology Press.
22. Marsh, H.W.; Craven, R.G.; & Martin, A.J. (2006). What is the Nature of Self-Esteem? Unidimensional and Multidimensional Perspectives. In M.H. Kernis (Ed.), *Self-Esteem: Issues and Answers, A Sourcebook of Current Perspectives*. New York: Psychology Press.
23. McLean, A. (2003). *The Motivated School*. London: Paul Chapman Publishers.
24. Mruk, C.J. (2006a). *Self-Esteem: Research, Theory and Practice (Third Edition)*. London: Free Association Books.
25. Mruk, C.J. (2006b). Defining Self-Esteem: An Often Overlooked Issue with Crucial Implications. In M.H. Kernis (Ed.), *Self-Esteem: Issues and Answers, A Sourcebook of Current Perspectives*. New York: Psychology Press.
26. Mulholland, S. (1997). 'The dumbing of SA's schoolchildren.' *Sunday Times*.
27. Plummer, D.M. (2007). *Self-Esteem Games for Children*. London: Jessica Kingsley.
28. Pyszczynski, T. (2006). What Role Does Self-Esteem Play in the Ills and Triumphs of Society? In M.H. Kernis (Ed.), *Self-Esteem: Issues and Answers, A Sourcebook of Current Perspectives*. New York: Psychology Press.
29. Rhodewalt, F. (2006). Possessing and Striving for High Self-Esteem. In M.H. Kernis (Ed.), *Self-Esteem: Issues and Answers, A Sourcebook of Current Perspectives*. New York: Psychology Press.
30. Shokraii, N.H. (1998). 'The self-esteem fraud: feel-good education does not lead to academic success.' *USA Today, January 1998*.
31. Swann Jr., W. & Seyle, D.C. (2006). The Antecedents of Self-Esteem. In M.H. Kernis (Ed.), *Self-Esteem: Issues and Answers, A Sourcebook of Current Perspectives*. New York: Psychology Press.
32. Vonk, R. (2006). Improving Self-Esteem. In M.H. Kernis (Ed.), *Self-Esteem: Issues and Answers, A Sourcebook of Current Perspectives*. New York: Psychology Press.

Section 12

With respect to facilitation, transgogic facilitation has been addressed extensively in *Chapter 2*. However, linked to the generic sections on planning, resourcing and indeed structuring, a few points regarding general workshop facilitation issues, tools and practices are necessary to mention here. Again the work of Chambers (2002) is drawn upon.

- There were various practicalities which needed to be addressed in order to promote effective facilitation (Lewis & Finch, 2003). 1) Timing of the workshops was important and ensuring availability of participants as far as possible, including providing reminders; 2) The workshop venue was important. The EMDC as venue was valuable in terms of working within the contexts of most of the active participants and it was free. It also had the necessary resourcing for appropriate facilitation including tables, overheads and other equipment, and was spacious enough for multiple activities, for example, two ‘rooms’ for the small focus team sessions. It also had other facilities or resources for facilitating the catering and refreshments requirements. 3) It was also essential for the ‘principal’ researcher to debrief his assistants and ensure all arrangements (including resourcing) had been made and all equipment, including recording equipment was working.
- Various background and layout facilitating tools were used. These included the use of soothing background music at the start of the workshops to set a tone and atmosphere for the day. The layout of venue such as the arrangement of the chairs was also important. As far as possible, chairs were arranged in an inclusive format.
- Participants were provided with all the necessary pens, paper and other resources so that no time was lost due to the lack of resources. Newsprint offered a place for the visual representation of their work to themselves and others and as well as a constant reference for the team.
- While many of the team members knew each other, the icebreakers and other breaks offered the opportunities for developing relationships.
- Importantly, to prevent any barriers, the roles of the research team were discussed with the participants and clearly defined and agreed upon from the start. The general process facilitator was involved in both process and product dimensions while the assistant facilitator was the process expert. Having two facilitators was valuable for a number of reasons. Many of these have been discussed before and include, scribing for reference and data recording back-up, additional observation of team functioning, their process expertise, conducting the reflection sessions and providing a break for the general process facilitator (Pretty *et al.*, 1995).

- The transgogic facilitation approach has already been outlined in *Chapter 2*. Importantly, the ‘principal’ researcher acted as a facilitator, not a moderator, as the latter has a connotation of control. The issue of power was addressed earlier for the study as a whole, and in terms of strategies and/or techniques employed.
- The literature presentations were somewhat like a lecture, as their function was to inform and explain the voices of literature. Questions were addressed to clarify uncertainties. The presentations were based on the literature summaries. Verbal and visual mediums of presentation were utilised to add variety and accommodate different learning styles.
- The workshops were long and demanding but productive. Attempts were made to give participants ample breaks to re-energise. Breaks were also useful for the informal discussion of the topic.
- Where possible and appropriate, documentation was provided to the participants during the inter-workshop periods so that they were able to process and/or reflect upon it prior to any given workshop.
- All the documents including the articles, literature presentations, questionnaire, reflection journal and member checking documents were retained by the participants during the course of workshops. Thereafter, save the articles, all were returned to me for analysis and/or safe keeping.

This planning commenced subsequent to the development of the research question(s), and the construction of a broad research design. Inter alia, planning involved the general and specific design of the workshops, and inter-workshop periods. However, as crucially noted by Chambers (2002) and discussed earlier in terms of the participatory and qualitative methodological approaches, participatory processes, while requiring a certain level of planning, cannot be completely fixed and must be flexible (Terreblanche & Durrheim, 1999; Neuman, 2003). Furthermore, the ‘principal’ researcher broadly ‘planned’ for possible changes but also needed think on his feet. Changes occurred at a ‘macro’ (for example, an additional workshop was added) and ‘micro’ levels (for example, spending additional time on certain focus questions). The workshops delineated are the product of the original design and the alterations made during the implementation thereof. Nevertheless, specifically, the planning for the workshops and inter-workshop periods involved constant collaboration with my supervisor, main assistant facilitator, the other participants and role players. This included the particularly challenging task of co-ordinating the schedules of all the participants. It also involved planning and obtaining resources. Securing a suitable venue was important. The physical and catering resourcing demands for four workshops were considerable and costly. These included general workshop materials, writing and recording equipment, music, refreshments, meals and so forth.

Table 4.12: Components of ‘Trustworthiness’

Criterion	Quantitative Methodology	<u>Qualitative Methodology</u>	<u>Conceptualisation of Qualitative Criterion</u>
Truth Value	Internal Validity	Credibility or Authenticity (O’Leary, 2004)	“Does it ‘ring true?’”, or are the participant(s)’ realities accurately reflected by the constructed data? (Lincoln & Guba, 1985 in Babbie & Mouton, 2001:277 and in Strydom & Delpont, 2005). In terms of O’Leary’s (2004) authenticity, does it reflect the participants’ ‘true essence’ while acknowledging that truth is context dependent or the existence of multiple realities?
Generalisability	External Validity	Transferability	The extent of application of the study’s data constructions to other person(s) and/or context(s). However, qualitative research does not involve statistical generalisations as there is an acknowledgement of certain context specificity or the idiographic. While there may be certain similarities between the study’s context(s) and other contexts, transferability must to determined by the reader of study or anyone wishing to apply it to his or her context(s) (Lincoln & Guba, 1985 in Babbie & Mouton, 2001 and in Strydom & Delpont, 2005; O’Leary, 2004). However, a caveat in terms of this study, is that by hybridising the voices of literature (idiographic <u>and</u> nomothetic) with local and/or contextual understandings (largely idiographic), an interesting idiographic-nomothetic hybrid was generated which makes transferability an interesting consideration. Furthermore, the paradigmatic underpinnings of the study which assert that there are some ‘universal’ Truths (whether known or not), means that certain aspects are likely transferable.
Consistency	Reliability	Dependability	Reality is assumed to be fluid and hence data constructions can fluctuate across time. Therefore, rather than reliability or repeatability, dependability entails the degree to which the reader is convinced that the reported data constructions indeed emanated from the processes provided by the researcher (Lincoln & Guba, 1985 in Babbie & Mouton, 2001 and in Strydom & Delpont, 2005; Durrheim & Wassenaar,1999; O’Leary, 2004).
Neutrality	Objectivity	Confirmability	The extent to which the data constructions result from the study itself and not researcher biases (although no study can be completely objective) (Lincoln & Guba, 1985 in Babbie & Mouton, 2001 and in Strydom & Delpont, 2005). Nevertheless, O’Leary (2004) noted that neutrality must be attempted, and that there should be subjectivity

			with transparency. However, as an active participant in this study, the principal researcher's views and biases were an important part of the study, but this is qualified in the next section.
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Section 13

Mr Clinton Biggs
31 Columbus Road
CLAREMONT
7708

Dear Mr C. Biggs

RESEARCH PROPOSAL: A TRANS-DISCIPLINARY COLLABORATIVE GROUP'S (FACILITATED) UNDERSTANDING(S) OF SELF-ESTEEM DEVELOPMENT IN THE (SOUTH AFRICAN) EDUCATIONAL CONTEXT(S).

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. EMDC staff, Principals, educators and learners are under no obligation to assist you in your investigation.
2. EDMC staff, Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. The programmes of EMDC Staff and educators are not to be interrupted.
5. The Study is to be conducted from **2nd May 2006 to 31st August 2007**.
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December 2007).
7. Should you wish to extend the period of your survey, please contact Dr R. Cornelissen at the contact numbers above quoting the reference number.
8. A photocopy of this letter is submitted to the EMDC Director and Principal where the intended research is to be conducted.
9. Your research will be limited to EMDC ---- and the list of schools as submitted to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Education Research.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:
**The Director: Education Research
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000**

We wish you success in your research.

Kind regards.

Signed: Ronald S. Cornelissen
for: **HEAD: EDUCATION**

DATE: 05th April 2007

Section 14

CONFIDENTIAL

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
FACULTY OF EDUCATION
UNIVERSITY OF STELLENBOSCH

INFORMED CONSENT TO PARTICIPATE IN RESEARCH STUDY

Research Study:
Clinton Biggs (Principal Researcher)
MEdPsych Student
University of Stellenbosch
2007

You are kindly requested to participate in a research study conducted by myself, Clinton Biggs, Principal Researcher and MEdPsych student from the Department of Educational Psychology at the University of Stellenbosch. The study has been approved by the Department of Educational Psychology, Faculty of Education, University of Stellenbosch, and the Western Cape Education Department. The results of the study will form part of my MEdPsych research dissertation.

1. IDENTIFICATION OF RESEARCHERS

Three or four persons will be involved in this research study and comprise the research team. They are the principal researcher, Clinton Biggs, one or two research assistant(s) (still to be decided), and Clinton Biggs's research supervisor, Professor Estelle Swart. If you have any questions or concerns about the research study, please feel free to contact: *Clinton Biggs* at Ph. 021 671 1915 or Ph. 083 943 7335; e-mail: 14575469@sun.ac.za; 31 Columbus Road, Claremont, 7708; or *Professor Estelle Swart* at Ph. 021 808 2305/6; e-mail:

estelle@sun.ac.za; Department of Educational Psychology, University of Stellenbosch, Private Bag X1, Matieland, 7602.

2. PURPOSE OF THE STUDY

The proposed research study aims to investigate a *trans-disciplinary collaborative team's* (10 participants – school and/or educational psychologists, social workers, learning support advisors, life orientation curriculum advisors, life orientation educators, and the voices of literature) *facilitated understanding(s) of 'self-esteem' and 'self-esteem development' in the (South African) educational context(s)*. It is envisaged that the findings and model thereof can be used in a practical manner within the educational context(s), and indeed the study addresses this matter via the workshopping of recommendations for the use thereof.

3. PROCEDURES

If you volunteer to participate in this study, I would ask you to do the following things:

3.1 Attend three workshops on three non-consecutive Saturdays. While not compulsory, *attendance of all the workshops is an essential part of the research*. The dates and times for the three workshops are as follows:

Workshop 1:	Saturday 9 June 2007	8h30 - 15h30
Workshop 2:	Saturday 23 June 2007	8h30 - 15h30
Workshop 3:	Saturday 28 July 2007	8h30 - 13h00

3.2 During the above-mentioned workshops, engage in a variety of activities including completing questionnaire(s), working in small and large collaborative teams, and ultimately contributing to a trans-disciplinary collaborative team effort. The small and large collaborative team activities will be audio-taped to enhance data trustworthiness, and observation will be used as a research method.

3.3 In-between the above-mentioned workshops, do certain preparatory and reflective work for the workshops, for example, reading literature.

3.4 The somewhat flexible nature of the research design means that there may be certain changes made to the activities you will be required to do. However, you will be

informed in due time of any such proposed changes, and your consent will be appropriately sought.

4. POTENTIAL BENEFITS TO PARTICIPANTS AND/ OR SOCIETY AND POTENTIAL RISKS AND/ OR DISCOMFORTS

Various potential benefits to yourself as a participant, and/ or society, as well as potential risks and/ or discomforts to yourself as a participant can be identified.

Potential benefits to yourself as a participant and/or society include, your opportunity to contribute to the development of a model of understanding of 'self-esteem' and 'self-esteem development' in the (South African) educational context(s), by integrating your understanding and practice with literature. In so doing, this may also be an empowering exercise, and provide a learning experience. In addition, it is envisaged that the study will offer you the opportunity to be part of a/another trans-disciplinary collaborative team, and possibly thereby enrich your experience(s) of, and belief in, the benefits thereof. Networking opportunities may also be a valuable spin-off. The pragmatic and/or contextual dimensions of the study offer a platform to explore ways of potentially employing this model in your particular professional domains, including various educational contexts such as the Life Orientation curriculum. Finally, the novel and exploratory nature of the research study may also be viewed as (a) interesting and/or exciting aspect(s) of the study.

The potential risks and/or discomforts *may* include the research design and the necessity of your concomitant lengthy and/or demanding commitment, including the requirement of your attendance of all the workshops. In addition, given the *nature of the concept* under study and the *team* approach, discomfort *may* arise in terms of any potential personal sensitivities therewith, as well as the possibility of strongly held assumptions and/or beliefs being challenged. While the study is about your *team's understanding*, you may also experience it as a 'test' of your individual understanding and discomfort *may* result. The use of a *team* approach, in and of itself, has the potential for problems relating to adverse *team* functioning. All these potential risks and/or discomforts will be avoided as far as possible. Nevertheless, certain of these potential risks and/or discomforts *may* also ultimately be viewed or experienced as benefits of the study.

5. PARTICIPATION AND WITHDRAWAL

You may choose whether to participate in this study or not. If you volunteer to be in this study, you may withdraw at any time without personal consequences or any penalty. *However, it must be noted, that a commitment to the entire study and all the workshops is a critical aspect of the study, and while there may not be personal consequences, such a withdrawal will have certain adverse effects with respect to the outcome of the study.* You may also refuse to answer any questions you do not want to answer and still remain a participant in the study.

6. PAYMENT AND RESOURCING FOR PARTICIPATION

No monetary payment or reimbursement for travelling expenses will be provided to participants in this study. Relevant research resources, for example, workshop stationery, as well as refreshments and meals (lunch) at the workshops will be provided by the principal researcher.

7. GENERAL RIGHTS OF RESEARCH PARTICIPANTS AND ETHICAL CODES

In terms of your rights and other ethical principles relating to your participation in this study, I will abide by the *Ethical Code for Professional Conduct* of the Professional Board for Psychology (in particular *Section 10* relating to Research), as well as other appropriate ethical standards. Importantly, you are not waiving any legal claims, rights or remedies because of your participation in this research study. You also have the right to review the research data and findings relating to yourself, and ensure the authenticity of the said data.

8. ANONYMITY, CONFIDENTIALITY AND DISSEMINATION OF RESEARCH STUDY

Only the principal researcher, research assistant(s), the principal researcher's supervisor, and the other research participants will have knowledge of your participation in this study, and hence your identity ('identity' here refers specifically to your name and not your profession). A caveat is that you do not have to identify yourself to the research team with respect to your responses to the questionnaire, reflection journal and your evaluation form(s). Nevertheless, the research team will be ethically bound not to reveal your identity.

Your identity can only be revealed with your express permission, or if required by law. The matters of anonymity and confidentiality in general, and with respect to research participants not disclosing other participants' identities, will be discussed with you individually during your consideration of this informed consent form, and as a team during the development of a team contract in Workshop 1. If necessary, this matter will be revisited in Workshop 3. As required by departmental policy, the Western Cape Education Department will have knowledge of the name of the EMDC where the study is being conducted, the professional disciplines involved, and where applicable, the names of participants' schools. However, the research team will not divulge the identity of the participants to the Department. The relevant EMDC Director and EMDC Pillar Heads will also be aware of the study being conducted within the EMDC and that (a) member(s) of their staff will be participating, but the research team will not inform them of the identity of the participants. The principal of any school where a member of his or her staff is participating, will have knowledge of the name of the participating EMDC and the fact that one of his or her staff member's is a participant, but the research team will not divulge the identity of the participant to the principal. The research participant alternates will also be aware of the study, the professional disciplines involved, and the name of the EMDC, but the research team will not inform them of the identity of the participants. The research team will not release the name of the particular EMDC and participating schools to any other party(ies). Nevertheless, there is no guarantee that another/other associated party(ies) will not find out the name of the EMDC and participating schools via any one of the afore-mentioned parties.

With respect to protecting your identity, all data, in particular the audio-tapes, will be safely stored by the principal researcher. Audio-tapes will also be transcribed, and your anonymity will be maintained by employing pseudonyms and/or other linguistic techniques when presenting the data to external parties. The team-nature of the study and hence data produced will also minimise the need for such concealment.

The dissemination of the study and its results, will include providing a mandated copy to the Western Cape Education Department, and submitting the study for formal examination to university internal and external examiners. Thereafter the study will be placed in the relevant university library for general public use. The study or parts thereof may also be published in (an) academic journal(s).

SIGNATURE OF RESEARCH PARTICIPANT

I _____ hereby consent voluntarily to be a participant in the above-mentioned study. I have been duly informed by _____ about the nature of the study, was given the opportunity to ask questions thereof, and these questions were answered to my satisfaction. My rights as a participant were also fully explained.

Signature of Research Participant

Date

SIGNATURE OF PRINCIPAL RESEARCHER

I _____ hereby declare that the nature of the study was duly explained to _____. _____ was encouraged and afforded due time to ask questions concerning the study, and these questions were honestly and fully answered. I _____ hereby further declare to honour the rights afforded to participants as detailed earlier, and to abide by the *Ethical Code for Professional Conduct* of the Professional Board for Psychology (in particular *Section 10* relating to Research), as well as other appropriate ethical standards with respect to this study.

Signature of Principal Researcher

Date

Thank you very much.
Clinton Biggs
Principal Researcher

Section 15

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
FACULTY OF EDUCATION
UNIVERSITY OF STELLENBOSCH

Research Study:
Clinton Biggs (Principal Researcher)
MEdPsych Student
University of Stellenbosch
2007

CONTRACT WITH RESEARCH ASSISTANT

SIGNATURE OF RESEARCH ASSISTANT

I _____ hereby consent voluntarily to be a research assistant in the above-mentioned study for which no remuneration will be provided. I have been duly informed by _____ (the principal researcher) about the nature of the study, and was given the opportunity to ask questions thereof. These questions were answered to my satisfaction. My responsibilities as a research assistant will involve *acting as an assistant workshop facilitator*. I have duly agreed not to reveal to any external (outside the research team) party(ies), the identities of the research participants and the names of the participating EMDC and schools. Where applicable, I agree to abide by *Section 10 of the Ethical Code for Professional Conduct* of the Professional Board for Psychology, as well as any other appropriate ethical standards deemed relevant by the principal researcher with respect to this study.

Signature of Research Assistant

Date

SIGNATURE OF PRINCIPAL RESEARCHER

I _____ hereby declare that the nature of the study was duly explained to _____. _____ was encouraged and afforded due time to ask questions concerning the study and her rights and responsibilities as a research assistant. These questions were honestly and fully answered. I agree to abide by the *Ethical Code for Professional Conduct* of the Professional Board for Psychology (in particular *Section 10* relating to Research), as well as other appropriate ethical standards with respect to this study, and the employment of research assistants.

Signature of Principal Researcher

Date

Thank you very much.

Clinton Biggs
Principal Researcher

(Name)

Participated in:

**TRANS-DISCIPLINARY
RESEARCH WORKSHOPS
(2007)**

Topic:

**SELF-ESTEEM & SELF-ESTEEM
DEVELOPMENT IN THE SOUTH AFRICAN
EDUCATIONAL CONTEXTS**

C. BIGGS
Principal Researcher
Stellenbosch University

PROF. E. SWART
Research Supervisor
Stellenbosch University

DATE

ADDENDUM 5

Table 5.2: Types of Self-Esteem

Global	Core	Domain Specific	Context Specific	Implicit & Explicit	Expressed & Actual
General self-esteem	Basic self-esteem or “Do I matter no matter what?” and “the traumas and joys ...the survival and success of an individual ... is going to be more impacted by the core ‘I matter’ than a domain specific.”	Self-esteem for a specific area or type of operation. The domain can be general, as in the academic self-esteem, or more specific such as in the mathematics self-esteem.	Self-esteem within a particular place for example, “Johnny’s self-esteem in Mrs. X’s class versus Johnny’s ... self-esteem in Mrs. Y’s class ... the context gives it a more specific flavour.”	Implicit self-esteem represents the unconscious self-esteem while explicit self-esteem entails the conscious dimensions of self-esteem.	Expressed self-esteem entails self-esteem made discernable to others “...maybe verbally, behaviourally, in any way that we normally express it ...” while actual self-esteem is the real self-esteem which may be similar or different to the expressed self-esteem.

Figure 5.1: Interactions of Self-Esteem Types

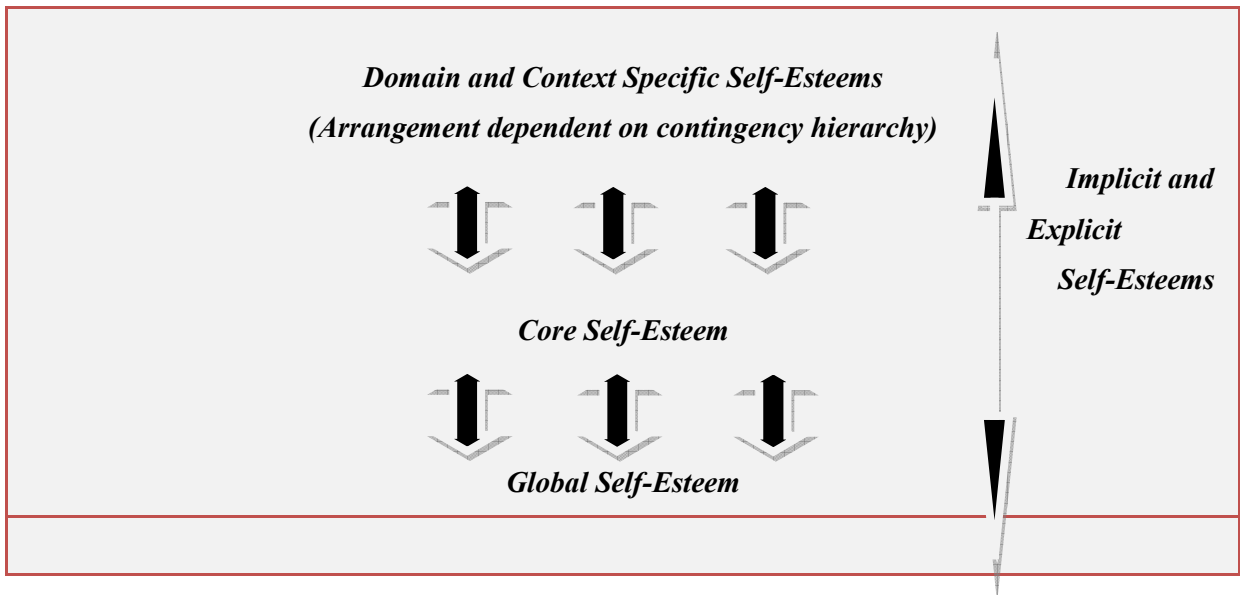


Table 5.4: Micro- and Macro-systemic Factors and Processes Possibly Affecting Self-Esteem

<u>Type of Main System</u>			
Micro-systemic (consists of closely connected systems)	<p>Family micro-system:</p> <p>For example, “family dynamics- single, divorced, or nuclear and their values”; affirmation; attachment; parental love for children or “value perhaps of love and boundaries” and parental self-esteem.</p>	<p>Peer micro-system:</p> <p>For example, peers; social relationships; support and comparisons may have major affects particularly in adolescence.</p>	<p>School and Classroom micro-systems:</p> <p>For example, academic and extra-curricular curriculum and social factors at school; classroom factors; educational processes; educator expectancy; groupings; educator relationships, “the ideal is for the educator to affirm the learners” and “teacher’s self-esteem</p>

			is important as well.”
Macro-systemic (consists of distanced systems)	Community macro-system: For example, socio-economic conditions “whether the community is well resourced and healthy” and culture.	National macro-system: For example, politics; religion; inter-group relations and media.	

Section 1

The bottom most basic level is the informal ‘everyday’ assessment. It is the most informal type of assessment as this is done loosely on a daily basis. Learners and educators in terms of the first order casually ask which of the two types of self-esteem they get “So what do I get? I get a low or high?” It is also the least holistic in that only the more general type of self-esteem is assessed and not, for example, the complex domain self-esteems. The middle level is the more developed formal level of assessment. Educators formally plan for the assessment of self-esteem either through “a planned observation” or any other qualitative or quantitative method. The first order nature means that only high or low self-esteem is asked. The more formal nature means that it can be more holistic than the previous level in that a variety of different self-esteems from core to domain and context specific can be asked. The top level is the most developed and initially particularly formal level and “is the meta self-esteem which is the evaluation of the evaluation”. Accordingly “there you get your second, or your dual order matrix.” This means that high or low as well as the evaluation thereof, namely healthy or unhealthy is conducted. It is more holistic in that all aspects of self-esteem and furthermore meta self-esteem are evaluated. In addition, the product of, for example, high healthy is evaluated, the process of getting that first order of ‘high’ and then second order are also evaluated, for example “How did I make that judgement? Who was involved? What does it mean for me?” Finally, one aim of education is to focus on meta self-esteem and make the top level evaluation process more automatic and an internal locus of control. Hence “...we... teach the knowledge and skills how to do it, it needs to become a more automatic process.”

Table 5.8: Specific Aims of Self-Esteem and Meta Self-Esteem Development in the Educational Context(s)

<ul style="list-style-type: none"> • Develop high healthy meta self-esteem and make the process of meta self-esteem more automatic. Cultural variations should be noted.
<ul style="list-style-type: none"> • Individual and general aims for different learners should be developed.
<ul style="list-style-type: none"> • “Short-, medium- and long-term aims” should be formulated.
<ul style="list-style-type: none"> • Interventions can range from promotive to preventative to curative.
<ul style="list-style-type: none"> • The aims should be linked with other educational outcomes and developing a healthy school and society.
<ul style="list-style-type: none"> • There should be a partnership between all role players “... who have different roles and responsibilities.”
<ul style="list-style-type: none"> • There is a limitation of what the school can do so “...the school can’t do everything. So there’s a limitation to these aims.”

Table 5.12: Who, Where and When?

<u>Who?</u>
<ul style="list-style-type: none"> • Learner self-esteem and meta-self-esteem development is most important. However, as far as possible, “... other role player self-esteem, including parents and educators ...” should be addressed. • In addressing self-esteem and meta self-esteem, role players should be involved in collaborative partnerships. Nevertheless, life orientation educators and certain primary school educators play a particularly important role. They should work with other educators, parents, learners, school psychologists, EMDC and other role players. However, the various role players have different roles and responsibilities. Furthermore, these role players need to be aware of their professional boundaries.
<u>Where?</u>
<ul style="list-style-type: none"> • The self-ecosystemic model of self-esteem and meta self-esteem dictates that its development occur across contexts. It should be the subject of individual personal development activities, separate timetabled lessons and occur throughout the educational system from the formal to

hidden curriculum. However, life orientation should be the focus subject.

When?

- When? "...from birth onwards all the time that's when" - and educationally from primary school onwards. However, more specific attention is necessary during life orientation lessons.

Section 2

- This model provides a contribution to enriched self-esteem knowledge, self and social development fields, and related areas including positive psychology.
- The model provides a uniform framework which is "not piecemeal" but an integrated set of systems for operating with the subject matter.
- The different grade levels need to be appropriately catered for in the deliverance of the model.
- Curriculum development and other areas of this model need to be addressed by creating a heightened sense amongst all role players involved, educating them all and linking theory with practice.
- Further work is to be done professionally to address all the complex processes and provide contextualised and concretised information. For example, "as a parent ... need specifics of self-esteem and what it's made up of." Furthermore, require an understanding of the essential role of self-esteem for a learner's functioning and the specific steps involved.
- The self-esteem of other persons such as educators is also vital.
- Various different professions can be impacted from the new ways of thinking:

It is a priority for educational psychologists to prevent learners "acting out" later in life. Educational psychologists need to share knowledge and expertise with fellow colleagues.

Curriculum advisers need to address their policies appropriately. They should ensure that all educators are informed via workshops and that it is viewed as a cross-curricular concern and not solely the focus of Life Orientation. All educators are important.

Social workers need to work with each other building their collegial self-esteem via? “positive thank yous” and compliments to each other. Furthermore, importantly they should also work with learners via Mapping the Future courses and developing their Circle of Courage and self-esteem.

Learning support officials should mould learners via experiences and achievements and assist educators and others providing advice regarding small building steps for self-esteem development via for example, numeracy and literacy outcomes.

Parents have a critical role and need to be assisted with self-esteem conceptualisation and so forth to understand their specific role. Parents must focus on positive dimensions and not berate learners but praise them for good work.

A range of different educational and EMDC bodies such as EST bodies and programmes such as ‘Mapping the Future’ can be employed inter alia to develop self-esteem.

Section 3

- This new model can be acknowledged and integrated with and influence other related policies.
- The model affects all educational and school systems extending from the school to the family and community.
- The model must be actioned and hence realised by sourcing essential resources, including funding, across the systems and “not remaining solely thoughts on paper only.”
- People under-estimate the value of self-esteem and related problems. There must be collegial action between schools, parents and others and all role players must be made aware and educated.
- The complex nature of the model and its implementation demand certainty regarding various persons responsibilities across the systems. Hence “workshop with those ... who impact it.”
- Curriculum should emphasise the importance of self-esteem and extend beyond life orientation only. All educators and other system related role players must be involved.

- The model must be appropriately explained and contextual examples for practical intervention must be provided for educators and parents. Principals and educators as knowledge facilitators can be employed. For educators, “teacher toolkits” can be developed which can assist to comprehensively address learners. Educators must also become “teachers as researchers in action”. However, everyone needs to feel appreciated, buy into the model and build on the work that others are doing.
- Individual learner and group work with other system persons needs to be done so that there is independent and collegial systemic engagement.
- Various educational and school system bodies and persons can play a role including School Governing Bodies, EMDC persons and bodies such as Circuit leaders, the Curriculum division and SLES bodies and persons.
- Future research is a key concern and the following research was recommended:

This study’s model can be evaluated and implementation issues probed, with the “transferability of this general model in specific contexts ... important to assess”.

New ways versus old ways of addressing self-esteem need to be researched for future implementation.

Trans-disciplinary research can be increased including within the field of self-esteem.

The incorporation of other role players such as learners and parents in trans-disciplinary teams can add other important voice(s) to the team. Also old traditional leaders can be included.

Qualitative studies such as this one are valuable and, for example, can further involve a comparison between self-esteem factors and personal experience in context.

Research via participative action is also a valuable tool which can be sought from the “developmental research process” of this study. Related workshops for all role players can form part of “valuable research programmes and initiatives”.

Research can focus on specific system factors identified more generally in this study.

The research of the school programmes can be important, and how the different school systems interact with each other in the self-esteem programme.

The research of specific programmes can include life orientation self-esteem programmes which can then be developed as being user-friendly and contextualised.

Research should focus on positive cases occurring in difficult educational contexts.

Educators' skills relating to their "observation of self-esteem and how to develop it" can be a vital research focus.

Research the impact of self-esteem as related to age, personality, behavior, socio-economic situation and circle of courage.

Research can be important and "extensive research can be valuable; if it makes sense ... integrate it into your sector."

ADDENDUM 6

Section 1

While certain aspects of the nature of self-esteem have been delineated, other dimensions thereof have been particularly discerned by various theorists and researchers in the form of negotiating certain possible debates or Mruk's (2006a) termed 'paradoxes'. Firstly, as already somewhat mentioned, in terms of the team's scope of self-esteem, it is inclusive across the approaches incorporating from the physiological to the spiritual within the self, and moreover, is essentially a holistic, integrative or beyond the entire self to include a self-ecosystemic scope of approach. This broad approach is supported by DuBois *et al.* (1996; 2000). The primary school educator participants' of Biggs (2001) and educational psychologist participants' of Biggs (2005) conceptualisation of self-esteem as an evaluation comprising cognitive, affective, behavioural, relational and developmental components were not as extensive as this team. Nevertheless, their data is generally supported by the literature (Burns, 1982; Harter, 1982; Hart, 1988; Stipek & MacIver, 1989; Vasta *et al.*, 1999; Mruk, 2006a). However, the physiological component of self-esteem, as noted by certain literature (Burns, 1982), was not included by these participants.

Secondly, 'self-esteem' was largely viewed by the team as a developmental process and constantly developing product, which is changeable by the person and/or environment (Mruk, 2006a), for example, via the direct use of the terms "self-ecosystemic". Harter (2006) has noted that different people may vary in terms of this. Thirdly, the nature includes it being a state or a trait. It is somewhat a stable personality trait but also one that acts as a fluctuating psychological construct or state (Leary & Downs, 1995) or as the team noted it is "ongoing". Mruk (2006a) agreed and reported that it can be viewed as both a stable trait and a fluctuating psychological construct or state. Fourthly, the team likely also related self-esteem to being both a need to maintain the self and a calling to reach a higher level of mastery and growth. Certain literature evidence also suggested both (Mruk, 2006a).

Fifthly, in terms of the debate or 'paradox' regarding the global/ uni-dimensional and/or multi-dimensional, the team decided upon both dimensions and somewhat developed them. Types of self-esteem mentioned in the literature (Crocker & Luhtanen, 1990; Mruk, 1999; Owens & King, 2001; Mruk, 2006a) and primary school educator participants of Biggs (2001) and educational psychologist participants of Biggs (2005) included global and domain specific types. There was, global self-esteem referring to a general self-esteem with other types of self-esteem feeding into it. Global self-esteem has been referred by many in literature. In addition, and in terms of other types of self-esteem, an

underlying 'general' self-esteem is core self-esteem which is a basic self-esteem and answers the prime question of whether we do or do not basically matter, no matter what. Core self-esteem may have various idea or literary origins. It can possibly be somewhat related to religion, for example, the unconditional love and value which can be related to Christianity. James (1890/1950) argued that 'self-esteem' can undergo daily fluctuations backed by a stable core. More recent associations include Kohut's self-psychology and self-object relations, Rogers' self-concept theory 'unconditional positive regard', and Coopersmith's 'significance'. Dweck (2000:128) also spoke of a "basic sense of self-worth and to know that they have our respect and love, but after that self-esteem is not something we give them." Recently, philosopher Cigman's (2001:567; 569) viewed 'basic self-esteem' as a "sense of boundless self-worth ... confidence to act... 'I can' derived from being loved... bulmark against failures ... feel good independent of achievements and others". This is similar to the core's 'I matter or do not matter, no matter what'. The United Kingdom DfES (2003) also saliently and relatively recently produced a Green Paper entitled '*Every Child Matters*' which relates to core self-esteem and 'I matter no matter what'. This has spread the concept, term and/or idea directly into educational governance, policy and hopefully practice. Furthermore, a similar term is 'true self-esteem' which "...is a sense of self as worthy, not by virtue of external trappings or specific accomplishments, but because one experiences one's worth as inherent or 'given' ... is non-contingent." (Ryan & Brown, 2006:126) or "... constitutes a deep sense of feeling worthy, such that one's self is not continually being put to the test" (Moller *et al.*, 2006:188). The team however, noted that core self-esteem does not have to be non-contingent in that some people may not have it at certain times and/or could lose it at one stage, but is more important in terms of depth and stability. But there is interaction between core and other self-esteem and achievements and they cannot be totally excluded from the core. The team noted that domain and context specific self-esteems then feed into global and core self-esteems and cover the various specific areas or operations and places of any given person. Implicit and explicit self-esteems were also identified by the team. They agreed with much literature in terms of them embracing all self-esteems and respectively representing the unconscious or automatic self-evaluation and conscious or deliberate self-evaluation self-esteem dimensions of all the other self-esteems (Bosson, 2006; Jordan *et al.*, 2006; Schroder-Abe *et al.*, 2007).

Expressed and real or actual types of self-esteem can vary across other self-esteem types. Expressed or self-esteem exhibited to others may be a discrepancy between the two (Beane, 1991; Rhee *et al.*, 2003; Fairugga *et al.*, 2004; Kitayama, 2006). Furthermore, there is a debate between hierarchical or horizontal (Marsh & Yeung, 1998) and Hattie's (2008) linear model of self-concept typology. The team's understanding is hierarchical due to global and domain (Shavelson *et al.*, 1976), context-specific (DuBois *et al.*, 1996), and the contingencies thereof (James 1890; Crocker & Wolfe, 2001; Crocker, 2002). Moller *et al.* (2006:188) remarked that contingent "is more superficial and is dependent on matching criteria such as performing up to an achievement standard, controlling one's

emotions, amassing wealth, or becoming famous, depending on what criteria have been internalized (i.e. introjected) and are thus salient to the person". The most important or the contingencies of the domains and contexts determine the hierarchy or their positioning to the core and general self-esteem. For example, for one person's sport self-esteem could have a higher contingency or be more important than academic self-esteem and hence be higher on the hierarchy and stability (Epstein in Mruk, 2006a). The hierarchy extends from the bottom-up, with the bottom being the most stable and influential, ascending to the less stable and influential self-esteem. It is important to note that these self-esteem types are bi-directional or "... the arrows... are going in both directions." For example, the domain specific feeds into the general and bi-directionally the general into the domain specific.

Finally, is self-esteem an independent and/or dependent variable, or does self-esteem affect achievement (independent variable) or does achievement affect self-esteem (dependent variable)? (Baumeister *et al.*, 2003; Mruk, 2006a). The team resolved that they act as both as can be seen more specifically in terms of the next few questions. Hence achievement can be seen as affecting self-esteem (dependent variable) and is also a reason of the importance for raising self-esteem (independent variable).

Section 2

Many voices of literature also noted that many other associated concepts such as self awareness, self perception, self understanding, self image, self worth, self respect, self efficacy, and identity. There was not sufficient time to discuss these related terms in this study. Nevertheless, the team, given the term's focus in the curriculum, stated that 'self-concept' represents "everything about me ... Am I tall? Am I short? How I feel about that." 'Self-esteem' is then the evaluation dimension of 'self-concept' or the broader umbrella term of self-esteem. In terms of the literature, there is considerable debate regarding the association between 'self-esteem' and 'self-concept', but the team viewed 'self-esteem' as the evaluation dimension of 'self-concept'. Specifically, certain authors argued that 'self-concept' is the broader concept and may incorporate 'self-esteem' (Rogers, 1959 in Moore, 1997; Burns, 1982). Rogers (1959:2 in Moore, 1997:466) remarked that "Self concept is the organized consistent gestalt composed of perceptions of the characteristics of the 'I' or 'me' and the perceptions of the relationships of the 'I' or 'me' to others and to various aspects of life, together with the values attached to these perceptions." Burns (1982:1) also noted: "The self-concept is composed of all the beliefs and evaluations you have about yourself. These beliefs (self-images) and evaluations (self-esteem) actually determine not only who you are, but what you think you are, what you think you can do and what you think you can become." Similarly, Smit (2005:28) in a study within the South African context further commented that: "Self-esteem is a component of the self-concept and refers to general feelings of self-worth or self-value" and Donald *et al.* (2006:344) in a South African tertiary education textbook stated that "self concept: what people believe or think about themselves and their

main attributes (e.g. female, tall, intelligent, sociable), as well as the positive or negative value attached to these attributes (e.g. good/bad, desirable/undesirable).” Others report the conflation of the two conceptualisations and operationalisations (Beane & Lipka, 1980; Hansford & Hattie, 1982; Lawrence, 1996; Leary, 2006). For example, Coopersmith’s (1967) operationalisation of ‘self-esteem’ includes non-evaluative items often only associated with ‘self-concept’ (DuBois *et al.*, 1996; Wild *et al.*, 2005). Berg’s (1990:2) study within the South African context, for example, remarked: “For the purposes of this research, the terms self concept and self esteem are used interchangeably ...” The two terms have also been related yet separated as not being an umbrella or equated. Humphrey (2003:130) stated that “Within the self, we may refer to the self-concept (the individual’s description of his or herself), the ideal self (how they would like to be), and self-esteem (an evaluation of the discrepancy between the self-concept and ideal self” (Coopersmith, 1967; Campbell & Lavelle, 1993; Lawrence, 1996).

Section 3

The team reported that self-ecosystemic factors and processes incorporate all aspects of the self specifically including general development across ages, genetic, physical, cognitive, emotional, behavioural, spiritual, values, contingencies, barriers, gender, goals, opportunities, self-knowledge, achievement, failure, locus of control, and the attribution process. Various literature noted different self factors and processes. These include general development factors and processes such as general cognitive and other development through life (Stipek & MacIver, 1989; Botha *et al.*, 1998; Vasta *et al.*, 1999; Harter, 2006; Mruk, 2006a), genetic (Mruk, 2006a), physical, physical image or appearance, gender, barriers, cognitive, spiritual, academic achievement more significant for domain specific self-esteem or self-concept (Hansen & Maynard, 1973; Burns, 1982; Harter, 1982; Hart, 1988; Stipek & MacIver, 1989; Whitehead & Corbin, 1997 and Frank & Gustafson, 2002 both in Bock-Jonathan, 2008; Carlock, 1999; Vasta *et al.*, 1999; Lalkhen, 2000; Humphrey, 2002; Hay & Ashman, 2003 in de Beer, 2006; Erling & Hwang, 2004; Hergovich, 2004; Burden, 2005; Smit, 2005; Van Staden, 2005; Dalgas-Pelish, 2006; Mruk, 2006a; Ittyerah & Kumar, 2007), and locus of control (Mruk, 2006a). For example, the increased domain specific influence of academic self-esteem was noted by the team. However, while generally affording the option or acknowledgement of different self-ecosystemic factors and processes, the team did not specifically discuss every person or self affect or process mentioned by all the different literature, for example, shyness (Crozier, 1995) or explanatory style (Nel, 2007) were not discussed.

Furthermore, there are also a range of ecosystemic factors and processes which form part of the previously-mentioned conceptualisation of self-esteem under a self-ecosystemic transaction. The team noted that while the ultimate affects of factors and processes are self-ecosystemically determined, the micro-systemic factors and processes are usually more influential than the macro-systemic. Micro-

systemic factors and processes often involve family or primary relationships with guardians, teachers and/or priests. Biggs (2001) and Biggs (2005) reported that primary school educators and educational psychologists respectively noted such microsystemic factors and processes. The literature asserted that a range of micro-systemic (particularly family and school) factors, and macrosystemic factors influence self-esteem (Burns, 1982; Harter, 1982; Stipek & MacIver, 1989; Butler, 1990; Crozier, 1995; Vasta *et al.*, 1999; Mruk, 1999; 2006) with micro-systemic factors being the most salient (Beane, 1991; Carlock, 1999b; King, 1999; Biggs, 2001). Various literature revealed that family relationships typically are the most important as are other primary relationships or contexts (Burns, 1982; Humphreys, 1996; Emler, 2001; Radebe, 2001; Humphrey, 2004). The team and certain literature also stated that peers or primary social relationships, support and comparisons may have major affects particularly in adolescence (Burns, 1982; Humphrey, 2003). School and classroom micro-systems, for example, academic and extra-curricular curricula and social factors at school, and classroom factors such as educational processes and relationships, play a role. The literature also noted that school factors and processes, such as the ethos and hidden curriculum (Burns, 1982) and classroom factors and processes including educational space and processes are important (Humphreys, 1996). In terms of the macro-system, the team stated the community macro-system, for example, socio-economic conditions and culture, and the national macro-system, for example, politics, religion, inter-group relations and media. Community and national factors such as those listed by the team were all listed in the literature (Manganyi, 1973 in Mwamwenda, 2004; Burns, 1982; Bruner, 1996; Chan, 2000; Radebe, 2001; Dalgas-Pelish, 2006; Mruk, 2006a; Michaels, Barr, Roosa & Knight, 2007). Furthermore, certain literature also remarked that western cultures promote self-esteem development (Triandis, 1989; Noddings, 2003; Rhee *et al.*, 2003), and certain collectivistic cultures, place greater value on the collective and may focus more on self-criticism than self-enhancement (Chan, 2000; Kitayama, 2006). Also the international ecosystem and policies and legislation are also important. All these factors and processes are dependent upon the self-ecosystemic transaction across the developmental pathway or time and the locus of control between the self and its ecosystems.

Section 4

The team remarked that both individual and general assessments and/or evaluation should be appropriately done from early years being developmentally and personally sensitive. Assessment and/or evaluation should be based on honesty. The team commented that assessment and/or evaluations may serve different purposes from promotive to curative assessment and/or evaluation interventions. Certain literature also stated that different self-esteem problems and different interventions (e.g. promotive, preventative and curative) require different assessment approaches (Biggs, 2001; 2005). The team noted that assessment and/or evaluation can be informal or formal with

informal being done on a more continuous basis and formal subject to specific and/or complex matters. Informal and formal may assesses different aspects or types of self-esteem or self-concept (Biggs, 2001; 2005).

The team remarked that quantitative and qualitative self-esteem instruments and techniques are available and should be employed appropriately with possible problems being recognised. Quantitative can focus on broad general characteristics and domain and context dimensions. Qualitative can concentrate on more individual and complex details. The two can be employed together. Certain literature noted that many quantitative self-report instruments exist (Kohn, 1994; Glaus, 1999). Kohn (1994) stated that 15 years ago about 200 instruments for measuring self-esteem and self-concept existed and many have not been properly validated. Currently, there are some well-known instruments including Coopersmith (1967) *Self-Esteem Inventory* containing 58 items including personal, academic, family and social sections; Rosenberg's *Self-Esteem Scale* for adolescents and adults containing ten global self-esteem general statements; Harter's (1982) *Self Perception Profile* for Children and 5 domain specific; Franzio and Shield's (1984 in Glaus, 1999) *Body Self-Esteem Scale*; Greenwald and Banaji's (1995 in Koestner & Magean, 2006) *Implicit Association Test*; DuBois *et al.*'s (1996) *Self-Esteem Questionnaire* for young adolescents which assesses global and domain and context specific self-esteem, reliability SEQ in South Africa (Wild *et al.*, 2005); and Kernis and Paradise's *Contingent Self-Esteem Scale* (Kernis & Goldman, 2006). The team noted that quantitative problems should be avoided and, according to literature, there may be various problems with self-report instruments, including general concerns regarding self-report and social desirability, faking (Glaus, 1999; Cigman, 2004; Mruk, 2006a) and self-knowledge failures about one's true state (Kohn, 1994; Wilson & Dunn, 2004; Brandt & Vonk, 2006). The quantitative may not capture and fully represent the full complexity of self-esteem (Biggs, 2005). In terms of qualitative, the team remarked that self-assessment including self-report questionnaires and journals can be employed but the possibility of faking should also be recognised. Self assessment (Plummer, 2007) and portfolios and journals are also available (Lawrence, 1996). Projective techniques such as the DAP, Rotter, TAT, and more qualitative projective techniques can be employed as can beeper self reports, Q sorts, teacher and peer ratings, checklists, and observation across spheres (quantitative or qualitative) (Demo, 1985; Lawrence, 1996; Humphrey, 2002). Certain literature noted informal and formal interviews, and considerable in-depth assessments (Humphreys, 1996; Andrews, 1998) including Formal Interview Self-Evaluation and Social Support Instrument (Andrews & Brown, 1993 in Andrews, 1998). The team commented that observation of learners can be valuable. A reliable method may be to develop a strong relationship with learners and via empathy, trust, and listening to assess and/or evaluate learner self-esteem. Primary school educators often have greater contact with individual learners for such an approach. Certain literature also noted the most reliable approach is to develop personal relationship with learners, empathy, trust, openness and listening to assess, and

primary school educators have greater contact (Lawrence, 1996). The team stated that life orientation educators, general educators, and learners should work as partners with each other and other role players such as parents. They should inform each other. Furthermore, self knowledge failures necessitate incorporating others, for example, peers, parents, and educators (Biggs, 2001; Wilson & Dunn, 2004; Brandt & Vonk, 2006). Partners should be aware of their professional competence and limitations to do an assessment and/or evaluation and refer out if necessary. The literature of Biggs (2001) noted the need to refer to an external agency if necessary and for educators and other role players be aware of their professional limitations. Biggs (2001) remarked that primary school educators viewed self-esteem in terms of informal, qualitative and formative assessment. Qualitative and quantitative assessment techniques were noted by primary school educators and educational psychologists in these studies. However, problems with the assessment of self-esteem including various reliability and validity concerns (Bingham, 1983; Glaus, 1999) were not mentioned.

Section 5

Firstly, the team clearly conceptualised 'self-esteem' and its more developed term 'meta self-esteem' with the inclusion of dimensions such as 'core self-esteem'. Hence, the team noted that appropriately addressing the complexity of self-esteem and meta self-esteem conceptualisations is required, as its importance is ultimately about promoting high healthy 'meta self-esteem' and not simply about developing high self-esteem without registering whether it is healthy or not. The importance of self-esteem stated by certain voices of literature (Hansford & Hattie, 1982; Humphreys, 1996; Hay *et al.*, 1997; Marsh & Yeung, 1997; Dweck, 1999; Humphrey, 2003; 2004; Miller & Moran, 2006; Mruk, 2006a) does not always include the possible controversies surrounding its importance, for example, in terms of the dangers of narcissistic types of high self-esteem (Baumeister *et al.*, 1996; Stout, 2000; Mruk, 2006a) as noted by the team. Kohn (1994), Dweck (2000), Baumeister *et al.* (2003), Cigman (2004), Humphrey (2004), Harter (2006) and Mruk (2006a) have generally agreed with the team's approach in terms of firstly recognising the importance of self-esteem by conceptualising and operationalising it in its full complexity to avoid simplistic formulations and the possible problems thereof.

Secondly, the team remarked that appropriate self-esteem and meta self-esteem development have been related to improved achievement, for example, increased academic achievement. Within certain literature, international and South Africa educational contexts have reported significant but moderate or modest positive correlations varying in degrees between self-esteem and/or self-concept and academic achievement, motivation, persistence and other similar concepts (Baumeister *et al.*, 2003; Nel, 2007; References) (Hansford & Hattie, 1982; Humphreys, 1996; Chapman & Tunmer, 1997; Hay *et al.*, 1997; Marsh & Yeung, 1997; Dweck, 1999). However, domain specific such as academic self-

esteem or academic self concept are better predictors with academic achievement (Baumeister *et al.*, 2003; Nel, 2007; References). The team also noted the increased power of domain specific self-esteem. Furthermore, Miller and Moran (2006:9) commenting on Emler (2001), note the complex relationship between self-esteem and achievement and possible mediating/ moderating variable/ reciprocal relationships (Kohn, 1994) and that relationships may vary due to contingencies of self-esteem (James 1950/1890, Crocker & Wolfe, 2001; Crocker, 2002; Humphrey, 2004; Humphrey *et al.* (in press in Humphrey, 2004). The team also more generally, but not specifically with respect to academic achievement, referred to the influence of contingencies on self-esteem. The team did not discuss many other concepts, for example, 'self-efficacy', which certain literature has argued is more useful and predictive of achievement in the educational context than self-esteem (Mone *et al.*, 1995; Bandura, 1997; Emler, 2001). Biggs's (2001) primary school educators and Biggs's (2005) educational psychologists believed in self-esteem's positive relationship with motivation, confidence and achievement in the educational context.

Thirdly, the team reported that suitable 'self-esteem' and 'meta self-esteem' have been associated with enhanced well-being including good mental health and aiding schools, families and communities. Considerable international and South African literature noted that self-esteem and self-concept have been linked to personal and social well-being (Mwamwenda, 2004; Wild *et al.*, 2004; Owens & McDavitt, 2006; Solomon, 2006; Tesser & Martin, 2006; Mruk, 2006a; Van Zyl *et al.*, 2006). Firstly, theoretically, Rogers, Maslow, Kohut and Noddings (2003) relate developing self-esteem to being a healthy person. Others relate it to self-maintenance (Segerstrom & Roach, 2008, Baumeister *et al.*, 2003) and self-enhancement (Baumeister *et al.*, 2003; Miller & Moran, 2006, Michaels *et al.*, 2007; Nel, 2007). It is an important positive developmental outcome (Reasoner, --, 11) and beneficial for career choice (Burns, 1985) and later economic prospects (Trzesniewski *et al.*, 2006 in Marsh & O'Mara, 2008). Specifically, self-esteem and self-concept difficulties have been related to depression and eating disorders (Branden, 1988; 1994; 1999; Beane, 1991; Baumeister *et al.*, 2003; de Beer, 2006; Milligan & Pritchard, 2006; Wezlek, 2006) and behavioural and social problems (Burns, 1982; Mecca *et al.*, 1989; Harter, 1990; Huntsinger & Luecken, 2004; Baumeister *et al.*, 2003; Van Zyl *et al.*, 2006; Nel, 2007; Normand, 2007). In South Africa, for example, Van Zyl *et al.* (2006) related self-esteem problems to cognitive, emotional and relational problems. There are certain disputing claims. For example, enhanced self-esteem is not necessarily associated with well-being (Koch, 2006), prosocial behavior (Kohn, 1994) or poor self-esteem with society's ills (Tice & Gaillot, 2006). Baumeister *et al.* (1996) and Baumeister *et al.*'s (2003) recent review remarked that there may be some heterogeneity of self-esteem or mixed results, for example, high self-esteem does not necessarily prevent drug-taking, smoking and drinking, and may have detrimental affects or a dark side linked to narcissism, bullying, and gangs. The team made such clarifications earlier. Crocker (2000; 2006) commented that the pursuit of self-esteem can be personally costly if based on external

contingencies, there can be costs with respect to autonomy, learning, relationships, self regulation, mental and physical health. Even when there is an association, the directionality/ complex relationship between self-esteem and personal and social factors is questioned. Segerstrom and Roach (2008) noted that there may be a move away from main effects model of self-esteem to its moderating factors and dynamics of self-esteem. Finally, however, the team also noted that where it occurs, occasional changes in 'self-esteem' and 'meta self-esteem' is part of healthy development. Certain literature such as Carr (2000) and Crocker (2006) also remarked that occasional changes in self-esteem is part of healthy development. But Biggs (2001) and (2005) did not mention that high self-esteem could be costly. However, the reasons for the importance of self-esteem concurred with the literature and primary school educators in terms of general well-being and relationship arguments (Burns, 1982; Branden, 1988; 1994; 1999; Beane, 1991; Zimmerman *et al.*, 1997; Sorensen, 2001).

Lastly, the team noted that appropriate 'self-esteem' and 'meta self-esteem' has also been valued as a right, particularly core self-esteem. But this does not involve an entitlement without effort or responsibilities, and balancing rights and responsibilities is required. Relatedly 'ubuntu' is an important responsibility within meta self-esteem and the South African curriculum. More specifically, there are certain cultural differences. Self-esteem and its development are promoted in western individualistic countries and core self-esteem is a key. In collectivistic nations, self-esteem and its development are not openly encouraged. Therefore, cultural differences should be considered when examining its importance and how it manifests itself. Certain literature also commented that humanistic, democratic and inclusive discourse argues that self-esteem is a basic right or outcome in and of itself (Reck, 1980 in Mwamwenda, 2004; Beane, 1991; Damon, 1991; Rawls, 1971 in Kahne, 1996; Marsh *et al.*, 2008) especially as mentioned by the team in western culture (Noddings, 2003; Hewitt, 2005). Humphrey (2004) noted that, the aims of inclusive education and self-esteem dovetail. Dweck (2000) agrees with the team, and commented that self-esteem viewed as right is not an entitlement but must demand effort. Kahne (1996) also referred to the politics of self-esteem where it has been used as an adverse political tool. Carr (2000) noted that ethical scrutiny is required when dealing with self-esteem. Kohn (1994) more strongly stated that staunch critics call it 'psychological free lunch'. Damon (1991), Cordell (1999), Shub (1999) also remarked the need to also develop others with self-esteem to quell narcissism. This links with the team and the South African national curriculum and the combining of self-esteem and respect for others or 'ubuntu'. Furthermore, certain literature also noted that western cultures promote self-esteem development (Triandis, 1989; Noddings, 2003; Rhee *et al.*, 2003), and certain collectivistic cultures, place greater value on the collective and may focus more on self-criticism than self-enhancement (Chan, 2000; Kitayama, 2006). Finally, Sedikides and Gaertner (2006) reported that self-enhancement is universal but expressly differently in different cultures. The reasons for the importance of self-esteem concurred with the literature and primary school educators but an argument for it as being a fundamental right was not

exclusively articulated (Damon, 1991; Rawls, 1971 in Kahne, 1996). Primary school educators also did not argue for its importance in terms of it being a right and the possible cultural differences with respect to its importance (Triandis, 1989; Carlock, 1999b & Chan, 2000).

Section 6

Therefore, the team offered a general conceptualisation and main aim. The team's focus was not only on 'self-esteem' but also its conceptualisation of 'meta self-esteem'. These terms were delineated earlier. The team focused firstly on the development of learners, with other role players as secondary. The team continued the use of their self-ecosystemic inclusion approach in outlining their conceptualisation of a fundamental self-ecosystemic inclusion transactional approach, as associated with the literature of DuBois *et al.* (1996). However, in the South African curriculum, there is no specific conceptualisation regarding it and its nature. Nevertheless, specifically in terms of conceptualisation and aims, the team, like in the South African national curriculum, noted that self-esteem development or self-concept outcomes in the national curriculum statements are primarily in the Life Orientation learning area, but also the focus across the entire curriculum, and facilitated by all the educational role players (DE, 2002; 2003; 2005). The team's approach was fundamentally about securing well-being, being inclusive, holistic, developmentally and learner sensitive and linked to the respect for others. The literature and the curriculum similarly also have called for comprehensive, holistic, developmentally and contextually sensitive and being individualised or learner-centred and respecting others or 'ubuntu' (De Jong, 1994; DE, 2001; 2002; 2005; Humphrey 2004; DuBois *et al.*, 2003; Donald *et al.*, 2006). As noted earlier, the team believed in developing 'meta self-esteem' (including meta knowledge and skills), and more specifically developing their uniquely conceptualised 'high healthy' meta self-esteem and ultimately making the process of meta self-esteem more automatic. The voices of literature aimed to develop self-esteem to a 'high', 'positive' or 'healthy' level with the team arguing for the second-ordered 'meta self-esteem' 'high healthy' with the team being the only one who introduced the latter term 'high healthy'. It is to become more regular, independent and life-long, and developed with other educational outcomes within an inclusion and health promotion framework. Furthermore, the team remarked that individual and general aims for different learners should be developed with goal time length, namely short-term, medium-term and long-term. The team and certain literature also noted that there is a range of intervention types and services from promotive to preventative to curative (Best, 1999; Biggs, 2001; Donald *et al.*, 2006). The team also stated that cultural variations should be recognised, as acknowledged by certain literature. As with the South African curriculum, the team commented that the aims should be linked with developing a healthy school and society. But, as mentioned by Biggs (2001), it is not a panacea for all problems (Biggs, 2001). Relatedly, there is a limitation to what the school can do so. The place of where and when were comprehensively discussed later. Finally, the

team also defined the educational context. The 'educational context(s)' can be broad and multiple (Bronfenbrenner, 1979), particularly within the team's broad self-ecosystem, but the team limited it primarily to the school context. Nevertheless, the other contexts such as the family interact with the school context within the team's self-ecosystemic approach. The concentration of the team was on the South African context but this can also be affected by the self-ecosystemically connected international context.

Section 7

Firstly the team used the over-arching paradigm of self-ecosystem which underlies their conceptualisations and nature of 'self-esteem' and 'meta self-esteem' and its development. It linked this approach or paradigm to both constructivist or self generated and constructionist or social paradigms. Both individualism and collectivism (Triandis, 1989; Chan, 2000; Kitayama, 2006) within self-esteem literature were combined and balanced by the team. The team's 'meta self-esteem' noted the importance of relationships with the self and others. This is congruent with the South African curriculum which generally focuses on individualism and collectivism with the latter being notably defined by 'ubuntu' (Strumpfer, 2007). Furthermore, fortology (Strumpfer, 2005)/ positive psychology (Mruk, 2006a) or psychofortology (Wissing & van Eeden, 1997 in Strumpfer, 2005) or the asset-based approach (Kratzman & McKnight, 1993 in Bouwer, 2005; Eloff, 2006) were adopted by the team. The deficit-based approach, as explained by Swart and Pettipher (2005), was recognised by the team with the positive psychology approach but, 'self-esteem' and 'meta self-esteem' were paradigmatically holistically conceptualised incorporating all positive and deficit aspects of the self and its ecosystems. In addition, healthworlds encompassing many different views thereof rather than a universal health (Germond & Cochrane, 2006; Cochrane, 2007) was primarily accepted by the team, although self-esteem has a universal health but different (self-ecosystemic) selves have different healths. Inclusion such as UNESCO (1994) and DE (2001) as specifically related to self-esteem (Humphrey, 2004) and not exclusion was championed by the team with inclusive discourse pervading the South African education. Part of a psychoanalytic framework underpinned 'self-esteem' and 'meta self-esteem' and its related development. Finally, the team, within its original self-ecosystem and inclusive debates, combined many of the two dimensions, for example, constructivism and constructionism.

Section 8

Certain of the principles were also mentioned in the previous section on the conceptualisation and aims of 'self-esteem development'. Firstly, the team called for constitutional and democratic factors and processes including respect, rights and responsibilities across the self-ecosystem to be employed. Democratic practices (Hoge *et al.* 1990; De Jong, 1994; RSA, 1996; DE 2001; 2005; Humphrey, 2003; 2004), respect, rights and responsibilities (Pring, 1984; Damon, 1991; Covell & Howe, 2001;

Humphrey, 2004), and equal opportunity, social justice and empowerment (DE 2001; 2005; Humphrey, 2004; Donald *et al.*, 2006) were noted by literature, and as with the team, not authoritarianism. Furthermore, there should be an accommodation of diversity including different knowledge systems (DE, 2005; Donald *et al.*, 2006; Lazarus, 2006) and not universal knowledge, although self-esteem has a universal health but different (self-ecosystemic) selves have different healths. Secondly, flowing from an inclusive discourse, the team noted that inclusive principles should be applied. This incorporates empowering all learners and other role players. Inclusion such as UNESCO (1994) and DE (2001) and not exclusion was promoted by the team. As stated by Humphrey (2004), there is a dual goal of achieving inclusion and self-esteem. The team noted that integrated and separate policy and practice should be within the entire educational system and a separate life orientation curriculum. Integration of policy and practice including whole school and other ecosystems (De Jong, 1994; DuBois *et al.*, 1996; 2003; Biggs, 2001; Donald *et al.*, 2006) but not much separation has been recognised. The team also recognised it as comprehensive, holistic across the self-ecosystem and following a range of interventions from promotive to curative. Relevant and developmentally sensitive approaches should be applied which are learner-centred. The literature similarly also called for comprehensive, holistic, developmentally and contextually sensitive and individualised or learner-centred (De Jong, 1994; DE 2001; 2005; Humphrey 2004; DuBois *et al.*, 2003; Donald *et al.*, 2006), promoting healthy development incorporating promotive, preventative and curative interventions (Best, 1999; Biggs, 2001; Donald *et al.*, 2006). Furthermore, the team noted that collaborative partnerships between all role players are important. This includes relationships between life orientation educators, other educators and parents. Particular literature voices highlighted collaborative partnerships and ownership, including educators, learners, parents and all other role players (Hansen & Maynard, 1973; De Jong, 2000; DuBois *et al.*, 2003; Humphrey, 2004; DE 2001; 2005) including intersectoral collaboration (Donald & De Jong, 1997). Finally, according to the team, role players need to be reflective or aware of their professional boundaries including being able to refer out severe cases. Similarly, considerable literature remarked that all role players including learners and educators should be reflective practitioners or researchers, theory developers and consumers (Hargreaves, 1996; Baxen & Soudien, 1999; Estrela, 1999; Duffield *et al.*, 2000; Howieson & Semple, 2000; Krechevsky & Stork, 2000; Rudduck & Flutter, 2000; Biggs, 2001; DE, 2001; 2005; Pollard, 2002; Miller & Moran, 2006).

Section 9

Firstly, according to the team the Department of Education policies and practices including the general curriculum, life orientation curriculum and inclusive education's White Paper 6, should be followed. In South Africa, the National Curriculum Statements or literature (DE, 2002; 2003; 2005), including the Life Orientation Learning Area (DE, 2002; 2003; 2005) and education policies such as

White Paper 6 (DE, 2001) are promoted by education authorities in general and respectively with regard to 'self-esteem' and 'self-concept' outcomes. The team also noted that the local educational policies and specific school policies, practices and codes of conduct are applicable. According to the team, the South African Constitution, Bill of Rights, Child Care Act (1974) now the Children's Act (2005), Schools Act (1995) and the Department of Health policies are important. Finally, the team stated that international policies and legislation including the UN Declaration of Human Rights (1948) and the UN Convention on the Rights of the Child (1989) and UNESCO Salamanca Statement (1994) are applicable. Inclusion, such as via the UNESCO Salamanca Statement (1994), has already been associated with self-esteem development by Humphrey (2004).

Section 10

Nevertheless, specifically, in regard to their self-ecosystemic inclusion approach, with respect to the who should be the focus?, the team noted that learner 'self-esteem' and 'meta self-esteem' development is the most important with other role players such as parents and educators valuable but secondary. Certain literature stated that learner self-esteem or learner and other role players including parents and educators should be developed (Burns, 1982; Beane, 1991; Humphreys, 1996; Lawrence, 1996; Cordell, 1999). The team also stated that in addressing or developing self-esteem and meta self-esteem, role players should be involved in collaborative partnerships. Nevertheless, life orientation educators and certain primary school educators play a particularly important role. They should work with other educators, parents, learners, school psychologists, EMDC and other role players. However, the various role players have different roles and responsibilities and need to be aware of their professional boundaries. Similarly, certain literature noted that all role players influence self-esteem and should be involved (Devine & Mapp, 1996; Howieson & Semple, 2000; Biggs, 2001; DE, 2001; DuBois *et al.*, 2003). With regard to the when, the team stated that it should be all the time from birth onwards, and educationally from primary school onwards. The self-ecosystemic inclusion model of 'self-esteem' and 'meta self-esteem' dictates that in terms of where, its development occurs across contexts. It should be the subject of individual personal development activities, separate timetabled lessons and occur throughout the educational system from the formal to hidden curriculum. However, life orientation should be the focus subject. Different literature has offered different proposals which Beane (1991) has summarised as the three main approaches in educational contexts, namely, firstly, personal development activities during regular classes, secondly, separate timetabled lessons or self-esteem programmes, and finally, all the time, throughout the curriculum at every nook and cranny, everywhere (Burns, 1985; Beane, 1991) to other contexts including the community (Lawrence, 1996; Humphreys, 1996; Biggs, 2001; DuBois *et al.*, 2003). The team's approach generally, but as it was specifically outlined, concurred with this third approach.

Section 11

The team firstly stated that the knowledge, skills, attitudes and values related to the 'self', 'self-esteem' and 'meta self-esteem' should be appropriately investigated. For example, knowledge of meta self-esteem including core self-esteem, developing high healthy meta self-esteem, and skills such the process of meta self-esteem. The team noted that linked to the previous points, crucially, all self-ecosystemic factors and process which may affect self-esteem and meta self-esteem development are key content subjects. Such positive and negative self-ecosystemic factors and processes should be appropriately addressed and be developmentally sensitive. Certain relevant literature remarked that the developmental/ ecological calls for a developmentally sensitive, complex and holistic approach (DuBois *et al.*, 2000). This approach which is broad can incorporate a considerable range of different content. All aspects of the self, physical to spiritual, what self-esteem is, its different types, domain and context specific, self-ecosystemic factors affecting, the development of self-esteem and support systems, and addressing and maintaining self-esteem status are included (Beane, 1991; DuBois *et al.*, 1996; Fenzel, 2000; Hirsch *et al.*, 2000; Beane, 2001; Biggs, 2001; Moran & DuBois, 2002). Other voices types and statuses of self-esteem: basic, reflective, earned and situated self-esteem (Lerner in Shokraii, 1998; Cigman, 2001; 2004). The National Curriculum noted as with all outcomes that the necessary self-esteem knowledge, skills, attitudes and values should be developed (DE, 2002; 2003; 2005). The South African Grade 10 Life Orientation textbook by Dilley *et al.* (2006) also referred to enhancing self-awareness (this can be related to meta self-esteem) and self-esteem, about factors influencing self-awareness and self-esteem, building confidence to improve self-esteem, strategies to improve self-confidence and self-esteem, respecting differences and uniqueness of self and others. Furthermore, other approaches from social learning, symbolic interactionist or socio-cultural approaches and their social focus, humanistic or phenomenological approaches and their subjective (constructivist) meaning-making processes, psychoanalytic approaches and the importance of the unconscious, cognitive-experiential approaches and thinking and experiences, and developmental approaches integrating general development with self-esteem theory (Mruk, 2006a) all informed the team's data or model. But the specific content of these approaches were not included by the team. But the main approach adopted by the team was more closely associated with that of DuBois *et al.*'s (1996; 2000) developmental-ecological approach. Relatedly, other content areas include the four areas of competence, power, virtue and significance. The Jamesian approach focussed on competence (Mruk, 2006a). The literature of Coopersmith (1967) feelings attitudes and relationships with others and significance, competence, power and virtue related to the team's approach. Mruk (2006a) and Miller and Moran (2006) emphasised self-understanding, competence and worthiness dimensions. Specifically, they should be able to identify areas of the self in which they can feel good and achieve. An educator training approach in South Africa by Esterhuizen *et al.* (1987) argued that the self-esteem feeling is derived from satisfaction of life's fulfillments, key components, connectiveness to

significant others, uniqueness of self as experienced and supported by others, power and human, philosophical, operational models or examples for morality and goal setting. In addition, addressing issues such as their strengths, weaknesses, contingencies true and contingent self-esteem (Ryan & Brown, 2006; Moller *et al.*, 2006), social relationships, competition, conflict, failure, communication, problem solving, conscious, unconscious and the components of the Circle of Courage is necessary, also emotional intelligence, wellness and inclusion, trait and state self-esteem (Brown & Marshall, 2006), real and expressed self-esteem (Beane, 1991; Rhee *et al.*, 2003; Fairuggia *et al.*, 2004; Kitayama, 2006), positive/ high or healthy self-esteem or self-concept (Humphreys, 1996; Carlock, 1999; Mwamwenda, 2004), ‘dangerous’ high (Baumeister *et al.*, 1996) secure and fragile (Goldman, 2006), optimal self-esteem (Kernis 2003 in Goldman, 2006) various debates about nature of self-esteem, lifeskills – communication, decision-making, problem-solving skills, social responsibility (Silvestri *et al.*, 1994; Humphreys, 1996), strengths and weaknesses (Humphrey, 2004) negotiating plethora of opportunities/ dealing with ‘saturated self’ (Gergen, 1991), confidence to fail, not fear failure and healthy competition (Lawrence, 1996; Cigman, 2001) relationship with others, respect for others, understanding rights and responsibilities, democracy, appreciating diversity (Damon, 1991; Katz, 1995; Humphreys, 1996; Cordell & Howe, 2001) implicit and explicit self-esteem (Bosson, 2006; Jordan *et al.*, 2006; Schroder-Abe *et al.*, 2007) The psychoanalytic literature involved the unconscious, Kohut self self object relations – especially empathic self-object constituent key to healthy self-esteem and cohesive self (Kahn, 1985). Link with area for example emotional intelligence, wellness, health, wisdom, inclusion and career development (Kelly *et al.*, 2004).

The team argued that relevant individualised and learner centred content as well as general content should be employed. Various authors have also suggested such an approach (De Jong, 1994; Biggs, 2001; DE 2001; 2005, Humphrey 2004; DuBois *et al.*, 2003; Donald *et al.*, 2006). According to the team, both informal and formal content should be used. This was also championed by Biggs (2001). There should be specialist content in Life Orientation and other professionals such as school psychologist. The team remarked that Life Orientation content should be linked with other content in the total curriculum in total curriculum approach with other educators. Certain literature also commented that (Hansen & Maynard, 1973; Beane, 1991; Lawrence, 1996; Cordell, 1999; De Jong, 2000; DuBois *et al.*, 2000; 2003; Biggs, 2001; DE 2001; 2005; Humphrey, 2004). The team stated that role players should be aware of the content or issues they have to deal with and know their professional boundaries, and refer out if necessary. The literature also advocated the salience of voices and the incorporation of all role players including knowledge thereof (Hargreaves, 1996; Baxen & Soudien, 1999; Estrela, 1999; Duffield *et al.*, 2000; Howieson & Semple, 2000, Krechevsky & Stork, 2000; Rudduck & Flutter, 2000; Biggs, 2001; DE, 2001; 2005; Pollard, 2002; Miller & Moran, 2006). The team noted that role player development content is important. This includes educator and parent workshop content. This is to educate them about the nature of ‘self-esteem’ and

‘meta self-esteem’, how to play their role and how to improve their own self-esteem and meta self-esteem. The literature noted programme content for role players (life orientation educators, educator, parents and so forth) including understanding of self-esteem and its development (Miller & Moran, 2006) for developing learners as well as their own self-esteem or self-concept (Burns, 1982; Mwamwenda, 2004).

Section 12

The team firstly, stated that any strategy must embrace the relevant conceptualisations, including all ‘self-esteem’ and ‘meta self-esteem’ self-ecosystemic inclusion conceptualisations and factor and process strategies. Certain literature has noted that self-esteem development should be based on the particular conceptualisations (DuBois *et al.*, 1996; 2000; 2003; Carlock, 1999a; Biggs, 2001; 2005; Owens & King, 2001; Sorensen, 2001; Humphrey, 2004; Branden 2006b; Leary, 2006; Mruk, 2006a) with). However, the team’s approach was more closely associated with DuBois *et al.* (1996; 2000). In addition, the relevant paradigms, principles, and policies should be implemented and related to the school culture. Biggs (2001; 2005) also commented on the importance of incorporating the paradigms, principles and policies. Certain other voices of literature stated that values and political implications of self-esteem and its development must also be examined and appropriately factored into the approach (Kahne, 1996; Carr, 2000). Biggs (2001) also remarked that self-esteem development should be based on the national curriculum which was implied in this answer but, for example, lucidly stated in the team’s answer to focus research question 5. More specifically, this was implied by the team when they stated that the national curriculum’s knowledge, skills, attitudes and values as related to the ‘self’, ‘self-esteem’ and ‘meta self-esteem’ should be appropriately investigated. The team also noted that there should be a needs analysis, and that self-esteem development should be contextually, developmentally and personally sensitive. Certain voices of literature, including the national education curriculum (De Jong, 1994; DuBois *et al.*, 2000; 2003; Biggs, 2001; DE, 2001; 2002; Humphrey 2004; DE, 2005; Donald *et al.*, 2006) have also remarked on the importance thereof, but without directly including ‘meta self-esteem’. As noted earlier, the team noted that the prime aim of the educational context(s) was/were to develop their conceptualised ‘meta self-esteem’ to its optimal level, namely high healthy which inter alia involved developing core self-esteem too, inculcating their unconditional ‘matteredness’ and basic needs. The team also remarked earlier regarding the aims and mirrored various voices of literature in commenting that appropriate aims should be developed which should be explicitly articulated and documented (Devine & Mapp, 1996; Biggs, 2001). In the long run, learners should largely be able to facilitate their own self-esteem (Burns, 1982). Educators’ and parents’ self-esteem and/or self-concept are vital too (Burns, 1982; 1985; Kohn, 1994; Humphreys, 1996; Lawrence, 1996, Cordell, 1999; Canfield, 2000; Biggs, 2001). DuBois *et al.* (2003:405) highlighted that programs, must “allow for participation over extended periods of time”.

The voices of literature also aimed to develop self-esteem to a high, positive or healthy level with the team arguing for the second-ordered 'meta self-esteem' 'high healthy' level. The team also stated that self-esteem development strategies should be employed throughout the total curriculum in accordance with many voices of literature (Beane, 1991; Lawrence, 1996; Cordell, 1999; DuBois *et al.*, 2000; 2003; Biggs, 2001; 2005; Humphreys, 2004). The curriculum must be couched in the principles of a health promoting school emphasising holistic and integrated development (Biggs, 2001). It should provide important basic needs such as physical needs (Kershner, 2000) via a whole school approach (Beane, 1991; Carlock, 1999; DuBois *et al.*, 2000; 2003; Biggs, 2001; Humphrey, 2004). Furthermore, every educator is a self-esteem educator and self-esteem development is part of the culture, ethos and curriculum from the academic to the extra-curricular (Beane, 1991; Lawrence, 1996; Cordell, 1999; DuBois *et al.*, 2000; Biggs, 2001; DuBois *et al.*, 2003; Humphrey, 2004). Concomitantly the team and various voices of literature (Noddings, 1992; 2003; Kohn, 1994; Crozier *et al.*, 1999) noted the importance of widening the curriculum to maximise the space for self-esteem development across the entire self-ecosystemic dynamic (King, 1999; DuBois *et al.*, 2000; Biggs, 2001; DuBois *et al.*, 2003). The team and, for example, Biggs (2001) stated that there is a need to employ promotive to the curative strategies. Furthermore, the team and Biggs (2001) noted that the promotive and preventative strategies should be used in the general classroom with only well-qualified professionals engaging in serious counselling or curative interventions. In addition, both informal and formal strategies should be utilised. Biggs (2001) also remarked that both these strategies should be employed, as did the South African national educational curriculum in general and within life orientation in particular. The team commented that life orientation educators should act as co-ordinators of 'self-esteem' and hence 'meta self-esteem' development in the (South African) educational context(s). However, it should be linked to and be part of the entire or total curriculum, and encompass activities from individual personal development activities, separated timetabled lessons and activities throughout the formal to the hidden curriculum. The team also remarked on differences between primary and high schools, in that unlike in high school, primary school educators can and should play a greater integrative role as they educate all learners in almost all subjects, including life orientation and thereby 'self-esteem' and 'meta self-esteem'. The South African national education curriculum (DE 2002; 2003) in general and within life orientation especially, also advocated such personnel designations and implementation strategy implementations. Certain voices of literature, most notably Beane (1991) and Du Bois *et al.* (2003) internationally, and Biggs (2001) locally also championed such a total curriculum approach.

Moreover, the team did not have time to develop particular self-esteem programme strategies and rather offered a broad framework. There are a voluminous number of self-esteem programme strategies within the literature. Examples, of such programme strategies from the voices of literature included Canfield's (1990) 10-Step System; Harter's Developmental Approach (Mruk, 2006a);

Sparrow's (2005) Seven Steps of Self-Esteem; Mruk's (2006a) Group Setting Programme; and Wicomb's (2008) Altered Path Programme for Youth Offenders originally the Path Programme developed by Jones. Furthermore, the team, however, did generally detail various personal and interactive exercises such as classroom discussions, circle time, experiential learning, school government participation, extra-curricular activities, games, self-reflection and journals. Self-reflection was particularly highlighted by the team. In addition, these exercises should involve examining strengths and weaknesses of learners, affirmations, listening and empowering tasks, decision-making, conflict resolution, understanding and dealing with others, role modelling, peer mediation and dealing with healthy competition. In terms of specific strategies, circle time (Reich, 1994; Curry, 1997; Tew, 2000; Humphrey, 2002; Miller & Moran, 2006). Plummer (2007) promoted self-esteem games. Individual and group discussions, for example, include affective discussions (Cramer & Herr, 1971 in Hansen & Maynard, 1973; Burton, 2004; Dilley *et al.*, 2005). Numerous exercises included positive thinking, visualisation, journaling and artistic expression (Burns, 1982; Lawrence, 1996; Shub, 1999). Classroom periods of 'reflection time', and self-assessment opportunities (Archer *et al.*, 1999) were also noted. O'Brien and Guiney (2001) advocated self-esteem maps. Collaborative or co-operative learning (Kohn, 1994; Slavin, 1995 in Miller & Moran, 2006) were offered. Certain voices of literature championed paired tutoring (Topping *et al.*, 2003 in Miller & Moran, 2006). Passey (2000 in Miller & Moran, 2006) highlighted ICT. DuBois *et al.* (1996) also emphasised environmentally oriented intervention programmes such as academic support services, activities to promote parent-child relationships, opportunities for developing and maintaining friendships, and extra-curricular activities. Bosch (2007) reported on the success of an adventure-based experiential learning programme, inter alia raising self-esteem; Hirsch *et al.* (2000) advocated youth developmental organisations, and Beane (1991) argued for student participation in school governance and other democratic processes and/or programmes (Humphrey, 2004). Community service, social development exercises, multi-cultural appreciation activities, role models and peer role models in particular were championed (Burns, 1982; Collins, 2001; Humphrey, 2003). Furthermore, the use of form tutors (Watkins & Wagner, 1987), peer support systems, and developing a sense of community can be important (Humphrey, 2004). The team also noted that the 'circle of courage' and counselling for curative intervention are also possible. Many voices of literature agreed, and emphasised curative approaches, including individual counselling (Hansen & Maynard, 1973) such as client-centred non-directive therapy and behavioural counselling (Burns, 1982; Lawrence, 1996), specific therapy programmes for educational psychologists (Josling, 2000), cognitive therapy (Bester, 2003), hypnotherapy (Fredericks, 1998; Van Zyl *et al.*, 2006), psycho-educational programmes entailing cognitive-behaviour and hypnotherapy addressing self-concept and eating habits (de Beer, 2006), and general opportunities for self-disclosure (Burns, 1982). The team, however, did not have time to delineate these curative approaches more comprehensively.

In terms of assessment and/or evaluation of self-esteem and meta self-esteem, the team adopted an Assessment and/or Evaluation Hierarchy which should be appropriately tailored. These were explicated by the team in earlier answers when they remarked that key concepts, methods and assessment criteria should be clearly stated (Biggs, 2001), assessment and development intrinsically linked (Biggs, 2001), and be linked to other crucial educational priorities such as cognitive, affective, lifeskills, rights and responsibilities, including respect for others such as 'ubuntu' (Damon, 1991; Harter, 1999; Covell & Howe, 2001; Biggs, 2001).

Finally, the team highlighted, in accordance with their self-ecosystemic inclusion framework that all role players should be involved and partnerships created for strategic action via such self-ecosystemic inclusion collaboration including, for example, educator development support groups. Role player development strategies were also considered important in terms of their understanding of how to develop others, and with respect to their own self-esteem and meta self-esteem development. The team also stated that all role players should evaluate the entire curriculum. Various voices of literature also supported such role player involvement, in particular DuBois *et al.* (2003) and Biggs (2001; 2005). Implementation should be appropriately structured and co-ordinated, and in order to do so, internal and external support networks must be developed including learner, parent, educator and other role player formal partnerships and links with the community (Hansen & Maynard, 1973; Canfield, 1990; Biggs, 2001; DuBois *et al.*, 2003). There should be educator training for all educators (Miller & Moran, 2006) and specialised training for life orientation educators regarding the understanding and development of educational and assessment tools (Biggs, 2001) as well as for parents (Hansen & Maynard, 1973). School or educational psychologists can provide some training in terms of the whole school approach and specific strategies (Humphrey, 2004). Biggs (2001:--) also noted and supported by DuBois *et al.* (1996; 1998; 2003) that "Criteria for the evaluation of the curriculum, including the hidden curriculum must be established and constantly evaluated by all role players both formally and informally." Mruk (2006a) also argued that an effective programme employs theory and is systematic.

In sum, the team's answer basically adopted, for example, Beane's (1991) third approach, and other similar voices of literature (Lawrence, 1996; Cordell, 1999; DuBois *et al.*, 2000; 2003; Biggs, 2001; Humphreys, 2004). The team's answer was a broad framework one which incorporated generic principles. Not all of them were included specifically in this answer, but some others, for example, were incorporated in the team's answer to focus research questions 5, 6, and 7, and hence were integrated in the main research question answer. Nevertheless, while focus research question 9's answer was broad, some specific personal and interactive exercises, such as circle time, in accordance with various voices of literature, were also mentioned by the team. Fundamentally, time played a role in limiting the team's answer.