

**TEACHER PERCEPTIONS OF FACTORS INFLUENCING
CLASSROOM MANAGEMENT PRACTICES: A
COMPARATIVE CASE STUDY OF TWO PUBLIC HIGH
SCHOOLS IN THE WESTERN CAPE**

**THESIS PRESENTED IN FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTERS IN EDUCATION IN LEADERSHIP
AND MANAGEMENT AT THE UNIVERSITY OF THE WESTERN
CAPE**



**FACULTY OF EDUCATION
WESTERN CAPE**

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ABSTRACT

TITLE: *Teacher perceptions of factors influencing classroom management practices: A comparative case study of two public high schools in the Western Cape.*

Teachers in schools located in disadvantaged areas are increasingly required to address poor learner behaviour, which makes teaching and the completion of the curriculum a great challenge to teachers. This raised the need to explore teacher views of the effectiveness of the different classroom management strategies teachers' use and their value in addressing learner behaviour and achievement. This research therefore focussed on understanding classroom management issue from the perspective of teachers.

The broad aim of this study was thus to compare teacher perceptions of the factors that contributed to effective classroom management practices in two public high schools located in a historically disadvantaged community. An eco-systemic theoretical lens is used to illuminate an understanding of the complexity of school systems and factors which influence classroom management (CRM). This relates to a Whole School Development (WSD), an approach in which all elements of organisational life and stakeholders are involved to find a solution for a problem – in this case reducing the complexities of the school system in addition to the factors influencing CRM by involving all stakeholders possible.

A comparative case study design using a qualitative research approach informed the research process. Data was collected from sixty eight percent of teachers, including two school leaders in two different public high schools, situated in the same former disadvantaged community. A combination of data collection methods best suited to a qualitative research was used to gather data. The findings of the study revealed that the school level factors of leadership and management play a major role in setting the scene for effective classroom management to reign. Furthermore, it found that if teachers do not feel the support of leadership and management this can cause a downward spiral in teacher commitment that can negatively affect their classroom management. It also highlights the dire effects that social problems in the community have on the learner population, and in turn on the classroom management of teachers. The lack of classroom management skills also surfaced as a factor, which contributed to disorganisation in the classroom. It recommends that leadership in schools embrace a Whole School Development approach in order to improve classroom management.

KEYWORDS

Teachers

Classroom Management

High Schools

Learner Discipline

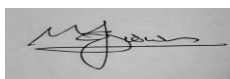


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DECLARATION

I, MARK JONATHAN BROWN declare that the study on **Teacher perceptions of factors influencing classroom management practices: A comparative case study of two public high schools in the Western Cape** is my own work and has not been submitted for any degree or examination to any other university, and all the quotes and sources have been indicated and acknowledged by means of complete references

Signed:



Date: 15 March 2019

Mark Jonathan Brown



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I WOULD LIKE TO ACKNOWLEDGE THE FOLLOWING PEOPLE:

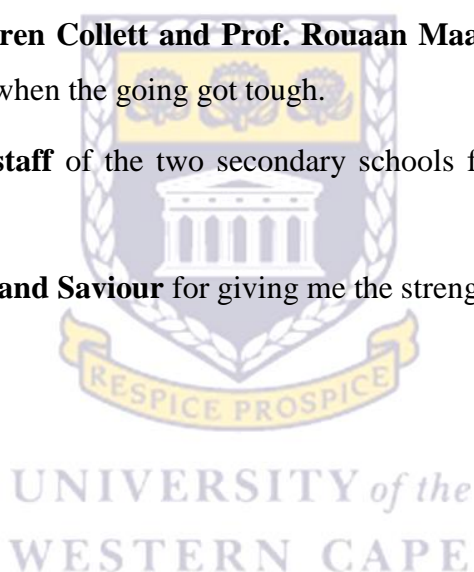
My very supportive wife **Faith Brown**, who has been a rock during this difficult and long road. Thank you for nudging me on, encouraging me, reading through my work, and helping me where I needed help. I am forever grateful to you for your belief in me.

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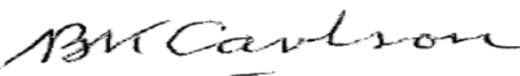
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ABBREVIATIONS AND ACRONYMS

CRM	Classroom Management
CBO	Community Based Organisation
ECD	Early Childhood Development
GET	General Education and Training
GOLD	Generation of Leaders Discovered
HOD	Head of Department
IQMS	Integrated Quality Management System
MSD	Ministry of Social Development
NGO	Non-Government Organisation
RSA	Republic of South Africa
SANBI	South African Botanical Institute
SGB	School Governing Body
SIP	School Improvement Plan
SMILES	Science Math Institute for Learner and Educator
SMT	Senior Management Team
UWC	University of the Western Cape
WSD	Whole School Development



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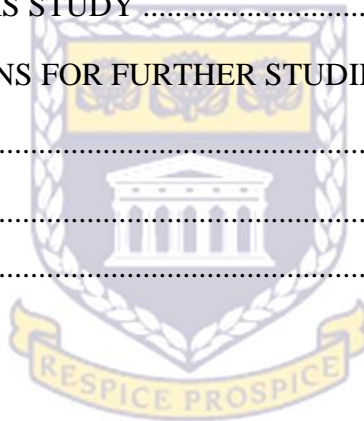
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1 CHAPTER ONE

BACKGROUND OF STUDY

1.1 INTRODUCTION

Current research related to classroom management and learner discipline in South African schools shows that teachers in schools located in disadvantaged areas are increasingly experiencing difficulties with poor learner behaviour (Coetzer & Le Roux, 1996; Mtsweni, 2008; Tiwani, 2010; Zikhali, 2006; Zondi, 1997). This makes teaching and the completion of the curriculum requirements a challenge for teachers. Zondi (1997) confirms that managing classrooms in township secondary schools is difficult because you are dealing with learners who are politically aware of their rights and are very assertive. “Learners are no longer passive and submissive to authority as the case was in the past” (Zondi, 1997, p. 3). This is also confirmed by Marais and Meier (2010) who found that teachers in schools located in disadvantaged areas are increasingly experiencing difficulties with poor learner behaviour. The South African Schools Act (1996) states that the human rights of the individual should be respected and that any form of abuse of children or adults, whether physical, verbal, emotional or psychological, is forbidden. Teachers can therefore be prosecuted by law if found guilty of these offences. This raises the need to explore teacher perceptions of the effectiveness of the different classroom management strategies they use in addressing learner behaviour.

A number of South African policies support the protection of the rights of children. The Children’s Act 24 of 2005 states that children in South Africa should be protected and cared for (RSA Act 24 of 2005). The Bill of Rights in section 28 in the Constitution of South Africa confirms this (RSA Act 108 of 1996). A child’s best interest is of paramount importance in every matter concerning the child. Furthermore, the South African Schools Act (1996) prohibits the use of corporal punishment (RSA Act 84 of 1996). Thus, classroom management strategies and disciplinary procedures in schools should uphold and support these policy directives.

As each school year starts, new teachers are bombarded with a variety of unfamiliar teaching responsibilities including groups of new learners (Fontaine, Kane, Duquette & Savoie-Zajc,

2012). They further contend that many new teachers have challenges managing learner behaviour in their classrooms. Studies show that teachers often spend more time managing learner behaviour than teaching content (Canter, 1992; Marais & Meier, 2010; Zondi, 1997). Doyle (1986) contends that classroom management has two intentions, namely to establish a still and calm surrounding so that learners can participate meaningfully in a subject, and its role in contributing to the social and moral development of the learner. Ediger(2000)is of the opinion that teachers, irrespective of their knowledge, may fail in teaching due to inability to work effectively with pupils. As a result, pupils may be amusing each other throughout class time by talking aloud constantly, walking around aimlessly and bothering others. Ediger (2000) proposes that teachers use proper management procedures to enhance learning in order to reduce a state of disorder. According to Deaton (2012), classroom management should include aspects of teaching that are central to learners learning and teacher success. Ahmad, Rauf, Zeb, Rehman, Khan, Rashid and Ali (2012) define classroom management as the process of ensuring that classroom lessons run smoothly despite the disruptive behaviour by learners. The term “classroom management” also refers to the prevention of disruptive behaviour of learners. Classroom management refers to all those essential activities, which are highly necessary not only to create but also to maintain a supportive and orderly atmosphere in the classroom. It includes “planning and preparation of teaching and learning materials, organization of the materials, decoration of the classroom, creation of expectation and establishment and enforcement of rules and routines in the classroom” (2012, p.174).

It is therefore against this background of stipulated policy and current research in the field, as well as the challenges that teachers face in South African classrooms and schools, that this study investigated teacher perceptions of factors influencing their classroom management practices in two public schools. No other study in South Africa, to my knowledge, has focussed on the perceptions of teachers regarding factors influencing CRM in challenging communities.

1.2 RATIONALE

The first high profile, large-scale, systematic study of classroom management was done in Ohio, United States of America, by Jacob Kounin (1970) who analysed and coded the behaviour of students and teachers. This study dealt with “with-it-ness” and organisation was used for the explanation of teachers’ responsiveness during class time. During that same era names like Jones, Glasser, Gordon, Canter and Skinner were synonymously link to discipline

and behaviour in the classroom setting (Black, 2010). Various writers have come forward and presented a variety of frameworks to understand classroom management like Lemlech (1988), Jones (1989), Nolan (1991), Smith and Laslett (1993), but the idea of ‘classroom management’ remains a term that’s not easy to understand because of its complexity. However, according to Marzano, Marzano and Pickering (2003), the systematic study of effective classroom management is a relatively recent phenomenon internationally.

Current research findings in the area of classroom management and discipline in South African schools by Mtsweni (2008), Tiwani (2010), Zikhali (2006) and Zondi (1997) show that classroom management in schools situated in low income areas is difficult and very challenging. Marzano, Marzano and Pickering (2003) state that it is no exaggeration to say that classroom management has been a primary concern for teachers ever since there have been teachers in classrooms. Most of the South Africa studies on classroom management in schools have concentrated on management of discipline, learner behaviour, educator perceptions of discipline and classroom behaviour problems (Mtsweni, 2008; Tiwani, 2010; Zikhali, 2006 & Zondi, 1997). These studies recommend further research into the factors affecting school discipline and learner involvement in classroom management. Tiwani (2010), on the other hand, recommends that further research be done specifically in a whole-school development setting where the management of the schools employs external services of experts from the community to help with behaviour problems of learners in the classroom; educators involve the parents of the learners in all school related activities; and the school campaigns for a whole school discipline plan that involves educators, parents, learners, members of community as well as professionals (*ibid*, 2010). My study will specifically look at teacher perceptions of the factors that contribute to effective classroom management practices in public high schools located in a historically disadvantaged community. This study will therefore contribute to the field of CRM, especially in challenging communities, by providing teachers with mechanisms to deal with negative factors that influence classroom management.

In doing my literature search, it seems that not much research has been done in South Africa related to teacher perceptions of the factors influencing classroom management; this I found as a gap. While most studies concentrated on discipline or behaviour of learners, my study aims to build on current research by furthering the recommendations related to a whole-school approach to understanding factors influencing classroom management strategies.

However, where it seeks to make a unique contribution is in its exploration of teacher perceptions of the effectiveness and value of the classroom management strategies they use in schools in historically disadvantaged working-class communities.

At a personal level, this study is important to me as a teacher. On a daily basis my colleagues and I, and teachers in other schools located in historically disadvantaged communities, struggle with classroom management issues. I feel that my research could help to shed light on practices that could strengthen effective classroom management, thus offering hope to many teachers who feel demoralised. These findings may support the development of strengthened school based discipline policy and models, as well as inform training in this area.

1.3 PROBLEM STATEMENT

Research in South African high schools, particularly in historically classified black and coloured townships, describes high levels of poor learner discipline (Lapperts, 2012; Mtsweni, 2008; Tiwani, 2010; Zikhale, 2006; & Zondi, 1997). According to these researchers, poor behaviour is manifested in the violation of authority in the form of disobedience; disorderliness; lack of cooperation; misbehaviour; refusal to wear a school uniform and openly defying the teacher's instruction; absenteeism in the form of truancy; lengthy periods of absence from school; late coming at school and late coming for classes; and neglect of school work in the form of failure to submit work or late submission of work or incomplete work. More serious problems range from teenage pregnancy, dishonesty and substance abuse to endangering the lives of others.

According to Lewis and Burman (2008) cited by Postholm (2013), teachers in public schools have to learn to cope with these behavioural challenges as well as deliver the curriculum requirements and manage their classes effectively. These problems make it difficult and often impossible for the educators to manage their classes' effectively. All too often teachers are confronted with learners who talk when asked to be quiet, who waste time when asked to work and who argue and backchat when asked to follow instructions. This normally results in valuable teaching time being lost; a down spiralling of learner behaviour and self-esteem; as well as an enhancement of teacher frustration to the point of breakdown (Canter, 1992). According to Moyo, Khewu and Bayaga (2014), teaching and learning are majorly influenced by undisciplined behaviour and thereby causing a decrease in academic performance in

learners. Poor learner behaviour also contributes to increased levels of teacher stress (Collett, Chisulo & Buchler, 2013).

It is against this background that my research aimed to investigate the perceptions of teachers regarding the factors that contribute to effective classroom management.

1.4 RESEARCH AIMS, OBJECTIVES AND KEY QUESTIONS

This research study aimed to explore and compare teacher perceptions of classroom management practices in two public high schools. My key research question was:

What are teachers' perceptions of the factors that contribute to effective classroom management practices in historically disadvantaged high schools?

This study had four key objectives:

1. To explore teacher perceptions of the effectiveness of their classroom management strategies.
2. To identify the classroom management strategies that teachers use.
3. To identify how learner behaviour influences teachers' classroom management practices.
4. To investigate and compare what personal, school and contextual factors influence classroom management practices.

The specific research questions were as follows:

1. How do teachers feel about the effectiveness of their classroom management strategies?
2. What classroom management strategies do teachers use?
3. What are teachers' perceptions on the influence of learner behaviour on classroom management strategies?
4. What are the similarities and differences in personal, school and contextual factors influencing classroom management practices?

1.5 SIGNIFICANCE OF THE STUDY

Teachers in public schools located in disadvantaged areas are increasingly having trouble with poor learner behaviour. This is causing great stress and frustration on the part of the teachers and school administration, because the human rights of the learners should be respected. Thus, any form of abuse to children or adults, whether physical, verbal, emotional or psychological, is forbidden. The aim of this study, therefore, was to explore teacher perceptions of the effectiveness of the different classroom management strategies they use in addressing learner behaviour in a proper fashion. While most studies concentrated on discipline or behaviour of learners, my study aimed to build on current research by furthering the recommendations related to a whole-school approach to understanding factors influencing classroom management strategies. However, where it sought to make a unique contribution was in its exploration of teacher perceptions of the effectiveness and value of the classroom management strategies they use in schools in historically disadvantaged working-class communities. It is expected that the findings of this study will support teachers, especially those teaching in difficult circumstances and who are currently struggling with classroom management practises.

1.6 CHAPTER OUTLINE

1.6.1 Chapter One

Chapter one introduces the research study. It provided the background to the research problem, the rationale, the statement of the problem, the research aims and main research questions and clarifies it. It also looked at the significance of the study and provides the division of chapters.

1.6.2 Chapter Two

Chapter two consist of the theoretical background to the research. It explores what literature exposes about teachers' perceptions of classroom management practices in public schools; definition of terms and theoretical framework of approaches are also included, especially the self-discipline approach, the instructional approach and the desist approach, all of which contribute to the major concept of classroom management of today. It also looks into the Whole School Development approach, which is highlighted as a beacon of hope for schools in former disadvantaged areas. The effects of learner behaviour and personal and school level factors in addition to contextual factors on classroom management are also explored. It

further looks into factors influencing the school environment, the physical environment of the classroom, the social environment of the classroom as well as the cultural context of the classroom.

1.6.3 Chapter Three

Chapter three describes in detail the research design and methodology and how data was collected and analysed. Aspects such as sampling, validity, process of analysis, ethical considerations and measures to ensure trustworthiness are dealt with in detail. It also provides evidence on how a variety of data collection tools can be integrated in a study.

1.6.4 Chapter Four

Chapter four provides a presentation of the data and a discussion of School A by way of the theoretical framework set in the literature review with the explicit aim of linking the findings to the main research question.

1.6.5 Chapter Five

Chapter five provides a presentation of the data and a discussion of School B by way of the theoretical framework set in the literature review with an explicit aim of linking the findings to the main research question.

1.6.6 Chapter Six

Chapter six supplies an analysis of the findings concerning the Whole School Development approach.

1.6.7 Chapter Seven

In chapter seven I conclude with the most prominent findings of the research study as well as full recommendations.

1.7 SUMMARY

This chapter provides a background and rationale to the study and identifies the problem. The intended research relates to classroom management in schools located in a disadvantaged community. The study focuses on exploring the perceptions of teachers regarding the factors that influence their classroom management practice. Aspects covered in this section include

the background and rationale for the study, my problem statement, research aims, objectives and key questions, the significance of the study as well as division of chapters.

The following chapter will give a review of the literature related to major factors that influence classroom management.



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2 CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

In order to review the literature, I conducted a series of searches using the electronic databases Google scholar, EbscoHost, Eric, Sabinet and the Teacher Reference Centre. I used a combination of my key words, using the search string ‘classroom management public high schools’, in order to identify research done in the last five to fifteen years. I was able to access 54 articles related to my field; however, I was unable to find any research or articles specifically related to teacher experience and perceptions of classroom management practices in working class or township schools.

In my search, I went about selecting articles that dealt with basic education, and specifically the factors affecting classroom management in secondary schools. Only a few related articles on South African schools by Moyo et al., (2014); Mtsweni, 2008; Tiwani, 2010; Zikhale, 2006; Lapperts (2012) and Zondi(1997) were identified. Initially I only found the aforementioned articles pertaining to my key word search, but later on as I started to analyse the data leadership and management emerged as a key factor. I conducted searches on Google Scholar Metrics with word searches of educational leadership and management and accessed 58 international studies (Faas, Smith, & Darmody, 2018; Shulhan, 2018; Obama, Eunice & Orodho, 2015; Bosworth, Pena & Judkins, 2015; Bosworth, Garcia, Judkins & Saliba, 2018; Tran, Hallinger & Truong, 2018; Bellibas & Lui, 2018; Brandon, Hollweck, Donlevy & Whalm, 2018; Malloy, Bohanon, & Francoeur, 2018; Leithwood and Sun, 2018; Pashiardis, Brauckman and Kafa, 2018) and 15 local studies from South Africa authors, i.e. Mthusamy (2015); Du Plessis and Eberlein (2018); Bantwini and Moorosi (2017); Sibanda (2017); Steyn and Heystek (2018); Botha and Triegaard (2017); Peter (2014) and Nkambule and Amsterdam (2018), just to name a few, were accessed. Most of their findings show that leadership and management play a key role but some specifically range from leadership and management supporting teachers to classroom management and supporting school development. Now I can understand why researchers like Wong and Wubbles (2011) and Marzano (2001) state that not much research has been done on classroom management.

During the 1980s and 1990s, researchers like Alfie Kohn (1996) and Barbara Coloroso (2000) made their contribution to research on classroom management in American schools. Smith and Laslett (1993) described classroom management as the skill in the organisation and presentation of lessons in such a way that all learners were actively engaged in learning to reduce sources of friction. Jacobsen, Eggen and Kauchak (1993) are of the opinion that classroom management is in essence the intricate collection of plans and actions that the teachers utilize to ensure that learning in the classroom is well organized and helpful. The train of thought was that classrooms that were well managed led to a conducive classroom atmosphere and for that reason effective learning could take place. Van Der Sijde and Tomic (1993, p. 439) supported this view by saying that classroom management is “provisions and procedures necessary to create and maintain a situation in which learning and teaching can take place”.

A more supportive definition that speaks of the multidimensionality of classroom management is given by Lemlech (1988, p.3) when stating that “Classroom management is the orchestration of class life: Planning curriculum, organising procedures and resources, arranging the environment to maximize efficiency, monitoring student progress, anticipating potential problems”. This definition suggested that learners knew what was expected of them and that teachers recognised the need for proper organisation of classroom activities to ensure a smooth flow of lessons. Emmer and Evertson as cited by Buchel (1992, p.102) assert that classroom management entails “teacher behaviour that produces high levels of learner involvement in classroom activities and minimal amounts of student behaviour that could interfere with the teacher’s or other learners’ work”.

Jones (1989, p.333) describes the term ‘classroom management’ as being based on five assumptions that involve:

- The understanding of learners’ personal, psychological as well as learning needs;
- The establishment of positive teacher – learner and peer relationships in meeting their psychological needs;
- The employment of classroom organisation and group management methods;
- The use of teaching methods that facilitate the academic needs of individual learners and the classroom group;

- The ability to employ a wide range of counselling and behavioural methods that involve learners in examining and correcting their own inappropriate behaviour.

According to him, these assumptions illustrate the skills that teachers need in order to establish effective classrooms.

In a recent study by Shulhan (2018) on how principals enhanced teacher performance, it was found that motivation, intensive communication, incentives, transparent administration, mobilising development workshops, encouraging partnerships as well as communication with communities are major factors that encourage teachers. In a study in Cyprus on what prevents leadership from leading their schools towards higher learner achievement in relation to their context, it has been found that context plays a major part in affecting learner achievement, (Pashiardis et al., 2018). It is believed that the context (the area close to the school) is causing the school to underperform and this also connects to the diverse background of learners, behavioural challenges within the families as well as the lack of basic access to food and clothing due to poverty. It is noted that:

All of that seemed to be affecting the school's overall performance (students' willingness to learn and teachers' willingness to teach) and generating many problems occurring within the school and thus affecting... desired outcomes. Pashiardis et al., (2018, p.11)

In a recent study by Bantwini and Moorosi (2017) on school district support to schools in the Eastern Cape, it was found that the findings were inconsistent with international literature. International literature states that supportive districts were found to be supportive and inspired confidence in principals to actually succeed. The study was found to be consistent with local literature, which found school districts to be unsupportive to schools. This action could lead to a perpetuation of challenging classroom management struggles in schools in disadvantaged areas. Sonn (2002) argues that a whole school development approach needs to be used in supporting effective classroom management strategies. So, to ensure that teaching and learning occurs with minimum disruption, education is looking for teachers who are skilled in classroom management practices, are able to handle classroom management problems effectively (especially in public schools) and are commitment to a "whole child, whole school" development approach (Sonn, 2002, p.87).

My review of the literature is organised under the following key headings related to my research objectives, namely: Classroom management strategies and approaches used by teachers; personal factors influencing classroom management strategies; influence of learner behaviour on classroom management strategies; school level factors influencing classroom management practices; contextual factors influencing classroom management practices, and definition of key terms.

2.2 CLASSROOM MANAGEMENT STRATEGIES AND APPROACHES USED BY TEACHERS

Literature reveals a number of approaches taken to classroom management. These approaches are primarily person centred and classroom based rather than including a whole school approach. Most of these approaches are based on theories, models and frameworks. Within the different approaches to classroom management, one can find a number of strategies. I will be highlighting three approaches to classroom management which identify a range from the self-discipline approach at one extreme, to the instructional approach, to the desist approach at the opposite extreme (Black, 2010). These approaches are shown in Table 1. Furthermore, I have identified a range of classroom management models, which fall within these approaches (Table 2). My review of the literature highlights these approaches.

Table 1: Management approaches

Approach	Description
Self-Discipline Approach	View that learners can evaluate and change to more suitable behaviour
Instructional Approach	View that well-planned and well-implemented instruction will avoid classroom problems
Desist Approach	View that the teacher should have full authoritarian power in the classroom

Table 2: A range of classroom management approaches

Classroom management approaches		
Extreme ←		→ Extreme
Self-Discipline Approach	Instructional Approach	Desist Approach
Reality Therapy Glasser 1965,1977,1984	Kounin Model '70	Assertive Discipline Canter 1992
Teacher Effectiveness Training TET - Gordon '77	Jones Model '79	Behaviour Modification - Skinner '68,'71
Beyond Discipline - Kohn '96	Positive Behaviour Intervention Support '97	
Inner Discipline		

2.2.1 The Self-Discipline Approach

The **self-discipline approach** is built on the idea that learners can be trusted to assess and alter their actions, so that their behaviours are of use and suitable to themselves and to the class as a whole. This approach views classroom management as a job of the teacher to build and set up working teacher-learner relationships. This approach represents the most democratic view of classroom management (Black, 2010). The four most democratic classroom management models are Reality Therapy, Teacher Effectiveness Training, Inner Discipline and Beyond Discipline.

2.2.1.1 Reality Therapy

Reality therapy was designed by William Glasser (1965) and is an approach that helps learners take the responsibility for examining and solving their own problems. This approach was developed with the end result in mind that learners are aware of their own needs and wants and will make adjustments accordingly to get closer to where they want to be. Teachers were supposed to assist learners with making the proper choices while avoiding the wrong choices – ultimately the final decision was with the learners themselves. If learners made the wrong choices, the teacher and learners should work together to assess the misconduct and then work on a plan for learners to make amends. Glasser believed that learners could control their behaviour if they wished (Glasser, 1965, cited by Black, 2010).

This approach emphasises that the parties who are unable to adjust to the rules are the cause of receiving the consequences. According to Glasser, this approach respects everyone, and persuades learners to be responsible individuals.

2.2.1.2 Teacher Effectiveness Training (TET)

This model, also called TET in short, is the brainchild of Thomas Gordon (1974). He emphasises the setting up of positive working relationships between teachers and learners. Gordon believes that teachers can reduce disruptive learner behaviour by using plain, less aggressive communication, body language and active listening (Gordon, 1974, cited by Black, 2010).

2.2.1.3 Inner Discipline

Inner discipline was developed by Barbara Coloroso (2000) and emphasises a focus on teachers assisting learners to develop their own self-discipline by owning up to their faults and thinking through solutions - while leaving their dignity intact. This approach takes a longer route in correcting student misbehaviour because the goal is to help the learner develop inner discipline. The moment learners have self-discipline they will have control and responsibility for their own actions. In this discipline, when learners misbehave, the question should be asked what can teachers and learners do collectively to change. The process forces both parties to cooperate and build a community where power is shared. Barbara feels that learners do not have lasting discipline when quick solutions like rewards are used.

2.2.1.4 Beyond Discipline

This model was developed by Alfie Kohn (1996) and suggests that our present approaches to classroom management, which are based on reward and punishment, are only short-term solutions to classroom problems.

Most teachers work to control children's behaviour either by punishment or reward, which is often ineffective. Instead of acknowledging the possible problems of a dull curriculum or poor teaching, teachers place complete blame on students for their negative behaviour. He contends that punishment only teaches students that they will suffer dire consequences when they are caught misbehaving and rewards teach them how to respond positively only in order to win a prize or praise. Therefore, both punishments and rewards do not cultivate long-lasting moral values in students (Kohn, 1996, cited by Black, 2010, p.407).

2.2.2 The Instructional Approach

The foundation that forms the basis for the **instructional approach** to classroom management is that well-planned and well-implemented teaching will put a stop to most classroom problems. The idea is that learners will not disrupt a lesson that is well organised. In other words, the instructional approach predicts that well-planned and well-implemented lessons will engage learners in their own learning and give them the chance to be successful - and this will prevent and solve most management problems (Black, 2010). Two models of classroom management that focus on the principles of the instructional approach are the Kounin model and the Jones model. Recently, Positive Behaviour Intervention Support (PBIS) has been added to the Instructional Approach, which is a positive intervention programme that helps to reduce or eliminate poor behaviour in schools (Malloy, Bohanon & Francoeur, 2018).

2.2.2.1 The Kounin Model

The Jacob Kounin (1970) method is based on the fact that effective managers do things that prevent classroom problems. He draws a distinct difference between effective and ineffective classroom managers. Effective managers know everything that goes on in their classrooms at all times and they are skilled as group leaders who keep activities moving constantly – learners are involved and doing something productive at all times. He concluded that some teachers are just better classroom managers than others because they are skilled in four areas, i.e. “withitness,” overlapping activities, group focusing, and movement management.

2.2.2.2 The Jones Model

This model was developed by Frederick Jones (1979) who claimed that most management problems are a result of massive time wasting by learners. That means that most classroom problems arise from learners being off task. He estimated that 50 percent or more of teachers’ instructional time is lost through learners wasting time (e.g. talking and walking around the classroom). Jones contends that this wasted instructional time can be reclaimed when teachers correctly implement four strategies: limit setting, good body language, incentive systems, and giving help efficiently (Jones, 1979, cited in Black, 2010).

2.2.2.3 Positive Behaviour Intervention Support (PBIS)

This approach was developed in the USA and was first part of Special Education law, but Congress amended it in 1997. PBIS promotes positive school climate where learners can

learn and grow. The PBIS approach is a system that the whole school should buy into otherwise the system will not be effective. It has successfully been used in the UK according to a study done by Malloy, Bohanon and Francoeur (2018).

2.2.3 The Desist Approach

In the **desist approach**, the teacher enforces a set of specific rules to control learner behaviour in the classroom. This is a power system where teachers deal quickly and powerfully with misbehaviour. The desist approach is the most commonly used strategy in today's schools. Two common desist models of classroom management are Assertive Discipline and Behaviour Modification (Black, 2010).

2.2.3.1 Assertive Discipline

Lee Canter (1992) advocated assertive discipline in 1976, which contends that teachers have a basic right to call for well-mannered behaviour in the classroom.

The assertive teacher establishes rules and limits for behaviour, along with consequences for proper behaviour and improper behaviour. Students who follow the established rules receive positive consequences, such as a material reward, free time, or special privileges, whereas students who break the rules receive negative consequences, such as detention, giving up part of their lunch period, staying after school, or going to the principal's office... (Canter, 1992, cited by Black, 2010, p.410).

2.2.3.2 Behaviour Modification

Behaviour modification is based on the work of Skinner (1968), which states that learners will change their attitude and behaviour to receive definite rewards. The basic idea of behaviour modification is that changing the consequences that follow their actions and behaviours can change learner behaviour.

Technically, reinforcement principles are used systematically for changing some aspect of educational practice or student behaviour. Students who follow established procedures, who follow the rules, or who perform well on required work are given reinforces, or rewards. (Skinner, 1968, cited by Black, 2010, p.410).

2.2.4 Summary

A range of approaches to classroom management has been identified. The complexities surrounding classroom management have caused various approaches to be established, for

example: Self-discipline approach; Instructional approach and the Desist approach. All of these approaches have sub strategies on how each one is to be utilised in the different classroom management settings. The most commonly used approach that most schools are leaning toward is the Desist approach. UWC is currently working with the Values approach, which links strongly with the Desist approach. Other current strategies, like the Positive Behavioural Intervention and Support (PBIS) approach that are used in some European countries are leaning more towards the Instructional approach. Due to the complex nature of classroom management in challenging areas, the true perceptions of teachers regarding what they view as effective classroom behaviour, the strategies they employ, how they go about dealing with learner behaviour, and what personal, school and contextual factors hamper their classroom management, are all issues that need to be explored. The theory regarding classroom management is conclusive and shows the challenging nature of the phenomenon both locally and internationally. The gaps I see in the literature mainly consist of the effect that discipline and behaviour of learners have on classroom management. None of the literature dealt with the perceptions of teachers with regards to factors that contribute to effective classroom management.

In the following section I am going to review the literature around leadership at a whole school level, and leadership at a classroom level, looking specifically at what the findings are.

2.3 WHOLE SCHOOL APPROACH: INTEGRATED THEORY

The review of the literature shows that there was a shift to move towards understanding the importance of a whole school approach. Where the Whole School Approach is concerned, a similar strategy came into being in the social development field in New Zealand in 2004, where the government pushed that a guide be established to apply the whole child approach. According to the Ministry of Social Development (2004), the whole child approach in policy development and services was making sure that the needs, the rights and the interests of children and young people were considered. This was accomplished in getting children and young people involved in processes of decision-making and policy-making for the well-being of all children. This was a difficult move because you had to look past the fact that children are helpless dependants in need of adult supervision, security and guidance due to their childhood. This is the foundation of this approach, which lends itself to pave the way for the Whole School Development approach:

A whole child approach recognises that although children do depend on others, at times making them vulnerable, they are continuing to learn and grow. In the process they develop the skills they need to look after them and to make decisions about their lives. (Ministry of Social Development, 2004, p.5)

A whole child approach according to the Ministry meant: focussing on the child's whole life; honing in on what children need for healthy development and well-being; letting the spotlight fall on the setting of family, friends and peers, school and the wider community; viewing children as having valuable knowledge to contribute to developing and evaluating policies and services that affect them; and considering ways in which children can be involved in decision-making on issues that affect them (Ministry of Social Development, 2004).

According to Furtwengler and Konnert (1982), discipline requires a whole school approach and should not be the responsibility of individual teachers in their classrooms. The discipline and behaviour of learners should be a discussion point in the staffroom, at student representative council (SRC) meetings, at school governing body (SGB) meetings and at extra-curricular activities. Paine, Radicchi, Rosellini, Deutchman, and Darch (1983) state that the principles guiding the discussions on discipline are the values that are written in the mission statement of the school.

According to Moyo et al., (2014) indiscipline remains a serious problem for leadership and management in schools, in addition to teachers standing in the classroom. The nature of indiscipline in learners has been shown in behaviour that ranged from theft, drug abuse, assault, rape and even to murder. For this reason, a Whole School Development approach proposed by Davidoff, Lazarus, and Moolla (2014) is advocated which takes into account the dynamic interaction between all aspects of school organisational life (all elements) and the context within which the school is located. They contend that the holistic development of the individual, which includes physical, emotional, intellectual and spiritual development is influenced by conditions within the school (2014, p.19). Some key principles that guide this approach are the "importance of understanding the person in context and the school in context" (2014, p.20).

Sonn (2002), drawing on the whole school development framework developed by Davidoff and Lazarus, also supports the holistic development of the child and views it from the perspective of learner discipline. She recommends that parents, teachers and learners should

sit together to form goals for the vision and mission of the school; learners must be treated with dignity and respect; and proper structures and regulations must be put in place to regulate discipline in the classroom and the school. In addition, community involvement is needed to secure safe learning and teaching (Sonn, 2002). Tiwani (2010) recommends in his study that further research be done specifically in a whole-school development setting where the management of the school employs external services of experts from the community to help with behaviour problems of learners in the classroom. Educators must also involve the parents of the learners in all school-related activities, and the school must campaign for a whole school discipline plan that involves all of the educators, parents, learners, members of community as well as professionals (*ibid*, 2010). Weinstein (1996) reiterates that classroom management strategies that individual teachers use are influenced by factors within the school and community context. Sonn (2002) argues that a whole school development approach needs to be used in supporting effective classroom management strategies. Porteus, Vally, and Ruth(2001) cited by Lapperts (2012, p. 52) argues that:

Any effort to shift the approach to discipline in the classroom in another direction to that which is customarily taken is most likely to be effective if the shift is taken in the context of the whole school approach, as it is difficult to create islands of excellence in a sea of chaos...

In his recommendation to alternatives to corporal punishment, Lapperts states that efforts should be made to build safer, more community-orientated and quality schools. “A school’s approach to discipline should fit in with the school’s broader strategies for development,” claims Lapperts (2012, p. 70).

Based on my review of the literature in this field, it is evident that for effective teaching and learning to take place effective classroom management must be a key component. There is little evidence to suggest that teaching and learning can ever take place in a class that is unorganised and where there is poor learner discipline. The literature focus has also shifted and emphasised that a whole school approach needs to be taken. The essence, then, of good teaching is that every teacher manages his or her classroom through the employment of classroom management strategies that will reduce the rate of behaviour problems in the classroom. What is also evident is that the culture and ethos of the school as well as that of the learners and the community have an influence on the classroom.

2.3.1 Leadership and management factors influencing at a classroom management level

In classroom management, some of the struggles and problems can also be attributed to the teacher. Factors like lesson design and learner motivations, which in most cases are triggered by the teacher's style and roles, voice projection and body language (basics of effective teaching) will be looked at in the following section.

2.3.1.1 Lesson design

According to Levin and Nolan (2011) effective learning and successful classroom management are closely related, and it is believed that there are definite mechanisms that are ideal to assist learners to learn new material like:

- starting the lesson in a better way that enables the learners to be aware of the classroom procedures and activates their prior knowledge;
- explaining new material clearly with the help of meaningful examples in order for learners to grasp concepts;
- including guided practice - either verbal or written - in order for learners to use the knowledge they have learnt;
- having guided practice always followed by independent practice either in the form of homework or seatwork;
- concluding the lesson with learners summarising the important parts; and
- reviewing new knowledge and previously learned skills weekly or monthly. (Levin and Nolan, 2011)

2.3.1.2 Tool of motivation

According to Levin and Nolan (2011) increasing the motivation in learners is one of the most powerful tools that a teacher can use in preventing classroom management problems. However, learners can easily lose control and end up disturbing the teacher and distracting other learners when their attention is not directed at the lesson. Teachers can increase learner motivation through encouragement; by giving feedback when feedback is due; by changing the tone and climate in the class to nonthreatening; providing learners with tasks that are slightly above their current level; and by adding a certain amount of tension to increase learning. Teachers can also expose learners to new materials, events and situations in order to motivate them; consider their learners needs, and enhance learner motivation by comparing subject content to the real lives of the learners (Levin and Nolan, 2011).

2.3.1.3 Teachers' individual styles and roles

According to Saricoban (2005), teachers can be the cause of their own classroom management problems if their style and roles are not set properly. Teachers portray different roles that can vary from being a conductor, director, facilitator, provider, etc. Teachers need to be aware of their roles and be concise in executing them. Regarding their teaching styles, all teachers have their own first choice in how they teach. They can use a variety of styles as long as their actions and mind-set goes along accordingly (Saricoban, 2005).

2.3.1.4 Teachers' body language and voice

The teachers' body language and voice projection are very important in the classroom setup. They need to speak loudly and clear enough to be heard and understood by all the learners in the class. Saricoban (2005) emphasised and maintained that in a classroom management set-up both the verbal and non-verbal behaviours are important. It is also very important that teachers use their body language effectively and have regular eye contact with learners and not be stationed in one place in the classroom. They also need to pay special attention to how they are dressed.

2.3.1.5 Teacher training in classroom management skills

Although classroom management techniques are essential in fostering effective learning on the part of the learner, what has been highlighted recently is that there are teachers who lack some basic classroom management techniques and strategies. They also lack basic approaches to classroom discipline and useful tips on implementing it (Saricoban & Sakizli, 2006). In spite of this, research on various models in which teachers are supposed to be trained is limited. Emmer and Aussiker (1989) concluded that training in one or more of the models of classroom management should be seen as additional or a supplement to a more comprehensive approach to discipline and management.

2.4 LEADERSHIP AND MANAGEMENT FACTORS AT A WHOLE SCHOOL LEVEL INFLUENCING CLASSROOM MANAGEMENT

Leadership and management play a key and concise role in guiding the schools and pulling together all aspects of the school in order for cohesion to occur. International authors Shulhan (2018), Pashiardis et al., (2018) and Faas et al., (2018) have all found teacher motivation to increase in schools if principals focus on teacher motivation, intensive communication, incentives, transparent administration, mobilising development workshops, encouraging

partnerships as well as communication with communities. They also noted that a lack of leadership support resulted in unwillingness on the part of the teachers to teach. On the role of principals creating inclusive schools, they found that leadership must be more culturally receptive by equipping teachers to support activities that capacitate learners and parents. Pertaining to the vital role that the HOD plays in mentoring teachers, a South African study found that good management and strong leadership were required in schools, with specialized development activities directly related to the classroom (Du Plessis & Eberlein, 2018). Where school climate is concerned, leadership and management have been hailed as the key and critical factor in successful implementation, and maintenance of school climate (Bosworth et al., 2015; Bosworth et al., 2018). Leaders should be fully prepared, committed, and able to lead the change process in their schools (Bosworth et al., 2018).

If learners and teachers do not get the support and guidance from leadership and management, this action could lead to a perpetuation of challenging classroom management struggles in schools situated in disadvantaged areas.

2.5 INFLUENCE OF LEARNER BEHAVIOUR ON CLASSROOM MANAGEMENT STRATEGIES

It is important that teachers need to take into account the needs of learners while designing their teaching programmes in order that efficient and successful learning and instruction can take place. Classroom management is closely related to effective instruction, so, when managing classrooms, the needs and character traits of learners should be taken into account for effective instruction to take place (Levin and Nolan, 2011). According to Jones and Jones (2001), for effective teaching to take place, high expectations, active engagement, cooperative learning as well as the incorporation of learners' different cultural needs must be considered. It is believed that classroom management problems will greatly reduce if teachers design their lessons along the lines of learners' personal, developmental and cultural needs. Teachers need to get involved in the learners' family backgrounds and come to know their cultural value settings and incorporate that into their teaching and learning situations. Teachers must take note of all the factors at play in the classroom, school and community when designing teaching and learning processes. Recent studies in the UK by Malloy et al., (2018) have proved that PBIS can make a difference, especially in high school, to alter the ill-disciplined behaviour of learners in order to reduce their negative effects on classroom management.

2.6 SCHOOL LEVEL FACTORS INFLUENCING CLASSROOM MANAGEMENT PRACTICES

Jones and Jones (2001) feel that classroom management; effective teaching and improved learner behaviour are strongly influenced by factors like school climate, decision-making and the support given by management. It was also noted that learners express more positive behaviour in a setting where they feel supported and fit in. It is said that “...they are more successful when they are engaged in instructional activities designed in tandem with their own lives and cultures” (Jones & Jones, 2001).

2.6.1 *Factors influencing the physical environment of the classroom*

According to Weinstein (1996), setting is very important when it comes to classroom management. Environmental problems have the capacity to change the atmosphere of the classroom and prevent teachers from teaching effectively. However, it is essential to recognize that the physical environment can influence the way teachers and students feel, think and behave (Weinstein, 1996). In a nutshell, it is vital that teachers need to establish a classroom atmosphere and an environment that is friendly, motivating, non-threatening and favourable to effective learning and increased learner behaviour. Weinstein suggests that teachers need to provide learners with proper sight, sound and feelings to put a stop to classroom management problems and increase desired learner conduct. Teachers must come forward with a proper seating arrangement that will benefit the teacher-learner relationship, use the White Board more to draw learners’ attention to it, and the use more teaching aids and equipment are a vital part of teaching and learning to direct their attention away from wrongdoing (Weinstein, 1996).

2.6.2 *Factors influencing the social environment of the classroom*

In the same way that physical factors play a role in affecting the classroom environment, so also do the social factors, for the mere fact that classrooms are communities where teachers and learners interact socially (Weinstein, 1996). Saricoban and Sakizli (2006) echo the same sentiments as Weinstein (1996) when stating:

The size of the classroom - large or small, the number of students or classrooms consisting of mixed-ability students, all has certain effects on structured interactions between teachers and students, effective teaching

and successful management of the problem that can be experienced in any classroom (Saricoban & Sakizli, 2006, p.17)

2.6.3 Influence of overcrowded classrooms on classroom management

On the question of overcrowded classrooms, the literature shows that too many learners in a classroom affect the classroom management of that classroom. This is shown by an international study by Saricoban (2001) and local studies by Muthusamy, (2015) and Peter, (2014). The study by Saricoban found that over-crowdedness led to discomfort, inability to control learners, lack of individual attention and difficulty in assessing and evaluating learners, as well as questioning learning effectiveness, while the study by Muthusamy and Peter both found that teachers were not trained to handle big classes; assessment and marking were major problems; distribution of textbooks were also problematic and teachers tend to do less work to reduce the amount of marking.

2.6.4 Influence of mixed-ability classes on classroom management

Teaching a mixed-ability class these days can be very challenging where classroom management is concerned. Many classrooms might consist of learners with different interests, needs, and abilities and all of them can function at different cognitive and emotional levels. People will refer to these classes as ‘mixed-ability’ classes and they pose a massive challenge for any teacher who must teach them. Once these learners start with an activity or material and they realise that the work is beyond them, they start to act out and disturb or distract others, to the extent that it is difficult for the teacher to control the class. The atmosphere in a mixed-ability class can change very quickly from positive to total chaos, which can result in the loss of precious teaching time (Saricoban & Sakizli, 2006).

2.6.5 Influence of the educational environment on classroom management

According to Bull and Solity (1996), the type of educational activity, its relevance to the topic, its level of difficulty and the length are vital aspects that affect classroom management.

Moreover, teacher’s presentation of a particular topic, the examples given and his/her instructions for a particular activity have a great influence on effective classroom management (Bull & Solity, 1996, p. 18).

2.7 CONTEXTUAL FACTORS INFLUENCING CLASSROOM MANAGEMENT PRACTICES

Research studies internationally (Pashiardis et al., (2018); Weinstein, 1996) and locally (Sonn, 2002; Lapperts, 2012, and Moyo, 2014) show that the school context and community culture have an influence on classroom management. Classroom management strategies that individual teachers use are influenced by factors within the school and community context (Weinstein, 1996). Sonn (2002) argues that a whole school development approach needs to be used in supporting effective classroom management strategies. Davidoff et al. (2014) argue for a whole school development approach in supporting change:

In looking at classroom practice and experience as the centre stage of school life, we need to look at the whole school – that is, all the aspects of school life which intersects with the classroom (2014, p.5).

Davidoff et al. (2014) state that the school is an organisation with different elements that makes up the whole. In order for the school to function as a healthy organisation, all of these elements must work well together. However, if these elements do not function well, the school as a whole is affected. Changes in one element will affect the other elements. Poor decision making from the top, especially where the code of conduct for learner discipline is concerned, will have a bearing on the classroom management in the class.

However, it is essential to recognize that the physical environment can influence the way teachers and learners feel, think and behave (Weinstein, 1996). Lapperts (2012) notes that in order for schools to help teachers support groups of teachers and administrators could be formed to deliberate issues of behaviour, discipline and conflict rulings. He feels that a start can be made where teachers spend time-sharing some stories, ideas and fears with one another. Very few forums exist where teachers can talk about themselves and what they are going through.

In his call to action in July 1999, the then South African Minister of Education, Kader Asmal, emphasised the importance of making schools the centre of community life. One of the most important ways in which a school can decrease the amount of violence perpetrated over time is to orientate more towards the community surrounding that school. Networking and a good referral system is of utmost importance for a school community. These are at times very limited in a township community but there are often organisations and members of the

community who can provide that support (Lapperts, 2012). Porteus et al., (2001) cannot emphasize the importance of the code of conduct enough. They feel that the representatives of classroom and other school constituents should come together and agree on a code of conduct for the whole school. They suggest the use of students as counsellors, especially at high school level.

Sonn (2002) states that in order to understand and work with discipline, you need to understand the context within which the classroom and school are located - meaning the community - which has a big influence on the classroom setting. Involving parents/guardians is the best move schools can make in allowing community input in their school, according to Porteus et al., (2001). They suggest the following to be useful in this regard:

- Parental input in the code of conduct of the school: Schools can call a parent meeting to allow parents to voice their views regarding what can be put in the code of conduct or, alternatively, copies of the code of conduct can be sent home for parents to sign that they have discussed it with their child. The idea is that the school's approach must be supported from home as much as possible.
- Workshops for parents regarding discipline: Schools must guide parents with different ways of handling discipline at home. Schools must organise workshops at which parents can contribute ideas and strategies regarding discipline. The session should be non-judgmental and interactive so that the parents can be won over.
- Parent communication about their child(ren's) problems: The involvement of parents is very important regarding learners with behavioural and social problems. Parents feel vulnerable during these times because the root of the problem might be at home. Educators should be cautious here not to offend parents and try and use their own judgement as to how to involve parents (Porteus et al., 2001).

Based on their research, Mabelane (2000), Moloko (2000) and Wolfendale (1989) argue that parents and the community have a duty to support the teachers in disciplining learners. The idea is to facilitate discussions among learners, parents, community leaders, members of the SGB, teachers, clinic nurses, social workers, early childhood development (ECD)

practitioners, local business people, the unemployed, religious leaders, youth leaders, women's groups and societies on creative ways of making the school a more central place in terms of developing a positive community life (Porteus et al., 2001). In most communities there are people who are trusted and respected by learners and teachers in the same way. They might be sports coaches or religious leaders, professionals, community leaders, etc. Such individuals must be approached to play a special mentoring role in the school. In times of strife and conflict, they can be called upon to help find a resolution. There is growing evidence that schools that provide space for spiritual expression decrease the rate of behavioural problems among learners. It does not mean bringing religious beliefs into the classroom. Garbarino (1999) suggests that educational efforts should focus on teaching guided meditation that does not invoke specific religions but rather creates a reflective and reverent attitude towards life on the part of the learners and educators. In practice, it could mean starting the day with a short time of meditation, together with a reading of an inspirational life-affirming passage in order to calm the minds and spirits of teachers and learners.

Parent involvement has many advantages for learners, teachers, the parents themselves who are involved, the school and the community. Research has shown that children are more successful at all levels if their parents are involved in school activities, irrespective of the parents' academic background or social class (Wolfendale, 1992). Dixon (1992, p.19) echoes the same sentiments when stating that "parent involvement leaves little room for debate: Students who are academically successful tend to receive consistent support from their parents and other adults in the home". For the parent who is involved there are also advantages. They benefit by being attentive to various and effective ways of developing learning opportunities through parenting programmes (Wolfendale, 1992). According to Davies, (1993) parents who are involved in their children's school develop a greater appreciation of their own roles; they strength their social networks; access information and materials as well as being motivated to better their own education. Teachers and school also benefit from parent involvement by making their own work more manageable and by unconsciously enhancing their motivation levels. Teachers come to know and understand parents and the learners better when they play an active role within the school (Hamby, 1992). Davies (1993) also notes that increased linkages between community and school have multiple and positive results, i.e. increased access to school resources and facilities; cost

saving and better services through networking; and increased capacity to solve community problems.

2.7.1 Influence of cultural context on classroom management

The research by Weinstein, Curran and Tomlinson-Clarke, (2003) on classroom management in the United States of America shows that the cultural context has an influence on classroom management. What this means is that teachers need to become more aware of the cultural backgrounds of their learners (cultural or ethnic groups) so that they can know how to communicate and what learning styles to implement in dealing with the behaviour of learners. Strategies that teachers can use are: forming of study groups to read literature of the culture that reflects the identities of the learners in their classrooms; work with their learners to organise family history projects in which learners explore their cultural backgrounds and share them with the class; do home visits and speak with parents and community members to gain insight into family background, education, discipline, religion, food, health and hygiene, history, traditions and holidays (Weinstein, Tomlinson-Clarke & Curran, 2004). Lapperts (2012) noted that schools must seize the opportunity to reward good behaviour by coming up with programmes of fun, sport, art projects, drumming, special field trips and games or even a range of other activities that match the personality of the learners and the context of the school.

Davidoff et al., (2014) also speak about culture – the culture of the school, which consist of the norms and values that are expressed in the day-to-day running of the school, including the ethos of the school.

2.8 DEFINITIONS OF KEY TERMS

For this study, effective classroom management is defined as the development of a learning environment through: (a) carefully sequencing, planning and implementing instructional activities; (b) valuing and recognising learners as individuals; (c) promoting a positive culture of community of learners where academic and behavioural expectations are well-known; and (d) encouraging learner responsibility (Lewis, 2000) and self-control (Froyen & Iverson, 1999).

2.8.1 Discipline

Treffry, Summers, O’Neil, Hasset, and Todd (1997) define discipline as an exercise of putting down firm rules of behaviour on the people as well as being capable of working in a controlled fashion. In this regard, Burden (1995) states that discipline involve the actions that the educators take to restore order. According to Van Rensburg, Landman, Bodenstein,(1994) the term ‘discipline’ derives from the Latin term *disco* and ‘discipline’, which means ‘to learn’ and ‘instruction’. Van Rensburg et al.,(1994) further contend that discipline applies not only to external discipline but also to inner discipline, which is driven by a spiritual acceptance of disciplined behaviour.

2.8.2 Public high school

In terms of the South African Schools Act (RSA 1996, p.4), ‘School’ means a public school or an independent school, which enrolls learners from grades zero to grades twelve. A public school is a school that is funded and supported by the state.

2.8.3 Educator/teacher

According to the South African Schools Act 84 (RSA, 1996, p.1), the concept “educator” refers to any person who educates, teaches or trains other persons in an institution or who helps in supplying educational services, or education supplementary or support services catered for by an education institution. An educator is therefore a person whose task involves educating others at all levels of education, in any sort of education or training structure, whether it be formal or informal. In this study, the term ‘educator’ will mean a person who has been trained in teaching methodology and whose job is to facilitate the learning process of learners.

2.8.4 Learner

According to the South African Schools Act 84 (RSA, 1996, p. 4), the term “learner” refers to any person receiving tuition or who is obliged to receive education. The term ‘learner’ means all learners from the early childhood education through to adult education. The term ‘pupils’ or ‘students’ at school and higher levels are therefore invalid or outdated and replaced by the term ‘learners’. In this study, the term ‘learner’ will refer to a person at a secondary or high school who is being taught by educators.

2.8.5 Classroom management

According to Wong and Wong (1998), classroom management can be defined as anything a teacher does to promote learners' learning and instruction through organising learners, materials, time and space. Deaton (2012) states that classroom management comprises of a teacher's ability to effectively implement a management approach, a classroom setting, rules, procedures and routines, instructional practices, curriculum and a discipline plan. Irrespective of whether or not classroom management is entirely defined as discipline procedures, the managing aspect of learners is a key point in maintaining a more productive learning environment (Deaton, 2012). McQueen (1992, p.6) states that classroom management can be seen as focussing attention on all the components of a classroom. Kruger (1997, p.3) contends that the term 'classroom management' includes all the activities that are compulsory to aid and fulfil the main purpose of the teaching and learning state of affairs. He continues to state that good classroom management encompasses all that the teachers have elicited, the cooperation of the learners in reducing misconduct, and that they can intervene effectively when misconduct happens.

2.8.6 Summary

This section covered the Whole School Approach with emphasis on the role leadership and management play in holding together all facets of school life so that cohesion can reign. This role includes the personal factors that teachers need to be reminded about to ensure effective teaching and learning takes place in their classrooms; the proper strategies to follow to ensure effective learner behaviour and the school factors that might affect classroom management as well as contextual factors influencing classroom management. The theory of a WSA supporting teachers and leadership and management in upholding an effective classroom management structure cannot be emphasised enough. The holistic development of the individual, which includes physical, emotional, intellectual and spiritual development according to the authors, is influenced by conditions within the school and context of the community. Leadership and management can ultimately hold the key ingredient in terms of whether schools are doing well or not.

2.9 THEORETICAL FRAMEWORK

2.9.1 *Whole School Development*

A Whole School Development framework has been used as the theoretical lens through which to analyse and explain the data as shown in Figure 1. The specific WSD framework that I have use is the one developed by Davidoff et al. (2014). This framework is particularly pertinent because it provides a lens, showing all the elements of the organisation (leadership management and governance; identity of the school; strategy of the school; structure and procedures; technical resources; human resources; culture of the school which including micro, macro, and global context of the school); the dimensions of the functioning of the organisation, as well as all the stakeholders who can link to help understand classroom management from a whole school perspective. In order for the school to function as a healthy organisation, all of these elements must work well together. If these elements do not function well, the school as a whole is affected. Changes in one element will affect the other elements. This eco-systemic framework is congruent with the definition of classroom management that I use. It also provides an analytical lens from a whole school perspective, through which to understand and explain those factors, which teachers identify as influencing their classroom management practices.



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2.9.1.1 The different elements of the school and classroom management

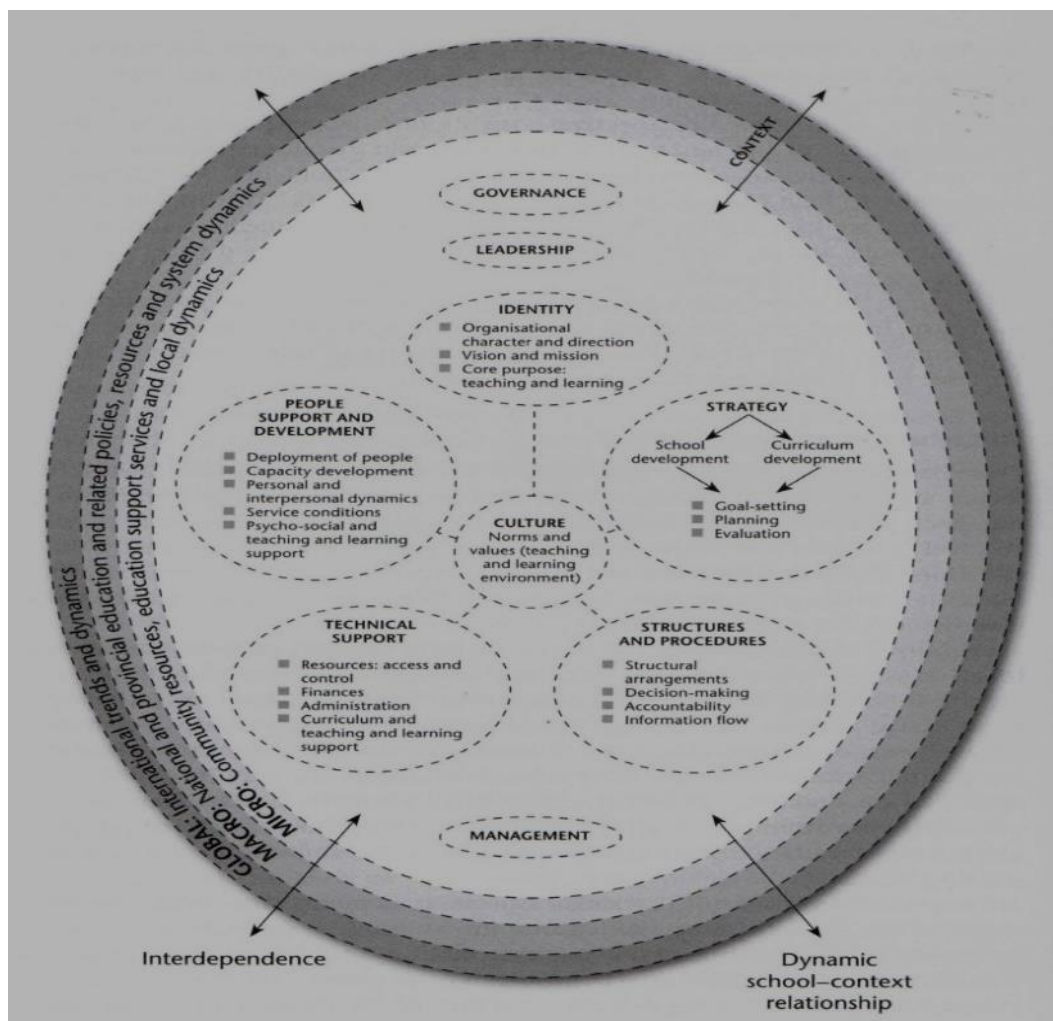


Figure 1: **Theoretical framework of Whole School Development** (Davidoff et al., 2014, p.18)

Figure 1 above represents the different elements of a school as an organisation and their inter-relationships. It will be used to analyse and explain the factors that teachers identify as having an influence on their classroom management practices.

2.9.1.2 Leadership and management and governance

The leadership and management of any school are vital elements for the development and implementation of school policy (Davidoff et al., 2014; Sonn 2002, p.8). We need to know if the current leadership and management are open and able to handle classroom management policy.

2.9.1.3 Identity of the school

The identity and purpose of a school is closely linked to its history and what it stands for in the community (Davidoff et al., 2014; Sonn, 2002, p.4). We must ask the questions: How do we as a school see classroom discipline and classroom management in the school? How are classroom management practices aligned to the values, identity and vision of the school?

2.9.1.4 Strategy of the school

The strategy of the school is connected to the aim it sets for itself, how it plans to achieve this aim, and how the vision, aim and strategy are carried out and evaluated (Davidoff et al., 2014; Sonn 2002, p.4). Again, the following questions must be asked: What will learners, teachers and parents gain from this classroom management policy? How are we going to achieve our goals?

2.9.1.5 Structure and procedures

The above is related to the different departments in the school and the lines of communication between them (Davidoff et al., 2014; Sonn, 2002, p.4). Policy and plans for classroom management will have to be guided and supported by the different departments in the school. We need to find out what structures will be put in place to support classroom management strategies.

2.9.1.6 Technical resources

These entail the physical resources of the school, i.e. textbooks, learning resources, furniture, school buildings, etc., and how they are managed (Davidoff et al., 2014; Sonn 2002, p.4). We need to know what technical resources are needed to implement the classroom management policy and strategies.

2.9.1.7 Human resources

Human resources refer to all the people in the school and outside of the school, i.e. teachers, school management team, non-teaching personnel, learners and their parents/guardians, community leaders, education department officials, service providers, etc. (Davidoff et al., 2014). Davidoff and her colleagues mention five aspects relating to human resources, i.e. “the deployment of people; capacity development (including staff development and appraisal; personal and interpersonal relationships and dynamics; service conditions; and psycho-social and teaching and learning” (2014, p.41). Capacity building, especially along the lines of classroom management workshops for teaching staff, is vital.

2.9.1.8 Culture of the school

The culture of a school reflects the manner in which things get done at the school- it includes the values, norms, beliefs and practices of the school (Davidoff et al., 2014; Sonn, 2002, p.5).

- **Micro context**

The micro context refers to the influence of the community context on the school. Here a focus would be on exploring the relationship between the community values and culture and the school.

- **Macro context**

The macro context refers to aspects such as the regional and national policy and contextual factors which influence the school, such as the policy context; support from the Provincial and National Education Department; key policies and implementation frameworks such as The Care and Support for Teaching and Learning (Miet Africa, 2014); the National Guidelines for the Development of Health Promoting Schools (Sheiham & Watt 2000), and the Integrated School Health Policy (2012) and their influence on school practices would be explored.

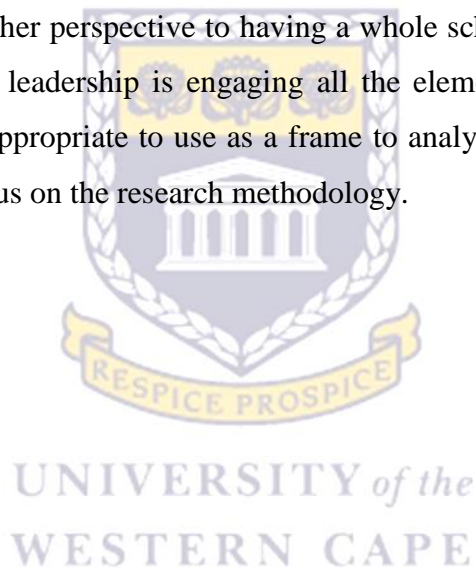
- **Global context**

Global influences, i.e. worldwide trends and vibrant influences also have an effect on schools via policies, e.g. rights of the child, quality assurance, policy and charters (Ottawa Charter, 1986).

Classroom management in its true essence is not simply a way to control unwanted behaviour but must be seen in the context within which the school is located and the context of the school as a whole. This eco-systemic framework thus provides an appropriate lens through which to analyse and explain the interrelationship between factors, which influence classroom management practices at a classroom and whole school level. The function of leadership and management in the school is to hold all the organisational elements together and create coherence between them and their functioning toward the development of the curriculum and the development of the organisation.

2.10 CONCLUSION

From the literature review it has become clear that a number of classroom management strategies have been used to address learner behaviour. More recently an eclectic approach has been used and recent literature shows that a positive discipline or positive management or learner inclusion process is the one that is focussed on. The literature shows also that there is a strong focus on what people call a whole school approach that is being used that involves learners setting up rules and taking responsibility, so that an internal locus of control can be developed. At a leadership level there is the understanding that you cannot think of classroom level management without looking at the role that leadership plays at a whole school level. All the research studies are also showing the importance of engaging the community in order to help the functioning at a school and classroom level. Classroom management has moved from just an individual teacher perspective to having a whole school and holistic perspective with key reference to how leadership is engaging all the elements of school. Therefore, a whole school approach is appropriate to use as a frame to analyse our research cases. In the following chapter I will focus on the research methodology.



3 CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter includes an elaboration of my research methodology, approach and research design, as well as the research sites and sample population and instruments used in data collection. It highlights trustworthiness and ethical considerations in my processes of data collection and data analysis, which informed my study.

3.2 RESEARCH METHODOLOGY

Engaging in a research project entails setting of clear goals and forming clear-cut research questions according to Sikes, Scaife, Hyat, Bathmaker and Pomerantz (2004). The information is then used to gauge the way forward for the research. Silverman (2000, p, 79) states "... methodology defines how one will go about studying any phenomenon", meaning that certain processes or approaches will be more suitable than others to make thorough comprehension of the subject.

3.2.1 *Methodological paradigm*

The methodological paradigm is an interpretive one. The study focuses on entering the subjective world of the respondents in order to understand their reality, context and experiences (Denzin & Lincoln, 2005). The intention of the study was to find out and compare teacher perceptions regarding classroom management in two schools. It explored personal, school, and contextual factors that influence classroom management.

3.2.2 *Research approach*

The ontological framework I draw on in this study is an interpretive one. Ontology is primarily concerned with what is out there, and questions the very nature of what exists in reality, while epistemology questions what you know and how you know it (Saunders, Lewis, & Thornhill, 2007). My epistemological stance is based on the knowledge that exist in the school, which are the teachers own views and their interpretations of the phenomenon. The teacher's views on classroom management and meaning making about CRM are drawn on. Babbie and Mouton (2001) state that qualitative research focuses on the close connection between the researcher and what is being studied, as well as the shared make-up of reality.

This qualitative approach is in line with my intention to explore and understand teacher perceptions of the factors that influence their classroom management practices. According to Poggenpoel (1998), depth and detail are provided by such an approach because it looks much deeper than just mere analyses, and gives an account of the attitudes, behaviour and feelings of participants. It also attempts to avoid prejudice and it clarifies why an individual gave a specific response.

In this research, the world of teachers in their natural surroundings was looked at with the notion of understanding how they managed their classrooms, what strategies they employed to handle the challenges in the classroom, as well as what internal and external factors played a role in affecting their classroom management practices.

3.2.3 Research design

A qualitative comparative case study design is used to explore my research questions. McMillan and Schumacher (2014) postulate that a research design is a detailed plan of how a research project will be embarked upon and provides the foundation on which data should be collected to study the research questions. According to McMillan and Schumacher (2014) the design includes at what time, from whom, and under what circumstances data will be obtained. A vital purpose of the design plan is also to specify a strategy for producing empirical data, which will be important to answer the research question.

Through a comparative cases study design, my aim was to compare the perceptions of teachers around classroom management practices between two public high schools located both in the same historically classified township. The staff of each school consisted of approximately fifty teachers each. These two schools were then compared with each other. According to Swanborn (2013), a key feature to consider when studying a social event using a case study design is that it should take place within the borders of a communal event in its natural context. In addition, the event must be observed for a specified time. The researcher should keep an open mind and be fully guided by the research question as well as the usage of various data collecting tools (Swanborn, 2013).

3.2.4 Research sites and participants

According to McMillan and Schumacher (2014) sampling is that initial search for information-rich respondents, groups, places and events from which sub-units must be selected for a broader study. Purposeful sampling was used in this study. According to Cohen, Manion, and Morrison, (2011), purposeful sampling is where the researcher deliberately excludes the larger population and deliberately includes a smaller population to reach the desired in-depth comprehension of the research problem. Two schools were selected as research sites based on the criterion of excellence at leadership and management, matric results, and the amount of development that was on-going at both schools. The schools were labelled A and B respectively. School B was the school that obtained an over 90% pass rate in the last 5 years, while school A was averaging just below 70%. Good practices at these schools, especially how teachers went about classroom management and dealing with factors influencing their practice, could serve as a yardstick for other 'township schools' in the greater Western Cape Education Districts. I monitored and observed eight teachers in classroom action for six weeks, in addition to individual and focus group interviews, and staff questionnaires. I wanted to develop a deep understanding of classroom management practices and factors influencing it, and since the research was carried out in two natural contexts, I honed in on investigating the significance of different physical and social surroundings affecting classroom management.

A key strength of case studies when observing in the real context is that they serve as convincing determinants of identifying cause and effect (Cohen et al., 2011). According to Flyvbjerg (2011), case studies are thorough and contain more detail, value, and fullness.

3.3 DATA COLLECTION METHODS

I obtained data from the respondents regarding their experiences by means of qualitative methods suggested by Durrheim and Painter (2006). The data collected contained summaries of their knowledge, their experiences and a sense of the investigation at hand. This process allowed me to obtain, a deeper insight, an awareness and appreciation of their beliefs, morals and insights into the phenomenon (Silverman, 2000), which in our case were classroom management practices. Concerning the investigative nature of my research, it was imperative to make use of a variety of ways of obtaining data, as pointed out by Lambert (2012), in order to explore teacher experiences more openly and intensely. I made use of staff questionnaires,

classroom observation, individual interviews, and focus group interviews to obtain data. The data collection instruments are elaborated on below.

3.3.1 Staff questionnaire

A questionnaire is a series of questions dealing with various matters (Van Rensburg, Landman & Bodestein, 1994). It is given to a particular group of individuals with the intention of gathering information or data on an issue concerned. According to Van den Aardweg and Van den Aardweg (1990, p.190), a questionnaire “is an organized question form given to a selection of people (respondents) in aid of acquiring information”. This was also confirmed by Schnetler (1993, p.77), citing the questionnaire as a “measuring tool with supreme impact on the reliability of research data”. A questionnaire is not something that is simply thrown together. Schumacher and Meillon (1993) stated that a well-designed questionnaire can improve the trustworthiness of the data to be easily accepted.

In this study, a questionnaire was administered to staff members of both schools who consented to be part of the study. The aim of the questionnaire was to acquire information regarding teachers’ perceptions of classroom management. The questions were formulated to gauge teachers’ responses to the classroom management issues (Appendix E).

Data collected from questionnaires yielded 35 questionnaires from 49 teachers at school A - only 22 were fully completed. Of the 52 teachers on the staff at school B, 38 questionnaires were received back, with only 28 fully completed. Refer to Appendix E for a copy of the questionnaire. One constraint in administering the questionnaire was the difficulty of teachers to keep to deadlines for completing the questionnaire. This meant that more time and resources had to be spent following up with teachers to ensure they completed the questionnaires.

3.3.2 Observation

Observation consists of the researcher observing and recording behaviour without endeavouring to change the observed behaviour (McBurney, 1994). According to Walsh (2001, p.67), in a participant observation study, the researcher enters the group or situation that he or she is studying. The idea is to ‘get to know’ the situation from ‘the inside’. The researcher needs to try to understand the intention and the meanings of the people whom they

are studying. The ultimate intention thus is for the researcher to gain a much deeper insight into the real 'natural setting' of the group or individual that he or she is observing.

In this study, at least ten lesson observations (of one hour in duration) were undertaken with eight teachers each from the two selected schools. An observation schedule was used (See Appendix D) to observe how they practised classroom management in their respective classes (8 teachers x 10 observations = 80 observations). It must be noted that the researcher first went into each teacher's classroom to familiarize himself with his surrounding without taking any notes, just to get a feel and experience of the classroom.

In this study I took on the role of a non-participant observer, meaning I observed without being actively participating. In order to understand the phenomenon, I entered the social system, while still staying separated from the activities being observed. According to McMillan, detailed written descriptions of what was observed need to be noted, (McMillan, 2000). In this study comprehensive field notes on how the teachers practice classroom management in their classes, were documented throughout the periods observed. I used an observation schedule to ensure that my observation was focused and consistent across all classes observed. The teachers who were observed were told that the researcher was using an observation sheet when in the classroom and that he would be looking at the observation sheet from time to time and making some ticks and notes. They also knew that the researcher was going to watch, observing their interactions and mostly focusing on them while ticking his observation sheet quickly. Refer to Appendix D for the observational reflection tool that was used for observing the eight teachers.

3.3.3 Individual interviews

The aim of interviewing is to assess what is on someone else's mind and since this cannot be directly observed or measured, the researcher must ask questions in such a fashion to obtain meaningful information (Merriam, 1998). Similarly, Seidman (1998) stated that the purpose of interviewing is to understand the experience of other people and to make meaning of those experiences. The prime method that a researcher can use to investigate an educational institution, or process, through the experience of individual people, is to interview those who make up the organization. Walsh (2001) contended that interviews are the same as questionnaires in that they are organized around a series of questions and rely on the interviewees to answer and tell the 'truth' as they see it.

As mentioned above, eight teachers were purposively selected from the two selected schools on the basis that they could supply information relevant to the problem being researched. They had to be the most competent and best teachers who would provide the richest source of information with regards to the objectives of the study. This was done with the help of the curriculum coordinator and the deputies of each school. These teachers were interviewed individually, and these interviews lasted between 50 and 60 minutes per interview, during which very detailed questions were asked that guided the interviewing process. Individual interviews were conducted with those teachers whose classrooms I observed. Individual interviews focussed on deepening my understanding of processes I observed in the classes and crosschecking the data I collected. Refer to Appendix C for the questions asked in the individual interviews.

3.3.4 Focus group interviews

The focus group interview is an open, purposive conversation where the researcher asks questions on a specific topic and where each subject may answer and comment either on the questions or opinions of other subjects or the interviewer (Schurink, Schurink & Poggenpoel (1998). The researcher introduced the topic and then guided the discussion via probing questions. The verbal and non-verbal communications of the subjects were then recorded. Holstein and Gahm (1997) stated that the focus group interview is a qualitative interview, aiming to find out what other people feel and think concerning an experience under investigation. What the interviewees are saying constitutes the data. The interviewees are the specialists on the topic under discussion due to their first-hand experience. Ary, Jacobs and Razavieh (1996) contend that the researcher normally elects the focus group interview as a data collection method due to its pliable and open form. The interviewees were free to answer in their own words – briefly or at length. It is important that the right people be carefully selected for the focus group sessions so that the research questions are answered (Liaputtong & Ezzy, 2005).

Two focus group interviews consisting of five teachers per school were initially intended to be done during the same period when the other data collecting methods were utilised, but due to time constraints they were shifted to take place later in that year. The idea was that the focus group interviews would include both teachers that were observed in their respective classes and teachers whose classes I did not observe. In this research study, focus group

interviews were conducted as an open conversation in which each participant was commenting and asked questions from other participants or responded to comments made by other participants. Refer to Appendix F for the questions of the focus group interview.

Due to the lack of availability of teachers for the focus group interviews, the complete English Department made themselves available for the focus group interview at school A. This in my view gave a bit of a narrow point of view. Having had teachers from a range of subject areas would have provided a greater variety and depth of views.

3.4 PROCEDURES FOR ACCESSING RESEARCH SITES

First, I applied to the Research Ethical Committee at the University of the Western Cape to conduct the research in schools (See Appendix H) and was granted permission to conduct the study. I then requested written permission (See Appendix G) to conduct research in the aforementioned schools from the Western Cape Education Department and was approved by the WCED Research Services (See Appendix I) and confirmed approval with the stated reference 20160726-2678. After permission was approved by the WCED, I then sent letters (Appendix A) to the principals of these schools to obtain permission to do research in their schools. This action was followed up with personal visits to each school to familiarize myself with the sites and to put further measures in place. Each school was tagged for identification purposes, school A and school B. Written consent was obtained from teachers of both schools to participate in the study. The motives and purpose of my research were also explained in a staff briefing at both schools.

3.5 COLLECTING AND RECORDING DATA

According to De Vos, Strydom, Fouche, and Deport (2002) all researchers should plan for the recording of data in a suitable manner that will make analysis easy prior to the start of data collection. The researcher should also consider using triangulation which will ensure trustworthiness. *Triangulation* according to Mouton and Marais, (1992, p. 91) states: “the use of multiple methods of data collection”

In this study, various forms of data collecting tools were used, namely questionnaires classroom observations, individual interviews and focus group interviews. The researcher recorded all his interviews and labelled them as follows: Interviews with teachers from school A were labelled *AI01*, *AI02*, *AI03* and *AI04*. Interviews with teachers from school B

were labelled *BI01, BI02, BI03, and BI04*. Focus group interviews were labelled: *Focus group interview school A* and *Focus group interview School B*. The data from the questionnaires was labelled: *Questionnaires school A* and *Questionnaires school B*. Classroom observation data from school A was labelled: *ACO1, ACO2, ACO3* and *ACO4*. Classroom observation from school B was labelled: *BCO1, BCO2, BCO3, and BCO4*.

The Table 4 below is a breakdown of the different data methods that was used to collect trustworthy data as well as the quantities exposed to each data tool. This also showed the willingness of teachers in challenging areas to still contribute and participate in meaningful studies.

Table 3: Data collection at case study sites A and B

CRITERIA	SCHOOL A	SCHOOL B	DATA TYPE	NUMBER
Questionnaires returned	35 out of 49	38/52	Written	73/101 73%
Questionnaires fully completed	22 out of 35	28/38	Written	50/73 68%
Individual interviews	2 males/ 2 female	2 males /2 females	Verbal	2x4=8
Focus group interviews	1 group of 5 teachers	1 group of 5 teachers	Verbal	2x5=10
Teachers observed	2 females /2 males	2 females /2 males	Highly structured observation	2x4=8

3.6 TRUSTWORTHINESS ISSUES IN DATA COLLECTION

Trustworthiness and rigour are very important issues in the qualitative research process (Rolfe, 2006). Trustworthiness and rigour were built-in through triangulation of the different data sets because it enabled me to check whether certain patterns were confirmed by others or whether there were gaps. So, multiple data collection instruments were built in to ensure rigour but also to check responses across those sets. According to De Beer (2001) the researcher has an obligation to tell the truth and not lie or deceive others. Strydom (1998) stated that deception must be avoided at all costs - withholding information or giving incorrect information to lure participants, who would have otherwise have opted out, should be avoided. In this study, the researcher did not deceive any of the participants. They were

informed about the multiple methods that were used in data collection. In order to ensure that the data collected was valid, I personally oversaw the data collection process and its transcriptions.

3.6.1 Credibility

Credibility refers to the researcher's liability for the whole research investigation and entails keeping a reflective journal, controlling the respondents' data, holding all authority for the research, in addition to preparing for the field research (Strauss & Myburgh, 2002). The main purpose of credibility is to showcase that the study was performed and ensured that the subject was correctly identified and presented (De Vos, et al., 2002).

In this study the research site was visited before the actual start of the research to make the necessary arrangements. This set the foundation for relationship building and trust with the respective schools and respondents. A daily reflective journal was kept of all on-site happenings.

3.6.2 Confirmability

Confirmability is a gauge used to prevent research bias and is very important in terms of trustworthiness in data collection and analysis (Strauss & Myburgh, 2002). Similarly, De Vos et al., (2002) confirm that the researcher must probe whether the findings of the study can be confirmed by another study. In this instance, multiple data collecting tools or methods (questionnaires, classroom observation, individual interviews, and focus group interviews) utilized in this research study helped to eliminate any research bias and in so doing guaranteed that the findings are trustworthy. What this means is that similar studies that use the same methods of data collection and analysis would come up roughly with results that are the same or nearly similar.

3.6.3 Pilot study

For the sake of trustworthiness all data gathering instruments were piloted and reviewed before the study. Staff questionnaires were piloted at three township schools, i.e. Sarepta Secondary in Kuils River, Westbank High in Wesbank and Hector Petersen Secondary in Wallacedene. According to Strydom (1998, p, 179) a pilot study can be seen as a “dress rehearsal” of the major survey. It is identical to the initial planned research but is carried out to a minor extent. Pilot investigations are crucial for precise management of the data.

Opperheim (1992, p, 64) states that running a pilot study enables the researcher to take note of ambiguous and confusing language, and gives the researcher a foresight of the potential outcome. Information that changed in the questionnaire after the pilot was:

- Biographical information question 1.3 on qualifications was corrected to Academic qualification e.g. BA and Hons, and Professional Qualifications, e.g. HDE and PGC.
- Question 2.3 with regards to the learner behaviour on classroom management – another sub question was added to find out the influence of classroom management on learner behaviour.
- Question 2.5 with regards to specific rules or boundaries in place in your class – another sub question was also added here to establish whether those rules or boundaries apply in other teachers' classes.
- Questions 2.11 concerning what single piece of advice would you give aspiring teachers who are starting their teaching career – I made it more specific and added: What single piece of advice regarding classroom management would you give aspiring teachers starting their teaching career?

My observation list was piloted at St Vincent Primary and I found that a section for learner factors should be added i.e. learners coming late, learners not working, learners doing other teachers' work, learners on their phone and learners sleeping. My individual interview questions were piloted among some of my teacher friends who gave me a realistic view of what I could expect to come out of those interviews. This measure assisted in quality assuring the data gathering tools before going into the schools. I tried against all odds to guard to ensure that my personal opinions and feelings did not influence the data gathering process, and also built in processes to guard against negative participant and organisational effects influencing it (Mouton, 2001). I sought to build a rapport of trust with participants, although I had only a short time to come to know them, as well as ensured that they had the opportunity to crosscheck data I captured. Data was gathered at a time and place convenient for maximum participation. These processes sought to enhance the validity of the data I collected.

Where my focus group interview questions are concerned, these were re-arranged and fitted into clusters to hone in on specific areas to establish if the required information would be obtained by the posed questions and if the manner of questioning would be right to gather thorough information. Because I work out of the country, my focus group questions were

piloted with a group of South African teachers(who taught at disadvantaged schools in South Africa) teaching in Saudi Arabia.

3.7 DATA PROCESSING AND ANALYSES

Data analysis is the process that researchers use to clarify the data that has been collected. Boeije (2010) stated that data analyses points to the processing of data to ultimately answer research question. Fossey, Harvey, McDermott and Davidson (2002) referred to data analysis as a process that focuses on constant reassessing, integrating, and understanding data in order to make meaning of the event being studied. For this to happen the data must be broken up into manageable pieces and rebuilt so that it casts light on the research question. This process is not easy and simple and needs to be done many times over to filter the data and produce a meaningful unit as well as an understanding of the event being studied (Savin-Baden & Howell Major, 2013). Initially, I started out using the Miles and Huberman (1994) approach to analyse my data, but at a later stage felt that De Vos et al., (2002) were more appropriate for my study because of the chronological order they follow in analysing data, namely: collecting and recording data; managing data; reading and writing memos; and describing classifying and interpreting data , in addition to representing and visualizing data.

Data sorting and analysis: According to De Vos et al., (2002) data should then be organised in folders, either onto cards or computer folders and then be changed into appropriate text units like words, sentences, and stories for analysis by hand or computer. Various strategies to manage data can be utilised like colour cards or number cards or an index or computer.

In this study, the researcher loaded all data information onto a computer and made use of various colours to identify certain categories and themes, then changed it to appropriate text for analysis purposes. The theoretical framework of the Davidoff et al. organisational elements and the levels of the system from the personal, to classroom, to school, to community, in addition to the literature, helped to establish broad categories as well as helped to sort and label the data. The Davidoff et al. framework consists of seven elements, i.e. leadership and management and governance, identity of the school, strategy, structure and procedures, technical and human resources and culture context of the school. This was the first level of organising and analysis related to the researcher's subsidiary questions.

Reading and writing memos: According to De Vos et al. (2002) this refers to the reading and rereading of data to familiarise yourself with it, in addition to the writing of memos or field notes that transpire to the researcher. Through the process of reading, the researcher is then able to alter and change minor issues to make his reflective notes more manageable.

In this study the researcher read and reread all of the interview transcripts and related data, made notes, and edited minor issues in order for the reflective notes to be more manageable. The data that was gathered from the different data methods was first classified using colour codes to identify the broad categories. The broad categories were then written up on big sheets of paper. Similar ideas and phrases were then connected to form units of themes. These themes were constantly compared with elements of the Davidoff et al. framework, literature and research questions. Due to the fact that data analysis is a continuous process, the researcher had to constantly reflect on the data received, filtered it through the Davidoff et al. framework and different levels, and organise it to discover patterns emerging.

Describing, classifying and interpreting data: This phase lends itself to recording regularities where the setting or people chosen for the study are concerned, in addition to searching for arising categories of meaning, whether it be external divergence or internal convergence (De Vos et al., 2002, p. 344). Classifying of the data refers to the breaking apart of data to scan for categories and emerging themes of information. It is when you reduce or downsize the larger or general themes into smaller manageable sets of sub-themes in preparation for the final story.

In this study, within each of the sets, the researcher found a level of analysis and sorted it using the literature in addition to the WSD approach. This approach (Davidoff et al., 2014) was used as the theoretical lens to assist the researcher in organising and interpreting the data from an eco-systemic perspective. The researcher recorded regularities where people and the setting were concerned in his reflective journal and searched for categories and emerging themes.

Representing and visualizing data: According to De Vos et al., (2002) this refers to the presentation of data in table form, figure form or normal text format to expose categories or themes in the study.

In this study the data was presented in text format as well as diagrams to showcase the main categories and themes of the study. These themes, categories and topics were identified through data analysis, which had an impact on the perceptions of teachers on the factors, which influence their classroom management practices. Refer to Figure 2 in chapter four and Figure 3 in chapter five.

3.8 ETHICAL CONSIDERATIONS

Ethical considerations, according to Tindal (1996) as cited by Lichtman (2013), are a high priority for qualitative research because they involve people interacting with one another and participants sharing experiences with the researcher. Similarly, Strydom, (1998) maintains that researchers are ethically obliged to ensure that they are competent and skilled to undertake the study they have proposed. Before this study commenced I obtained ethical clearance from the University of the Western Cape. According to the UWC Research Policy (2009, p. 43), all research conducted by students or staffs needs to conform to the ethical guidelines stipulated in this policy i.e. ‘...as those laid down in the Declaration of Helsinki...’, especially the last three guidelines, i.e. ‘Informed consent, Confidentiality/Anonymity, Veracity- [truth telling]’ (2009, p.43). My research adhered to these guidelines.

In accordance with the research policy of the Western Cape Education Department (WCED), consent to do this research was obtained from the director of Research Services at the Western Cape Education Department before the study commenced (See Appendix, I and J).

After teachers were briefed about the research study, consent forms were issued to all those who indicated willingness to participate in the study. Written consent was then obtained from the school principals and teachers to conduct interviews and to do classroom observations (see Appendices A and B for the information sheet and consent forms for this research).

Throughout the study, conscious efforts were made to maintain confidentiality and protection from harm. Participants were assured of their anonymity and the confidentiality of information as well as of the fact that all information provided by participants would be used solely for the proposed research and would be securely stored away out of the reach of public scrutiny to ensure privacy for all teachers involved. Where the school is concerned, findings will be used appropriately, as will their reporting and distribution.

3.9 CONCLUSION

In this chapter, the methodological paradigm was described and presented in full detail. The research approach, research design, trustworthiness in data collecting tools, data gathering tools and procedures, selection and sampling, data analysis and interpretation, in addition to the ethical considerations of the study, were discussed. The usage of various data gathering procedures and how they can be incorporated to build evidence was presented. In the following chapters four and five I will present my research findings and discuss them in relation to related literature.



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4 CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION OF FINDINGS IN SCHOOL A

4.1 INTRODUCTION

This chapter presents and discusses my analysis of data from school A in relation to my research questions. It highlights teacher perception of the deep-seated nature of factors that influence classroom management. In chapter five the discussion of findings for school B are presented using a similar structure and format. In chapter six I will compare and contrast the findings from these two schools and discuss the findings in relation to the literature as well as the WSD framework.

This chapter begins with a short description of the school community context where both schools are located. A description of school A is then provided. A visual diagram to help familiarize the readers with the key categories and themes identified in the data regarding the classroom management strategies teachers' use follows this. Three key categories are personal, school and contextual factors influencing classroom management practices. The presentation of the data is informed by the elements in the Davidoff et al., (2014) school organisational model showing the school as a system within the broader community and macro context. I organise the presentation of my findings drawing on this systemic framework. This builds from the micro level of the teacher and the classroom, extending to the meso-level of the school and then to the macro-level of the school community context. A summary of key findings is presented under each key systemic level.

At the end of this chapter a summary of all findings are analysed in relation to the elements of the Davidoff et al. theoretical framework. This model helps to highlight the interrelationship between the key elements in the school in supporting classroom management.

4.2 CONTEXT OF AREA WHERE SCHOOLS A AND B ARE SITUATED

The two schools are situated in a low-income area, inhabited mostly by black African and so called 'coloured' people. This area has a high unemployment rate. A large proportion of the families in this community are women headed households who are struggling to make ends

meet. Most of the housing in this area is government subsidised or built. A large proportion of these houses have backyard dwellers that live in makeshift homes called a ‘mokhukhus’.

This area is also characterised by being gangster ridden, with taverns and merchants selling liquor and various drugs to learners. Substance abuse is evident among some of the youths in this area. Some learners have been identified as coming to school under the influence of these substances – ultimately affecting the classroom management of the schools in this area. AQ20 stated, *“Majority of learners come from the townships. They are faced with many struggles such as gangsterism, drinking, smoking, drugs, teenage pregnancy and poverty.”* AQ16 concur by saying, *“High number of places selling alcohol... Adults that are dating school children... lack of parental involvement... high pregnancy rate among learners...”* The dropout rate of learners in this area is also a major concern for the local police.

There is a great migration of people from the Eastern Cape into this area, to the extent that the population in the area where the schools are situated has doubled in the last four years. Increases in learner population totals meant that more schools had to be built – for this reason, school B gave birth to school A because of a surplus of learners at school B. There area number of socio-economic challenges in the community surrounding the school, which have an impact on classroom teaching and learning and related classroom management practices.

4.3 CONTEXT OF SCHOOL A

School A was established on 1st July 2001 due to the high learner totals at school B that was established in 1998 (your typical mother/child scenario). Both schools serve the same community. The infrastructure of school A is very good because it is a fairly new school with the latest building style. However, although it is a young school, it looks run down and has poorly maintained gardens and littered school fields.

Although school A is young in nature, it acts as a mature school with the full complement of grades 8 to 12. It has its own character and is in big competition with school B and other schools in keeping numbers up and excels in all areas, i.e. academics and extra-mural activities like sport, choir, drama cross-country and athletics. According to CEMIS (an annual school census), the number of learners at the school in 2017 was 1714. Of this total, 1152 were females and 558 were males. The school has 49 teachers of which 20 are females

and 29 are males respectively. Only seven of the 49 teachers live in the area. The school has 12 non-teaching staff of which five are interns and are paid by the principal. According to WCED results, the average matric pass rate for school A over the last five years is sixty eight percent. The experience of teachers in years of teaching ranged from five years to thirty-five years.

4.4 SUMMARY OF KEY CATEGORIES AND THEMES

In the section below, an analysis of the data from school A is presented. Data was analysed using the process described in the methodology section. Three key categories and four sub-categories as well as related themes surfaced from the data, as shown in the visual presentation Figure 2 for school A. Figure 2 depicts the factors influencing classroom management practises on a micro level, i.e. personal factors, as well as on the meso-level of the school looking at school-related factors. The macro level of the school, which shows contextual factors influencing classroom management practices, follows this. Figure 2 presents a summary of key finding which are elaborated on below.

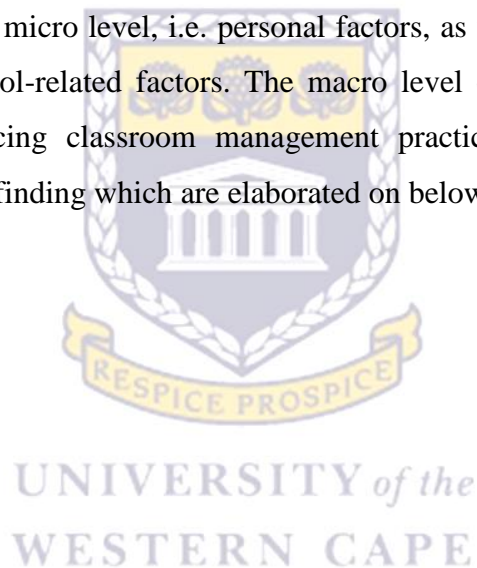
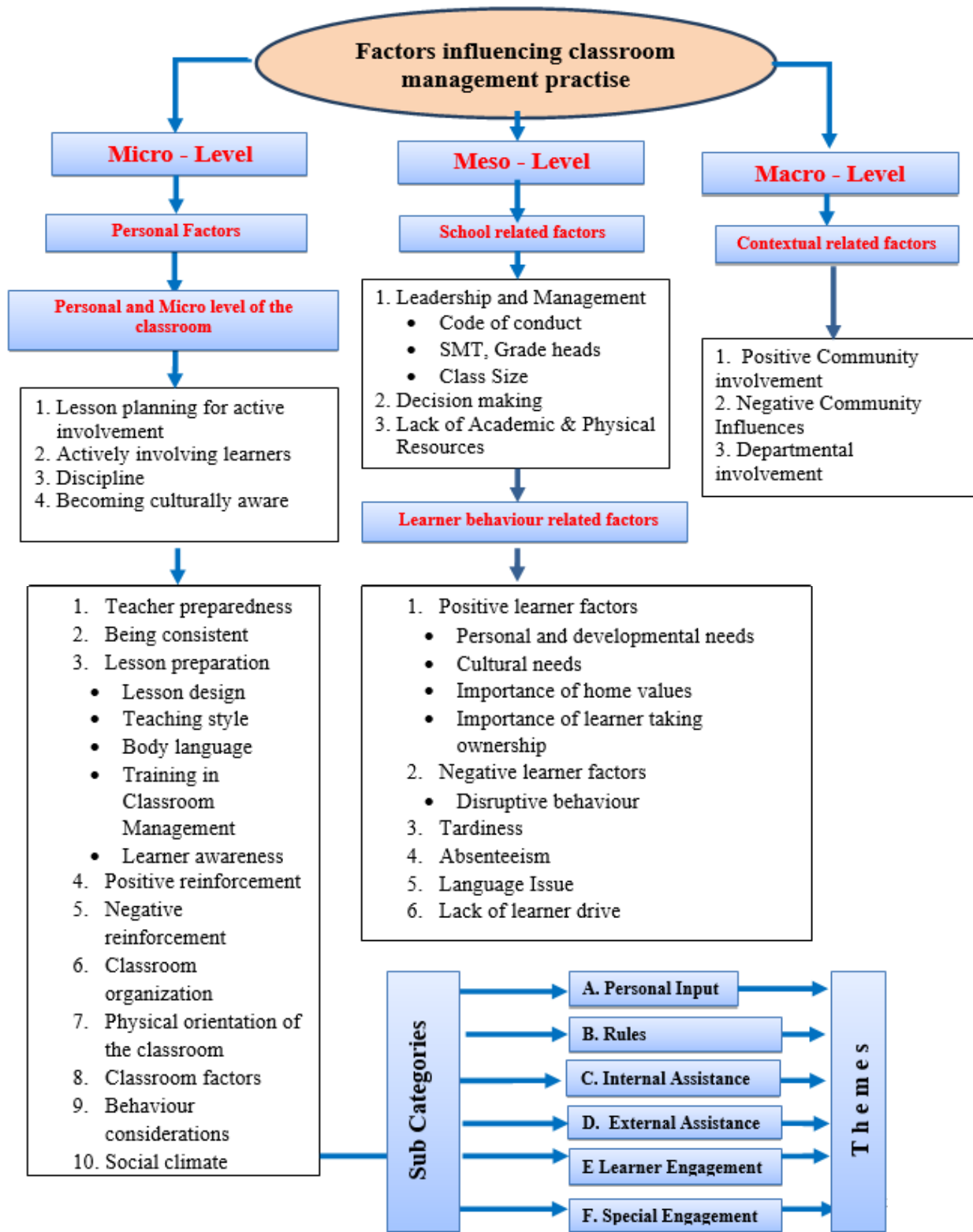


Figure 2: Findings of micro, meso and macro levels of the teacher in the classroom in school A



4.5 PRESENTATION OF FINDINGS

The findings in this section are presented under categories, sub-categories and themes related to key research questions of what classroom management strategies teachers use; how the teachers feel about the effectiveness of their classroom management strategies; what teachers' perceptions are of the influence of learner behaviour on classroom management strategies, as well as the personal, school and contextual factors influencing classroom management practices.

A summary is provided of key patterns that emerged and a brief discussion of some of the trends is made. The chapter will conclude with an overall summary in relation to the key research questions as well as the element of the WSD framework (Davidoff et al., 2014).

4.6 PERSONAL AND MICRO LEVEL OF THE CLASSROOM

Within this category of the micro level, the teacher and the classroom aspects that influence classroom management are presented. This category has a number of sub-categories, i.e. strategies currently used in the classroom, beliefs system of teachers, and personal factors in the classroom with related themes. These findings answer key research questions one, two and three, namely: What micro management strategies do teachers use? How do teachers feel about the effectiveness of their management strategies? What is the influence of learner behaviour on those management strategies in the classroom?

4.6.1 *Classroom Management strategies currently in use*

In my analysis of data, there were six key strategies that emerged from the data under the following sub-categories and answer my first research question: personal input, rules, internal assistance, external assistance, learner engagement and special engagement. Each of these aspects is elaborated on below.

4.6.1.1 *Personal input*

The themes that emerged under this category are being prepared, being punctual, being disciplined, being a motivator and being consistent.

- **Theme 1: Being prepared**

Being prepared as a teacher includes: teachers need to be punctual, organised and good planners; all required worksheets and academic activities needs to be in place the moment

learners step inside the classroom; disciplinary measures must be in place in case learners step out of line; learners need to see and know that their teacher is prepared for work; learners also need to feel the empathy from the teacher and know that they are special and the teacher is taking notice of them. Being prepared also means, that learners will be exposed to state of the art lesson presentation via the latest technology. This is demonstrated by comments like AQ5 who noted teachers must be, “*Good planning, preparedness of the educator, discipline of learners*”. AQ7 cited, “*come to class prepared and know your learners*”, AQ12 noted that proper planning beforehand should be done to keep learners busy with activities. AFG5 said, “*To be prepared in class. You must be fully prepared when you going to class...*”

The findings from teachers interviewed at school A show an agreement among them on important traits of preparedness. Being ready means: your learners line up and you receive them outside your classroom; they enter your classroom in an orderly fashion; your classroom has been totally organised and prepared for the day; your activities have been copied and set aside, ready for distribution; there are extra activities for the fast learners; learners are kept busy constructively and discipline measures are in place.

- **Theme 2: Being punctual**

The findings show that 41% of teachers interviewed noted the importance of punctuality that includes: the teacher receives the learners outside the class/learner’s line up orderly outside the class before going in, and learners need to see a good example of teacher punctuality in order for it to rub off onto the learners. This was illustrated by AQ3 who said, “*Be punctual in the class and be prepared...*” When asked what were some of the things that aid classroom management, AQ10 answered, “*... punctuality and educator being well prepared.*” AQ12 stated further, “*punctuality rule, and no noise rule*”. AFG2 had this to say about punctuality, “*Even the one of punctuality. We are using the system of class teaching, whereby the learners move around to come to the class...*”

Teachers interviewed at school A agree on the importance of being punctual as a teacher. They feel that a teacher needs to be punctual and prepared. Being punctual goes hand in hand with good time management skills. If teachers are punctual then learners can observe the practice and follow suit.

- **Theme 3: Being disciplined**

According to the findings, being disciplined includes: teachers need to exercise good self-discipline when it comes to teaching, and the job entails thorough planning and being totally prepared in addition to disciplining of learners. Factors that make being disciplined easier are availability of teaching tools, being prepared and a good work ethic. Being disciplined also means operating effectively and efficiently where discipline of learners is concerned. To illustrate this, AQ8 noted, “*Being disciplined yourself as the teacher...*” is important. AQ10 said, “*Discipline, punctuality and educator well prepared*” while AQ12 noted, “*Teacher is totally organised... punctuality...preparedness and discipline.*” In summary, teachers need to be discipline beings in order to make a difference in their classes. They need to be totally organised, on time, and have a great work ethic as well as being self-disciplined.

- **Theme 4: Be a motivator**

The findings show that being a motivator includes: teachers need to have an insatiable desire to encourage learners irrespective of the negative feelings and attitudes coming from learners; encouragement must not be periodical but continuous. Encouragement includes: learners to do the right thing and adhere to the rules of the class and school. This is shown by AI04 who cited, “*That’s why it’s so important for you to actually put that into account or in their mind-set by means of still trying to encourage them...*” AQ9 and AQ17 noted that teacher must constantly motivate learners.

In summary, teachers interviewed at school A felt that there should be a ‘continuous’ flow of ‘motivation’ toward learners in order to boost their morale. They also felt that it is important to encourage learners to take responsibility for their actions. Even though learners may not perform up to standard, teachers should still encourage them.

- **Theme 5: Be consistent**

Findings show that being consistent includes: Teacher to be consistent in conveying rules, regulations, and expectations constantly to the class; teachers need to be firm – learners must never get the feeling that the teacher is getting soft. This is demonstrated by AI01 who noted, “*... Be consistent on what you are doing and also not just being consistent but also to revisit what you have said to those learners...*” AI02 echoed the same sentiments when stating, “*You cannot shy away from learners, thinking you are doing them a favour not to share your expectation...*”

In summary three teachers were of the view it is vital to be consistent in your daily interactions with learners, especially through your words (be a person of your word) and calls for someone with backbone - not shying away from the truth, thinking that you will do learners a favour if you don't share your expectation with them.

4.6.1.2 Rules

The themes that emerged under this category are setting rules, boundaries and expectation; bringing rules into remembrance and follow instructions.

- **Theme 1: Setting rules, boundaries and expectations**

The findings show that setting rules and expectations include: teachers laying down rules, regulations and expectations on the first day of the school term; learners should know what the dos and the don'ts are; teachers identify rules to create a sense of stability; no rules in your class are associated with chaos. What came out prominently from teachers' responses was the importance of not only sharing rules but also what happens when breaking those rules. Holding learners accountable for their actions and setting rules with the learners to build ownership were identified as important aspects of classroom management in the data. The following comments from teachers reflect these sentiments:

AI02 of school A noted, *"The first thing that you as a teacher must do is to lay down clear ground rules so that they waste no time when they enter your class. This is what should happen on the first day you meet your new learners."* AI03 cited, *"Yes all my learners are aware of my rules from day one. I share my rules on the first day of the year..."* AQ2, AQ10, and AQ18 noted, *"First time I remind the learners of the general rules whenever such behaviour occurs..."*

In summary teachers are in agreement that rules should not just be put in place by the teacher (top down) but a process of collaboration should be followed by involving learners in the decision-making process. To top that, learners has to know the consequences of breaking any rules as well as the benefits of upholding any rules.

- **Theme 2: Bringing rules into remembrance**

The findings from the data show that bringing rules into remembrance includes sharing of the rules and expectations should not be a once off statement but a process; rules need to be posted on the walls for learners to see and be reminded. This was illustrated by the following

comments: AI04 said, *“Well with regards to...there’s a set of rules in my class...poster on my wall and secondly it’s also when they started, I informed them about my rules as well”*. AQ18, mentioned, *“Encouraging learners to adhere to them at all times...”* AQ19 said, *“I believe in consistency ... but the learners should know the rules and which consequences applies.”*

In summary, teachers interviewed felt that it is imperative that intensive research on rules and consequences be done. They also need to teach the rules to the learners as a lesson so that learners could have a good understanding and grasp for the implementation. They felt that consistency was important to remind learners of the set rules.

4.6.1.3 Internal assistance

The themes that emerged under this category are: referring learners to the SMT and HODs and detention.

- **Theme 1: Refer to senior management team/grade heads**

The findings show that referring learners to the office include learners being a disturbance in your class or out of control. All serious offences should be referred to the office – even to the SGB; parents to be informed in severe cases where hearings are to take place. This is demonstrated by the following comments:

AQ16 stated that if learners disturb your class, they would be sent to the grade head or grade coordinator. AQ15 agrees with AQ16 by saying, *“Learners who misbehave, we sometimes refer them to the register teacher or the grade heads. If it is serious offences, learners might appear before the SGB. In most instances parents are informed to be present at disciplinary hearings.”*

In summary, the data shows that four teachers have support in the form of SMT members; HOD and grade heads have to deal with or handle challenging learners.

- **Theme 2: Detention**

According to the findings, teachers interviewed noted that detention is a good deterrent, instituted by the school or teacher to clamp down on lesser infringements and unruly learner

behaviour. This is shown by the following comments: AQ04 mentioned, “*minor punishment e.g. detention*”. AQ03 cited, “*Referring them to the grade head for detention...*”

This theme emphasised the importance of following through with your set rules in a consistent manner. If you step out of line, then a consequence might be detention.

4.6.1.4 External assistance

The themes that emerged under this category are: call on external stakeholders for support, and calling on parents for support.

- **Theme 1: Stakeholders**

The findings show that outside help can be sourced for learners’ aid through the school psychologist, social services, local police station, local day hospitals and even NGOs. AQ21 mentioned that learners with problems should be sent to outside agencies for help, “*school social worker and school psychologist.*” The data shows that one teacher noted support in the form of stakeholder intervention to deal with challenging learners by referring them to the school psychologist or social worker.

- **Theme 2: Calling parents**

According to the data findings, calling the parents includes: getting in contact with or calling parents or guardians to intervene with learner misbehaviour. This was illustrated by: Five teachers noted the importance of involving parents and guardians to intervene in times if learners are causing trouble at school. AQ10 mentioned, “*Parents are called in if there’s a behavioural problem*” AQ07 cited, “*Parent reporting and referral to principal.*” It was concluded that at least five teachers at school A cited that they have support in the form of parent involvement to intervene, support or to deal with challenging learners.

4.6.1.5 Learner engagement

The themes that emerged under this category are: raising the hand to speak; respect; do your homework; no talking while lesson is in progress; no walking around; no fighting; no cell phones.

- **Theme 1: Raise hand if you want to speak**

The findings show that raising your hand to say or ask something is important to create a sense of order and discipline in the classroom. This gesture speaks of respect and honour for the next person. This is illustrated by comments such as: AQ01 who noted the importance of procedures in the classroom to instil order, *“Learners put up their hands to get permission from the educator to speak.”* AQ19 echoed the same as AQ01 when stating, *“raise your hand before speaking or getting up...”* This theme emphasises the importance of following through with your set rules in a consistent manner.

- **Theme 2: Respect**

The findings show that being respectful includes: learners should have respect for themselves and for their teachers and fellow learners. This was demonstrated by the following comments: AQ03 noted respect as important to foster relationship between teacher and learner, *“Obey the teacher and respect other learners”*, AQ09 agrees with AQ03 when stating, *“Respect to one another and acceptance of individuality...”*

Respect also links to teachers need to be respectful towards learners, and try to build relationships between them and learners, where mutual respect is the foundation. If learners have respect, it might just filter through to have respect for what they learn and eventually respect for the institution providing the learning.

- **Theme 3: Do your homework**

The results show that doing homework includes: doing class work, doing homework, handing assignments in on time and coming to class prepared to work. This is showcased by the following comment: AQ03 noted the importance of completing homework tasks by stating, *“Do your class work and home work and meet deadlines...”* Two or three teachers noted that they do not give homework anymore because learners are copying from one another.

This theme emphasised the importance of following through with your set rules in a consistent manner.

- **Theme 4: No talking while lesson is in progress**

The findings show that this is one of the major irritants in lessons – the fact that learners cannot stop talking during lessons. This includes no talking while the lesson is in progress and no unnecessary noise levels allowed. This is shown by the following comment: AQ11 mentioned the fact that learners need to be silent during teaching time, “*Learners are not allowed to talk in class while I’m teaching.*”AQ20 echoes the same sentiments by saying, “*No excessive noise levels...*”

The emphasis is again on following through with set rules and standing firm on your expectation for teaching in a noise-free situation.

- **Theme 5: No walking around**

The result showed that walking around, in or out of the classroom while the lesson is in progress is unacceptable. Also doing the latter without permission from your teacher is unacceptable. This is illustrated by teachers’ comments: AQ11 stated that learners walking around cause a great disturbance, “*learners do not go in and out without permission...*” AQ20 agrees with the previous teacher when stating, “*No walking around in my classroom while teaching is taking place...*”

Two teachers note the importance of teaching in an environment where it is conducive to teaching with no disturbance. The emphasis is again on following through with set rules and standing firm on your expectation for teaching without little irritations that affect your lesson.

- **Theme 6: No fighting**

The findings show that fighting in the classroom or school for that matter is totally forbidden. The strategy of campaigning to “keep hand and feet or objects to yourself” seems to work for a few teachers in addition to reading the stipulations of the code of conduct to the learners. This was demonstrated by the following comments: AQ19 emphasised the importance of not engaging in fighting. AQ19 states, “*keep hands, feet and objects to yourself...*”AQ21 took it back to policy to remind learners about the rules, “*read code of conduct of the school...*”

This theme also links with following through with your set rules in a consistent manner by reminding learners of the rules of your class and the school as set out in the code of conduct.

This also speaks of the importance of knowing the code of conduct of the school as this gives you the knowledge and confidence to cover yourself and your learners.

- **Theme 7: No cell phones**

The results show that no cell phones include: no cell phones are allowed at the school; if you are caught with your phone, it will be confiscated and given back after three months. Some learners have exploited the situation by playing teachers against one another where the phone issue is concerned because some teachers allowed learners to be on their phones while others did not. Comments ranged from: AQ20 made it clear that no cell phones are allowed at school. AQ02 echoed the same when stating what is actually going to happen if you are found guilty, *“Mostly general rules implemented by the school along the lines of curbing learners using cell phones. Phones are taken ... given back after 3 months...”*

This theme emphasised the importance of following through with your set rules in a consistent manner. It encourages teachers to act promptly when rules are not followed and execute consequences when needed.

4.6.1.6 Special engagement

The themes that emerged under this category are allowing learners to take the initiative at times; seating girls separately from boys; targeting the ringleader.

- **Theme 1: Let learners take the initiative at times**

Letting learners perform teacher duties was found by some of the respondents to be an effective classroom management strategy as it builds learner self-confidence and boosts morale. Teachers mentioned that learners are very intrigued by their peers presenting or being in charge of some portfolio in the classroom. It shows learners that they can also perform those duties and act responsibly. This is demonstrated by a teacher comment: AQ14 noted that teachers should allow learners to take the initiative in order to own their situation, *“make the learners responsible for everything that is in the class. Make them feel part of the class...”*

In summary, this theme also links to learners being given the space to take the initiative and be responsible for certain things happening in the class. By doing this the learners feel a sense of ownership.

- **Theme 2: Seating girls separately from boys**

One teacher noted that this is one strategy that works for him - by separating the learners along gender lines. AI04 noted that what helps him is to seat his classes according to gender, *“I separate the girl from the boys. I did this because I wouldn’t want them to distract one another, realistically the girls and the boys of today are way more advanced than previous generations and they can get quickly distracted from the opposite sex...”* This according to him is done to limit the sexes from distracting each other and, if there is an issue, he can direct it to one section of the class without blaming the other side.

- **Theme 3: Targeting the ring leader**

The results show that targeting the ringleader to defuse possible chaos in the class is a good strategy to follow. The following comment by AI04 mentioned, *“Normally you will have to look who is the most disruptive and you have to target that individual because most of the time it can just take one individual that can influence five other learners. However, the moment you address the ringleader, the most disruptive person in the class, automatically the others will follow suit...”* According to him targeting the leader and dealing severely with him or her strips that person from the power to influence the rest of the class.

4.6.2 Summary and discussion of findings

In school A the key classroom management strategies teachers use are personal input, learner engagement, rules, internal assistance, external assistance and special engagement. In this section, I presented a summary of the findings of my key research questions, which will be, discuss in relation to the literature in chapter six. Table 4 below provides a summary of the key classroom management strategies those teachers in school A use.

Table 4: Key strategies in school A

	Categories	Relevant Themes
1.	Personal Input	Being prepared / Being punctual / Being disciplined / Being a motivator / Being consistent
2.	Learner Engagement	Raise hand / have respect / Doing homework / No talking in lesson /No walking around / No fighting / No cell phones during lessons
3.	Rules	Setting of rules / Bringing rules into remembrance / follow instructions

4.	Internal Assistance	Refer to SMT, grade head and HOD / Detention
5.	External Assistance	Contacting Stakeholders / Contacting parents
6.	Special Engagement	Using learner initiative / Reorganise seating arrangements / target ring leaders

In school A, the key strategies are personal input; learner engagement; rules; internal assessment; external assessment and special engagement. The table provides a summary. There was an order of dominance because not all teachers were drawing on all six categories. The rules setting category was the dominant one, followed by personal input and learner engagement. The picture that is emerging from the table above is that there are notions of teachers trying to contain the learners by introducing strategies that will help learners cope with the situation in the classroom. In the next section I will look at how teachers feel about the effectiveness of their CRM strategies, which will be followed by a discussion.

4.6.3 How do teachers feel about the effectiveness of their classroom management strategies?

In summary, the data presented showed that teachers come up with many strategies to address learner behaviour. According to the findings from teachers interviewed, it is evident that teachers are frustrated by waiting on management to come up with plans of action regarding issues in the classroom, so they take matters into their own hands - they contact parents themselves regarding behaviour issues of learners instead of working through HODs and grade heads; they contacting other schools for resources and guidance where subject matters are concern. They implement rules that at times go against the school (like putting learners out of their classrooms) and the Education Department (protocols and policies), especially regarding teacher abuse. The Education Department is there to support the learners if abused, but if teachers are abused they must lay criminal charges against the learner so some teachers are becoming a law unto themselves because of frustration, which leads to constant confrontation with management.

4.6.4 Discussion

Most teachers interviewed at school A feel that the reasons for such stringent classroom management strategies can be linked to learner misbehaviour and discipline problems. This statement is because teachers spend a lot of time and effort to establish safe and conducive environments where teaching can take place without any disturbances. They have to orientate

themselves to securing good classroom organisation, while still juggling so many things in the classroom and still have to teach. They must control all of the processes happening in their classes in order to ensure a smooth flow of class activities without any problems. They are under pressure of being prepared all the time and knowing that everything must be in place the moment they step into the classroom. The pressures of being a role model and having to exhibit good leadership qualities that should rub off on learners can be overwhelming. The importance of setting in place rules, regulations and procedures in order for learners to acknowledge you as the authority in the classroom tends to be stressful. Teachers need to consciously build relationships between themselves and learners by knowing the backgrounds of learners. They are constantly under pressure to exhibit fairness – as in taking a democratic stance when drawing up the rules and boundaries by acknowledging learners’ feelings and allowing them to have a say in the process.

4.7 HOW TEACHERS FEEL ABOUT THE EFFECTIVENESS OF THEIR STRATEGIES

An analysis of the data on how teachers feel about the effectiveness of their strategies draws on the belief systems of teachers as well as their views about what makes strategies effective.

4.7.1 *Belief system of teachers*

The key themes that are emerging from the data under this category are: the lesson planning for active involvement in class; actively involving learners via differentiated teaching and learning and implementing discipline measures.

- **Theme 1: Lesson planning for active involvement in class**

The findings show that lesson planning for active involvement in class includes: The importance of control in order for effective teaching and learning to take place; and teachers need to be able to manage the teaching aspect as well as know how their learners are learning. The importance of teacher encouragement for learners to be more responsible is also emphasised – this can ultimately lead to a more disciplined learner.

Eight teachers out of twenty-two according to the questionnaires felt that classroom management means to control your class for effective teaching to take place. AQ17 noted, “*Being able to manage learning and teaching effectively. Encouraging learners to take*

responsibility for their learning, their work and themselves, instil a sense of self-discipline so that I do not have to always be a dictator...”

In summary, the findings from teachers interviewed shows that it is important to engage learners in effective teaching so that learning can take place. They also feel that learners need to come prepared to class. They must be responsible enough to do the preparation at home before stepping into class (be responsible to take ownership for their own learning), and then they must engage with the activities in the class in a responsible manner that will exhibit self-discipline on the learner’s part. The data reveals the importance of teachers being in control of all the processes that are happening in the class in order for class activities to flow smoothly without any hiccups, but a major part of that control is dependent on learner self-discipline and self-awareness for the processes in the classroom to flow smoothly.

- **Theme 2: Actively involving learners - differentiated teaching and learning**

According to the findings, actively involving learners includes: establishing an educational environment in their classrooms; teacher preparedness is important, but also learner preparedness – learners must know what to do and what to expect when they come to school; teachers’ presentation of subject matter using different methodologies; and the importance of establishing rules in the classroom to control behaviour of learners. This was illustrated with comments like that of AI03 who believes that classroom management in general is everything that happens in the classroom. The teacher said, *“Your teaching, your learners and what they are doing, your classroom orientation, how you manage your learners in your classroom so that it can make your job as a teacher easy. It’s the establishment of an educational environment where learning can take place...”* AQ02 noted not only must teachers be prepared but learners should be prepared as well, *“Every learner must be present in the moment and engaging in the lesson when I’m teaching...”* AQ18 noted that teachers must use teaching methodologies that will accommodate everyone, and ensure that learners know what they are expected to do. AQ04 felt that where lesson presentation is concerned, teachers must be the masters of the subject content, and try to adopt exciting teaching methodologies.

In summary establishing a safe and conducive environment is important for actively involving learners, especially learners with different learning abilities. The classroom organisation and how you orientate yourself while busy with the teaching process in the classroom are of utmost importance to stress free teaching. The teacher being the role model

and a good example and exhibiting good leadership qualities for the learners to follow are also emphasised. The findings reveal the importance of being totally prepared as a teacher and knowing that everything is in place the moment you step into the classroom in order for effective teaching to take place.

- **Theme 3: Implementing discipline structures and measures**

The findings show that implementing discipline has to do with: the setting of rules; establishing of boundaries; handling of misbehaviour issues in order for effective teaching to take place; control and taking charge of your classroom; the teacher is the recognised authority in the classroom; and the teacher is knowledgeable of processes and knows the background of all the learners stepping into the classroom. In addition, a good relationship or bond exists between the teacher and the learners. The teacher is always prompting learners to be responsible and to take ownership of the classroom and their situation. This was demonstrated by twelve out of twenty two respondents who said that it has to do with discipline in its true form, from establishing rules and expectations to dealing with misbehaviour of learners. AQ19 and AQ20 said, “*Managing your class - how you as the teacher deal with misbehaviour - measure that it is in place for you to be able to teach effectively...*” AI01 believe that classroom management simply means that you are an authority in your classroom. AI02 contend that it is the teachers responsibility to make sure that he or she manage the learners - in order for the learners to feel safe and free in your class.

In summary, the data shows that teachers need to take charge of their classrooms and manage all the activities that are happening there and be the authority in the classroom. Rules, regulations and procedures need to be set in order for learners to acknowledge the authority of the teacher. The importance of relationship building between teacher and learner comes out strongly with a great emphasis on knowing learners’ backgrounds. What emerges is that teachers need to be knowledgeable of processes in the classroom and take a democratic stance when drawing up set rules and boundaries – acknowledging the feelings and voice of learners. Always prompt learners to be responsible and take ownership to strive for better achievements.

- **Theme 4: Becoming culturally aware**

The findings show that an awareness of learners’ cultural background on the teachers’ part can enhance the interpersonal relationship with learners. These include becoming aware of

learners' backgrounds as they are different - what is acceptable for the one might not be acceptable for the next person. This is demonstrated by AI04 acknowledging the importance of teachers' awareness of cultural needs of learners by stating, *"We must understand that with different learners might have different cultures so for some they might find it fine if I'm shouting from one end of the class, while other that comes from another culture might see it as offensive. So it's very important in that case..."*

In summary, these also link to: teachers are exposed to different learners who come from different cultural backgrounds. For them to make an impact or gain the cooperation from these learners, they have to know the basic cultural backgrounds of these learners. What is emerging is a total awareness of the advantages of being culturally sensitive towards learners (and use it as a strategy) and how to properly address them in order not to humiliate them, but to build bridges of communication to strengthen their relationships.

4.7.1.1 Summary and discussion of finding

In school A, the key perceptions of how teachers felt about the effectiveness of their classroom management strategies were based on their belief systems. The key themes drawn from this category was: lesson planning for active involvement; actively involving learners, and implementing discipline structures and measures. This category linked to all four of my key research questions.

What follows is a summary of data from the themes, pinpointing under each of the four research questions the information relevant to that research question.

1. What classroom management strategies do teachers use? The strategies that flowed from the findings across themes highlighted the ability of the teacher to know and control the processes in the classroom in order to teach effectively. They must constantly encourage learners to be responsible and to take ownership, establish a safe and educationally sound environment, and develop teaching rules and expectations for learners to combat discipline problems. In addition, they must know the cultural backgrounds of learners.

2. How do teachers feel about the effectiveness of their classroom management strategies? Teacher beliefs about the effectiveness of their classroom strategies were very low due to the following reasons: Misbehaving learners and challenging attitudes are on the

increase which downgrades their belief in encouraging learners; the belief in being totally prepared the moment you step in class (expectation from school management and the Education Department) puts so much pressure on teachers that it leads to frustration and burn-out; believing in your abilities in employing different methodologies are quickly down rated when you don't get the cooperation of learners; and being confident in your ability as the authority in the classroom is always questionable because of the constant onslaught of challenging learner behaviour. Therefore, the idea of being the role model and good leader for your learners to follow are soon diminished when you do not get the necessary support from your leadership and management team.

3. What are teachers' perceptions on the influence of learner behaviour on classroom management strategies? Teacher perceptions of the influence of learner behaviour on classroom management are: Learner misbehaviour is on the increase, and strategies that are more effective must be implemented to lessen the influence of negative behaviour on classroom management. These include: exercising control over learners in order to teach effectively; instilling a sense of discipline among learners; knowing how your learners are learning and comprehending information; and knowing that growing responsible learners will lead to more disciplined learners. Learners being prepared and taught at home will lead to lessons running smoothly. If learners know the rules and expectations, this should lead to more disciplined learners and lessons without chaos, and the impact of rules on the behaviour of learners will lead to better classroom management.

4. What are the personal factors influencing classroom management practices? The factors that flowed from the findings across themes that influence CRM on a personal level were: the lack of planning and preparedness of teachers; teachers not encouraging learners enough; teachers not teaching the rules and expectations; teachers not instilling a sense of control and discipline in their classrooms; and teachers not knowing cultural backgrounds of learners. Therefore, if teachers do the opposite of the above the personal level influence on CRM will be more positive.

4.7.1.2 Discussion – similarities and differences

Where similarities across themes under **key research question 1** are concerned, the following data seems to correlate with the strategies that teacher use. In theme 1 the ability of the teacher to know and control the processes in the classroom in order to teach effectively

was synonymous with theme 3 where teachers are supposed to be constantly encouraging learners in order to be responsible and to take ownership. Theme 2 where teachers need to establish a safe and educationally sound environment where learners know the expectations correlated with theme 3 where it states that teachers should teach rules and expectations to learners in order to combat discipline problems. In theme 1 it talks about the teachers' need to control the process in order to teach effectively. This goes hand in hand with theme 3 where it states that the teachers need to be knowledgeable about the processes that are happening in the class.

Where similarities across themes under key research question 2 are concerned, theme 1 mentioned teachers' need to encourage learners to take responsibility for their own learning. This runs parallel with theme 1 where learners are encouraged to prepare for lesson at home. Theme 2 speaks about teachers being the role model and the good teacher, so that learners can follow their example. This correlates with theme 3 that speaks about the teacher being the authority in the class. The difference in theme 2 is the belief that teachers need to use different methodologies to present subject matter.

Where similarities across themes under key research question 3 are concerned, theme 1 mentioned teachers' need to control learners in order to teach effectively. This correlates with theme 2 where learners are expected to prepare at home and come to school ready for the lesson. The control extends from the school to the home. Teachers' instilling a sense of discipline in theme 1 runs parallel with theme 2 where it states that if learners know the expectations of teachers, then a more disciplined learner will develop. The impact of rules on behaviour in theme 2 correlates with the importance of rules to combat discipline problems in theme 3.

Teachers are responsible for planning, teaching, encouraging learners and keep discipline in check. These are all personal traits that can influence classroom management. Where similarities across themes under key research question 4 are concerned (personal factors influencing classroom management), theme 1 speaks about teacher planning and preparation, which correlates with establishing an educational environment in theme 2. Encouraging learners to prepare for lessons in theme 1, links to prompting learners to take responsibility and ownership in theme 2. The discipline, control and taking charge of theme 3 links with

controlling the processes to teach effectively in theme1. It also links to teachers instilling a sense of discipline in theme1.

What is emerging from this category is twofold. On the one side, you find the teacher who is frustrated with the increase of learner misbehaviour and this leads to the teacher being unmotivated. On the other side, you find a total awareness that something must be done in order to rectify the situation and this includes the importance of the teacher being in control of all the processes and activities that are taking place in the class. However, a big part of that control is dependent on how learners exhibit that self-discipline and self-awareness for the processes in the classroom to flow smoothly. Another aspect is the importance of the teacher being totally prepared and knowing that everything is in order and in place the moment they set foot in the class, because its only then that effective teaching can take place. Lastly, teachers need to be knowledgeable of processes in the classroom and take a democratic stance when drawing up set rules and boundaries – acknowledging the feelings and voice of learners. Always prompt learners to be responsible and take ownership to strive for better achievement and behaviour.

4.8 PERSONAL RELATED FACTORS INFLUENCING CLASSROOM MANAGEMENT

An analysis of the data on the personal related factors influencing classroom management draws from: teacher preparedness; being consistent; teachers' lesson presentation of subject knowledge; positive reinforcement and negative reinforcement. Teachers' lesson presentation of subject knowledge consists of sub-themes, i.e. lesson design; teaching style; body language and voice usage; classroom management skills and whether teachers are culturally aware.

- **Theme 1: Teacher preparedness**

The findings show that teacher preparedness includes: teaching time (explaining the concept); exercise or practice of the activity; constant teacher-learner interaction during the lesson with generous feedback; calling learners to the board to workout examples while other learners are watching; and marking their books. This was illustrated when observing ACO2 - the teacher's timing of the lesson was well planned because he incorporated all the elements of teaching in one lesson. For example, the teacher went in his admin period to prepare his classroom. At the beginning of his lessons, he would be waiting outside the classroom for his

learners. When inside the classroom he would greet them and introduce the session. The lesson would be fast paced and interesting and would force learners to be actively involved. There would be a teaching moment, followed by individual practice. Once the learners were done with the work, they would take their books up to be marked. Some learners would also be called to the front to explain certain sections to the class.

AI02 from the same school cited, *“You must be proactive as a teacher – try to see problems before they stick out their heads. At the end of the day, it is a learning curve for the learners as well as the teachers. You must learn from your mistakes, be confident and express your views and your expectations...”*

What is emerging from teachers interviewed at school A in summary is: The importance of preparation, according to these teachers stood out and include being proactive and assertive. Furthermore, you need to plan teaching materials properly; you need to do research to make lessons interesting; you must have your discipline and control measures in place; you need to be punctual and you must create a safe and conducive environment for teaching to take place.

- **Theme 2: Being consistent**

The findings on being consistent show, that teachers at school A at times are outraged with their colleagues who are allowing certain learners to do as they pleased. They feel that these teachers are not consistent in their behaviour and handling of classroom situations. In some classes there is total chaos – when these learners come to stricter teachers who exercise discipline, it normally escalades into trouble. This was demonstrated by comments of AQ12: *“Teacher receives learners/learners enter the class quietly/teacher is totally organised/ punctuality/preparedness and discipline...”* AQ19 noted, *“I believe consistency is the key to effective classroom management, you can’t punish one and let the other go...”*

Therefore, what is currently emerging is that the passive and undisciplined teachers are causing problems for more disciplined teachers by being inconsistent in their ways.

- **Theme 3: Teachers’ lesson presentation of subject knowledge**

The key themes that are emerging from the data under this category are: lesson design, teaching style, body language and voice, teacher training in classroom management and cultural awareness.

1. Sub-theme 3.1: Lesson design

The findings from school A show that teachers need to make lessons more exciting by using different lesson design structures to accommodate all learners (differentiated teaching and learning). To illustrate this, AQ18 cited that teachers must use teaching methodologies that will accommodate everyone. AQ04, *“Try to adopt exciting teaching methodology...”*

What is emerging at school A is an awareness of the importance of lesson design in order to make lessons more exciting and cater for all learners, irrespective the level they on.

2. Sub-theme 3.2: Teaching style

According to the findings from school A, teachers interviewed felt that it is important to know their subject area to accommodate all learners. If they sense that learners are struggling with comprehending a concept, they should try another method to help the learner. Where teaching style, i.e. techniques and methods are concerned; AQ15 felt that teachers must have knowledge of the subject matter in order to keep learners busy with activities. They should also use different teaching techniques. AQ04 felt that where lesson presentation is concerned, teachers must be the masters of the subject content.

What is emerging is teachers are starting to value the new information (different teaching methods) that brings about a more focussed and dedicated learner in a stable classroom setting.

3. Sub-theme 3.3: Body language and voice

The findings school A show that teachers interviewed were exposed to the important role body language and voice projection play in a school setting. Other factors that also came into play were how teachers dress, how they present subject content on the board and how punctual they are. Teachers from school A were in agreement concerning the use of voice and body language and stated that they needed to use their voices effectively and with variation and that their instructions should be clear to learners. Their attendance, dress code and handwriting on the board should also be good (AQ13, AQ4, AQ16).

What is emerging from the data is a greater awareness on the side of a few teachers concerning the use of body language and voice projection that can greatly contribute to stable classrooms.

4. Sub-theme 3.4: Teacher training in classroom management

According to the findings, not all teachers were exposed to classroom management training during their study years at university and college. The older teachers who studied at college were exposed to teaching practice from their first year of studying teaching; while their colleagues who studied at university only went out to practice teach in their final years. However, no modules of classroom management were dealt with. Some teachers said they had a module here and there, but the majority were not exposed to classroom management training. This was illustrated by AI01 who said, *“There was a module for classroom management, ja there was a module for classroom, I think when I was doing my third year, mm, ja between third year and fourth year there was a module for classroom management...”* However, AI02 stated the contrary that there was no course or module on classroom management when studying at university.

What is emerging in summary is a broad awareness of the benefits and advantages of proper classroom management practises. This also links to teachers not going into the classroom being ill prepared with limited classroom management knowledge.

5. Sub-theme 3.5: Knowing the backgrounds of your learners

The findings from school A show that teachers need to be more aware of the backgrounds of their learners in order to have better relationships in the classroom. Teachers need to open up to learners as well as go down to their level and try to understand their situations. This was illustrated by AI02 who emphasised that teachers should have knowledge of whom they are working with. AI01 cited that you cannot look past the backgrounds of learners when you are teaching. He stated, *“That you are able to manage a group of learners that are entering your class, without forgetting their backgrounds...”*

What is emerging in summary is a total awareness on the side of a few teachers of the advantages of knowing your learners and how to manage them in order not to offend them.

- **Theme 4: Positive reinforcement**

The findings from school A show that positive feedback and reinforcement of learners include: continuously motivate and encourage learners in order for them to deviate from their disruptive ways and start to be more responsible and self-disciplined. This was illustrated by

AQ9 when stating, *“Continuous motivation of learners and observe any deviation and transgression...” are crucial.* AQ17 cited, *“Encouraging learners to take responsibility for their learning, their work and themselves, instil a sense of self-discipline so...”*

In summary, what is emerging is teachers are latching onto the positive feedback notion, by constantly encouraging learners and looking out for abnormal behaviour that might deter them from missing out from lessons. The positive feedback can instil a sense of self discipline in learners that will cause them to be more responsible for their own actions.

- **Theme 5: Negative reinforcement**

According to the findings from school A, negative reinforcement must be avoided at all costs. It is noted that teachers need to steer clear from what is damaging for their classroom management. This is demonstrated by AI02 who concurs, *“No you can’t win the child over by judging, they are going to rebel. You must give the child a chance to be able to express what was he’s motive behind that negative action... By so doing you are building that child to change from the negative behaviour to positive ones by not judging that child...”*

What emerged at school A where negative feedback is concern is that 95% of teachers were adamant that you could not use negative feedback or responses to rectify a negative behaviour or action. According to some of the teachers, you must use positivity to combat the negativity. A positive word builds up, whereas negative words break down.

4.8.1 Summary and discussion of findings

In school A, how teachers felt about the effectiveness of the strategies they used were drawn from: teacher preparedness; teacher being consistent; teachers’ lesson presentation of subject knowledge; positive reinforcement; negative reinforcement. Teachers’ lesson presentation of subject knowledge consists of sub themes, i.e. lesson design, teaching style, body language and voice usage, classroom management skills and whether teachers are culturally aware.

This category with various themes links to three of my key research questions:

1. **What classroom management strategies do teachers use?** These strategies include: teachers making use of various teaching techniques strategy of keeping learners constantly busy; the need to steer clear from using negative reinforcement on learners; setting the right atmosphere, i.e. lighting and temperature, etc. – most learners could see the teacher and the

board; not breaking the flow of the lesson by sending learners out with messages; equipping yourself with sufficient subject knowledge; knowledge of different ways to present lessons; teachers being exposed to body language and voice projection styles; teachers dressing appropriately and being excellent in presentation of subject content; not engaging in cell phone talking or eating during the lesson; using effective discipline strategies to keep learners in line and busy with work; being consistent; and making lessons more exciting by using different lesson designs.

2. How do teachers feel about the effectiveness of their classroom management strategies?

The important aspects that came out were the fact that teachers need to be proactive, good planners, organised and punctual. The importance of being confident, expressing your views and expectations, challenging inconsistencies of passive teachers were also highlighted. Teachers must be good role models with good behaviour that can rub off on learners. Teachers must also be more aware of cultural backgrounds of learners – this can lead to better relationships in the classroom. There should be real teacher/learner interaction with constant feedback to learners. Teachers should also invite learners to be risk takers without fear of being ridiculed and portray a friendly and positive attitude towards their classes.

3. What are teachers' perceptions on the influence of learner behaviour on classroom management strategies?

Teachers realise that in order for learners to respond better, they need to open up to them more and reach down to their level and try to understand their circumstances. Teachers need to constantly motivate learners in order for them to deviate from bad ways and positive reinforcement must be used to combat learners' negative actions.

4.8.2 Discussion – Similarities and differences

Concerning similarities across themes under **key research question 1**, the following data seems to correlate with the strategies that teachers used. In theme 1, various teaching techniques and strategies for keeping learners constantly busy went hand in hand with teachers needing to make lessons more exciting by using different lesson designs in theme 3.2. It also correlates with teachers using effective discipline strategies to keep learners in line and busy with work in theme 1. Being consistent emerged as a factor occurring in all of the themes as being relevant in all the teachers are supposed to do.

Where similarities across themes under **key research question 2** are concerned, theme 1 mentioned the importance of being confident, expressing their views and expectations – this compared to teacher must be good role models with good behaviour that can rub off on learners in theme 4. In theme 2, challenging the inconsistencies of passive teachers can connect to the confidence of being a good example of teacher showcasing excellence in teaching in theme 1.

Where similarities across themes under **key research question 3** are concerned, theme 4 mentioned that teachers need to constantly motivate learners to deviate from bad ways, teachers; this connects with the need to use positive reinforcement to combat negative actions as stated in theme 5.

In summary, personal or teacher related factors affecting classroom management could be viewed in a personal way (what the teacher does) with dire consequences because the teachers: are responsible for general planning and preparing of everything regarding teaching, i.e. lesson preparation, lesson design and lesson presentation (which includes teaching style, body language and voice projection). Teachers should be consistent and punctual. They are expected to become culturally aware and know their learners, to the extent that if there is an incident in the class, the teacher can actually depend on that relationship to salvage the issue at hand. They should give positive feedback to learners, which have become so crucial these days that teachers need to give constructive feedback and should steer away from negative feedback and sarcasm.

4.9 CLASSROOM OBSERVATION IN SCHOOL A

During classroom observation the researcher followed the research procedure discussed in chapter 3 (3.3.2) where the main purpose was to gain a deeper insight of the natural setting of the classroom situation. A classroom observation schedule (Appendix D) was used to tick and add notes about what was observed. Additional notes were also made of those incidences or occasion affecting classroom management. An overview describing the occurrences in the classroom, based on the different components on the observation schedule is discussed. An analysis of the data on classroom observation, related to the factors influencing classroom management draws from: classroom organisation; physical orientation of the classroom; classroom factors; behaviour considerations, and social climate.

Theme 1: Classroom organisation

From the observation data at school A it became evident that the classroom organisation, which has to do with the relationship between the teachers' organised classroom management activities and the learner's behavioural response to those activities, was not up to standard (Burden, 1995). Three of the four teachers observed were not on par with the required standards and struggled with not meeting learners outside their classroom and not giving clear instructions to start the lessons. Two teachers were also not able to handle the class and the noise level that came with it; two were not able to correct off-task learners; and two had to raise their voices to the point of shouting in order for learners to listen.

What emerged as I dealt with classroom observation is that teachers were oblivious to what some of the classroom management tools were. The only thing they were concerned about was curriculum delivery.

- **Theme 2: Physical orientation of classroom**

According to Burden (1995) physical orientation deals with the atmosphere and temperature in the classroom including the space and how furniture is arranged in the classroom. From the observation data at school A, it can be noted that the physical orientation of classes observed were poor to average for the following reasons: Although it is a fairly new building, the classrooms looked dilapidated and run down; classroom could not accommodate all the learners (overcrowded) – mobile units; classrooms were filthy and not properly cleaned; the lighting and temperature were satisfactory and most of the learners could see the teachers most of the time; in some classes billboards were covered with graffiti instead of posters. There were no posters of discipline, or behaviour management, or classroom expectations or subject-related information on billboards in any of the classrooms observed.

As mentioned before, it appears as if teachers at school A are not encouraged enough to make their classrooms attractive and stimulating that could add to classroom management flowing freely. In fact, what learners are exposed to are bare walls and bulletin boards covered with graffiti.

- **Theme 3: Classroom factors**

Classroom factors included how the teacher handles classroom interruptions (incoming and outgoing), whether they are talking and eating in class (Burden, 1995). From the observations

at school A it became apparent that the classroom factors of at least two of the four teachers observed were not on par with regulations. All of the four teachers did not use their cell phones and did not eat during their lesson; three teachers did not send any learners as messengers out of the classroom; and one of the four teachers dawdled extremely to the point that it was an unproductive lesson. In all four cases, there were no intercom interruptions. In two of the observations, there were interruptions when learners came into the class; there were two times when the teachers left the classroom, in one case just for a brief moment and the other case for a very long time.

- **Theme 4: Behaviour considerations**

Behaviour considerations include proximity control, the conveying of rules and expectation, usage of positive and negative statement, as well as how the teacher transitions between activities, Burden (1995). Information from observations at school A noted that there were no clear communications regarding acceptable behaviour or rules in the classes observed. In all of the classes observed there were no posters regarding a discipline plan or rules or expectations or even consequences. In only two cases learners' behaviour were amicable where the teachers did not have to call them to order and there was no need for proximity control. In the other two cases, the learners were disregarding the teachers to the point where teachers had to raise their voices to maintain order – in these cases there was a definite need for proximity control, but it could not happen due to overcrowded classes and poor desk arrangement.

- **Theme 5: Social climate**

In accordance with Burden (1995), social climate is how the teacher portrays themselves (through speech) in establishing a positive atmosphere and creating a safe environment where respect reign. Added to that is also whether your learners are listening to you based on the type of feedback you supply. The observation data at school A showed that where social climate is concerned, two of the four teachers portrayed friendly and positive attitudes towards their classes. Out of the four teachers only one showed real teacher and learner interaction with constant feedback to learners; the other three did all the talking and did not give learners a chance to interact. Out of the four only one invited learners' to be risk takers without fear of being ridiculed, and learners of only two teachers' classes were interacting in a positive manner. In the two cases where the learners were not acting positively they were constantly talking among themselves, which frustrated the teachers. They were off task doing

their own thing from playing with their phones to reading magazines and doing other teachers' work in the class. In two of the four cases an overall safe, non-threatening environment was not provided. In two of the four cases, sarcasm was used to degrade learners. In all four cases, no humour was used.

4.9.1 Summary and discussion of findings

In school A, classroom observation was used to clarify which classroom factors played a role in affecting classroom management. The classroom observation section includes sub-themes, i.e. classroom organisation, physical orientation of the classroom setting, classroom factors, and behaviour considerations about learners and social climate of the classroom. This category with various themes links to two of my key research questions.

3. What are teachers' perceptions on the influence of learner behaviour on classroom management strategies? These also link to: in fifty percent of lessons observed, learners were very obedient and teachers did not have to use proximity control or had to call learners to order; however, in the other fifty percent of lessons observed, a big portion of those learners were lacking in focus and were disorganised, disregarding the teachers. At times things would just fell apart in those classes – chaos. What emerged is learners have issues with stricter teachers over why they cannot do as they please because other teachers allow them to do as they please. Seventy five percent of teachers observed were not receiving their learners outside their classrooms after each change-over period; fifty percent of teachers observed were not able to handle a noisy class; fifty percent of teachers observed were not able to correct off-task learners; fifty percent of teachers observed had to raise their voices and shout in their quest to bring order; and in fifty percent of classes observed learners were not interacting in a positive manner.

4. What are the personal factors influencing classroom management practices? Not all teachers are equipped with classroom management skills. The older teachers were exposed to practice teaching but not classroom management.

- Data shows seventy five percent of teachers observed were not giving clear instruction to their learners;
- No clear communication with regards to acceptable behaviour or rules was seen in classroom observations;

- No posters regarding discipline plan or expectations or consequences were seen in classroom observations;
- Data reveals fifty percent of teachers observed used sarcasm and in the process degraded or tried to humiliate learners;
- Findings show seventy five percent of teachers' classroom organisation was not at the level it was supposed to be where teaching and effective learning took place;
- Data shows hundred percent of classrooms observed were in a bad state – dirty, dilapidated, etc.
- Findings show fifty percent of classrooms observed could not accommodate all the learners;
- The billboards in seventy five percent of classrooms were covered in graffiti;
- Data shows twenty five percent of teachers dawdled extremely, i.e. not starting the lesson after 30 minutes; teacher busy with her own stuff like scratching in her bag and looking in the cupboard as if she's looking for something while the learners are having a field day;
- Finding shows twenty five percent of teachers observed left the classroom for more than 15 minutes;
- In 50% of classes observed, a safe and non-threatening environment was not provided through teacher behaviour.



4.9.2 Discussion – Similarities and differences

Where similarities across themes under **key research question 3** are concerned, theme 4 revealed that more than half of the lessons observed, the learners were disregarding the teachers to the point where teachers had to raise their voices to maintain order. In theme 4 it was found that at times things would just fall apart in chaos, compares with theme 1 where fifty percent of teachers observed were not able to handle a noisy class, they were not able to correct off-task learners and they had to raise their voices and shout to bring order, in addition to theme 5 where off task learners caused havoc to the utter dismay of teachers.

Where similarities across themes under **key research question 4** are concerned (personal factors influencing classroom management), these were mostly negative factors that showed that not all teachers were equipped with classroom management skills as stated in theme 3.4.

In summary teachers are also responsible for the tone in the classroom, i.e. classroom organisation, physical orientation of the classroom, classroom factors, behaviour considerations as well as setting the social climate in the class. These are all aspects that the teacher is responsible for. Therefore, what is emerging now is, if teachers are not doing these things properly, it is definitely going to affect their lessons and ultimately their classroom management. Where it becomes problematic is when there is a problem in the classroom due to certain aspects and the learner gets referred to senior management and the matter is not resolved properly or dealt with in a proper fashion, the learner steps back into the classroom feeling more empowered to have another go at the teacher. This is what has happened in most cases at school A. Learners transgress and some of the issues are not resolved properly – some of these transgressors are not brought to book. These learners are stepping back into class and disregarding the authority of the teacher, as well as disregarding anything that is happening in the classroom. Teachers are feeling frustrated and disillusioned because in some ways leadership and management is not following through with disciplinary procedures and bringing perpetrators to book even though perpetrators know the rules and policies of the school. They feel like leadership and management is working against them to make their work that is already difficult even more difficult.

4.10 SCHOOL RELATED FACTORS INFLUENCING CLASSROOM MANAGEMENT

An analysis of the data on school related factors that influences classroom management draws from leadership and management, decision-making and availability of resources.

- **Theme 1: Leadership and management**

The sub-themes that emerge from the data under this theme are code of conduct; role offset, grade heads, discipline committee and SGB and class size.

Sub-theme 1.1: Code of conduct

Findings at school A revealed that there is a code of conduct in place at the school, which is important to help change the behaviour of learners and keep learners on track. Four teachers noted that they would read portions of the code of conduct and explain them to learners. All of teachers agreed that the code of conduct is essential and that it is a vital part of school. They felt that the code of conduct for learners and teachers helps to modify behaviour and

that it was read and explained to the learners by four of the class teachers (AQ1, AQ5, AQ7, and AQ15). What should emerge is a greater awareness of the benefits of the code of conduct by leadership and management, teachers, and learners, which at this point is not the case.

Sub theme 1.2: Role of SMT, grade heads, discipline committee, and SGB

The findings show there are structures in place like your SMT, HODs, grade heads, etc. Some teachers have also confirmed that there are structures in place but these structures are not really functioning properly. Some noted that they are feeling frustrated if learners are sent to certain structures in order for them to be dealt with and nothing is happening. Some noted that they are not supported at all where classroom management is concerned and this gives way to feelings of being powerless and resentful. This was illustrated by comments like:

AI01 said, *“Let’s say a learner is really disrupting your class, yes and you may be send him to the office, 5 minutes later the learner, s, steps into your class again, he has permission to be in your class again, mm, your hands as a teacher is cut off isn’t it.”* AI02 echoes the same frustration when stating that there are times when management is not doing anything to learners, *“... then they just send them back to class...it’s like you have no legs to stand on as an educator.”* AQ19 cited that there is no structure in place to support CRM, *“There are little consequences due to the lack of structures in the school”*.

What are emerging are feelings of powerlessness and frustration by some of the teacher core due to leadership and management not performing their duty to the best of their ability.

Sub theme 1.3: Class size

The class size at school A came out as a contributing factor that affects classroom management. Some felt that the numbers or size per class is not correct, and it is having a negative effect on the teaching and learning process. This was demonstrated by AQ6 stating factors like; *“Size or numbers of learners in your class and shortage of resources can affect your classroom management”*. AQ8 also felt that, *“The numbers can also have a positive contribution if they are correct”* (AQ11, AQ13). AFG2 added by stating that the department rule of 35 to 1 is not adhered to at school A. She said, *“As well as the rule of 35 to 1 teachers where we sitting with 68, 50 something in a class.”*

The current ratio is 1 to 35 teachers to learners at high schools – if the number of classrooms cannot carry the number of learners in the school then there is definitely going to be overcrowded classrooms. Overcrowding leads to classroom management problems, which is currently the problem that is emerging at school A.

- **Theme 2: Decision making**

The findings at school A show that many issues can revert to leadership and management and this based on: the fact that there is no proper consequences when dealing with learner transgressors; the leadership and management team shy away from being accountable to and for teaching staff; and a universal plan of action with regards to behaviour of learners is currently lacking in the school.

On the issue of discipline and the lack of consequences or follow up on the side of management, some teachers feel that leadership and management has a decision-making problem. This is illustrated by AQ19 who noted, *“There are little consequences due to the lack of structures in the school.”* The lack of structure points to leadership and management. AQ04 cited, *“there should be a clear guide on what to happen once transgression happens...”*

What is emerging is that everyone is doing their own thing and applying individual behaviour measures they deem fit – there is no global plan that all teachers should abide by. For this reason, teachers interviewed say there are no consequences for misbehaviour of learners because of a lack of supporting structures.

- **Theme 3: Lack of academic and physical resources**

The findings at school A show that a lack of academic resources can affect your lessons and ultimately your classroom management. The lack of resources makes the delivery of any subject very challenging and difficult hence the remark of AI03: *“...there are limited resources so you have to jump in and make your own or use what’s available.”* AI02 stated that if you have your teaching material, it could support you very well but if there is no teaching material, it is going to frustrate you as the teacher. What is emerging now is teachers are currently improvising and making their own resources, which can be taxing on the teacher and taxing on their pockets. This in itself is leading to frustration on the side of the teacher and has the potential to be taken out on the learners, which is not a good situation.

4.10.1 Summary and discussions of findings

In school A, the school related factors influencing classroom management were obtained from leadership and management implementation of the code of conduct; decision making; and lack of academic and physical resources. The sub-themes under leadership and management were the code of conduct; role of SMT, HOD, and Grade heads, and class size. This category has various themes linked to my entire key research questions.

1. What classroom management strategies do teachers use? The strategies include reading the code of conduct to learners to make them aware of the broader school rules and expectations (the class rules are subject to the code of conduct, which serves as the umbrella and incorporates all classroom rules). It was noted the teachers end up doing their own thing and applying individual behaviour measures they deem fit because there is no broader plan from leadership and management that all teachers should abide by.

2. How do teachers feel about the effectiveness of their classroom management strategies? These include: the fact that there are no clear guidelines on what to do in cases of perpetrators walking free most of the time affects the perceptions of teachers whether they are still doing an effective job in the school or not; a strategic plan for dealing with learners with behaviour issues seems very vague; teachers are finding themselves more and more in the position of improvising and making their own resources which causes frustration and affects teachers' pockets. It is as if the structures that are managed by senior members of staff are not functioning well at all.

3. What are teachers' perceptions of the influence of learner behaviour on classroom management strategies? The perceptions of teachers include: there's an increase of negative learner behaviour on classroom management; the class sizes are too big for the capacity of the classrooms; and over crowdedness is taking its toll on classroom management because it is difficult to do proximity control in a class that looks like a maze (an organised seating pattern is not possible - classrooms are too small to carry the capacity of learners). To top it all, the lack of resources affects classroom management.

4. What are the school factors influencing classroom management practices? The school factors that are affecting classroom management practices at school A were: weaknesses in leadership and management to give guidance; senior members of staff serving on structures,

but not performing the duties as required; some seniors are shying away from their responsibilities and handing notorious learner behaviour cases off to others, or just sending them back to class without any consequences. This action frustrates teachers, because it makes them feel powerless and causes them to harbour resentment at seniors. What makes it even worse is the problem can be traced back to leaders and managers because they are the ones in charge.

4.10.2 Discussion – Similarities and differences

Where similarities and differences across themes under **key research question 1** are concerned, the following data seems to be different. The whole section of theme 1 refers to the code of conduct as a guideline strategy that teachers can use to bring about order in their classrooms. This, however, is standing in direct contrast with theme 2 where it states that teacher are opting to do their own thing (using their own strategies – improvising) to bring order in their classes.

Where similarities across themes under **key research question 2** are concerned, theme 2 noted the fact that there are no clear guidelines on what to do in case of perpetrators walking free most of the time; this is synonymous with theme 1.2 where it states it is as if those structures at the school are not functioning at all.

Where similarities across themes under **key research question 3** are concerned, theme 1.3 mentioned that teachers noted that class sizes are too big for the capacity of the classrooms. This correlates with the lack of resources that are affecting classroom management, as stated in theme 3.

Where similarities across themes under **key research question 4** are concerned, theme 1.2 mentioned that a big issue for teachers is that the senior members of staff are serving on structures, but not doing the job as required; this is synonymous with some senior members of staff shying away from their responsibilities and handing off learners with bad behaviour to others or just sending them back to class as stated in theme 2. The issue of tracing the problem back to leaders and managers because they are the ones in charge in theme 3 compares with the issues at school A triggered by leadership and management in theme 1.3

In school A, according to the data, all school-related factors that are currently influencing classroom management can be linked to a problem or weakness in the leadership and management of the school.

The data reveals that some key leadership structures are not functioning properly at the school. These include discipline committee and grade heads. The one factor that teachers find most frustrating is the lack of support to teachers when learners are sent to the office for behavioural issues and not much is being done. This in itself is a cause of unhappiness for teachers, because little is happening to some learners who are notorious transgressors. Leadership and management tend to pass the buck and not address the issue; as a result learners are not brought to book and are allowed back in class. This is one of the many concerns for teachers and causes them to feel powerless, angry and resentful, because the entity that is supposed to support and help teachers is not doing much to support teachers – in fact, it is making the teacher’s job more difficult.

Where class size is concerned, leadership and management are supposed to plan for the coming year based on the number of learners and teachers at the school. If proper planning and procurement is not taking place, you are going to end up with overcrowded classes and too few desks and chairs to cater for all the learners. This in itself is already having an effect on teaching and learning and ultimately classroom management.

Where late coming is concerned, this a major issue at the school. It is an issue that can be resolved by the school, especially by the leadership and management team of the school. The grade 12 coordinator, also an HOD, just made up his mind and came up with a strategy, forcing all grade 12 learners to be 15minutes earlier at school and it worked. The same vigour that was utilised in bringing a change in the grade 12 programme must now be applied to the rest of the school. It must be leadership and management that must make that decision and the rest of the school should just follow through.

The current weaknesses that emerged at school A include: structures like the SMT, grade heads, HODs and disciplinary committees are not giving enough support to teachers; the number of learners or class size lends itself towards overcrowding, which is having an impact on classroom management; the procurement process is skewed because there is a problem with availability of resources at the school; leadership and management seem unable to get a

viable solution for the late coming of learners of the school; the ultimate decision making capacity of the leadership team tends to drag at times – undermining the flow towards a smooth running school. Teachers feel sold-out by leaders and managers who are supposed to look out for them, especially where dealings with the Education Department are concerned. This has increased the teachers’ mistrust towards leadership even more. All of these factors mentioned have at its core the leadership and management team that can make things happen or frustrate the masses by not doing much to alleviate the problems teachers are facing.

4.11 LEARNER BEHAVIOUR INFLUENCE ON CLASSROOM MANAGEMENT

An analysis of the data of learner behaviour on classroom management draws on the positive and negative factors influencing classroom management.

4.11.1 Learner related factors influencing classroom management

The key themes that are emerging from the data under this category are: positive factors, which include personal development needs, cultural background and importance of home values. Negative factors consist of disruptive behaviour, late coming, absenteeism, and lack of learner drive.

- **Theme 1: Positive learner factors**

The findings revealed that positive learner factors have been observed at the school and are evident in some of the classes and include: learners lining up outside the classroom, waiting for the teacher; learners working silently without any disturbances; learners completing class work and taking it up to the teachers to be checked; and learners interacting positively and responding to the teachers’ feedback. Even learners coming to school on time is a positive factor. The problem is that the positive things are happening, but not on a grand scale. This is demonstrated by the following comments: Observing ACO1 classes it was found that they were well behaved. There were really no problems as far as behaviour was concerned. ACO2 also showed good form: from the onset the learners knew what to do. They gathered outside the classroom in a line and waited for the teacher to come out and allow them in. Once they were inside, they all stood by the desks and greeted the teacher. AQ09 cited, “*if you monitor strictly it has positive outcomes*”. AQ10 said, “*They have a huge influence – if the learners are well behaved they will an impact on the class.*”

In summary these also link to senior class learners (FET phase) who tend to behave themselves much more. They are more focussed and they cooperate better with the teachers than the junior classes (GET phase); the junior classes are more challenging and pose a bigger threat to the success of your lesson. What came out strongly is that when learners are monitored (proximity control) they tend to behave much better than when they are not monitored.

Sub theme 1.1: Personal and developmental needs

The findings show that the school plays an important role in the lives of learners, especially where development is concerned. These include: giving tasks or responsibility from a young age as responsibility has the potential to grow and inculcate positive traits in the lives of learners. Also, parents encouraging learners to take on certain tasks at home and to abide by rules will make the job of teachers much easier because learners will then come to school with an awareness of what to expect. Teachers need to make an effort in knowing their learners and getting involved in their lives – establishing good relationships. This was illustrated by AI04 who stated, “... *school really influences the learners personality because if they are taught from a young age, these are the set of rules then automatically they already have a set of rules they abide by in themselves before they even come into your classroom,* AI01 noted, “... *in each home there is a parent or a guardian whose teaching that child what is right and what is wrong. Then when the children or the learners are here at school we expect them at least to be in a minimum level when it comes to discipline.*”

At school A, there is an assumption that discipline in a learner’s life should start early and at home, so that the learner can grow up with that inherent awareness to automatically behave when expected to. What is also emerging is the importance of knowing the background of your learners in order to truly understand them and then to adjust yourself to their level in order to make an impact in their lives.

Sub theme 1.3: Importance of home values

The importance of home values according to the findings include: the value system that learners have been raised with shines through in their behaviour; and teachers are hopeful that parents are doing a good job at home so that they do not need to still do groundwork at school. Teachers can determine the type of household learners come from by just observing the conduct and behaviour of the learners. This is demonstrated in the comment by AI03 who

stated, *“Learner discipline for me is something that comes from home. It starts at home; you cannot learn it at school. Learner discipline is basically that which your parents taught you, then you live it out at school.”* AQ2 emphasised the same notion when declaring, *“Good home upbringing contributes to good behaviour. Creating clarity where learners are exposed to what is expected from them and what exactly the learners come for from home to school.”*

In summary the findings also links to the hope of teachers that any positive things the parents instil into their children should have a positive outflow in the school. The school and classroom then become the practice grounds where those values and morals are exhibited and exercised. What is emerging in some cases is that those good and well behaved learners are quickly disappearing and being overtaken by a vast mass of unruliness. Parents/guardians have a great influence over their children, especially if they have a firm grip on them. The moment those children from good homes step into a school system, what has been taught at home should filter through in school. The opposite is also true: if not much has been done at home, the learner then has no idea what appropriate behaviour should be in school – then mayhem will follow.

Sub theme 1.4: Importance of learner taking ownership

The importance of learners taking ownership includes: teachers allowing learners to voice their opinions; teachers letting go (have confidence in the ability of their learners) and not trying to control every aspect of class; when learners see that the teachers trust them with certain roles and portfolios in the class, they will in turn become more responsible. This is illustrated by AQ14 who noted, *“Yes, we make them together (rules with the learners) and place them on the classroom walls”*. The reason why they do it is to, *“make the learners responsible for everything that is in the class. Make them feel part of the class.”* AQ17 said, *“...encouraging learners to take responsibility for their learning, their work and themselves, instil a sense of self-discipline so that I do not have to always be a dictator.”*

In summary this also links to learners’ need to take ownership and become more responsible for their actions. Teachers hold the key for learners to become responsible and take ownership if they allow learners to partake in simple gestures. What is emerging is little by little a few teachers are giving way for learners to take control of certain portfolios and responsibilities. By doing this, learners become more responsible and more disciplined. This

action is all about the development of self-discipline on the side of the learner. The learners must be the ultimate recipients of this character trait of taking ownership.

- **Theme 2: Negative learner factors - disruptive learner behaviour**

The findings show that learner misbehaviour causing disruptions of classes are common at school A. These disruptive behaviours are dealt with in the following ways: rearranging their classes so that problem learners can sit closer to them (proximity control); teachers being totally prepared for lessons (unpreparedness of the teacher normally leads to chaos); fast pacing lessons leads to learners being more focussed and they then don't really get a chance to disrupt the lesson; teachers to be pro-active and respond quickly to defuse chaos. Doing this, teachers can clamp down quickly on ringleaders. When learners disrupt classes, vital teaching time and curriculum delivery gets lost – leading to high failure rates. This is demonstrated by:

AI02 noted, *“Learners who are potential problems you move them right to the front where they are constantly in your sight. Some of our learners grab attention and will do anything in the class to be seen by the teacher.”* AI04 noted, *“so about that, first, if there is one specific learner that is disrupting my class, I would address that learner directly and I would go directly to them as well.”* AQ7 mentioned that if teachers do not react immediately then consequences would be costly, *“The classes become chaotic once they notice that nothing is being done.”*

The data shows that disruptive behaviour is the one element that was mentioned by all participants across all the data sets that are affecting teachers at school A. What is currently emerging is learners know that teachers cannot put them out or manhandle them – some learners are exploiting that. Some learners are very out of order by constantly talking in class and walking around while the teacher is teaching. Some are on their cell phones, disrespecting authority, and some are even sleeping during lesson time. Some learners are taking their time during change of periods and are always late. There are some teachers who react towards this negative behaviour by reprimanding learners and there are some who are just turning a blind eye. Those turning a blind eye are paying the price of chaos and disorder, which leads to lower grades, non-curriculum delivery and stress.

- **Theme 3: Tardiness / late coming**

The findings show that late coming is a massive problem at school A. This includes general late coming for school in the morning and late coming for classes (periods) during the day. The periods that are mostly affected are the Admin period (during which teachers are making announcements and checking absentees) and the first period. This action has caused teachers to become highly frustrated because they must restart their lessons most of the time. Due to the late coming problem, a teacher interviewed, felt compelled to monitor learner attendance as well.

This was demonstrated by AI02 who stated, *“Late coming is the other major problem. The admin and first period is always chaotic because learners come late into the classes. It disrupts your class if you teaching and here half of the learners come walking in. Now you must start all over again.”* During my observation sessions at this school there were always learners who came late. Some teachers allowed the latecomers in without asking why they were late while others let them stay outside. During one of my observation lessons, I counted 15 learners late over a time span of 30 minutes – the teacher did not even notice it because she was in and out the class herself.

Late coming was reported by all data sets at school A. What emerges now is teachers are so used to the fact that learners are late, they hardly engage them anymore. This is so frustrating to teachers because it is affecting lesson presentations and causing disruptions. One of the reasons that are given for tardiness is family responsibility – learners taking their siblings to crèches or primary schools.

- **Theme 4: Absenteeism**

According to the findings, absenteeism is also problematic at school A. This includes: there are no consequences for learners’ absence and no accountability on the part of their parents and there are no serious reasons why some learners stay absent. They even stay absent during tests and exams – some teacher’s only find out the learner was absent when the learners’ marks for the test or exam must be recorded. The administration of the period register, which is the tool to monitor absenteeism and truancy, is also not managed properly, which enables some learners to be free of blame. Absenteeism is demonstrated by the following comments:

AI02 noted, “...learners stay absent for petty reasons. At times, you discover when marking the exam papers that this one or that one did not write. Now you must let that one rewrite your paper without a medical certificate.” AFG1 stated, “Actually, actually we don’t really see who is bunking because those who are managing the period register are the class reps and then on Friday they are given to a particular teacher.”

In summary, the problem of absenteeism can be linked to leadership and management because admin is ultimately responsible for the monitoring of the period register. Teachers have a problem with how leadership is handling the issue of absenteeism. They feel that there are no consequences for learners’ actions or for their actions to be address.

- **Theme 5: Lack of learner drive to achieve**

According to the findings at school A, the lack of learner drive includes: learners not doing homework tasks; learners not handing in assignments on time; and culprits getting their work second hand by harassing other learners who did the work. One teacher went beyond the call of duty and went back to basics with some learners who were really struggling with the work. Other teachers feel that learners who are struggling must associate with friends who are academically stronger than they are so that the good habits of the friend can rub off onto them. This is illustrated by AI02 who states that some learners are not submitting their assignments on time, “*I don’t know why learners are not respecting due dates. The next thing is they fail to do and complete their homework. In the morning and admin period, they want to copy the work from others and if the ones who did the work do not want to give then they are victimise by the perpetrators.*”

In summary, the lack of academic drive on the part of the learner has become problematic for teachers and learners at school A. What is emerging is some learners do not do homework – they will copy homework from their friends on the day when it should be submitted. Due dates are not really taken seriously and no pride is taken in the quality of work that is handed in. There are learners who are struggling academically and very few teachers who are trying to salvage the problem. Parents especially must be educated on strategies they can use at home to support their children. This issue is causing great frustration on the side of teachers because teachers are putting in a lot of work but learners do not work as they are supposed to.

4.11.2 Summary and discussion of findings

In school A, the learner behaviour influences on classroom management draws from the positive factors and negative factors. Positive factors include sub-themes like personal and developmental needs, importance of home values and importance of learners taking ownership. Negative factors include themes like disruptive learner behaviour, tardiness or late coming, absenteeism and lack of learner drive to achieve. This category with its various themes linked to all my key research questions.

1. What classroom management strategies do teachers use? Strategies include: **positive factors** -these are strategies that have been taught, practiced, and had a positive outcome, i.e.at least fifty percent of learners come to school on time and certain classes line up in front of their classrooms and wait for their teachers. Lessons observed of two teachers noted that learners worked in silence, without any disturbances. Those learners also completed their work on time. Those learners acted positively towards their teachers and close monitoring led to them being better-behaved learners. Giving learners the responsibility to develop ownership and allowing them to voice their opinions lead to learners being more respectful towards teachers. **Negative factors included:** disruptive behaviour, disrespect for authority, constant talking and walking around, etc. These behaviours were met with strategic moves by the teacher and included moving problematic learners closer to them for better control; fast pacing the lesson for learners to be more focussed; and clamping down quickly on ringleaders to defuse their power and hold over the rest of the learners when issues arise in the classroom.

2. How do teachers feel about the effectiveness of their classroom management strategies? Teachers' perception of the effectiveness of their CRM are confirmed if learners are responding with more respect and dignity; if learners see teachers are treating them in a humane way; when they see teachers trusting them with certain tasks and allowing them to voice their opinions; and when teachers see learners become more self-disciplined, more responsible for their actions, and more confident and bold.

3. What are teachers' perceptions on the influence of learner behaviour on classroom management strategies? Teachers feel that learners' misbehaviour and disruptions are common. Due to these learners' disruptions, the school is experiencing a high failure rate; learners are exploiting the fact that they know they cannot be put out of the class. It's a known fact that learners, especially in the lower grades (GET phase), are more challenging;

they are constantly talking during lessons, some are walking around in the class, a few will be on their phones, some will be sleeping and there are some who are just blatantly disrespectful. In addition, some will deliberately walk slowly during change over periods in order to come late.

4. What are the personal factors influencing classroom management practices? This deals strictly with the relationship between the teacher and parent, and how the efforts from both can support the learner. It entails: parents need to do the ground work at home in order for learners to come to school prepared where discipline, rules and home values are concerned; parents should also be educated with strategies on how to support their learners at home; teachers are also encouraged to become more knowledgeable of the backgrounds and cultures of learners in order to establish good relationships; teachers should also respond to learner needs by being more empathetic towards them. The school and classroom become the training ground where values and morals are practised. Teachers are further encouraged to have confidence in the abilities of their learners and should create space for self-actualisation. Teachers are compelled to be fully prepared in class to lessen possible chaos but at times are being frustrated with the lack of learner drive to achieve

4.11.3 Discussion – Similarities and differences

Where similarities across themes under **key research question 1** are concerned, the following data seems to correlate with the strategies that teachers use: In theme 1.2, it is noted that learners will respond with more respect and dignity towards teachers. This correlates with theme 1.1 where it states that learners act positively towards teachers. Proximity control which leads to better-behaved learners in theme 1 correlates with teachers must act quickly when issues arise, especially with ringleaders, to neutralise them in addition to rearranging the seating of learners so that troublemakers are near to the teacher.

Where similarities across themes under **key research question 2** are concerned, theme 1.2 mentioned the value of respect and dignity that learners will have for teachers which coincides with theme 1.1 where it states teachers should give learners responsibilities or tasks in addition to voicing their opinions.

Where similarities across themes under **key research question 3** are concerned, theme 2 seems to be in a class of its own and different from the rest of the themes because it specifically highlights learners' misbehaviour and the effects that their behaviour has on

classroom management. Where similarities across themes under **key research question 4** are concerned, theme 1.1 noted parents should start to teach learners at home to abide by rules. This concurs with theme 1.3 where it states that teachers are hopeful that parents do a good job at home with their learners so that they don't need to still do groundwork at school.

Learner behaviour influence is one of the major irritants of classroom management issues experienced by teachers at school A. These problem areas range from: disruptive and undisciplined learners; disrespect and noncompliance to authority and rules and regulations that are stipulated in the code of conduct of the school; disregard for the teaching process, disregard for curriculum delivery, homework, due dates and tests and assignments; to a notorious late coming and absenteeism problem.

However, at the very heart of the problem it seems as if a leadership and management issue is lurking which is perpetuating the problem of learner indiscipline in most of its forms. Leadership and management are struggling to solve and regulate absenteeism; bunking as well as the late coming problem at school A. Leadership at times will overlook disciplinary issues of learners out of convenience and leaders pass learners on from grade head to grade head due to ignorance of dealing properly with issues. There is a nonchalant attitude from the Senior Management Team to deal properly with learner-related issues and they often neglect to fully support teachers. This has in essence created distrust on the side of teachers towards the management team.

4.12 CONTEXTUAL FACTORS INFLUENCING CLASSROOM MANAGEMENT

The findings in school A show that, at a contextual level, positive community involvement, negative influences and Education Department involvement are key factors influencing classroom management practices in the school. These factors and their inter-relationship are discussed in detail below.

- **Theme 1: Positive community involvement**

These include parents/guardians; school community, and stakeholders.

Parents/ Guardians: The findings from school A show that a portion of the teachers have the support of some of the parents/guardians, which includes actions such as: parents/guardians normally respond by coming to school to sort out academic issues if teachers call, and teachers take the initiative to get in contact with parents/guardians directly

and do not wait on grade heads and HODs to call parents on their behalf. Some teachers state that parental involvement is lacking- they feel that parents/guardians need to help out more at school A. There are a few parents already doing service at the school by standing in for absent teachers. This is illustrated by the comment of AI02 who stated, *“We are fortunate at our school that we have parents that’s supportive. If we phone home, they come to address the problems”*. However, AI01 felt differently about the parent involvement issue, *“No, because there, there is a lack, ja, there is a lack of parental involvement. I can say that ... for time being, parents at least if they are assisting because, they were here in the first meeting attended the first meeting for Grade 12, for grade 11, for grade 10 and then, they were told what is expected.”*

What is emerging at school A is teachers feel they want to be busy more with curriculum delivery work and preparing learners for examinations than preaching to learners about their attitudes and behaviours. A portion of teachers are overall satisfied with the parents’ full support when it comes to solving academic and behaviour issues, but there are still a vast majority of parents who are absent.

Community: The findings show that school A is enjoying a measure of community support. There are NGOs working in the school and slowly making a difference. The taxi owners are also seen as the vanguards of protection of schools in that community, and this includes the school A as well. However, there are still people who feel the community must do much more for school A by coming to a point of taking ownership of the school. This was demonstrated by comments of AI02 who cited that there are certain organisations that have a positive influence on the learners’ lives. AI01 further stated, *“The taxi owners are also our eyes and ears of everything that is happening here...So they are also, and they are also assisting.”* The current culture of school A is one where the school does not fully embrace the parents and community. In my view, they should work on cultivating a better relationship with parents/guardians and the community.

Stakeholder: Findings at school A show that there is stakeholder involvement in the school. This includes: a feeding scheme operated by Peninsula Feeding Scheme; and a government sponsored tutors who assist learners on a weekly basis over weekends. This was demonstrated by AI04 who noted, *“There is a feeding program that’s so important. The government has provided a feeding scheme...”* He stated further, *“what I’ve noticed from this*

school is that the government has brought in some teachers, educators that come in over weekends that actually teach the learners.”

School A is still in its infant stages where stakeholder utilization is concerned. What should emerge is a greater awareness of the benefits of stakeholders – it will also mean that the principal should become a marketing officer for his school and be constantly on the lookout for where and how his school can benefit from what is available in broader society.

- **Theme 2: Negative community influences**

These include social ills, culture of crime, gangsterism and poverty.

Social ills: According to the findings at school A, numerous social problems are plaguing the school and have a direct and indirect effect on classroom management. These include: alcohol and substance abuse among learners; learners indulging in extreme partying over weekends and suffering the effects on Mondays in school; and hubs of drug dens and taverns selling drugs and alcohol to school going pupils. It is at these places that young girls will be exposed and fall prey to men who will exploit them – at times with serious consequences. Some learners are also living in harsh conditions – at times on their own, at times in extreme poverty, at times in fear of their lives because of gangsterism. Being exposed and affected by all of these social ills, it is no wonder that classroom management suffers such a lot because most of the symptoms and effects are played out in the classroom. This is demonstrated by comments by AI01 who states, *“some external issues has an effect on the school culture, because you find that there are places that sell alcohol and drugs to under aged learners and also some elders are still dating some of the school learners. Some of these learners are ranging from as young as 12 years old and are kept out of school to perform adult duties.* This also leads to a high absentee rate at this school.

The data illustrates that the impact of social issues in the community are having a severe effect on school A. This, however, coupled with a leadership team that is not functioning well, gave way to social issues sowing discord in the classroom, affecting the school and classroom management severely. This culture (crime, gangsterism and poverty) has sadly become the norm in this community.

- **Theme 3: Departmental involvement**

Where Departmental involvement is concerned, the findings at school A show that teachers are feeling disgruntled towards the Department of Education. This includes: the Department only wants to see results and does not really care about conditions inside the classroom or how bad learners are treating teachers; at times the Department comes with unrealistic rules and regulations that schools must uphold without thinking about the impact they will have on the school and classroom. These comments are illustrated by AI03 who stated that there is such a lot of red tape that the Western Cape Education Department and National has put in place, *“you mustn’t do this and you mustn’t do that but they don’t supply us with solutions to our problems”*. He stated, *“Even from the department’s side there’s nothing in place to help with the disruption of learners. We will just have to continue in this fashion until us as teachers are abused and assaulted”*.

At school A feelings of resentment from teachers towards the Department of Education are emerging. These feelings result from teachers’ feeling the Department is putting unnecessary pressure on them and not really supporting them in their plight in the classroom. Leadership and management who are supposed to create an enabling teaching and learning environment in the school and cushion the blows from the Department and act as a buffer between teachers and Department are not protecting teachers at all – hence the feeling of mistrust for the leadership and management of school A. According to one teacher, the Department does support teachers on the odd occasion via subject advisors. Where classroom management training is concerned, according to one, very little has come from the Department to assist teachers.

4.12.1 Summary and discussion of finding

In school A, the contextual factor influences on classroom management draw from the positive community involvement as well as negative community influences and the lack of Education Departmental involvement. This category with various themes links to my 4th key research question.

4. What are the contextual factors influencing classroom management practices?

Teachers have a measure of the support of parents because they are just a phone call away to sort out academic problems. Taxi owners play their part in securing safety in the community and keeping the peace. This has led to learners feeling safe and going to school because

someone is looking out for them – being in school means that they will be productive and engaged in academic work. Stakeholder involvement is evident but not prevalent at the school through NGOs and CBOs that are doing their job for the school in supplying services (feeding scheme) to learners – once learners are fed, they respond much better in class. Other CBOs are helping with tutoring over weekends, which means that there will be progress in their academic performance.

The numerous social problems plague the school and affect classroom management. These social ills have a negative effect on classroom management because some learners will enter the classroom still under the influence and tired from extreme partying the previous night. This action does not go down well with teachers and normally leads to arguments. Classroom management suffers because much of the effects and symptoms of these social ills are exposed in the classroom. However, there is also gangsterism that causes some learners not to go to school due to fear of being hurt – these absent learners are missing academic work. Young girls who are involved with adult males are also at times kept out of school to perform adult duties to the detriment of losing out academically.

The social ills have now led to an emergence of a culture of crime, gangsterism and poverty, affecting the school and classroom management negatively. Teachers still feel upset with the **Education Department** who only wants to see results and who comes with unrealistic regulations that the school must uphold, without thinking of the consequences it will have on the school. At times, they will pay lip service and give academic support to teachers; at times, the Department will give workshops but very seldom anything that will aid classroom management.

4.12.2 Discussion – Similarities and differences

Where similarities across themes under **key research question 4** are concerned (contextual factors influencing classroom management), the school having a measure of support of the parents in theme 1 runs parallel with the school having a measure of community support and stakeholder support in the same theme. NGOs are making a difference in the school in theme 1 compares with stakeholders working and making a difference in the school. A difference is noted where themes 1 and 3 view entities that are helping the school, whereas theme 2 cites factors that are breaking the school down.

At school A the data reveals that most external factors that are affecting classroom management can be linked to various factors within the community. These factors range from parental involvement, community involvement, stakeholder involvement and social issues to the role of the Education Department. The social issues in the community are definitely the major ones that are causing big problems for classroom management. Although these are major factors impacting the school, the challenge lies in how leadership and management in this school engage with these challenges.

Parent/guardian involvement is not strong at school A, but there is sufficient evidence that parents are concerned about their children and they are coming to the school if called upon to deal with issues of an academic nature.

Community involvement is poor; however, if some parents at home are called upon to stand in for absent teachers, they will come in to earn some money. Some of the parents are working at the feeding scheme and getting paid – a means of financial support that will eventually benefit the learner.

Stakeholders like the taxi association are playing a big role in the community looking after and keeping the peace in the township. Although gangsterism is rife, the taxi association still commands respect and keeps the peace in the township.

The **social issues** are numerous and the effects are dire on the classroom management. The social issues as noted before range from alcohol and substance abuse; teenage pregnancies; poverty and domestic violence; child headed homes and single parents; gangsterism; selling and trafficking of substance; and truancy and absenteeism (fear of rape and fear of gang related activities). All of these things have an effect on classroom management.

The lack of the **Education Department's involvement** can be seen as somewhat of a problem. Teachers felt that the Department should come to school A on a regular basis and meetings should be more of a constructive and positive nature. At this point, it seems as if there is a lot of resentment and anger towards the Department based on the pressure that the latter is putting on teachers for increased results, irrespective of the conditions teachers are working under.

4.13 INTEGRATED ANALYSIS OF FINDINGS USING A WHOLE SCHOOL PERSPECTIVE

I will now conclude by analysing the findings in relation to the key elements of the Davidoff et al., (2014) theoretical framework showing the interrelationship between the organisational elements as they pertain to classroom management.

4.13.1 Leadership and Management and Governance

The leadership and management role is twofold in schools – on the one hand they have a key role in guiding and determining the organisational environment in their school, and on the other hand they are responsible for holding the curriculum development in their school. Classroom management is integrally related to both these aspects in the school

My analysis of the data shows that in school A, leadership and management (principal, deputies and heads of department) may have physical copies of the policies, regulations, and procedures for CRM at an organisational level but these things are not owned by the school. There may be policy around it, for example, disciplinary procedures, discipline and code of conduct but these policies are not owned, nor understood and not reinforced most of the time at a whole school level.

The data showed the leadership tends to have a more laissez-faire approach to managing the school, which has caused some teachers to lose their trust in management. The leadership does not have much control over what is happening in the classrooms, which passes the power of control over to the teacher who has to make most of the decisions regarding rules, how to teach, how to discipline learners, etc. This is due to limited structure and guidance from the top leadership and management team to solidify trust and respect on the side of the teachers.

4.13.2 Identity of school

What should be central to the heart of the school is the leadership and management's role in holding the organisational culture and climate of the school. This is where the vision, values and norms of the school need to be owned and reinforced through constant communication. In engaging with school A, I found that the identity element was invisible – there was no tangible evidence of their vision and norms, especially related to CRM. What was present was a loose, incongruent classroom management approach – evidence that leadership and

management did not pull together the reigns of all learners, teachers, and parents in one unified direction.

4.13.3 Strategy of the school

This element speaks of how learners, teachers and parents would benefit from CRM (if CRM policy was in place). What is emerging in school A is the weak leadership and management of the school, i.e. there is a loose link between, policy, structures and procedures and human resource development when it comes to classroom management. It appears as if there is no strategy in the School Improvement Plan (SIP) to address issues of CRM or learner indiscipline. All teachers are performing their own version of a type of CRM that they think is right – sure evidence that not much guidance is obtained from the SMT. The reason for this can be the lack of urgency on the part of SMT to tighten up links and move the school progressively forward. Since there is no real guidance from the SMT, learners have fallen to frequently disrupting classes, especially in the General Education and Training phase (GET), which consist of grades 8 and 9, where teachers have adopted a more passive stance to managing their classes.

4.13.4 Structure of the school

This element relates to the different departments and the lines of communication between them. The strategies that flowed from the findings show that teachers are doing their best to come up with strategies, in order to create a conducive educational environment where teaching and learning can take place. This action, however, is made very difficult by the SMT who are not very supportive where administering learner indiscipline is concerned. It appears as if the structures that are meant to deal with disciplinary issues are not functioning. This is causing much frustration on the part of teachers. Transgressors are not properly dealt with in the office and sent back to class to the utter dismay of teachers – clear evidence that management is incapable of handle or administering learner discipline. This is the key role of the principal and the SMT to ensure that this key structure is functioning to actually support dealing with learners who are sent to the office. In some senior classes, teachers are not serious about handling the affairs of classroom management properly. This has also caused disagreement between staff members who are serious about wanting to make a difference, and those who are at school just for their pay cheque. This again can be based on the lack of support coming from senior management.

4.13.5 Technical resources

This refers to the physical resources and how they are needed to implement CRM. The perceptions of teachers on the effectiveness of their classroom management practices has suffered a blow with regards to certain factors that are affecting their classroom management like, for example, lack of physical and academic resources, overcrowded classes, lack of support from SMT and grade heads in following up on transgressors, etc. This can cause an emotional and psychological block on the part of teachers in confirming that they are unable to manage classes effectively – which can lead to stress and burnout. One consequence of this could be that management did not procure correctly during the School Improvement Planning (SIP) phase, which meant that the procurements for the consecutive year would be incorrect, causing many shortcomings in major areas of the school, ultimately affecting CRM.

4.13.6 Human resources

The question can be ask what role have the leadership and management team played in addressing learner and parent/guardian capacity building in relation to the policy and procedures related to CRM and discipline of learners. Findings from data have shown that there is a definite need for training and capacity building at school A. What is actually happening, management has not structured any development training in their School Improvement Plan or capacity building for learners, teachers or parents. There is little support for training that has happened. Also, part of leadership and management problem is that they not getting enough external support from the Education Department and other service providers to assist teachers. This actually shows a management team that lacks confidence and the capacity to build and develop the skills of their subordinates.

4.13.7 Culture context

Most teachers are trying to hold their own by setting rules and establishing procedures and by trying to create a conducive environment so that effective learning and teaching can take place. This is what teachers are trying in the classroom, but what they are trying to do in the classroom is not supported by what is happening in the school community as a whole.

Micro context: Although parents/guardians and community are very supportive and want to help their children, there is no real strategy from leadership and management to engage or relate with them. Some of these parents/guardians are doing their social responsibility for the school by helping out with some odd jobs. There is a degree of community involvement in

the school, but there is also an awareness that the community must do much more to the point of taking ownership of the school, because it appears as if the community is standing aloof and watching the school from a distance. The consequences of the social problems and the ultimate effects that it has on learners in the school system are preposterous. The culture of violence, crime and poverty is the one aspect that is causing big problems for the school and classroom management respectively. The social issues are numerous and the effects are dire on the CRM

Macro context: The minimal support from the Education Department has also made teachers feel that they are alone in this quest of upholding education amidst so much turmoil in the classroom. Teachers are frustrated with the Education Department and feel that the latter is adding pressure instead of making their plight lighter. A possible reason for this can be that the Education Department invests more time focusing on schools that perform below 60%. School A's performance is in the mid-sixties just below 70%, which means that they are still in desperate need of Departmental support, and not getting it.

4.14 CONCLUSION

In this chapter the case of school A was presented. The research findings presented in this chapter were based on the research tools of questionnaires, individual and focus group interviews and classroom observations. A similar approach will be followed in the next chapter where school B findings will be presented and ultimately both schools A and B will be analysed in relation to the literature in chapter six.

5 CHAPTER FIVE

DATA ANALYSIS AND INTERPRETATION OF FINDINGS FOR SCHOOL B

5.1 INTRODUCTION

In this chapter the discussion of findings for school B is presented using a similar structure and format as with the previous chapter. This chapter will also conclude with an integrated analysis of findings using the WSD framework of Davidoff et al., (2014).

This chapter commences with a short description of the school community context of the area where both schools are located. A description of school B is provided followed by a visual diagram of the key categories and themes identified in the data. Three key categories emerged i.e. personal, school and contextual factors influencing classroom management practices.

5.2 CONTEXT OF SCHOOL B

School B is located in the same community as school A and has distinguished itself as a maths and science school, drawing the top achievers from the primary schools in the Eastern District areas. School B was established in 1998. It is the older of the two high schools in that area and gave birth to school A. The infrastructure of the school is in a pristine condition although it is much older than school A. The playing field is in a good condition, the lawn is cut and rugby and soccer posts are on the field. There is not much graffiti on the walls. When you step into the school, you immediately get a feeling that this is a mathematics and science school due to the numerous of images of maths formulas, examples of different sums and equations covering the walls. During breaks, the learners can stand and look at these images and talk about them. There is an intercom system that is audible even if you are outside of the classroom. The school buildings are spaced far apart from each other, which mean that learners have to walk from one section to the other. This is what makes it a prime building for learners to be victims when an outsider can just walk into the school premises and victimise learners without the management knowing that they are at the school. This was a big problem the previous year when gangsters ran onto the premises numerous times to do their business – whether it was selling drugs, robbing or hurting rival gang members. But standing on the school and investigating the surroundings I could see that there were no holes in the fences,

and there are palisades around the whole school prohibiting learners from jumping over the fence or outsiders from entering the school, which means that bunking classes is inhibited. The big challenge that faced the school this year was the substance abuse problem in the form of smoking marijuana.

According to WCED¹ results of 2017 school B has achieved an average of 90% matric pass rate over the last five years, which set it aside as one of the top schools in that area. The total roll of the learner population in 2017 according to CEMIS² was 1727. Of that total 1697 are African and 31 are coloured. There are 1072 girls and 656 boys in the school. The school has 51 teachers of which 35 are female and 16 male. 13 educators live in the area of which ten are female. The school has 15 non-teaching staff of which eight are interns being paid by WCED. Teachers at school B are under great pressure to uphold their current achievements. According to one of the deputy principals, *“At times it seems as if they (teachers) don’t care about stuff that’s happening around them or they cannot be bothered by menial stuff other than work – but when it comes to pulling together as a staff to put school B on the map, everyone pitches in”*. However, *“School B is not a perfect school”*, according to the other deputy, *“it has its problems”*. A few disciplinary cases were noted this year where even the parents did not know what to do with their children because they had gone even beyond the SGB (School Governing Body). School B is a highly academic school that strives for top class qualified educators as well. The principal of the school is currently busy with his Doctorate in Education and six of its teachers have Masters’ degrees. From the school’s inception in 1998, it has received a large number of special awards ranging from Minister’s Commendation, Minister’s award, Premier’s awards, Provincial Treasury awards, Arts Cape and numerous financial institution rewards for excellent learners’ achievement.

5.3 SUMMARY OF KEY CATEGORIES AND THEMES

An analysis of the data from school B is presented in the following section. Three main categories of results surfaced from the data, as shown in Figure 3. Figure 3 depicts the factors influencing classroom management practices on a micro level, i.e. personal factors which consist of teacher strategies, belief systems and personal factors influencing classroom

¹ wcedemis.pgwc.gov.za

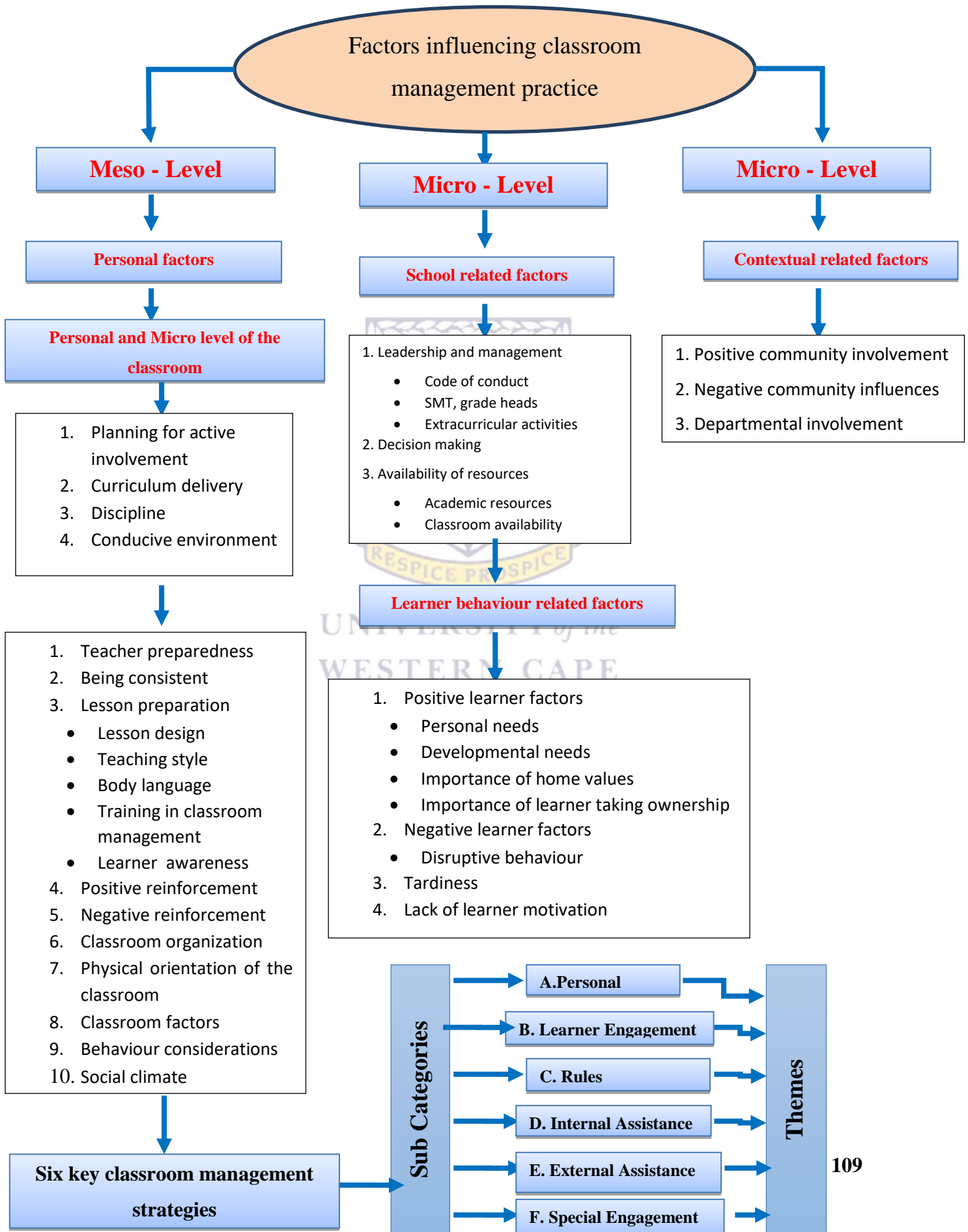
² wcedemis.pgwc.gov.za

management; a meso-level of the school looking at school related factors, i.e. leadership and management and learner behaviour influences on classroom management; and a macro level of the school, which shows contextual factors influencing classroom management practices. Figure 3 presents a summary of the key finding which are elaborated on below.



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Figure 3 : Findings of Micro, Meso and Macro levels of the teacher in the classroom in school B



5.4 SCHOOL B: PRESENTATION OF FINDINGS

This section presents findings from school B. The findings are presented in the same way as in chapter four, i.e. under categories, sub-categories and themes related to the key research questions regarding what classroom management strategies teachers use; how the teachers feel about the effectiveness of their classroom management strategies; what teachers' perceptions are on the influence of learner behaviour on classroom management strategies as well as the personal, school and contextual factors influencing classroom management practices.

A summary is provided of key patterns that emerged and a brief discussion of some of the trends is made. The chapter will conclude with an integrated analysis of findings using a whole school perspective of the Davidoff et al., (2014) model.

5.5 PERSONAL AND MICRO LEVEL OF THE CLASSROOM

The teacher and the classroom aspects that influence classroom management are presented within this category of the micro level. This category, as in chapter four, has a number of sub-categories, i.e. strategies currently used in the classroom; beliefs system of teachers; and personal factors in the classroom with related themes. These findings answer key research questions one, two and three, i.e. what micro management strategies do teachers use; how do teachers feel about the effectiveness of their management strategies and what are the influences of learner behaviour on those management strategies in the classroom.

5.5.1 Classroom management strategies currently in use

In my analysis of data, there were six key strategies that emerged from the data under the following sub categories: personal input, rules, internal assistance, external assistance, learner engagement and special engagement. I will elaborate on each of the six key strategies now.

5.5.1.1 Personal input

The themes under this category include being prepared, being punctual, being disciplined and respectful, being a motivator, being consistent, and using work related activities to keep learners busy.

- **Theme 1: Being prepared**

According to interviews, it was found that teacher preparedness included: teachers need to know exactly what they going to do in a precise order; the need to make sure that all materials and teaching aids are in place and ready when learners step into the classroom; and planning and preparedness should also include how learners are going to be incorporated into your lesson. A well-prepared teacher and a prepared learner seem to make an ideal combination to foster effective learning.

Quotes by BI01 emphasised the importance of being prepared as an educator by stating, “...they should know exactly how sequenced their work is in that classroom.”BQ11 cited, “Preparation – thorough preparation is key to effective managing all spheres of the classroom.”BQ2 emphasised that teachers need to make sure that all necessary teaching aids are available in classrooms for effective management processes.

At school B, teacher preparedness and effective planning emerged as good ingredients for teaching. Where preparedness is concerned, it seems as if there is an urgency and seriousness about it when it comes to going to class and preparing for activities. What is emerging is an overall awareness that they need to keep intact the standard that has been achieved.

- **Theme 2: Being punctual**

The findings show that punctuality includes: teachers need to arrive early at school, fully prepared for the tasks of the day; not only should teachers be early, but learners should also be early; teachers need to encourage learners to be early and be sensitive about it; punctuality should be stated as part of the rules that learners need to be early; learners need to line up in front of their classrooms before stepping into the classrooms. Nine teachers mentioned that being punctual is vital. BQ09 mentioned, “Arriving early at the class - prepared and knowing your learners” while BQ15 noted that teacher need to be punctual.

Encouraging learners to be early is always a good thing. It is even better if their teachers are early. Being a good role model will definitely help in this regard, because good conduct can rub off onto the learners. What is emerging at school B is a general awareness that the school starts at 7h30 for teachers. That is the time when the principal starts his daily staff briefing, and all teachers are expected to be in the staffroom.

- **Theme 3: Being disciplined and respectful**

Findings of the data show that being disciplined and respectful included: enforcing discipline and having a seating plan for learners in place; teachers need to be disciplined and show a measure of self-discipline by being punctual and prepared for their learners; teachers need to work on their relationships with learners so that learners can respect them; being respectful came out strong - respect for each other, respect for their teachers, respect for the values and beliefs of others and respect for the school as an institution.

Twelve teachers stated that their ability to enforce discipline in a classroom setup in addition to arrangement of learners at their desks is important parts of classroom management. BFG2 noted, *“And also you as the teacher must respect your learners in order for them to respect you...”* BQ02 cited that learners adhere to the core values of the school as well as in the class by being respectful. BQ05 said, *“I treat them with respect”* and added that learners need to respect teachers and learners.

Teachers at school B seem to be very dedicated (speaks of self-discipline) to their work and very respectful of their learners, because that is the example coming from the senior management. Learners at the school are already following the core values of the school, so the basis and foundation for respect are already in place.

- **Theme 4: Be a motivator**

According to the findings teacher motivation included: teachers need to create positive learning spaces where motivation reigns; teachers need to know their learners; teachers need to listen to learner problems and supply solutions where possible; teachers should sustain a relationship with their learners and supply endless feedback; the more you as the teacher give, the more trust will be built on the learner’s side for you; supply positive feedback; teachers should be supportive and appreciative of them. Nine teachers felt that learners needed to be engaged positively, in a positive environment, BQ10 stated, *“the teacher must create a positive learning environments... assist learners to behave positively by motivating them”*. BQ06 believes in *“positive reinforcement.”* While BQ12 noted that teachers needed to supply timeous feedback on assessments. BFG1 said, *“...we are patient, perseverant, we go beyond. If we were to focus on what other learners do to us then it wouldn’t work...”*

What is emerging at school B is that there is an appreciation for the important role motivation, and especially positive reinforcement, plays.

- **Theme 5: Be consistent**

Being consistent at school B meant: Don't make promises that you can't uphold; when learners break the class rules, be firm and let them feel the consequence of those rules; teachers need to go the extra mile – your perseverance will pay off; your consistency should be more intense in the lower grades, so if learners get to the higher grades they know what to expect; learners should know the procedures in class and they must know the rules with the consequences for breaking those rules.

BI02 noted, “... *the importance of being consistent – don't make empty promises. Normally when you give rules there are consequences to those rules if the students break them – let them feel that consequence then they'll know not to do it the next time.*” BQ05 stated, “*Learners must know the class rules, and the educator must be consistent in applying these rules.*” BQ10 concurred with BQ05 and said, “*As a teacher you should be consistent in what you are doing so that learners can gain trust in you.*”

It is good to see that being consistent is one of those things that are slowly emerging at school B because teachers are serious about upholding the status quo of excellence.

- **Theme 6: Using school work related activities to keep learners busy**

Using school work related activities to keep learners constantly busy comprised of: have learners respond to three questions on the board as they step inside the classroom (the purpose of the activity was to let them focus the moment they step into the classroom); sending learners home with a pre-reading activity for the next day, so the moment they arrive in the classroom the teacher already has something to work with; and checking the previous day's homework as an introductory activity.

This quote illustrated BI01 using a work related strategy to get learners focussing quickly: “... *this three minute exercise that I give to my learners as they come in. So I put maybe three questions or one word that they need to think about – then that makes them to quickly come in and settle down, look at the chalkboard, what is on there and sit down and immediately they*

take out their books and start writing.” BQ04 said the activities that add to classroom management are work related things like, *“homework must be done, pre-lesson readings must be done and new concepts must be investigated”* by the learners.

In summary regarding the use of work related activities at school B, teachers at least have an awareness that they need to draw the learners’ attention the moment they step into their classroom.

5.5.1.2 Rules

The themes under this sub-category are: setting rules, boundaries and expectation; bringing rules into remembrance; checking dress code and have a seating plan in place.

- **Theme 1: Setting rules, boundaries and expectations**

Setting rules and expectation included: the importance of doing it on the first day of the year or the term; setting the boundaries and expectations right; teach the rules and the consequences to ensure good understanding; give learners a voice by making them part of this process; and display the end product for continual reminder. These are illustrated by BI01 who stated the importance of establishing rules and expectations at the beginning of the year, *“So for me to have set rules that are drilled almost every day especially in the first day of the schools, first week after holidays or any other holiday that we have, I drill back my rules that help.”* BI03 noted, *“We draft the rules regarding my class for the learners and penalties for those who go against it.”* He further stated that you must do the rule setting process together with the learners, *“they own their discipline, the rules they come up with them, they bring their inputs, and together we draft it, placed it on the wall...”*

Setting rules and expectations also links to being sincere in your efforts as the teachers to do the right thing, in addition to which allowing learners to be part of the process gives them ownership of the process and ensures a measure of responsibility on their side.

- **Theme 2: Bringing rules into remembrance**

According to the findings bringing rules into remembrance includes: being reminded of the rules on a continual basis, whether by word of mouth or by visual intent; learners need to write the rules down; teachers should not get tired of reminding and repeating rules; class

rules should be subjected to the code of conduct of the school; rules should be applied consistently.

BI01 said in this regard, *“I would say go back to your books where you wrote them down and recap...”* BI02 noted, *“...you should not be tired of repeating the rules and procedures to them because their tendency is always, ‘we forgot Miss’.”* BI03 cited, *“But with the lower grades it’s a bit difficult. They tend to forget and you have to keep on reminding them.”* BQ22 said, *“Yes, they received code of conduct and are reminded everyday”* (BQ26).

At school B, learners are aware of the rules because they are constantly reminded of the consequences of their actions. Teachers are also to look out for and discourage disruptive behaviour before it reaches a critical point.

- **Theme 3: Checking dress code**

Checking dress code includes: uniform creates a sense of discipline and this discipline adds to classroom management; learners’ appearance should be good; dress code should be checked on a regular basis; and learners should wear a proper and full school uniform– no jewellery, make up or fancy hair. Four teachers out of twenty-two felt that wearing the correct uniform at school B is very important. You can see that the learners are wearing it with pride.

- **Theme 4: Seating arrangement**

Seating arrangement includes: learners are seated according to teacher’s preference; it is done to lessen the amount of talking that might take place; friends are separated; and learners are grouped to get the maximum out of them. The following comments reflect these sentiments:

BQ01 noted the importance of educators sorting out the seating issue, *“Seating according to teachers instructions...working together quietly at all times.”* BQ22 stated, *“learners come into my class and I place them (seating). No buddy- buddy.”* BQ10 noted, *“In my class, I arrange the way the learners sit; no one sits next to their friends.”*

A seating plan has its benefits and is linked to learners working peacefully together to maximise teaching and learning.

5.5.1.3 *Internal assistance*

The themes that emerged under this category are calling senior management for assistance and asking uncooperative learners to leave the classroom.

- **Theme 1: Calling senior management for assistance**

Calling on senior management entails: problematic learners are referred to the office after reprimanding on several occasions; learners are aware that rules have consequences if broken; disruptive behaviour allows for serious censure like suspension and the disciplinary committee decides on the sanction. These are demonstrated by the following comments:

BQ01 noted, *“Social behavioural problems are buzzed in (via intercom) to notify management, who then will do the necessary action.”* BQ02, cited, *“Learner is removed from the current class in the event of that educator is experiencing uncontrollable behaviour. The learner is then put through the disciplinary process of management run by the school. Parents are informed as well of the unruly behaviour as it could be social problems that are not school related.”*

The findings show twenty five percent of teachers interviewed noted the importance of the senior management team and parent intervention when learners step out of line. This system seems to work effectively at school B because deputies are handling all the disciplinary cases including dealing with parents.

- **Theme 2: Asking uncooperative learner to leave the classroom**

Asking uncooperative learners to leave the classroom comprises of: put the learner out for the sake of teaching the rest; the results of putting a learner out is felt immediately; at times management is not available then this is the only viable action. Comments ranged from:

BQ10 noted, *“In my class if the learner misbehave he or she must wait for me outside then after the class I will deal with them.”* BQ05 will also put misbehaving learners out of class, but tends not to let learners in the class observe the confrontation, *“Incidences, I try to sort out outside the classroom.”* BI01 states that if it goes beyond anything she can handle, she will friendly and amicably ask the learner just to leave the classroom.

A private conversation with the learner is useful in trying to correct or show that his or her behaviour is not acceptable. These tend to be the appropriate actions at school B if learners are stepping out of line. If the bad behaviour continues, then progressive discipline will follow. The grade head or parent will be called in for the learner, depending on the nature of the incident.

5.5.1.4 External assistance

The theme that emerged under this category is referring to outside stakeholders and parents.

- **Theme 1: Refer to outside stakeholders and parents**

Referring learners to outside stakeholders and parents includes calling the parents to help with the situation; calling other institutions like social services, the school psychologist, police, etc. to intervene. These are illustrated by comments like:

BQ05 noted, *“I also refer learners to the appropriate institutions if necessary”*, while BQ08 stated, *“we sometimes have drug tests to monitor learners.”* Some teachers go the parents and guardian route and feel it necessary to call in the parents, *“Parental intervention - list goals which they refer to when not behaving”* (BQ06), *“Report the learner and then call the parent.”*

At school B, it is essential that warnings are given, parents be called in and, if necessary, report the incident to support structures outside of the school.

5.5.1.5 Learner engagement

The themes that emerged under this category are: no walking around while class is in session; lining up in front of the classroom; raising a hand if you want to speak; no eating in class; no talking with your peers while a lesson is in progress; no fighting; and leaving the classroom in a clean state.

- **Theme 1: No walking around while a class is in session**

Teachers interviewed at school B are adamant that walking around in class while they are busy teaching is not allowed. They feel that learners must be seated while they teaching and only respond when given permission to do so. Comments to support this ranged from:

Walking around in class is such a distraction, BQ01 mentioned, *“No walking around in class without permission.”* BQ22 concurred that learners are not allowed to walk around in her class while the lesson is in progression. BQ24 added, *“Learners must be seated at all times.”* Walking around in class at school B without permission from the teacher is unacceptable, especially when the teacher is teaching. Many teachers have a problem with this action and will normally include it in their class rules of things not to do in class.

- **Theme 2: Lining up in front of the classroom**

Lining up before you enter the classroom is still seen as part of the discipline strategy of the teacher’s classroom management and starts outside the classroom; teachers should stand outside their classroom, awaiting their learners; teachers to observe them as they enter to check for any irregularities; when learners are inside, greet them in a proper fashion; the same protocol must be followed when the period ends. Some teachers are of the opinion that classroom management starts outside of the classroom. For this reason, BQ03 stated, *“Wait in line outside class. Stand at door to greet. When you leave, we greet ‘I’m not your friend, I’m your teacher.’”* BQ05 also noted, *“Learners line up before entering class. Greet when they enter.”*

Awaiting your learners outside your classroom and have them lining up might sound old school, but the dividends are numerous and in favour of your classroom management. This is one of the actions that is slowly emerging at the school B. Teachers are catching on regarding the benefits of having their learners lining up before entering the classroom.

- **Theme 3: Raise hand if you want to speak**

Raising your hand to speak includes no shouting out; do not talk over others; raise your hand as an indication that they want to speak; teachers desire proper learner conduct when learners want to say something or make a point. These are illustrated by BQ02 who noted that learners must indicate by raising their hand to communicate with educators as well as peers in the class. BQ22 concurs, *“no one calling out or shouting in my class.”* BQ04 added that learners be encouraged to, *“Ask questions if unsure about concepts.”*

Many teachers appreciate the eagerness of learners to contribute but feel that they should do it in a proper civilised manner. This action of raising hands to speak has emerged at the

school from inception and is emphasised even in the school's debating society that has won a few accolades.

- **Theme 4: No eating in class**

According to the data at school B, teachers are not allowing learners to eat in the class. Some go as far as not allowing learners to drink water in the class. Five educators were adamant that an activity like eating is totally taboo when stating, *"No eating of any food while lessons are in progress."* BQ10 cited, *"They are not allowed to eat or drink in class, even if its water."* It has been noted that not many learners bring food to school because the feeding scheme is supplying almost eighty percent of learners with breakfast and lunch at school. The few learners who are not making use of the feeding scheme bring money to school and buy food. Break times at school B is normally a very festive affair because outside food vendors come and sell their produce to the learners. Even teachers make use of them. This causes not much eating to take place inside the classroom.

- **Theme 5: No talking with your peers while lesson is in progress**

At school B, constant chatting during lessons is one of the major problems that teachers have to deal with where classroom management is concerned. It is also the number one transgression that learners get embroiled in. Six teachers stated that they do not allow any noise, chatting, or disturbances in their classes; learners are to keep quiet and listen to the instructions from the teacher; no interruptions while the teacher is giving instruction or explanations; no interruption while another learner is talking. Learners need to ask permission when they want to leave the classroom and there is to be no noise in class and at break as well as no shouting or screaming.

According to the findings, teachers are unwavering about learners talking while they are teaching. They feel that it is not right to teach in constant noise or have learners chatting while they are supposed to listen to the lesson. The chatting should also stop during times of class discussions when learners are voicing their opinions.

- **Theme 6: No fighting in class**

According to the findings, teachers are clear on the issue of fighting in class. No profanity and absolutely no fighting in class are allowed. Because fighting in the class is a clear sign of

disrespect for authority, BQ23 noted, “*No fighting, bullying*” and BQ27 said, “*No vulgar language.*”

School B is a forerunner of the anti-bullying campaign and by engaging in it on an annual basis this limits and decreases the amount of fights that might have taken place.

- **Theme 7: Leaving classroom in a clean state**

Leaving the classroom in a clean state comprises of: teachers are set on the fact that the environment where teaching is taking place needs to be clean and left in a proper state as the learners find it; cleanliness in this regard promotes learning; teachers must establish a cleaning roster to involve all learners in the class so that it becomes a shared responsibility. Five teachers noted that classes should be clean and neat, and that cleanliness is of utmost importance, that a cleaning roster is established and all learners in the class are added to it and that learners should keep their areas clean.

A general awareness of learners cleaning their classes is emerging at school B. A simple act from the teacher to insist that the classroom be cleaned at the end of the period can lead to learners becoming more aware of their social responsibility towards their fellow men.

5.5.1.6 *Special engagement*

The themes that emerged under this category are: peer teaching; use of technology as part of the lesson; creating a conducive environment; use of ice-breakers; proximity control; and using non-work related activities.

- **Theme 1: Peer teaching**

Peer teaching entails: Varying your teaching methods - giving learners the opportunity to teach certain sections of the work; importance of hearing another voice in the class; refocusing of learners’ attention. This was illustrated by the following comments by BFG4 who noted that this works for her, “*To me the one that’s working effectively is the one of changing the teaching methods where you varied them and that it helps attracting learner’s attention to them.*” She continued by saying, “*Sometimes I allow learners to teach other learners for a change.*” BFG5 echoed the same sentiments when stating, “*that’s what I do in my math class sometimes... One learner will stand in as a teacher for that day and conduct*

the lesson, doing corrections, asking learners the questions...it keeps them busy because they become excited, they focus that they also want to be the next person tomorrow to be there in front like being a teacher...”

Teachers have noted that when they do something like this, no one will be misbehaving in class. Teachers should not be in the commanding seat all the time. Opportunities should be given to learners teach mini lessons.

- **Theme 2: Use of technology as part of the lesson**

Using technology as part of your lesson includes: asking learners to use their phones as part of the lesson; asking learners to access sites for academic purposes; it demands learners to be self-controlled when using their electronic devices. BCO4 asked learners to take out their cell phones and Google some definition that was work related. This action was not new to the class. The rule was they could only use a cell phone at times when the teacher requested it and that it be used for the purpose he stipulates. BCO4 used to work for Khanya (computer project) and established computer labs at schools in disadvantaged areas and trained teachers in the software to use in the classes.

- **Theme 3: Creating a conducive environment**

Creating a conducive environment entails: creating an atmosphere in your class that will encourage teaching and learning; teachers to be inventive and creative and zone in on learners' needs. These were illustrated with the following comments from BI04 who stated that his classroom is a very nice environment, *“...I try to make it nice, put some curtains on; create a homely atmosphere so that they feel they're at home now – not just learning boringly.”* Being creative in itself is being infectious, because others will see the benefits of what you are doing and follow suit.

- **Theme 4: Proximity control**

Using proximity control entails making your presence as the teacher and authority in the class known (when you spot a potential crisis in the class and assert your presence in that area). It is when teachers move difficult learners closer to their table to have a constant eye on them BFG1 mentioned that she would, *“Go to the person that's misbehaving and stand just there,*

but continue with your lesson that will say a lot to them. They will know that you don't like what they're doing."

Proximity control is a powerful tool that fosters teaching and learning by being present at the right time and space in your class.

- **Theme 5: Using non-academic related activities**

Using non-academic related activities includes activities outside of the box that encourage learners to cooperate with teachers, i.e. awards, fun activities to energise the class, and special gestures. The following quotes illustrate this:

BI01 said, *"For example, I term it my own chocolate awards that I do per term, so each term when my learners get codes sevens, they know that they'll be getting a chocolate, a slab of chocolate."* When BI04 noticed that learners were coming late in the mornings, he initiated a coffee and sandwich project, *"...where we drink some tea or coffee in the morning... and one or two days in the week we have a sandwich with it. In addition, it helps because we human beings."* He continued to state that the other reason learners cooperate with him is they know there is something new that they'll hear or learn in that day, *"You saw we have a oven there and now and then except for the coffee, we bake a bread or two for the class who did something well the previous day or two days ago and the smell is so homely, it calms them down... it's really psychological."* BFG1 noted, *"...You also need to start your lesson with an 'ice breakers' whereby learners are not going to sit all the time – they need to move and stand up in between your lessons so that they don't get bored..."*

Using non-academic related activities are on the increase at school B and are bringing another dimension to classroom management that teachers are satisfied with. Teachers at school B are encouraged when they see the positive effects of non-academic related activities on their classroom management – it spurs them on to go the extra mile for the learners.

5.5.2 Summary and discussion of findings

In school B, the six key classroom management strategies that emerged were personal input; learner engagement; rules; internal assistance; external assistance and special engagement.

A summary of findings will be presented of my key research question in this section. I am discussing it in terms of the main features that are emerging. I am not discussing it in relation to the literature yet – that will be done in chapter 6.

The table below provides a summary of the key classroom management strategies those teachers in school B use.

Table 5: Key strategies in school B

	Categories	Relevant Themes
1.	Personal Input	Being prepared / Being punctual / Being discipline / Being a motivator / Being consistent / Using academic related activities
2.	Learner Engagement	No walking around / Lining up properly / Raise hand / No eating in class / No talking in lesson / No fighting // Clean class
3.	Rules	Setting of rules / Bringing rules into remembrance / Check dress code / Organise seating arrangement
4.	Internal Assistance	Calling SMT, grade head and HOD / Asking uncooperative learners to leave classroom
5.	External Assistance	Refer to outside stakeholders
6.	Special Engagement	Peer teaching / Use of technology / Creating a conducive environment / Use none-academic activities

The table provides a summary of the key strategies in school B, which are personal input; learner engagement; rules; internal assessment; external assessment and special engagement. There was an order of dominance because not all teachers were drawing on all six categories. The order of dominance was rule setting, followed by teacher or personal input and then learner engagement. The picture that emerged from school B is more of a collective effort from the teacher core, leadership, and management to contain the learners in the classroom. Although teachers are using their strategies to handle learners in the classroom, they do trust the structures in place to alleviate the pressure. When parents come to school, they mostly deal with the deputies to solve issues – not disrupting the teaching programme of teachers and by so doing giving teachers more time in class. In the next section I will look at how teachers feel about the effectiveness of their CRM strategies, which will be followed by a discussion.

5.5.3 How do teachers feel about the effectiveness of their classroom management strategies?

In summary, the data shows that teachers at school B know that they need to be prepared, punctual and consistent. They know that positive reinforcement in the form of motivation is vital and more and more teachers are opting for non-academic activities to keep learners focussed. They set high standards and expectations that must be adhered to by their learners. They know the importance of setting rules, in addition to reminding learners of the rules and the consequences of those rules. They know they have a very good support in the SMT, HOD and grade heads when asking uncooperative learners to leave the classroom to ensure effective teaching and learning to take place. They also know that assistance in the form of reaching out to outsiders for help is an option that they can use and is slowly becoming the norm, especially with uncooperative learners. Some are making an extra effort of to keep learners focussed and motivated i.e. having special awards, including fun activities to energise the class like ice-breakers and games, and adding specialties like serving coffee/tea with freshly baked bread in the morning before school to motivate learners to be early.

5.5.4 Discussion

The findings reveal that most teachers interviewed at school B noted reasons for classroom strategies have to do with upholding a collective status quo of excellence. Teachers are driven to prepare for school and adhere to a high standard of achievement. They know that they are role models and the eyes of learners are continually on them. This is the reason they punctual, dedicated, self-disciplined and respectful. They are encouraged to be motivators and to try new methods of keeping learners occupied and focussed. They know that the SMT, HOD's and any outside stakeholders are available to support them. All of the pressure, i.e. curriculum delivery, challenging learners and upholding a solid classroom management practice, can be very stressful, but in the words of the deputy, *"...when it comes to pulling together as a staff to put school B on the map, everyone pitches in"*.

What is emerging is teachers are confident in the structures that are in place at school B. If any problems arise, they know that they have the backing of a line manager to support them. Management also encourages teachers to come up with various projects to help learners. If learners sense the dedication of teachers, they tend to give everything to satisfy the teacher.

5.6 HOW TEACHERS FEEL ABOUT THE EFFECTIVENESS OF THEIR STRATEGIES

The main category under this section of how teachers feel about the effectiveness of their strategies draws mostly from the belief system of teachers and what they view as effective strategies.

5.6.1 *Belief system of teachers*

The key themes that emerged under this category are the lesson planning for active involvement in class; effective curriculum management; discipline, control and order; and the creation of a conducive environment.

- **Theme 1: Lesson planning for active involvement in class**

Lesson planning for active involvement entails: signals a time for learners to really get focussed; sign that effective teaching and learning will take place; efficient learning development is happening; classroom management is the only way to create a conducive environment.

To illustrate this BI01 stated, *“automatically my learners get into the gear of being disciplined because they will always be waiting for something that will be coming from me.”* BQ1 stated that learners must be handled in a coordinated way to ensure effective learning takes place. BQ17 noted, *“How to manage your class to ensure efficient learning and development of learners takes place.”*

The findings show fifty percent of teachers interviewed mentioned that classroom management has to do with ensuring that effective learning and teaching should take place. The summary for the above also links with creating a positive teaching environment by putting CRM strategies in place; time should also be spent on lesson planning; teachers should control all activities taking place in the classroom.

- **Theme 2: Effective curriculum management**

The findings show that effective curriculum management includes: the transfer of curriculum content to achieve set goals, and classroom structure is important for effective curriculum delivery to take place. So in order for that transfer of the curriculum to take place, BI03 said,

“... lay down rules for yourself and for the learners so that you are able to achieve the goals that you have set for a particular lesson.”BI04 stated that structure in the classroom is important for effective curriculum delivery to take place, “...In the end if you want to deliver the curriculum for example, how can you do it if you do not have a structure in your class? In addition, kids, young people, they like structure because anything without structure ads up to their stress levels, they feel insecure, and they feel that they just missing something. So give them a structure then you can have the teaching process go on smoothly.”

The data reveals that twenty five percent of teachers interviewed at school B cited that classroom management encompasses management of the curriculum, time management as well as administrative duties of teachers to ensure that effective teaching and learning takes place.

- **Theme 3: Discipline, control and order**

Discipline, control and order include the setting of rules, procedures, structures and arrangements in your class; teacher’s ability to keep and maintain order and respect in class; teachers owning their rightful place as managers and figures of authority; and keeping learners busy until the end of the period. To show this, BI01 says that her definition will be how a teacher manages to keep a class under control. BI04 based his whole belief system on respect: “the first thing to me is that I don’t have a lot of rules because a lot of rules mean policing. Therefore, my first rule is just respect. “He further states that order is very important in the area that you as the teacher occupy. BQ4 felt that total order of all processes in the classroom, including seating plan, discipline, teaching and lesson planning, is of utmost importance. BFG2 noted that it is the way the teacher disciplines her class when they misbehave. She also feels that it is the way that you engage your learners in the class in order for them to be occupied as well as ensuring that the rules are followed in your class.

The finding shows that fourteen out of twenty-eight teachers noted that classroom management has to do with being in control of your classroom to see that discipline and order reign. This is what is emerging at school B; teachers are *managing* their classes, instilling discipline and putting ground rules in place before even teaching the learners. They feel that learners must be kept actively busy at all times.

- **Theme 4: Creation of conducive environment**

Creating a conducive environment includes: making sure your classroom is in check for your educational outcomes to surface; stabilizing the balance of your classroom; consult with your learners what will be best for them; and make every effort to create a positive and vibrant classroom where learning can take place. Illustrating this is BQ2 who said, “*Learners need to be engaged positively and in a positive environment, keeping discipline in mind...*” BQ9 concurred by stating, “*To be able to create a conducive environment in my class so that effective teaching can take place.*” BI02 takes it more from a stabilising effect when she said, “*It is to stabilize your teaching environment, which is your classroom... “In that way there will be a peaceful and working environment and order in your class.”*”

The findings show that 35% of teachers interviewed felt that teachers needed to create a conducive environment so that effective teaching can take place. What is emerging at school B is teachers are feeling that learners need to feel safe and secure in a calm environment where everyone is seated and willing to be taught. This also links with creating a stimulating environment for a conducive teaching climate, where everyone (learners) knows what is expected of them and where all systems are in place.

5.6.2 Summary and discussion of finding

In school B the key perceptions of how teachers felt about the effectiveness of their classroom management strategies were based on the belief system of the teachers. The key themes drawn from this category were lesson planning for active involvement, curriculum delivery, discipline, control and order, as well as creating conducive environments.

This summary of data with various themes connects with all four of my key research questions as previously stated in chapter four.

1. What classroom management strategies do teachers use? The strategies that flowed from the data across themes were: setting of rules, procedures, structures and arrangements to ensure a conducive environment is created; and establishing a firm foundation by implementing CRM strategies.

2. How do teachers feel about the effectiveness of their classroom management strategies? Teacher beliefs of ensuring effective curriculum delivery must take place; knowing that effective learning development is happening; and the knowledge that you as the teacher should control all aspects in the class.

3. What are teachers' perceptions on the influence of learner behaviour on classroom management strategies? The data shows that teachers need to be able to keep and maintain order for negative learner behaviour not to surface in the classroom; teachers should take their rightful place as managers and authority in their classroom in order for learners to see who is in charge; they need to consult with learners as to what will work best for them to the extent that learners know what is expected of them.

4. What are the personal factors influencing classroom management practices? The data shows that teachers need to plan vigorously in order to keep learners busy until the end of the period; planning should also ensure that educational outcomes are reached; and teachers need to create safe, positive and conducive environments for learning and teaching to take place.

5.6.3 Discussion summary and analysis of findings

Where similarities across themes under **key research question 1** are concerned, the following data seems to associate with strategies teachers use. The setting of rules and expectations in theme 1 compares with teachers' need to keep and maintain order in theme3. Where similarities across themes under **key research question 2** are concerned, ensuring that effective curriculum delivery is taking place in theme2 correlates with planning that causes educational outcomes to surfaced in theme 4. Where similarities across themes under **key research question 3** are concerned, theme 3 states teachers must take their rightful place as the authority in the classroom compares with teachers controlling all aspects in the classroom in theme2. Where similarities across themes under **key research question 4** are concerned, theme 4 cited teachers' need to create safe, positive and conducive environments. This correlates with theme 1 where it states that teachers need to establish a CRM foundation by implementing CRM strategies.

What is emerging from this category is the important belief of setting rules and expectations in order to create a safe and positive environment where effective teaching and learning can

take place. Teacher beliefs regarding effective curriculum delivery taking place in a setting with a good classroom management foundation are confirmed. Teacher beliefs on their authority role in controlling all aspects of teaching are also confirmed. Finally, yet importantly, the vital role that proper planning plays in assuring that educational outcomes are reached is also confirmed.

5.7 PERSONALRELATED FACTORS INFLUENCING CLASSROOM MANAGEMENT

An analysis of the data on the personal related factors influencing classroom management draws from: teacher preparedness; being consistent; teachers' lesson presentation of subject knowledge; positive reinforcement; negative reinforcement. Teachers' lesson presentation of subject knowledge consists of factors such as lesson design; teaching style; body language and voice usage; classroom management skills and whether teachers are culturally aware.

- **Theme 1: Teacher preparedness**

According to the findings, teacher preparedness includes: unpreparedness is a disaster awaiting; awareness on the part of the teachers that they must prepare; sticking to an effective lesson plan structure; importance of being prepared. This was illustrated with a comment from BI01 who noted the importance of teacher preparedness when stating, *"An unprepared teacher is a chaos brewing teacher because the learners will know day one you come into the class unprepared..."* BFG3 mentioned: *"I must get prepared and I've got to do this and that...Otherwise if the day is unproductive then its chaos."* Information from BQ8 stated, *"Being prepared and incorporating your learners in the lesson."*

In summary teachers at school B know the importance of being fully prepared for lessons. This also includes teachers arriving early in their classrooms; thorough preparation in order to effectively manage all spheres of the classroom; checking up on learners having books and textbooks; on a lesser note, teachers' ability to enforce discipline; and importance of classroom setup and arrangement of learners at desks.

- **Theme 2: Being consistent**

The findings show that being consistent includes: to be constant in what you do as a teacher; being constant in order for building learner trust; checking on the progress of learners;

constant supply of feedback on learner assessment; sticking to class rules and acting upon them. Information from school B went along the lines of, “As a teacher you should be consistent in what you are doing so that learners can gain trust in you” to “check on progress of learners (class work and home work) - setting and implementing rules - timorously giving feedback on assessment.” (BQ10 and BQ12). BFG2 noted the problem of being inconsistent by stating:

Yes, I think the main problem is inconsistency because we do not do the same thing when it comes to learner’s behaviour and classroom management. There are some behaviours which are accepted in other classrooms then there are that are not and if you are against what they think, the way they are treated by the other teachers and you are against it so you are a bad teacher according to the learners.

At school B, you also find undertones of dissatisfaction among teachers on the issue of passive and inconsistent teachers (which you can count on one hand) who are allowing learners to do as they please, in stark contrast to the ones who are upholding the true ethos of the school by being consistent.

- **Theme 3: Teachers’ lesson presentation of subject knowledge**

The sub-themes that evolved from the findings under this category were lesson design; teaching style; body language and voice projection; teacher training in classroom management and background of your learners.

- 1. Sub-theme 3.1: Lesson design**

The findings show that lesson design entails presentation of quality lessons; illustrating subject knowledge in a systematic way; lesson planning should incorporate classroom design. To illustrate this BQ02 stated, “The presentation of quality lessons contribute to effective classroom management.” BQ3 stated that teachers should be, “...planning (classroom), content, and subject knowledge - area or subject knowledge.” BI01 felt that teachers should know what they going to do, and they should know exactly how to sequence their work in that classroom.

School B has a very good record of accomplishment where academic achievement is concerned and it seems that much of that achievement can be accredited to good lesson design and planning.

2. Sub-theme 3.2: Teaching style

The findings show that teaching style includes the professional manner in which lessons are presented, and usage of different teaching methods. This is demonstrated by BQ2 stating that teachers should have, “*Professional engagement of learners when interacting with them.*” BFG4 noted that what works for her is when she is changing the teaching methods and varies them - it helps attracting learners’ attention.

Teaching style correlates with the previous section on lesson design in that it contributed to the achievements of school B and certain awards being issued to individual teachers for being outstanding in the classroom.

3. Sub-theme 3.3: Body language and voice projection

According to the findings body language and voice projection entails the manner in which teachers are presenting their lessons; the conduct of teachers around learners; and the way they use their voices to contribute to effective teaching and toning down conflict. Teachers interviewed at school B were clear that the lesson quality; their conduct towards learners; the fact that they needed to occupy learners most of the time; and the importance of having an attitude of non-confrontation with learners in addition to speaking using one tone of voice will add to effective classroom management (BQ2, BQ9, and BQ12). Once again, usage of voice and body language link to the previous two sections and play a vital role in learner achievement at school B.

4. Sub-theme 3.4: Teacher training in classroom management

Teacher training in classroom management includes where teachers adequately trained to handle classroom management before stepping into the classroom. To display this, BI02 mentioned that she had semi-formal instruction (mostly movie clips) on classroom management during the final year at university, “*but when you actually teaching practicing then it don’t always happen in such formal ways which we were taught but you are being directed by the situation of the environment in such current times. Yes so I was exposed to a classroom management unit in a third year module at CPUT.*” Teacher BI03 noted the he was exposed to classroom management training in Ghana and it was not just a module but “*it was throughout from 1st year, 2nd year and 3rd year.*” BI01 stated otherwise, “*I don’t think*

that I've had any instruction in terms of my own education... I have never received it... No I have never received that, I had to learn and find my own feet as an educator..."BI04 also mentioned that he was not exposed to formal instruction on how to handle classroom management, *"No, not a module as such... they mentioned it by default or by implication."*

Although most of the teachers at school B were not exposed to classroom management training at university or college, they are not far off where the execution and practices of CRM strategies are concerned. Most of their classroom management practices were self-researched, self-taught and colleague support.

5. Sub-theme 3.5: Knowing the backgrounds of your learners

According to the finding from teachers interviewed at school B, one sure way to reduce chaos in your class was having background knowledge of the learners you teach and being aware of what they can do. On this, BQ6 noted the importance of understanding your learners' abilities and capabilities to reduce friction in the classroom. BI01 cited the importance of knowing the different backgrounds of your learners in order to manage your class. She stated, *"...learners, individuals, coming from different backgrounds, having their own different behaviours from their homes. So that awareness at first that this is what you'll be faced with helps with managing the class."*

At school B, a few teachers are seeing the light regarding the advantages of knowing the backgrounds of their learners and how to properly address certain issues in the classroom by not offending learners.

- **Theme4: Positive reinforcement**

According to the findings, positive reinforcement includes responding positively to learners; being positive should be part of teacher's persona; creating a positive environment; constantly encouraging and motivating learners. To display this, BQ2 stated that learners needed to be engaged positively and in a positive environment. BI02 cited, *"It is important to respond positively because it will encourage the learner to keep the good work of responding positively, not only to me but to the next educator they going to face – even the next grade."*BI04 stated that being positive all of the time is his life philosophy. At one point he

received an email from one of his former learners that he taught and later on, on Face book as well, stating:

You know sir you always, you always even if we were at the lowest of our emotions then you'll always let us believe that things will be better...and we just took it from there and did the better things. In addition, here I am today, I am done, completed my studies and I never believed I would be able to use this if you people never motivated us.

Positive reinforcement at school B also links to: the teacher must create a positive learning environment and assist learners to behave positively by motivating them. The teacher must give timorously feedback on assessment and constantly motivate and encourage learners to study for exams.

- **Theme 5: Negative reinforcement**

The findings show that negative reinforcement includes: respond to negative behaviour in a positive way; use positive statements to build up your learners. On this BI01 stated, “...when we always focus on that negative behaviour and respond to it negatively, we are creating a cycle, a cycle of bad behaviour...” BI04 stated, quoting from the teaching of science:

If you have two poles, which are the same, they will push each other away and whiles pushing each other, away you do not have the opportunity to solve or rectify bad things, negative things. Therefore, the best thing for me is if someone is negative, you must be extra positive so that you can pull those people into that positive arena and try to change their behaviour or advise them to change it.

More than ninety five percent of teachers interviewed at school B were all in favour of not using negative statements to combat negative behaviour. They feel that one must rather use positive statements to combat negative behaviour.

5.7.1 Summary and discussion of findings

The effectiveness of strategies that teachers used in school B was drawn from: teacher preparedness; teacher being consistent; teacher's lesson presentation of subject knowledge; positive reinforcement; negative reinforcement; classroom observation factors. Teachers' lesson presentation of subject knowledge consists of sub-themes, i.e. lesson design; teaching style; body language and voice usage; classroom management skills and whether teachers are culturally aware. This category with various themes links to all four of my key research

questions. A summary of data from the themes pointing out the information relevant to the research questions will follow.

1. What classroom management strategies do teachers use? The strategies that flowed from the data across themes were: teachers arrived early at school; they enforced discipline strategies; they arranged their classroom setup; fifty percent used different teaching methods; seventy five percent used proper body language and tone of voice; 75% implemented classroom management strategies.

2. How do teachers feel about the effectiveness of their classroom management strategies? The strategies that flowed from the data across themes were: teachers at school B tend to stick to an effective lesson plan; they present quality lessons; they illustrate good subject knowledge.

3. What are teachers' perceptions on the influence of learner behaviour on classroom management strategies? Teachers at school B were consistent in executing discipline and work-related activities; they are encouraged to know their learners' backgrounds; they know that they need to steer clear of negative statements.

4. What are the personal factors influencing classroom management practices? The strategies that flowed from the data across themes were: teachers at school B are prepared academically for lessons but still need to learn how to use their classroom space as a stimulating tool for learning to take place (wall murals, displays, and learner work display corners); the importance of being prepared is always encouraged

5.7.2 Discussion summary and analysis of findings

Where similarities across themes under **key research question 1** are concerned, enforcing discipline strategies in theme 1 correlates with implementation of CRM strategies in theme 3.4; the supply of positive feedback and motivation in theme 2 links with steering clear of negative statements in theme 5.

Where similarities across themes under **key research question 2** are concerned, theme 1 informs sticking to an effective lesson plan which correlates with presenting quality lessons

in theme 3.2 and using different teaching methods in theme 3.2. The theme of being consistent is emerging in all themes and is a prerequisite for all teachers.

5.8 CLASSROOM OBSERVATION IN SCHOOL B

As stated in chapter four, the classroom observation research procedures main purpose was to gain a deeper insight of the natural setting of the classroom situation. A classroom observation schedule or measuring tool (Appendix D) was used to tick and add notes on what was observed. A descriptive overview of what happened in the classroom, based on the different components on the observation measuring tool is discussed. A comprehensive interpretation of each component will follow. The classroom observation factors include sub-themes like classroom organisation; physical orientation of classroom setting; classroom factors, behaviour considerations about learners and social climate of the classroom. A definition of each component has already been given in chapter four.

- **Theme 1: Classroom organisation**

From the observation data at school B, it was detected that classroom organisation was average to good. Three out of four teachers being observed were on par with standards. It must be noted that one of the teachers was a floating teacher who did well under the circumstances; two out of four teachers met their learners outside their classrooms (only now and then one learner was late by a few minutes); three out of four gave clear instructions to start lessons (directions were always clear from the start when they stated the objective for the lesson and wrote it on the board as well); three out of four teachers were able to handle their classes very well; three out of four teachers were able to correct off-task learners; and only one had to raise her voice in order for learners to listen.

What emerged at school B was that the teachers observed were mostly in a routine where classroom organisation was concerned. The teachers being observed at school B were also unaware about some of the classroom management tools.

- **Theme 2: Physical orientation of the classroom**

From the observation data at school B, it was noted that school B is an old school, but efforts can be noted to keep the building in good shape. Normal classrooms could accommodate all the learners' but the mobile units were a bit problematic because they are smaller than normal classrooms. While observing all of them, it was found that the desks were arranged to maximize the space in the classroom – mostly one isle with desks on both sides of the class. The temperature was normal and lighting was adequate. Not many posters were on the walls and everyone in the class had a full view of the teacher and the board. The classrooms looked in order but could do with a bit of dusting. Learners knew where materials belonged. Traffic areas were clear from any congestion, except for the teacher who was in the mobile unit; the light that was streaming in was adequate but it was hot inside; these units were not designed for more than 50 learners, but that was the average size of these classes. There was no specific desk arrangement for these types of classrooms – you just had to put 50 desks in for each learner to have a desk. There were no isles, so it was difficult for the teacher to really move in between the desks - it was not a good desk arrangement – very congested and looked like a maze.

Due to the high learner totals at school B, extra classrooms in the form of mobile units were given to the school. If the learner-teacher ratio is on par then these mobiles are satisfactory but not if your totals are high – then it really affect the quality of teaching.

- **Theme 3: Classroom factors**

From the observations at school B, it was noticeable that the classroom factors of all four teachers observed were up to standard. All of the teachers were not using their cell phones during the lessons except for one time that one teacher answered his cell phone in the class and went outside to talk. When he came back he apologised to the class that he had to take the call; none of them sent any messengers out of the classroom except for the odd call of one teacher who quickly had to go to the office (he was a former head of department) – in the process of handing his duties over to the next HOD; in all four teacher observations there were no intercom interruptions; no other people popped in to chat; in most lessons observed almost everyone was listening attentively to the teachers except for the one teacher in the mobile classroom who had a tough time with CRM, but the classroom factors were in order.

- **Theme 4: Behaviour considerations**

From the observations at school B, it was noted that communication regarding acceptable behaviour was not mentioned – it was later shared that they dealt with that in the beginning of the year. Posters regarding rules and discipline plans or consequences for transgressions were also not visible. On a few occasions positive reinforcements were used. A clear sign that procedures were taught and practiced was noticeable in three teachers' classes – one of the mobile teachers who mostly taught the GET phase (challenging group) was struggling a bit. The learner behaviour with three of the four teachers observed was on par where there was no need to reprimand learners or to use proximity control to handle them. In the other case, the teacher struggled to maintain the focus of the learners because she could not move in between them (mobile unit) due to poor desks arrangement and the class being overcrowded.

- **Theme 5 Social climate**

Where social climate was concerned at school B, it was found that three out of four teachers observed portrayed a friendly and positive attitude towards their classes; three from the four showed real teacher-learner interaction; three out of four had constant feedback to learners – the other 1 did most of the talking, a clear sign that the syllabus had to be covered; three out of four invited learners to be risk-takers with no fear of being laughed at; learners of three out of four teachers observed were interacting positively – in the one case where there was no positive interaction learners were off task, some were sleeping and some were constantly talking. In three of the four cases observed, teachers created a safe and conducive environment without sarcasm. Respect was shown for the learners in three out of the four cases. Humour was used in one out of the four cases.

5.8.1 Summary and discussion of findings

The classroom observation section includes these themes: classroom organisation; physical orientation of classroom setting; classroom factors, behaviour considerations about learners and social climate of the classroom. This category with various themes links to two of my key research questions. A summary of data from the themes pointing out the information relevant to the research questions will follow.

1. What classroom management strategies do teachers use? The strategies that flowed from the data across themes were: and seventy five percent of teachers observed portrayed

positive and friendly attitudes. Seventy five percent of teachers observed supplied positive feedback and motivation.

2. How do teachers feel about the effectiveness of their classroom management strategies? The strategies that flowed from the data across themes were: seventy five percent of teachers observed showed real teacher- learner interaction; in seventy five percent of teachers observed learners were risk-takers without fearing what others would think.

3. What are teachers' perceptions on the influence of learner behaviour on classroom management strategies? In seventy five percent of cases observed in school B, there was no need to reprimand learners (sign that procedures have been taught and practiced); seventy five percent of learners were interacting positively.

4. What are the personal factors influencing classroom management practices? Seventy five percent of teachers observed created positive environments (mostly verbal satisfaction); not all teachers are equipped with CRM strategies, but are doing great under the circumstances; seventy five percent of teachers observed gave clear instructions where lessons were concern, but not much on behaviour; it was found that classroom organisation was up to standard in fifty percent of teachers observed, and twenty five percent of classrooms (one mobile unit) could not accommodate all the learners due to overcrowding.

5.8.2 Discussion summary and analysis of findings

Where similarities across themes under **key research question 3** are concern, no need for reprimanding in theme 4 links with enforcing a discipline strategy in theme 1.

The findings show similarities across themes under **key research question 4**. These illustrate a correlation between creating positive environment in theme 4 and real teacher and learner interaction in theme 5. It also links with learners interacting positively with one another in theme 5.

In summary, according to data at school B, personal or teacher factors are of utmost importance because they ensure the continuous academic achievement that the school has been producing in the last five years. They put a high priority on being prepared when they

step into their classrooms – so planning, punctuality, implementing of rules and expectations, using different teaching methods and creating a solid safe conducive environment are key factors that school B is not compromising on. Linked to this is the importance of presenting quality lessons with solid subject knowledge; constant positive motivation of learners; and knowing your learners and their backgrounds.

5.9 SCHOOL RELATED FACTORS INFLUENCING CLASSROOM MANAGEMENT

An analysis of the data on school related factors influencing classroom management draws from: leadership and management, decision-making and availability of resources.

- **Theme 1: Leadership and management**

The sub-themes that emerge from the findings are Code of conduct; Role of SMT, Grade heads, Discipline committee, SGB; Class size; and Extra-murals.

1. **Sub theme 1.1: Code of conduct**

According to the findings, school B has a code of conduct in place. This includes: code of conduct being the guideline for CRM; a copy of the code of conduct to be present in classrooms; school code of conduct highlights classroom rules; code of conduct very important document in running of the school and gives structure to the school; and eight teachers cited the importance of the code of conduct in school B. These sentiments are illustrated by comments from BQ8 who stated, “*Code of conduct that outlines the measures of classroom management.*” The teacher further mentioned, “*It is very much vital that in a class there must be code of conduct or class rules.*” BQ23 noted that teachers needed to have class rules in place that correlates with the schools code of conduct. BQ14 also reiterates the importance of the, “*student code of conduct*”.

What is emerging at school B is the need to uphold the code of conduct on the part of teachers and being guided by stipulated policies to act in accordance with Departmental regulations and law.

2. Sub-theme 1.2: SMT, Grade heads, Discipline committee, SGB

According to the findings school B has a supportive SMT, HODs, grade heads and disciplinary committee. These include: support from senior members of staff including the principal; referring disciplinary cases to the office; referring extreme cases to SGB; disruptive learners are removed from your class by seniors; and support is guaranteed as long as it adds value to learner behaviour.

Sixteen teachers raised their opinions regarding the senior management team at this school. BQ3 stated, *“Referred such cases to the office or disciplinary committee”* when dealing with learners who are out of control. BQ22 said that disruptive learners with bad discipline are removed from the class and referred to the deputy principals. BQ4 mentioned *“HOD’s and SMT - disciplinary committee - grade head and subject head,”* are in place at the school. BQ11 cited that grade heads and senior management are supportive when referring problems to them. While most teachers are happy with the SMT, there are still a few who feel that they were let down by management or management was not really that supportive at a certain point. On this BI01 responded, *“Eish, it discourages me. It makes me feel that there is not any honour or respect and my instilling of discipline is not worth enough if they can sent a learner back without having consulted me even. So it does happen and it makes one feel worthless in whatever attempts that I have done.”*

What is emerging at school B is trust has developed among teachers to believe in the structures at hand. Teachers know that the SMT is always available for them if they have some disciplinary problems. Most of them felt that the management of the school is supportive, especially in cases where you refer learners to them to sort out the problem.

3. Sub-theme 1.3: Class size

The findings show that class size was an issue at school B when it came to classroom management. From what I observed in one of the mobile classrooms at school B was the physical size of such a unit was smaller than the average classroom size – these units were not designed for more than 50 learners, but that was the average size of the classes that had to be accommodated in these units. There was no specific desk arrangement for these types of classrooms – classes were very full with over fifty learners with very little space for movement between isles. It was very congested in a maze-like shape. The teacher’s

movement was restricted because she could not move to the back part of the classroom, for it was at the back where most of the chaos was brewing. Learners talked constantly, and no one worked. One child even put his feet on his desk and dozed off.

BQ25 and BQ26 noted that classroom size as well as the number of learners in the class could also be contributing factors leading to classroom management falling apart. BQ20 cited, “*good discipline and the number of learners in class. Number of learners in class can contribute to effective management of classroom if the number is less.*”

At school, B accommodation is a problem because there are still teachers without classrooms that have to float each period. Overcrowding is a problem at school B, especially in the mobile units. Classroom management is going to be challenging if you are accommodated in a mobile unit and teaching GET classes who are more challenging than FET classes.

4. Sub-theme 1.4: Effect of extra-curricular activities

The data showed that of the nine teachers interviewed individually and via the focus group, two teachers at School B experienced extra-curricular activities to be detrimental to classroom management because the athletic coach went around from class to class to take learners/athletes out in contact time for athletics training. After one or two hours, the learners will be back in class all sweaty and causing disruption. Comments by BI01 noted that the extracurricular activities especially this time of the year are a big problem for her (athletic season is at the beginning of the year). She responded by saying:

Now right at this point it the beginning of the year and learners must be taken out of class for athletics. You do not know all of them. They run to the field, they miss your classes; we are not given a list by the teacher who is coaching them that all of these learners will be on athletics field at this particular time. Therefore, we have a whole group of them who claim when they come back after 15 minutes or so that they have been on the field without you getting anything. Therefore, those extra mural activities that does hinder somehow if not well communicated, when we teach.

BI04, however, had another take on extra-murals and sport and holds the view that it actually aids the relationship with learners and ultimately helps in stabilising your classroom. He said:

Then the sport activities assist these kids to have another view on life...a little bit tough because in these schools in the township, there is not a very strong culture of sport involvement, and that is the truth. So there's a little bit not that high but is contributing to the positive side of these kids because you build up some nice reports with these kids and it helps you with your discipline because you can relate to the sport, you can relate to the classroom - so it's nice, you start to know them quicker.

What has emerged at school B is more of a tolerance feeling from the staff towards the sporting culture of the school, because sport is one of the activities at which school B excels.

- **Theme 2: Decision-making**

According to the findings at school B, most teachers are satisfied with the manner in which things are done at this school. These are illustrated by comments from BQ5 who mentioned that there is a line of communication that ultimately ends within the SGB – the top decision-making body of the school. He noted, *“Grade head system, support from principal and senior staff. Disciplinary process – results in a referral to SGB disciplinary committee”*. BI02 echoed the same sentiments when stating, *“I take the stories to class teacher then it's taken to the higher position, which is the deputy principal and then to principal and then they call the general committee... and then decisions be taken...”*

However, BQ12 felt that the prompt decision-making powers was lacking or on the slow side of senior management, when the issue of too many learners per class came up. It was noted, *“Too many learners in class...This is senior management problem. If the matter was dealt some time ago the school wouldn't have sat in this dilemma.”*

The majority of teachers have their trust in the senior management of the school, who have proven themselves very clear regarding the direction that school B should take.

- **Theme 3: Availability of resources**

Findings have shown that a lack of resources can affect classroom management.

1. **Sub-theme 3.1: Academic resources**

The findings from the data show that teachers at school B mentioned that the lack of teaching aids could affect the flow of lessons. This was noted by BQ2 who said, *“Making sure all necessary teaching aids is available in classroom for effective management processors.”*

These sentiments were echoed by BQ11, who said, “*Resources and equipment always available in order to ensure that lessons and admin are completed timeously.*” However, BI04 noted that the school itself is a nice environment to work in, because everybody is pushing for those learners, everybody is helping; even the generosity of other principals about resources is excellent. He stated, “*We don’t lack anything except for modern day duplicating machines maybe, but even those machines there are many, they’re not new but they are many and they helping us. Sometimes not too effective because you need to compromise some quality, but its fine under the circumstances, you know.*”

Teachers are aware that senior management is doing everything in their power to let teaching and learning flow with the least of hiccups, so they do not mind going the extra mile for the school.

2. Sub-theme 3.2: Responding to educator needs -classroom availability

The availability of classroom came out as a big issue at this school where a few educators have to travel every day because they do not have a registered classroom. This is a frustrating problem that directly affects their classroom management practices. Every period BI01 has to look for an open classroom and then inform the learners where to go. At times, the learners will look for the classroom and report only after 30minutes. She has to drag everything with her. At times, she has to ask learners in her class to carry things to the next classroom, which makes them late for their next class. When the learners arrived at the classroom, all of them just scrambled for seats because it is first come first served. BI01 noted her frustration by stating:

I move from class to class. I am a floating teacher, because we do not have enough classes, so I float. Now I would go to this class thinking that I quickly need to write my three things or one thing to make them settle, but by the time, I find a classroom that available I will not have enough time to do that. So the lack of facilities makes it difficult some times to have all your good goals, all your ideas, lessons one can have in the classroom.

She further exclaimed:

Secondly if I don’t find a classroom in the first two minutes, of the lesson then I have to move around with my learners looking for a classroom. By the time we find a suitable classroom, the learners might be complaining that they tired and hot. It will now take me another five -ten minutes to make them settle down. Therefore, facilities play a major role in affecting your classroom management.

She ultimately noted:

...Ideally for other teachers, they got their classes, they come in, they got projectors, everything is there, and they got all the tools. Having all the tools to teach would ideally help any teacher. In my case if I do not get that particular classroom then it will not work out for me. I hardly use a projector because its time consuming to set it up. In most cases, I have to wait until the teacher using it finish with it before I can use it. Then I must still set it up. By that time, the period is long gone.

The findings show that ninety nine percent of teachers at school B are settled where classroom accommodation is concerned. Less than one percent of teachers float. This was the initial problem (too many learners and a shortage of classrooms) that led to the establishment of school A.

5.9.1 Summary and discussions of findings

The school related factors influencing classroom management from school B were drawn from leadership and management; decision-making; and lack of academic and physical resources. The sub-themes under leadership and management were the code of conduct; role of SMT, HOD, and grade heads; class size and extra-murals.

This category with various themes links to all my key research questions.

1. What classroom management strategies do teachers use? The strategies include making the classroom rules that are underpinned by the code of conduct and available to the learners; and senior members of staff are on call to remove disruptive learners from classes and, in so doing, discipline cases are then referred to the office. Extreme cases of behaviour are referred to the SGB. This was confirmed by nearly thirty percent of findings from the data.

2. How do teachers feel about the effectiveness of their classroom management strategies? The information that flowed from the data across themes entails: the code of conduct is available as a guide to all and every teacher has a copy available in his classroom. The teachers' belief in the management of the school is enhanced when they know that the support from management is guaranteed as long as value is added to learner behaviour.

3. What are teachers' perceptions on the influence of learner behaviour on classroom management strategies? The teachers' trust and the credibility of the management team are increased and this gives the belief system of teachers a boost to go into the classrooms with confidence knowing that they have the support from seniors if things should get out of

control. Even the effects of extra-murals on classroom management become tolerable if teachers view the bigger picture of school B. The perceptions of the teachers who are currently housed in mobile units and teaching the GET phase are the only ones that might have skewed perceptions of learners' behaviour because of the classroom issue.

4. **What are the school factors influencing classroom management practices?** The majority of teachers seem satisfied with the manner in which the management team makes decisions at school B. Managers has also proved themselves over the years to be good stewards based on the report from teachers (managing the school) – this confirms trust on the teachers' side for the management. Even the issue of not having your own class can be overlooked if you know the extent to which management has gone to adhere to good teaching and learning in school B.

5.9.2 Discussion summary and analysis of findings

Where similarities and differences across themes under **key research question one** are concerned, the code of conduct that underpins the classroom rules in theme 1.1 confirms the consequences that follows when learners step out of line in theme 1.2.

Where similarities across themes under **key research question 2** are concerned, the percentage of teachers who mentioned the importance of the code of conduct in theme 1.1 corresponds with the teachers' acknowledgement of the good support of management in theme 1.2. It also links with support is guaranteed if value is added to learner behaviour in theme 1.2.

Where similarities across themes under **key research question 3** are concerned, the class size problem in theme 1.3 correlates with classroom availability in theme 3.2. In the first case, the size is the problem and causes CRM to be challenging; in the second case the lack of classrooms causes strain on the CRM.

Where similarities across themes under **key research question 4** are concerned, the teacher's trust in management in theme 2 correlates with the satisfaction of teachers' trust in management where teaching resources are concerned in theme 3.2.

In school B, the findings show that the school related factors do not have such a major effect on classroom management. In fact, most teachers are satisfied with the leadership and management team, which guide the school and lends tremendous support to teachers. School B is “*not a perfect school*”, in the words of one of the deputies, but what management is doing is totally acceptable and promising to teachers, thanks to the accolades and rewards the school has obtained over the last few years. Leadership of school B seemed to be on top of things: they support teachers; they are strong on accountability and deal with issues timorously. School B is full to capacity, so class size and classroom availability are a concern. The school already has seven mobile units catering for the surplus of teachers at the school. Those teachers without classrooms are mostly the two deputies and two HOD’s.

School B has won many awards on the sports field and in the performing arts. Teachers do not really mind if time should be given to practice these codes in contact time, because it is the learners and the school that will benefit. When extra-murals become an issue, it is when teachers do not have a clue what is happening in the school.

Decision-making does not seem to be problematic and the availability of teaching and learning resources seems intact. The only issue that school B is struggling with where school factors are concerned is the size of mobile units that cannot cater for the overcrowding problem the school is experiencing.

5.10 LEARNER BEHAVIOUR INFLUENCE ON CLASSROOM MANAGEMENT

The findings of the data regarding learner behaviour influence on classroom management draw from the positive and negative factors that are influencing classroom management.

5.10.1 Learner related factors affecting classroom management

The key themes that emerged from the data under this category are positive factors; negative factors, tardiness or late coming, and lack of learner drive.

- **Theme 1: Positive learner factors**

These include personal needs, developmental needs, and importance of home values. Positive learner factors include: eagerness on learners’ side to learn; CRM encourages learners to act positively; actively engaged learners tend not to misbehave; good learner behaviour leads to

good results; positive learner behaviour makes management of classes easy; learners being respectful and totally focussed on their work. This was illustrated by BQ4 who felt, “*An actively engaged learner has no time for behaviour problems.*” BQ17 claimed learner behaviour is the key to good results. BQ18 noted that positive learner behaviour makes it easy to manage classrooms. BQ19 said that this is important and vital because positive behaviour stimulates learning and ultimately makes the task of the educator easier. BQ20 noted, “*It is easy to manage a class where learners are disciplined and well behaved.*”

Being positive also links to positive learner behaviour becoming infectious because others think about it as well. Learners have more positive influences in the classroom if they understand and adhere to the CRM rules of the class. This also gives learners a chance to feel a sense of positivity towards the teachers for their efforts of being prepared to teach them.

1. Sub-theme 1.1: Personal needs and developmental needs

The above theme entails teacher acknowledging the needs of learners during teaching time; the importance of self-respect; importance of being responsible; it is informed by personal discipline. BQ1 noted that the learning process could not be effective if learners do not have self-respect, respect for others and respect and appreciation for the teacher. BQ04 said, “*Learners must take responsibility for their behaviour...*” BQ11 added that teachers have to employ a variety of strategies in each class, as each class or grade has different personalities and dynamics.

The summary of personal and development needs also links to teacher awareness of different stages of childhood development. Some learners can be moulded because the foundation work has been done at home. This is informed by the self-discipline and self-realisation that they are at school – as soon as they move from one class to the next, they should always be ready for whatever learning they will be receiving in a particular learning area.

2. Sub-theme 1.2: Importance of home values

Importance of home values includes: discipline should start at home; learner actions at school reveal their home upbringing; social problems can have an effect on learner behaviour; and a need for teacher empathy and affection towards learners. This is illustrated when BI02 states, “*...charity begins at home. The way the learner or pupils demonstrate in the classroom*

actually tells me what type of home the learner comes from.”BFG1 noted the importance of a disciplined family when stating, “The way the learners have been brought up, coming from a family where there is discipline then you can judge by looking at the learners okay she’s coming from a certain family.” BQ23 claimed, “Social issues such as abuse, poverty, lack of parental supervision causes negativity that can cause chaos in class.”

Home values also link to the effects of poor family upbringing that leads to bad behaviour and ultimately influences classroom management. Environmental and social issues are brought into class and that is the reason teachers need to be mindful when dealing with learners.

3. Sub theme 1.3: Importance of learner taking ownership

Learners taking ownership includes: learners voicing their opinions on what should happen in the class; giving learners portfolios to manage in class; allowing learners to act responsibly and owning up to the consequences of their actions. This was shown by BI01 when stating, “The info (rules and regulation) was communicated verbally... I would also ask them to add on so that they can have ownership of the process...” BI03 stated, “They have inputs in the discipline of the class. They also come up with their own view as to how the class should be discipline. They own it, they own the discipline process”. He emphasised further, “...it’s really effective because they take ownership of it.”

In summary, taking ownership also links with the responsibility that accompanies ownership: “Learners must take responsibility for their behaviour, bad behaviour will lead to a disorganised environment not conducive to quality learning and teaching” (BI03).Ownership also links to self-respect because the learning process cannot be effective if learners do not have self-respect - respect for others, and respect and appreciation for the teacher.

- **Theme 2: Negative learner factors - Disruptive learner behaviour**

Negative and disruptive behaviour includes unruly conduct of learners; disrespectful attitude towards teachers; fighting and bullying; disregard for authority; and the influence of learner behaviour on effectiveness of teaching. This was demonstrated by comments from BQ17 who cited that destructive behaviour would always impact negatively on learners, “important to address it immediately and communicate and involve parents.”BI03added, “Sometimes you spend half the period talk about discipline and it’s always the same story.”BFG3 claims that

learners are exploiting the situation and thinks that the scenario in the class is a game. She said, *“At the same time our learners think that if they misbehaving, they’re cool. So, if a learner is misbehaving in a classroom he got the attention from other learners so you ending up now being a disturbed classroom.”*

The summary of disruptive learner behaviour also links to when the learner misbehaviour is handled in front of others as it might negatively affect the behaviour of bystanders. When there is a situation that has occurred, it is best to find a solution to the problem immediately so that the situation can be defused and learners can see that the teacher is in control of the matter at hand. Learner behaviour can influence the effectiveness of teaching -bad or poor behaviour can result in learners not concentrating in class and can lead to loss of teaching time. Once again, the consequences if teachers do not react quickly can be costly for their classroom management.

- **Theme 3: Tardiness**

Tardiness in all its forms includes coming late to school; being late for your class; and even gives way to truancy and threats of victimisation. BI03 mentioned that late coming is sometimes a problem, *“...sometimes you even lose track of what you were doing because you spend 5 minutes with the learner.”* BQ07 noted that late coming and absenteeism are factors that influence classroom management. BQ10 stated, *“...late coming is a problem. When you have the first period, they disturb you...”* BFG2 noted that learners are used as monitors and class captains to report on things like late coming, *learners are at risk because they will like say things or want to do things so that child (monitor) would fear.* BQ12 stated that at times senior management would be doing their ground checks on learner attendance.

At school B, the SMT and senior teachers are visible and trying to combat late coming and bunking. It affects the first period especially because the teachers must restart their lessons when learners are late.

- **Theme 4: Lack of learner drive to achieve**

Lack of learner drive or motivation includes learners’ lack of vision and goals; learners’ low morale; learners not finishing daily tasks and assignments; and learners’ not honouring due dates. This was illustrated when BI01 noted the learners’ general interest in the academic work was worrying:

...But generally, learners will come to class not knowing their goals ... I always talk to them about goals. They come to class not knowing why they here. Some of them are coming to class and falling asleep... they coming to school, but they do not have a vision of why they here and what they want to do in future. So that lack of internal drive, which would make them feel I need to achieve something, is not there.

BQ5 stated, *“Learners feel hopeless and cannot handle the circumstances that they in – result in learners with no ambition and no plans for the future. Learners end up not believing in themselves.”*

Teachers interviewed at school B have also reported that they have learners who struggle with completing their work. Some of these learners will copy the work from their peers or not hand in assignments on stipulated due dates. These learners are well in the minority at school B. It has been reported that when learners struggle with upholding academic standards they would normally fall out of the system and transfer to other schools in the region where standards are a bit lower in order to cope.

5.10.2 Summary and discussion of findings

In school B the learner behaviour influences on classroom management draws from positive factors and negative factors that influence classroom management. Positive factors included themes like personal and developmental needs; importance of home values and importance of learners taking ownership. Negative factors included disruptive learner behaviour; tardiness or late coming; and lack of learner drive to achieve.

This category with its various themes linked to my four key research questions.

1. What classroom management strategies do teachers use? Strategies that flowed from the data across themes were: **Positive factors** – Positive factors mostly originate from a use of solid CRM strategies and lead to learners being eager to work, more focussed and being respectful; acts of being positive shown on the side of learners; learners acting responsibly and taking charge of certain portfolios; managements of learners are much easier when they are actively engaged in work.

Negative factors – Misbehaviour has an effect on effective teaching. For this reason, teachers clamped down quickly on such behaviour to nip it in the bud; most misbehaviour cases are handled outside of classroom to lessen the effects on the rest of the class; defusing learner behaviour immediately showcases that teachers still have the authority in hand.

2. How do teachers feel about the effectiveness of their classroom management strategies? Information that flowed from the data across themes was: what confirms teacher perceptions that they on the right path is good learner behaviour gets increased results; actively engaged learners tend not to misbehave; CRM encourages learners to act positively and positive learner behaviour makes management of the class easy.

3. What are teachers' perceptions on the influence of learner behaviour on classroom management strategies? Information that flowed from the data across themes included: poor or bad learner behaviour decreased learner concentration levels in the classroom and leads to loss of teaching time. Teachers' not acting swiftly to defuse learner misbehaviour suffers the consequences because it affects their CRM. Factors that are influencing CRM include disrespect for authority, unruly conduct, disregarding authority, not finishing tasks on time, etc.

4. What are the personal factors influencing classroom management practices? Information that flowed from the data across themes was: the role that parents can play in disciplining learners at home; teachers on the other hand can also decrease pressure on themselves by allowing learners to take charge of certain portfolios in the class. This can lead to learners having more respect for the teacher.

5.10.3 Discussion – Similarities and differences

Where similarities across themes under **key research question 1** are concerned, the following data seems to correlate strategies teachers use: positive factors of learner eagerness, good behaviour and being positive in theme 1 correlates with learner self-respect, responsibility and personal discipline in theme 1.1.

Where similarities across themes under **key research question 2** are concerned, learners acting more positively when they have an understanding of CRM in theme 1 links with teacher using CRM strategies swiftly to defuse conflict in theme 2.

Where similarities across themes under **key research question 3** are concerned, social issues affecting learner behaviour in theme 1.2 associates with disruptive learner behaviour in theme 2, in addition to, the effects of lack of learner drive in theme 4.

Where similarities across themes under **key research question 4** are concerned, learner responsibility and personal discipline in theme 1.2 correlates with responsibility from home values in theme 1.2. Learner behaviour influences in school B are also a cause of disagreement for teachers. Their problems also ranged from unruly conduct of learners, disrespectfulness towards teachers, bullying, disregard for authority, problems with learners not executing academic tasks properly and in time, etc. However, what is different that there is a definite route on how to handle misbehaviour cases in school B. There is a supportive SMT and HOD's that assist teachers whenever learner issues come up. Leadership has a clear plan of action on what to do when learner cases arrive at its door. In most cases, problems are not overlooked or passed on to others where it might fall through the cracks. This has led to heightened teacher confidence in leadership and management and trusting the structures in place.

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5.11 CONTEXTUAL FACTORS AFFECTING CLASSROOM MANAGEMENT

The key findings in school B show that contextual level factors draw from positive community involvement, negative community influences and Education Department involvement as factors influencing classroom management practices in the school.

- **Theme 1: Positive community involvement**

This includes positive involvement of parents; school community, and stakeholders.

Parents: According to the findings of the data, nearly fifty percent of teachers have the support of parents and parent/guardian involvement is satisfactory at school B. These include: the support of parents is highly appreciated; there are parents who really take an interest in their learners; when the school contacts parents, they normally intervene to salvage the

problem; the parents are also supportive; due course is followed in disciplinary cases, which is supported by comments of BQ2 who cited:

Learner is removed from the current class in the event of that educator is experiencing uncontrollable behaviour. The learner is then put through the disciplinary process of management run by the school. Parents are informed as well of the unruly behaviour as it could be social problems that is not school related

However, five other teachers did not feel the same as the previous group. They feel some parents are not involved in the lives of their school going children and that there is a lack of parental guidance and involvement; at times there are no parents at home and some of them are single parents as well; the issue of child headed homes was also raised. BI01 stated:

We've got such parents shame, besides the ones who's not there, who's in the Eastern Cape, but our parents, most of them do come to school when you write a note, so we've got some parents who's really hands-on who wants to know what's going on with their learners' education. Therefore, if you call out they immediately come to the school to hear why the child was sent home.

BFG2 noted the importance of parent involvement by stating:

If the parents are fully involved then you'll see a difference in terms of the behaviour of learners, but if the learners now is the opposite, he misbehaves at home and the parents have given up, then it becomes a problem for you also as a teacher in the class, but it does help most of the time if you get the parents involved you find out the learner does make the change.

What is emerging at school B is that there is an overall satisfaction with parental support in the area of academic and learner behaviour, but there are cases of concern, especially with parents who are not involved in the lives of their children or lack of parental guidance or parents who are not home at all or parents who allow their children to fend for themselves and they are nearly more than 800km away thus giving rise to child-headed homes.

Community: Community involvement is present in school B according to the findings. These include: groups from the community, the social groups, and volunteering groups who are a good support in the school; a special committee in the school is reaching out to members of the public to get involved with the school; groups act on their social

responsibility towards the school; groups helping with debating and instilling confidence in learners. These are illustrated by comments like that of BI01 who stated:

We currently now having groups which are, which are taking learners into activities of dancing and so, so the communities will help us to dedicate their time to see that if they sent their learners to school they are still together with the learners because they come from the community and involve themselves into what is happening within the school.

BI02 stated further, “we are having...committee which involve the community members which implies that the communities involved in what is happening in the school, so together we doing this with the community...” BI01 mentioned that organisations (NGO’s) in some instances are helping the school, “We’ve got Africa Unite which was brought to the school by me.” According to her they have helped to instil self-discipline in her learners, her debaters and all other learners. BI04 was chuffed about the outside help he is getting - at times from people he doesn’t even know, “Also a lot of other people help us with books and different support material, resources just to assist us in class. So, there are people contributing...”

What is emerging in school B is the school knows that they can depend on community structures and organisations to come alongside them to support the school. Therefore, mutual trust has developed over time.

Stakeholders: Findings show that there is stakeholder involvement in school B, if not physical, then financial. Just to mention a few: National Lottery, Ned Bank Board of Executives, Hyundai Bellville, Liberty Life, West Core, etc. There are also friends of school B who have a long-standing relationship with the school in the form of UWC Nature Reserve, SANBI, GOLD (Generation of Leaders Discovered), SMILES (Science Math Institute for Learner and Educator), Khanyisa Learning Project, etc. BQ8 noted, “We sometimes have drug tests to monitor learners” (external body doing it on behalf of the school). This is a good initiative from a school to build up evidence to be submitted to the uninformed parents who do not believe that their children are up to mischief or to the Department for possible suspension. BQ26 concurs when stating, “The school has a very good relationship with the police, and they are always readily available when gangsters come on to the school.”

School B has proven itself to be on the forefront where networking with external partners is concerned. Some of these relationships run over many years – a sign that an insightful leadership and management team had to carefully nurture these relationships in order for them to be sustained for so long.

- **Theme 2: Negative community influences**

These include social ills, culture of crime, gangsterism and poverty.

Social ills: The findings show that at school B the following social problems are affecting the school and classroom management: drug abuse and substance abuse; gangsterism; socio-economic problems; domestic violence; alcohol abuse; wrong role models; teenage pregnancies; social media; late coming and child-headed homes. The findings show more than seventy five percent of teachers noted gangsterism to be the main problem causing havoc in the community and the school. BI02 cited that the environment where the school is located is chaotic, and the learners whom they are educating from that area are exposed to gangsterism. A few years back the school was exposed in social media of the crucial gangsterism inside the school. According to BI02, what these learner gangsters normally practice outside the school came inside the school - so there were severe effects. The gang culture came right inside the classroom to the extent that it affected the processes of their schooling and the process of learning. BI04 cited that he thinks the biggest problem the school faces is that of gangsterism, which is really still a problem. According to him, *“It’s a little bit quiet now but it is a problem. The kids would come onto the terrain before we had an increase in the security and they would chase the opposite gangsters around on the school premises.”*

The findings also show more than fifty percent of teachers mentioned socio-economic problems like unemployment, poverty, and broken families as factors in the community that have a big impact on learner behaviour. This was illustrated by BQ05 who stated, *“Learners feel hopeless and cannot handle the circumstances that they in – result in learners with no ambition and no plans for the future. Learners end up not believing in themselves. Socio-economic statuses of the households in the community as most of the parents are unemployed and those that are working are earning too little.”*

The findings also show more than thirty five percent of teachers mentioned substance abuse affecting classroom management. On the effects that substance abuse has on the classroom management, BFG2 mentioned, “...after break especially after break. It is a struggle. You can see they’re out, out, out... they don’t see you when they high, they don’t see you as a teacher, they see something else.”

What is happening in and around school B is an emergence of a culture of gangsterism, crime and substance abuse, which is triggered by extreme poverty and socio-economic problems, which have the potential to drive young girls to sell their bodies for money (regardless of consequences) and young men to commit crimes in order to be in with their peers (peer pressure) or sustain a habit.

- **Theme 3: Departmental involvement**

A few teachers at school B were also disgruntled with the Education Department and felt that the support from their side is minimal. This was illustrated by BFG4 who noted that the Department distance itself from the issue of discipline and classroom management. She added that it is as if this issue is not paramount on their agenda. She said, “*The only things the department remind us is don’t do corporal punishment – that’s it. Don’t send learners outside.*”

BQ5 played it safe by following protocol and stipulations from the Department by stating, “*I manage my class first. I do not shout or use foul language in class. Incidences I try to sort out outside the classroom. Take them to the office and deal with issue there. I also refer learners to the appropriate institutions (meaning the Department) if necessary.*”

However, BI04 felt otherwise by stating, “... *factors are really assisting us even the department, if I take factors outside now, they assist us really big time, our subject advisors and so on. Not only in the subject but generally they try to feed us with things they have available.*”

The findings revealed that teachers interviewed showed disapproval towards the Education Department concerning their lack of support with learner discipline and classroom

management issues but agree that they do support teachers academically via their subject advisors.

5.11.1 Summary and discussion of finding

The contextual factors influencing classroom management in school B draws from positive community involvement; negative community influences, and Departmental involvement.

This category with various themes links to my fourth key research question.

What are the personal factors influencing classroom management practices? The information that flowed from the data across themes was: Teachers are appreciative of the support of **parents** (they are just a phone call away). It is heart-warming to see that parents are concerned about the well-being of their children and are eager to find solutions for the problems their children have caused. Parents welcome the disciplinary actions taken by the school to instil corrective measures / actions on perpetrators.

Community involvement is alive and well in school B. It comes in different forms, i.e. groups from the community, social groups, volunteers, etc. The school was prompt to call into existence a committee that took charge of community related actions. The main purpose of this committee was to support school B. Certain groups saw it as their social responsibility to offer up time in helping the school. The learners are always the beneficiaries of such initiatives.

Stakeholder involvement is evident in school B - both physical and financial forms - thanks to the financial support of stakeholders over the years.

Negative community influences trouble the school in the form of **social ills** ranging from alcohol, drug and substance abuse, gangsterism, socio-economic problems, domestic violence and teenage pregnancies to child-headed homes. The findings show seventy five percent of teachers noted gangsterism, fifty percent noted socio-economic problems and thirty five percent noted substance abuse. The culture of crime, gangsterism and poverty are slowly demolishing the very fibre of the school in addition to classroom management. The school on the other hand must always realign itself, strategize and enhance their fight to counter the social ills of the community.

The frustration of teachers towards the **Education Department** will probably never abate until the day the Department decides to really support teachers in the classroom where discipline and CRM are concerns. Teachers do agree that the Department does support them academically but discipline wise they are standing aloof and teachers must fend for themselves.

5.11.2 Discussion – Similarities and differences

Where similarities across themes under **key research question 4** are concerned, the support from parents in theme 1 correlates with support in community and support from stakeholders in the same theme. The different CBOs and organisations working in the school in theme 1 compare with the different stakeholders also in theme 1, working in the same school, trying to make a difference. In theme 1 and theme 3 there are factors that want to build up the school, like the parents, positive community things and stakeholders, whereas in theme 2 there are factors that drag the school down like culture of crime, gangsterism and substance abuse.

According to the data findings, school B is also being affected by factors within and around the community, which have an influence on the school and specifically classroom management. As stated before, these factors vary from parents' involvement; community involvement; stakeholder involvement; social issues and Education Department involvement. The school and classroom management are definitely more affected by the social issues that plague the community at large but it seems as if the leadership and management of school B have a proactive way of dealing with these challenges as they come.

Parent involvement is evident at school B – parents are just a call away. Parents give their support to the school and teachers and are ever willing to find solutions for problems created by their children in order for teaching and learning to reign.

Community involvement is also visible and has a huge impact on the confidence level of certain learners. Community involvement was so rife that a special committee had to be established to manage the programme of groups in the school. The wonderful part of this was that groups started to view the interaction with school B as their social responsibility.

School B has a proud history of **stakeholder involvement**. The relationship with all these institutions and companies are causing school B to work even harder at being a successful school because at the end of the day the stakeholder wants to see evidence for their investment.

The school B and classroom management are severely affected by social ills in the community. These social ills, as mentioned previously, vary from substance abuse; gangsterism; severe socio-economic problems; domestic violence; child-headed homes and wrong role models to teenage pregnancies. Gangsterism stands out as the one social issue that has the most severe consequence of all. Although gangster activities around the school have died down, the community is still cautious for any flare-ups.

Although some teachers at school B are disgruntled towards the **Education Department** for their limited support in classroom management and learner discipline, they still give credit to the Department for supporting them academically through subject supervisors.

5.12 INTEGRATED ANALYSIS OF FINDINGS USING A WHOLE SCHOOL PERSPECTIVE

The WSD framework and specifically the elements of organisational life were used to analyse the way in which the leadership was managing the school, in addition to how the contextual factors and the school factors are actually an influence on classroom management.

5.12.1 *Leadership and management and governance*

The school principal, deputies and heads of departments are identified as the SMT and responsible for the general management of the school. The principal coupled with some members of the parent body form the school governing body, which is responsible for governance of the school. The SGB are briefed on school related matters but will not interfere with school management related issues like curriculum, procedures and regulations of certain structures in the school. It will, however, deal with disciplinary issues with regards to learner behaviour and teacher misconduct issues that are referred to them. The SMT reinforces the school's mission and vision; they involve people by creating both an organisational environment and climate that can help teachers with their teaching and learning by being available for their teachers. They are also looking at curriculum development, especially

around mathematics and science. Leadership and management in school B are maintaining a good balance between guiding and upholding the organisational environment, in addition to holding the curriculum development of the school. What is emerging at school B is that leadership and management and governance are clear around policies on discipline; rules are communicated to learners and parents; there is classroom management support through the SMT. School B is not a perfect school, but they handle learner misbehaviour cases differently. There are supportive SMT and HOD's that assist teachers whenever learner behaviour issues come up. The leadership has a clear strategy and plan of action on what to do when dealing with learner indiscipline cases. In most instances, problems are not overlooked or handed off to others where they might fall through the cracks. The actions and handlings of the SMT have led to an increase of teacher confidence in leadership and management by trusting the structures in place at the school. The findings show that leadership and management are proactive and allow teachers the space to be creative in order for teaching and learning to be effective.

5.12.1.1 Identity

The Davidoff et al., (2014) framework shows the complex interrelationship between the role of school B's SMT and governance while holding together the different elements in the school, in addition to engaging with the external community. In engaging with school B, I found that the identity element was visible – there was substantial evidence of their vision, values, and norms, especially related to classroom management. The school people identified school B as a good school because of the excellent results they obtain during examinations; the good discipline strategies that teachers are using; the good control that teachers have over their classes; and the measure of respect the learners have for the teachers. What was present was a tight, harmonizing classroom management approach – evidence that leadership and management was running a tight ship while pulling the reigns of all teachers' together in one unified direction.

5.12.1.2 Strategy

What is emerging in school B is a strong, capable leadership and management team that succeeded in guiding their learners and staff in achieving the vision and aims of school B. Part of their strategy was to have most structures in place that would support learners, teachers, and parent/guardians (see structure and procedure for complete list). The ways in

which the school functions well and build cohesion means that leadership and management have a communications policy whereby they trouble-shoot and commit to solve problems immediately. With the guidance of the SMT, teachers operate a belief system, which incorporates setting rules; expectations are adhered to in order to create a safe and conducive environment so that effective teaching and learning can take place. The school seemed to follow a form of instructional approach to combat learner discipline issues, coupled with elements of PBIS to support learners with more challenging behaviour. School B is aware that they are situated in a difficult community, and that they have huge classes, so they had to alter their strategy and approach to handling discipline by building close relationships with parents and guardians to support their children, in addition to encouraging tighter teacher-parent relationships. They also had to adjust their approach to classroom management and setting school culture by adopting a zero-tolerance stance on learner indiscipline and reinforcing positive behaviour as well as rewarding good and consistent behaviour. Teachers are using strategies to handle learners in the classroom, but they trust the structures in place to alleviate the pressure from them. This has led to the build-up of trust and confidence on the side of teachers in the leadership team.

5.12.1.3 Structure and procedures

In school B there are clear structures in place that are functioning very well. Structures and procedures are dependent on a continuous flow of communication and information around all established structures. These structures include SGB, SMT, grade heads, staff development team (SDT), finance committee, discipline committee, examination committee, sport council, RCL, library committee, feeding scheme committee and maintenance committee. Leadership and management make sure that these structures are functioning well with constant communication and support for teachers. Due to the fact that all structures are in place and a continuous flow of communication is evident, the foundation has been laid which is beneficial for human resource development. A breakdown in communication is clearly evidence that structures are not functioning properly. Personal factors are very important at school B because they guarantee the continuous academic success the school has been producing the last couple of years. These teachers are highly motivated and set a high priority on being totally prepared when they step into a classroom. This could only have happened with a supportive leadership and management team that will do anything in their power to ensure effective teaching and learning is taking place. Therefore, the picture that emerged at

school B is of a collective effort from the teaching staff and the leadership and management team to contain the teaching and learning process in the classroom. The structures are also carrying out the strategy of the school.

The perceptions of teachers on the effectiveness of their classroom management practices are each time confirmed when they experience the support from the leadership and management team or when the latter has come up with a strategy and a decision that was beneficial to the learners and teachers. The good cooperation from the teachers has led management to be more open and transparent regarding the way forward for the school. In cases where teachers are struggling with discipline the principal and deputies lend personal support to these teachers through classroom visitation and one-one briefing sessions.

Learner behaviour influences in school B are also a sticking point for teachers, especially those who are breaking the class rules. The problems with misbehaving learners ranged from being unruly towards authority and peers, disrespectful towards teachers, bullying peers, disregard for authority, learners not executing academic tasks properly and in time, etc. The teachers at school B, however, do not wait long for issues to brew until it becomes uncontrollable – they act quickly and swiftly, so that teaching and learning can continue. In cases of unruly learner behaviour, the SMT is called in immediately to remove the perpetrator in order for curriculum delivery to continue. Once in the office, the disciplinary committee steps in and learners have to explain their actions and parents or guardians are then notified. There are consequences for breaking rules. Learners can step back into class only once parents have come to school. Continuous disruption cases are referred to the SGB with the possibility of a learner being suspended. When a WSD approach is followed, it shows that all the structures, procedures and communication support people are working together as a team.

5.12.1.4 Technical resources

The findings show that teachers were totally satisfied with the way leadership and management were handling the affairs of the school. This in turn shows clear signs that the SIP process was intact, that the procurement phase was done in a right way and that structures were put in place to support classroom management. For this reason teachers could call on the SMT to deal with unruly learners in order for them to continue with curriculum delivery. Where teacher accommodation is concerned, there were just two HOD's who did

not have registered classrooms because there are no more places in the school to erect more mobile units.

5.12.1.5 Human resources

In school B a picture of human resource development is emerging, not just of teachers but also of parents/guardians and learners. The findings show that leadership and management of school B are committed to developing their learners' and teachers'. The strategy that leadership and management is following is that of informing people and making sure that every staff member is on the same page; people understand the policies and the policies have been work shopped with staff; staff understand the procedures; new staff have been inducted into knowing how they can be supported. The focus is on helping people/building teacher capacity. Teachers have also been capacitated to deal with discipline issues and taught how to employ classroom management strategies. Teacher have also been capacitated to deal with discipline issues and taught how to employ classroom management strategies. The SMT also believes in the deployment of people (one of the five aspects related to WSD human resources). The school hires highly qualified teachers in order that their learners can be exposed to more than just basic knowledge (five teachers with Masters' degrees on the staff including the principal who is busy with his PhD).

5.12.1.6 Culture of school

The culture of the school links to their values and beliefs. This reinforces positive values, which link to the identity, vision and mission of the school. Leadership and management are reinforcing positive values through morning briefings (staff first) then staff will brief learners (morning ritual) as well as weekly assemblies. Teachers at school B are holding their own in the classroom because they have a good backup system in the leadership and management team who is always looking out for them. The school does adhere to a common approach where classroom management is concerned, for example, teaching and learning must take place in a safe conducive environment with limited noise; and teachers are encouraged to employ different strategies or pedagogy as long as it fits in with the broader strategic plan of the school.

Micro context: Parent involvement is extensive in school B where parents are eager to lend their support in working with teachers in bringing about a change in the behaviour of their

children. Teachers are very glad for the support of parents because parent intervention means that there is a great possibility that learners will adjust their behaviour. *Community involvement* is also rife, to the extent that a committee had to be established to contain the many groups and organisations that wanted to partner with school B. This has led to people feeling responsible for the school. The numerous *social problems* of the community are weighing heavily on the school and classroom management. These social issues affect some learners and the effects are played out in the school and the classroom – ultimately affecting classroom management. Most of these social issues in the community are ignited by extreme poverty and socio-economic problems and give way to all sorts of negative character traits in the young people.

Macro context: leadership at this school works differently to support the effective CM of teacher in their classrooms by strengthening and supporting an organisation environment focused on teaching and learning and respect. School B has very good relationship networks with *stakeholders*. Some of these stakeholders have journeyed a long time with the school. School B has also felt the effects of an Education Department that is not very supportive. This in turn has tarnished the image that some teachers have of the Education Department.

5.13 CONCLUSION

I presented the two cases separately, each with their own specific categories and themes, which came about in the process of analysis. Each group of themes was discussed after it was described. In the next chapter I will compare and discuss the key findings from schools A and B with the related literature.

6 CHAPTER SIX

COMPARATIVE ANALYSIS OF FINDINGS IN RELATION TO THE LITERATURE

6.1 INTRODUCTION

In this chapter, findings from the two school cases are compared and discussed in relation to the literature on classroom management and school leadership. It focuses on teacher perceptions of factors influencing classroom management in schools located in disadvantaged areas. I draw on the theoretical framework of Davidoff et al., (2014) to organise and analyse factors at a classroom, school and community level which influence classroom management. These levels correspond to the major categories that surfaced in my analysis of both schools, namely the micro level of personal factors, the meso-level of school factors and the macro level of the broader community. This study aimed to explore the perceptions of teachers regarding factors that contribute to effective classroom management practices in historically disadvantaged public high schools. In order to answer my key research question, namely: what are teachers' perceptions of the factors that contribute to effective classroom management practices in historically disadvantaged public high schools, I begin by comparing my findings on how teachers feel about the effectiveness of their classroom management strategies in both schools, and then discuss key findings in relation to the literature on classroom management. This is followed by a discussion of the classroom management strategies teachers' use and the influence of learner behaviour on classroom management strategies. I conclude my discussion by drawing on the literature to highlight the personal, school and contextual factors influencing classroom management practices.

6.2 MICRO LEVEL - PERSONAL FACTORS

6.2.1 Teachers' perceptions about the effectiveness of their classroom management strategies

In this section I compare the key aspects of teacher beliefs influencing classroom management, the strategies they use, and personal factors in both schools. Thereafter, I relate that to the literature.

6.2.1.1 *Belief systems of teachers on learner behaviour*

Most teachers have belief systems about learner behaviour (Kagan, 1992). It is those guidelines, norms and principles that rule or govern the thoughts, words and actions of teachers. This is consistent with what Deaton (2012) argues when stating that the managing aspect of learners is a key point of maintaining a more productive learning environment.

Teachers at school A and school B have the same values about how orderliness of the disciplinary environment and classroom management should occur. In school A those values are not reinforced at a school level, which makes their situation more difficult, whereas at school B teachers have those values and they are challenged, but then they are reinforced in the culture of the school and by leadership and management. Findings in school A show that teachers have conventional expectations on how learners should behave; however, the contradictions in reality are that they are challenged. The difference in school A is that the cultural environment and leadership do not reinforce a positive, caring, and supportive culture, whereas in school B it is just the opposite. Teachers in school B also have conventional views on learner behaviour, but they are reinforced in a positive, nurturing culture with constant support from leadership and management. This led to increased motivation and a trusting relationship from the side of teachers.

In reality, teacher beliefs regarding the effectiveness of their strategies in school A show that there is a contradiction between how they expect pupils to behave and how pupils do behave. They thus believe their classroom management strategies are ineffective. Teacher beliefs about the effectiveness of their strategies in school B are also affected by circumstances in and around the school, but in sharp contrast to teachers in school A. The findings show that their beliefs on the effectiveness of their strategies are reinforced. This is based on the knowledge that effective learning development is happening when disruptive learners are removed from the classrooms by leadership and management.

To instil values and morals in learners to change their behaviour, leadership and management of school B are working in tandem with teachers to enforce values, rules and norms. This culture of the school links to their values and beliefs and reinforces positive values, which link to the identity, vision and mission of the school. Leadership and management are reinforcing positive values through morning briefings (staff first) then staff will brief learners

(morning ritual) as well as weekly assemblies. Teachers in school B always strive for a good classroom management foundation so that effective curriculum delivery can take place. The management of discipline is always a high priority, coupled with the authoritative role that the teacher plays in controlling all aspects of teaching in the classroom. Proper planning also plays a major role in assuring that educational outcomes are reached.

The perceptions of teachers from school B are more directed towards creating safe spaces where effective teaching and learning can take place – through the usage of rules and expectations set by teachers. This is found to be in line with Deaton (2012) who emphasised a management approach through rules, procedures and routines in order for a productive learning environment to be established. The dominant belief is that effective teaching and learning can only happen in a learning culture that stems from proactive leadership and management (Tran et al., 2018).

With regards to the above, school A differs from school B in that the indiscipline of learners in school A affected their teachers' beliefs of being effective. This finding is consistent with the research findings on the effects of undisciplined learner behaviour on teaching by Moyo et al., (2014), which argues that teaching and learning are affected by indiscipline of learners. This was also found to be consistent with Steyn and Heystek (2018) as well as Mbokazi (2015) and Bush and Glover (2016) that schools in informal settlements and townships face many challenges, i.e. demoralised teachers, social problems and poverty. This is also confirmed by Postholm (2013) who stated that this challenging learner behaviour makes it difficult and often impossible for teachers to manage their classes effectively. Where the lack of support from leadership and management in school A is concerned, these findings were consistent with international literature by Obama et al., (2015) who found that a laissez-faire leadership style led to indiscipline of teachers because of non-enforcement of rules and regulations in school. Makhasane and Khanare (2018, p.22) stated: "In essence, without leadership initiatives by senior management, schools were unlikely to address learner-on-teacher violence effectively".

In school B, however, their beliefs on being effective are confirmed and boosted due to the constant support structure in leadership and management, irrespective of an increase in learner misbehaviour, thus confirming the research done by Shulhan (2018) that leadership

and management can play a role in effectively supporting teachers. He argued that motivation; intensive communication, incentives, transparent administration, mobilising development workshops, encouraging partnerships, and communication with communities are major factors that encourage teachers (Shulhan, 2018). Similarly, research done by Faas et al. (2018, p.3) confirms school B's stance that "school leadership plays a major role because they need to lead by example and build the trust of the teacher". This is confirmed by Steyn and Heystek (2018); Day, Gu and Sammons (2016) and Thielman (2012) that the driving force behind scholastic success in poor performing schools is successful school leadership. This is confirmed by Jones and Jones (2001) too, who argue for effective teaching to take place, teachers need to set high expectations (which was the case of school B's teachers to uphold high achievement rates) and encourage active engagement and cooperative learning.

In school A, teachers felt that the growing influence of learner behaviour on their classroom management strategies affected them negatively. They have to implement more stringent plans of action to combat the 'problems' of learner indiscipline. Teachers felt that more support in the form of parent intervention and better support at home would lead to lessons running smoothly. The increase in learner indiscipline is consistent with most local research such as the findings of Moyo et al., (2014) and Mbokazi (2015), which show that schools in informal settlements are prone to demoralised teachers because of their context and that indiscipline in these schools affects teaching and learning. Similarly, the finding by the following authors in South Africa show that classroom management in schools situated in low-income areas is difficult and very challenging (Mtsweni, 2008; Tiwani, 2010; Zikhali, 2006; and Zondi, 1997). Jacobsen et al. (1993) noted that classrooms that are well managed led to effective learning, but this was inconsistent with what was happening at school A, as a result of increased indiscipline among learners and a leadership and management team that cannot lead with vigour (Faas et al., 2018; Makhasane & Khanare 2018; Obama et al., 2015).

In school B, however, teachers felt that the growing influence of learner behaviour on classroom management strategies inspired them positively because they have the support of the leadership and management team. The literature related to this by Burden (1995) states that teachers take action to restore order in the classroom. This is the state of affairs at school B – teachers take charge and assert their authority in order to restore order. This was also

confirmed by Malloy et al., (2018, p. 220) that highlights “students perform better academically and engage in fewer problem behaviours in school settings where there are fewer expectations and where they feel connected and cared for...” Leadership and management established a culture of support for teachers, but in essence it is actually helping the learner feel more secured and supported.

In school A, teachers’ beliefs regarding personal factors influencing classroom management practices were once again showing contradiction on what they expected and what they experienced. In reality, teacher beliefs regarding personal factors influencing classroom management practices in school A were affected by the indiscipline behaviour of learners, minimal support from the leadership and management team and constant pressure from the Education Department for unrealistic academic results. This caused major frustration among teachers and led to a nonchalant attitude towards their work. This is consistent with what Brandon et al., (2018, p. 266) found, “Inadequate time to provide instructional leadership and supervision is a constant impediment by school administration”. Due to a lack of clear guidance from leadership in promoting a culture of teaching and learning in the school, it is now much easier for teachers to accept the dominant culture of the surrounding community. This is also consistent with Obama et al., (2015) who highlighted that a lack of leadership guidance and support will cause teachers to be undisciplined. School A does not offer much to counter the dominant and complex multicultural setting and has accepted the status quo.

In school B, teachers’ beliefs on personal factors influencing classroom management practices were once again reinforced due to the constant support coming from their leadership team. What is similar in both schools is that all teachers are pressed to deliver the same curriculum for the same Education Department. What is different in both schools, though, is the teachers’ attitudes towards managing learners, their urgency to deliver the curriculum and the way they deal with the effects of the context. In school A, a major portion of teachers are demotivated with their situation and frustrated with the lack of support from leadership (Obama et al., 2015) whereas in school B teachers have a reputation to uphold. Although some of them are also somewhat frustrated, they are still motivated to establish a conducive environment where teaching and learning will take place to maintain the school’s academic performance with the support of leadership and management (Du Plessis & Eberlein, 2018; Steyn & Heystek, 2018;). Similarly, Bellibas and Liu (2018, p.239) highlight that

“Instructional leadership is important for building a positive school environment with mutual respect and trust, which has been confirmed as the most important school component for school effectiveness and success”.

The finding of personal beliefs on factors influencing classroom management in school A was confirmed by Ediger (2000) when stating that if teachers do not know how to work effectively with learners, then they will fail in teaching. He suggested that schools in the same situation like school A should use proper management procedures to enhance learning and reduce disorder. The finding of personal beliefs in school B is consistent with what Ahmad et al., (2012) found, which states that teachers need to ensure that classroom lessons run smoothly despite the disruptive behaviour by learners. Teachers in school B are not fazed with the disruptive nature of their learners, because they have the bigger picture in mind – a picture of increased school results and accolades for the school. The dominant culture of the community does not have an influence on school B, because leadership and management have established a strong school culture and have much on offer for their students. This is consistent with Faas et al., (2018) who argue for leadership and management to be culturally responsive by building the capacity of teachers, learners and parents/guardians. This is also consistent with Tran et al., (2018) who state that a learning culture requires proactive leadership from the principal.

6.2.2 Classroom management strategies currently in use

According to Deaton (2012) classroom management covers a wide spectrum of actions that come to pass in the classroom – ranging from organisation of classroom to physical arranging all furniture to setting the social climate, taking note of all the behaviour considerations, as well as the classroom and learner factors. My finding shows that teachers in schools situated in disadvantaged areas still have the perseverance and endurance to come up with strategies to ensure that effective teaching and learning can take place, irrespective of the stigma attached to such schools.

In school A, teachers have come up with the following personal strategies: To be prepared and functional in class, i.e. to be prepared most times; to be punctual; to exercise self-discipline; to be a motivator for their learners and to be more consistent. Learners were

expected to obey all rules and follow teachers' instructions; seating arrangements were done by the teacher and in cases of behaviour problems to clamp down on ringleaders quickly.

In reality, teachers at school A have to adjust themselves most of the time to secure good classroom organisation by giving more rules and more regulations, while still teaching and dealing with problems. This is consistent with Tiwani (2010); Moyo et al., (2014), and Mbokazi's (2015) views of teaching in disadvantaged schools – it is very difficult and challenging. They teachers are forced to have a hand in all of the processes happening in their classes to ensure a smooth flow of class activity. This must be done amidst an increase in indiscipline among learners. Leadership and management will also aggravate the situation by not really dealing properly with perpetrators – increasing the teachers' stress levels even more. This is also consistent with Collett, Chisulo and Buchler's (2013) findings as having a negative influence on teacher well-being. This situation of leadership not supporting teachers in school A is consistent with Obama et al., (2015), when they mentioned that a weak leadership and management team will cause more harm to teachers by making them more undisciplined and cause teaching and learning to digress. It is also confirmed by Bosworth et al., (2018), who states that a weak leadership and management team can delay or prevent development in a school.

In school B, teacher personal strategies ranged from being prepared every time they step into the classroom to being punctual and acting as a role model for learners. They have to execute a high measure of self-discipline and be committed to encouraging learners. Teachers have to be consistent and make use of academic related activities to keep learners more focussed. The teacher did the seating arrangements for learners and they had to comply with that. Uncooperative learners have to leave the classroom and the SMT is constantly on standby to assist teachers. Some teachers also make use of unconventional non-academic strategies like serving coffee and tea with freshly baked bread before school in order to encourage learners to arrive early at school; most teachers use technology like data projectors in order to access interesting academic videos that capture learners' attention.

In reality, teachers and the leadership and management at school B formed a collective front when dealing with indiscipline issues of learners in the classroom. This is consistent with Lapperts (2012) who stated that schools must seize the opportunity to reward good behaviour

by coming up with programs of fun and sport or even a range of other activities that match the personality of the learners and the context of the school. He also stated that schools must support teachers in dealing with issues of behaviour, conflict and discipline rulings. In school B the SMT is playing a major role in handling most of the disciplinary cases being referred to them by teachers. Their success rate in solving those issues is high – giving teachers more time in class for curriculum delivery. This is consistent with the support HOD's are supposed to give teachers in the classroom (Du Plessis & Eberlein, 2018).

My findings showed that indiscipline issues have a way of reducing precious contact time. For this reason the SMT are called in as a backup to assist teachers when faced with unruly learners. This action has restored confidence in teachers in school B to face any situation in class because they know leadership and management is there to support (Bellibas & Liu, 2018). This is consistent with Ahmad et al., (2012) that highlights classroom management as the process of ensuring that classroom lessons run smoothly despite the disruptive behaviour of learners. Similarly, Leithwood and Sun (2018) state that an academic culture that is driven by leadership and management has a big influence on student learning – which is precisely the case at school B. Leadership is making the big difference in school B because a culture of learning and excellence has been established in the school which resulted in an above average pass rate and a more driven learner. This is not the case with school A, where there is a lack of academic culture, which causes the school to underperform, and learners are lacking the drive to excel. According to Lapperts (2012) the management of any school should consult broadly with all stakeholders, i.e. parents, community CBO, and structures to come up with solutions for possible problems at the school. It is evident that school B was on the success path where consulting with outside stakeholders was concerned, and the fact that they followed a possible Whole School Development method of solving problems in the school.

On the question of how teachers felt about the effectiveness of their classroom management strategies, teachers in school A are disillusioned because of their depressed situation. Recent South African studies confirmed the negative effects teachers experienced when leadership and management do not support them in addressing learner misbehaviour issues (Moyo et al., 2014; Mbokazi, 2015; Tiwani, 2010; Mtsweni, 2008 and Zikhali, 2006). They feel ineffective and tired of waiting on the SMT to come up with resolutions regarding pending learner issues. This is placing them under immense pressure of wanting to do the right thing even to

the point of going over the heads of the SMT members in contacting parents to solve learners' issues (SMT takes too long or shies away from issues).

With regards to how teachers felt about the effectiveness of their classroom management strategies in school B, teachers are aware that they need to be prepared, punctual and consistent. They know that motivation is vital and more teachers are opting for non-academic activities to keep learners focussed. Boundaries and expectations are set very high for their learners, because there is a standard that must be upheld (over 90% matric pass rate for last five years). They know the importance of setting rules, and reminding learners of the consequences of those rules, as stated by Ahmad et al., (2012, p.174) that "teaching should continue irrespective of indiscipline learners". Their trump card is that they have a very good support in the SMT - this is what is making school B feel that their classroom management strategies are effective (Leithwood & Sun, 2018). For this reason, they can ask uncooperative learners to leave their classroom to ensure that effective teaching and learning takes place, because the SMT will support them in their quest. They also know that assistance in the form of reaching out to stakeholders for help is an option that they can use. This action is consistent with what Lapperts (2012) suggests, that schools need to reach out to stakeholder and form partnerships with them. Some teachers are making an extra effort to keep learners focussed and motivated by having special awards, including fun activities, to energise the class like icebreakers and games, and adding specialties like serving coffee/tea with freshly baked bread in the morning before school – to motivate learners to be early. Behaviour modification literature by Black (2010) states that learners will change their attitude and behaviour to receive definite rewards. This is the reason some of the awards on offer from certain teachers at school B had a positive effect on learners' behaviour and attitudes and caused them to step in line with expectations from teachers.

6.2.3 Personal factors influencing classroom management

According to Saricoban (2005), a teacher can be the cause of their own classroom management problems if their teaching style and roles are not set properly.

In school A, personal related factors influencing teacher classroom management practice have a two-prong effect. On the one side, not all teachers are equipped with classroom management skills. The older generation teachers were exposed to practice teaching, but not

classroom management. Findings show how uninformed school A teachers are in withholding clear instructions from learners. This illustrates that perhaps efforts to provide capacity building on how to give clear instructions needs to be stepped up in school A. In those classes, there was no clear communication about what constitutes acceptable behaviour - no rules were seen on billboards or on walls in classroom observations. No posters regarding discipline plans or expectations or consequences were seen in classroom observations. The finding shows how unaware more than half of the teachers being observed were regarding proper conduct towards learners - this illustrates that more information on how not to humiliate and degrade learners should be on offer to these teachers. The finding shows how unaware nearly three quarters of teachers being observed were on ways to organise their classrooms and demonstrates how teachers need to be capacitated in this area to have their classes more organised.

The finding shows that most if not all of the classrooms visited during observations were in a dilapidated state. This was a clear sign that leadership and management is not delegating general workers to do their jobs properly or prompting teachers to be more hands-on where classroom cleanliness is concerned. The finding also shows that more than half of the classrooms observed could not accommodate all the learners. This signalled that procurement should be done properly in order to accommodate all learners at the school. The findings show an unawareness of teachers with regards to their surrounding or the deliberate or conscious withholding of effort to take charge and clean it up. This shows a lack of pride in your surroundings or a clear act of deviance from leadership and management for not supporting and looking out for teachers. The findings show that more than half of the teachers observed were oblivious to classroom factors and this demonstrates that teachers need to be capacitated on how to improve their classroom factors. This contrasts with what Du Plessis and Eberlein (2014) suggest that HOD should guide and support teachers in classroom activities.

Unprofessional behaviour included teachers leaving classes unattended for a vast period of time. This illustrated that more information on proper teacher conduct towards teaching and learning should be supplied to these teachers. In more than half of the classes observed, teachers were unaware of what it constitutes to engage learners in a safe and non-threatening environment, which shows that perhaps efforts to provide safe and conducive environments

need to be made. This was in total contrast to what Lemlech (1988, p.3) suggested, i.e. “Classroom management is the orchestration of class life: Planning curriculum, organising procedures and resources, arranging the environment to maximize efficiency, monitoring student progress, anticipating potential problems”. This was also in contrast with what Jacobsen et al. (1993) were suggesting, i.e. those teachers needed to ensure learning is effective and that a tight relationship should be seen between teachers’ plans and learners’ behaviour.

On the other side, where the situation gets a bit skewed is when learners are referred to the office and the issue is not resolved properly or dealt with in a proper fashion. The learner steps back into the classroom feeling more empowered to have another go at the teacher. This is inconsistent with what Ediger (2000) suggests, that teachers need to use proper management procedures to reduce chaos in the classroom. This is the trend with most cases at school A-learners transgress, the issues are not resolved properly (some of these transgressors are not brought to book), these learners’ step back into class, and disregard anything that is happening in the classroom including the authority of the teacher. Teachers are frustrated and disillusioned because in some ways leadership and management was not available to support them – they feel that leadership and management is working against them to make their work that is already difficult even more difficult. This is consistent with what Bosworth et al, (2018) found that lack of leadership at a school can prevent or stall progress. According to Lewis and Burman (2008) cited by Postholm (2013), teachers in public school have to cope with behavioural challenges and still deliver curriculum and manage their classes effectively. Similarly, Mbokazi (2015) and Moyo et al., (2014) state that teaching and learning are greatly influenced by indiscipline behaviour, causing a decrease in academic performance in learners in addition to demoralising teachers.

In school B, teachers are highly motivated and the origin of that motivation starts from the top. This was consistent with Shulham (2018) who stated that leadership needs to support and motivate teachers. Similarly, Bosworth et al., (2018, p.362) state: “for leadership to be successful they need to be highly committed, capable, render support and be actively engage...” The finding shows that more than three quarters of teachers observed supplied positive feedback and motivation to learners, which shows that they were knowledgeable regarding information on how to encourage learners. Van Der Sijde and Tomic (1993, p. 439)

concur when stating that classroom management is “provisions and procedures necessary to create and maintain a situation in which learning and teaching can take place”.

The findings also showed that more than half of teachers observed were using different teaching methods, illustrating a basic knowledge of teaching methodology while more than three quarters of them used proper body language and tone of voice in class, demonstrating a vast knowledge on how to engage learners in a productive manner in order to be effective. This was the crux of the matter according to Smith and Laslett (1993) when they mentioned that teachers needed to have the skill in the organisation and presentation of lessons in such a way that all learners are actively engaged in learning. The requirement was that teachers had to have the ability to analyse the different elements and phases of a lesson, to select and deliver appropriate material and to reduce sources of friction. More than three quarters of teachers observed knew how to implement classroom management strategies and portrayed positive and friendly attitudes towards their learners – this showed skill and expertise on the side of the teacher to be effective in a classroom setting. This was consistent with the work of Jacobsen et al., (1993) when stating that teachers needed to ensure learning is effective and that a tight relationship should be seen between teachers’ plans and learners’ behaviour.

Teachers at school B keep to an effective lesson plan and present quality lessons that illustrate good subject knowledge (reason for good matric results for last five years). This was consistent with what Levin and Nolan (2000) stated, i.e. effective learning and successful classroom management are closely related. They continue to state that new knowledge and previously learned skills must be reviewed weekly or monthly so that learners can display their learning and provide added reinforcement. The findings shows that more than three quarters of teachers observed showed real teacher-learner interaction, which shows that relationship building and wanting to get to know the background of learners are uppermost in the minds of teachers at school B. Teachers at school B were consistent in executing discipline and work related activities - they tend to know their learners and try to steer clear from using negative statements – this tells me that they are aware of the devastating effects of negative statements and not wanting to dent the self-esteem of learners. In more than three quarters of classes observed, there was no need to reprimand learners – a clear sign that procedures have been taught and practiced by teachers and those learners are in a routine. If for any reason learners should be referred to the office, teachers are confident that the

outcome will be favourable (win-win situation for all parties involved) because of a committed leadership and management team.

In more than three quarters of lessons observed, learners were interacting positively in class, which illustrates the focussed mind-set of learners to engage in classroom activity. Teachers at school B are prepared academically for lessons but still need to learn to prepare their classrooms – which tells me that some of them are also oblivious to their surroundings and set a higher value on the teaching aspect than the visual side of the class. Not all teachers are equipped with CRM strategies, but most are doing great under the circumstances – which demonstrates a determination on the side of the teacher to fall in line with what is happening at the school or how things are done at the school, where exercising strategies are concern. The finding shows that more than three quarters of teachers observed gave clear instructions where lessons were concern, but not much on behaviour. This demonstrated awareness on their part on how to start their lessons and keeping learners in the loop on what is happening in the classroom, but instructions regarding behaviour were lacking.

The finding shows that classroom organisation of more than half of the teachers observed was up to standard, demonstrating that teachers have been capacitated with knowledge regarding how to organise their classrooms. It also shows the entity responsible for the capacity building of teachers, i.e. leadership and management, which is consistent with Shulham (2018); Bosworth et al., (2015); Bosworth et al., (2018), who propagate leadership and management support for teachers. Leithwood and Sun (2018, p.356) stated that: “In a study related to setting academic culture by school leaders in a school it was found that school leadership plays a major role in assisting teachers and other organisational colleagues to further develop their motivation and abilities to accomplish organisational goals...”

6.3 MESO-LEVEL SCHOOL RELATED FACTORS INFLUENCING CLASSROOM MANAGEMENT

Leadership and management is very important in schools due to its indirect influence to affect learning by contributing to and supporting teachers, structures, and processes over a period of time (Bellibas et al., 2018). All role-players in the school ultimately have an impact on classroom management, especially learner behaviour. Therefore, it is important that leadership and management establish a good school culture that entrenches all the necessary

organisational elements so needed for good teaching and learning. These elements, also highlighted by Davidoff et al., (2014) are: Leadership management and governance; identity of the school; strategy of the school; structure and procedure, technical resources; human resources; and cultural context of the school.

6.3.1 Learner behaviour influences on classroom management

Both the South African literature (Tiwani, 2010; Lapperts, 2012; Porteus et al., 2001) and international literature (Smith & Laslett, 1993; Jacobsen et al., 1993; Black, 2010) related to classroom management reveals that CRM has excellent effects on the behaviour of learners, if practiced in the right way. This has been found to be evident right across the world in different countries. Despite the different approaches that people uphold regarding classroom management, if teachers' classroom management practice is in place, and learners know what their teachers' expectations are, learners will be more motivated, more eager, more disciplined and more responsible. What has surfaced even in the context of this case study is, with the necessary guidance and proper classroom management plan; much good can be extracted from these learners, irrespective of the harsh conditions that they are exposed to where context is concerned.

At times, the context can cause learners to develop a deep sense of motivation and inner discipline to strive to the top and not look back at all. This has been evident in both school A and B. These are the high achievers, the top academic performers who have decided to follow the rules, listen to the teachers, do the homework and submit their assignments at all costs. The positive traits that came to the fore were: learners are taking ownership and responsibility for themselves and their behaviour, learners have a high sense of self-respect; they establish self-discipline and have high moral standards to say no to drugs, alcohol and sexual promiscuity; and they have a great sense of endurance and perseverance. In some sense, the actions of the above learners will have a conscious and unconscious effect on the masses of procrastinating learners who are not motivated. This links to what Barbara Coloroso (2000) calls 'Inner Discipline' and emphasises a focus on teachers assisting learners to develop their own self-discipline by owning up to their faults and thinking through solutions - while leaving their dignity intact. This also links to what Van Rensburg et al., (1994) assert to about discipline – it applies not only to external discipline but also to inner discipline, which is driven by a spiritual acceptance of disciplined behaviour.

Where the negative side of learner behaviour influences is concerned, it is viewed as one of the major irritants of classroom management issues experienced by teachers in school A. This is once again consistent with the work of Mbokazi (2015) and Moyo et al., (2014) who assert that learning and teaching are affected by the indiscipline of learners. These key problem areas include: Disruptive and undisciplined learners; learners that show disrespect for and non-compliance with authority, rules and regulations as stipulated in the code of conduct of the school; and learners showing disregard for the teaching process, disregard for curriculum delivery, homework, due dates and tests and assignments. In addition to these challenges, the school is struggling with a massive late coming and absenteeism problem. Added to the increasing indiscipline of learners is a leadership and management team, which is somewhat unconsciously allowing the problem of learner indiscipline to continue in most of its forms. Leadership and management is struggling to solve and regulate absenteeism, bunking, as well as late coming at school A. Leadership and management at times overlooks disciplinary issues of learners and passes them on to other grade heads and in this way transgressors are getting away blameless. This nonchalant attitude from the leadership and management (of not properly dealing with learner related issues and not fully supporting teachers) has in essence created distrust on the side of teachers towards the leadership and management team (Obama et al., 2015). These findings confirmed what Tiwani (2010), Mtsweni (2008) and Zikhali (2006) found in their studies of the negative effects of learner indiscipline on teachers and the inability of the senior management team to solve the problems. This is also consistent with what Tran et al. (2018, p. 92) suggested: “principals play a major role in organising and support the professional development of teachers...”

In school B, learner behaviour influences are also a difficulty for teachers. Their problems also range from unruly conduct of learners, disrespectfulness towards teachers, bullying, disregard for authority, to problems with learners not executing academic tasks properly and in time. This was also found to be in line with the work of Marais & Meier (2010) who also highlight the fact that teachers in township school areas are having increasing difficulty with poor learner behaviour. However, the difference in school B is that teachers tend to clamp down on misbehaviour very quickly and refer it to the office. In the office, there is a specific way leadership and management deals with learner misbehaving cases. There is a supportive SMT that assist teachers whenever learner issues come up (Du Plessis & Eberlein, 2018). Leadership and management have a clear plan of action on what to do when learner issues

come to the office. In most cases, issues are dealt with immediately and are not overlooked or passed on to others where it might fall through the cracks. This method of taking the learner behavioural issues out of the teachers' hands and dealing with it has been the reason that trust has been retained on the teachers' side in the leadership and management of school B. This is also confirmed by Lewis and Burman (2008) cited by Postholm (2013) that teachers in public schools have to learn to cope with these behavioural challenges, as well as deliver the curriculum requirements and manage their classes effectively. This is consistent with what Bosworth et al. (2015); Bosworth et al., (2018) and Shulham (2018) state regarding the helpful nature of leadership and management teams in supporting their teachers to perform better. In school B, it has also been found that your more senior group, i.e. grade 11 and 12, gives fewer problems and are cooperating very well with teachers, which is similar to the maths, science and physics group in school A. Some of the GET phase and grade 10 groups are more likely to end up in trouble than the more seniors at the school because of their carefree nature and "*cannot be bothered*" attitude.

6.3.2 Leadership and management

Studies locally (Makhasane & Khanare, 2018; Steyn & Heystek, 2018; Du Plessis & Eberlein, 2018) and internationally (Faas et al., 2018; Shulhan, 2018; Bosworth et al., 2015; Leithwood and Sun, 2018) have revealed the important role the management team of any school plays in running schools effectively. Pashiardis et al., (2018) argued that the context could be a major role player in preventing leadership from leading schools to perform effectively. It is for this reason that leadership and management's role in providing good support for teachers is emphasised. It was Tiwani (2010) who recommended that further research be done specifically in a whole-school development setting, where the management of the schools employ external services of experts from the community to help with behaviour problems of learners in the classroom; educators to involve the parents of their learners in all school related activities; and the school to campaign for a whole school discipline plan that involves all of the educators, parents, learners, members of community as well as professionals (*ibid*, 2010). However, schools in disadvantaged areas are still crouching under the decline of learner indiscipline behaviour as mentioned by Mbokazi, (2015) and Moyo et al., (2014) who confirm that indiscipline remains a serious problem for leadership and management in schools situated in disadvantaged areas.

School related factors, especially where the management of the school is concerned, can have a big influence on classroom management and ultimately affect the school climate. This was found in a study by Bellibas and Liu (2018, p.239) who highlighted that: “Principals are vital in school because they directly impacts learning through their direct effect on teachers, structures and processes in school over time”. This section has much to do with how teachers portray and evaluate information coming from leadership and management. It also states what their attitude and response is towards how the school is managed, and how decisions of management can affect the school and ultimately the classroom management.

In school A, it was noted that structures like the SMT, grade heads, HODs and disciplinary committees are not giving enough support to teachers; the procurement process is skewed because there is a problem with availability of resources at the school; the number of learners or class size lends itself towards overcrowding, which is having an impact on classroom management; and leadership and management seemed unable to get a viable solution for the late coming of learners of the school. The ultimate decision-making capacity of the leadership and management team tends to drag at times, especially with behavioural problems of learners being sent to them to sort out – haltering the flow towards a smooth-running school. Teachers feel sold-out by leadership and management who are supposed to look out for them, especially where dealings with the Education Department is also concerned. This has increased the mistrust of teachers towards leadership even more. All of these factors mentioned have at its core, the leadership and management team that is frustrating the teachers by not doing much to alleviate the problems they are facing.

Current literature highlights the important role leadership needs to play in enabling and supporting effective classroom teaching. This is evident in the work of Obama et al. (2015); Makhasane and Khanare (2018) and Brandon et al., (2018) who argued that leadership plays a major role in guiding and supporting teachers and if that guidance from leadership is not given then the effects will be dire. Similarly, this is contrasting to what Shulham (2018, p.447) highlights in his study that leadership should be, “a supportive leadership and management team that concentrates on teacher motivating, intensive communication, teacher incentives, transparent administration, mobilising workshops and development, and encouraging partner communication with communities”. This is also contrasting with Davidoff et al., (2014) who contend that in order for the whole school to function as a

healthy organisation, all of the organisational elements must work well together – meaning the leadership and management team should be the vanguard of partnering, networking, caring, capacitating and setting up relationships with all stakeholders in order for the school to benefit.

In school B, however, the school related factors do not seem to have a major effect on classroom management. In fact, teachers are satisfied with the leadership and management team, who guide the school and lend tremendous support to teachers (Bosworth et al., 2015; Bosworth et al., 2018; Faas et al., 2018). Decision-making does not seem to be problematic and the availability of teaching and learning resources seems intact. In school B, what management is doing is totally acceptable and promising to teachers; thanks to the accolades and awards the school has obtained over the last few years. This is in line with what Bellibas and Liu (20118, p. 238) suggested that: “principals possess an essential position in the school in terms of establishing a positive school climate.” This is consistent with the work of Lapperts (2012) who is also advocating a whole school development approach. He noted that in order for schools to help teachers support groups of teachers and administrators could be formed to deliberate issues of behaviour, discipline and conflict rulings. School B shows clear signs that there is a sense of collaboration between teachers and management to seek solutions for problems. What I found was that leadership plays a key role in helping to support teachers in their classrooms, in addition to creating that overall safe environment where teachers and learners can operate with full confidence.

The research by Davidoff et al. (2014) and Shulham (2018) regarding a supportive leadership team that involves all stakeholders supports this in the South African and international context. The only issue that school B is struggling with where school factors are concerned is the size of mobile units that cannot cater for the overcrowding problem the school is experiencing. School B is packed to capacity, so class size and classroom availability are a concern. The school already has seven mobile units catering for the surplus of teachers at the school. Overcrowded classrooms are not only a South African township phenomenon, but also a worldwide occurrence. This has been confirmed by a study done in Turkey by Saricoban (2001, p. 3-6) who found that the most frequent problems of overcrowded classrooms are discomfort, the control factor, individual attention, question of evaluation and learning effectiveness. Similarly, Shah and Inamullah (2012) also found that overcrowding is

detrimental to learners and learners will function more effectively and acquire better subject skills if they are subjected to smaller classes. This has been the same problem that school B has struggled with due to classes being overcrowded. At times, the Education Department can also force schools to take on more learners with the promise of extra monetary allocation or extra resources.

Literature on the importance of leadership in relation to context has shown that school A was able to acknowledge the broader context as stated by Pashiardis et al., (2018), but the school is not geared towards massive changes; instead they tried to maintain the schools' status quo (just do enough) to keep the Education Department and parents happy. It was found that they were trying to exclude themselves from the external environment. However, in school B the broader context was also acknowledged, and leadership strategies were mostly geared towards building healthy relationships with external stakeholders (creating network alliances), addressing learner behavioural issues through engaging the parents, and creating a solid foundation for teachers to teach effectively without any disruptions. In essence, by focussing on the context, the leadership of school B showed an inclination of getting the school to be functional and chaos free, as Pashiardis et al., (2018) noted that context should become your ally. The picture that is emerging from the data in school A is that leadership is certainly not holding the link between the policy, human resources development and engagement with the community. It gives a picture of fragmentation of the school.

There is, however, a much clearer picture in school B from teacher experiences that leadership is holding all the elements of organisational life together. There is coherence, clear policy and guidelines, key structures are functioning, there is strategy around giving teacher support, and they do expose teachers to staff development.

Another difference between school A and B relates to how leadership has taken charge of their schools. In school B the leadership is much more caring and focussed on supporting the teachers. They are holding the school environment, both curriculum and organisationally, to create a strong base. Their focus is on teachers and their development, whereas in school A the SMT might be taking on a leadership role, but it is more administrative and not focussed necessarily on backing and supporting of teachers or building a positive culture and ethos in their school.

6.4 MACRO-LEVEL CONTEXTUAL FACTORS INFLUENCING CLASSROOM MANAGEMENT

This section links closely with the fourth specific research question regarding the effects the contextual factors have on the classroom management. It also links closely with the theoretical framework element of human resource and culture of the school, especially the macro context of the school, which is the influence of the wider community, i.e. parents, community, stakeholders, districts and Provincial Education Department. According to Weinstein (1996), classroom management strategies that individual teachers use are influenced by factors within the school and community context. Sonn (2002) who suggests that a whole school development approach need to be used in supporting effective classroom management strategies also confirms this. In order for teaching and learning to occur with minimum disruption, education is looking for teachers who are skilled in classroom management practices, are able to handle classroom management problems effectively (especially in public schools) and are committed to a whole child/whole school development approach.

6.4.1 *Positive community factors*

Local studies revealed that the same issues that some schools located in township settings experienced with lack of parent involvement and community involvement have not really been the case with schools A and B. According to Porteus et al., (2001) involving parent figures is the best move schools can make in allowing community input in their schools. What is unique to our township schools is that at times a lack of parental involvement is noted which is hampering the classroom management practice, especially if parents don't turn up for issues that happen in the classroom. This normally leads to an ongoing tension between the parties involved. Parent involvement is always a benefit to any school. At most schools you will get the parents who are serious about the education of their children as well as the ones who cannot be bothered whether the child is at school or not.

At school A, nearly all of the teachers are singing the praises of parents, who always come out to the school if their presence is needed. However, as in all schools, there are the one or two parents who do not cooperate, which can be due to many factors. Some parents are single parents and the only breadwinner and cannot afford to stay out of a job because of financial

reasons. Some parents are just missing in action like your child-headed homes scenario that this school is also experiencing.

Where community involvement is concerned, it seems as if there is no lack of community involvement in school A. Some of the teachers raved about the wonderful support and cooperation they get from some of the organizations and some of the parents. Although the community is involved in the school, one teacher mentioned that the community is still conservative in their ways by thinking that the school is off limits to them. In fact, the community has a major say in what transpires in the school because they are part of the parent component that is responsible for the governance aspect of the school (SGB). This is consistent with Porteus et al., (2001) who argue that the involvement of parents is very important regarding learners with behavioural and social problems.

In school A, stakeholder involvement is evident and appreciated -whether it is the clinic that administers drug tests on behalf of the Department, or the local police station that does random patrols to check that unsavoury characters do not enter the school, or just your government sponsored feeding scheme. There is a feeding scheme that is managed by Peninsula Feeding scheme (government supported) and it supplies food on a daily basis for learners. They also employ parents from the community to help. The Education Department/Government are also subsidising extra classes over weekends to help learners. These are in the form of specialists coming in to teach the learners – giving the teachers at the school a break.

In school B most teachers noted that parents are involved in the lives of their children and if problems in the class occur, they can count on parent support to help in that regard. Normally there will be a difference in the attitude of the misbehaving learner if the parents are called in. However, some teachers also noted that some parents could not be bothered to come to school to handle the issues at hand. In cases like these the misbehaving learner exploits the situation if their parents are not coming, which aggravates the situation for that learner at school. This can lead to estranged relationships between learners and teachers and can cause real emotional instability in the lives of teachers – at times even leading to teacher burnout.

In school B, there is no lack of community involvement. Most teachers who were interviewed talk openly about the wonderful support and cooperation they get from some of the organizations and some of the parents. The community in this context is really playing their part in being involved in the school. Quite a few have noted the presence and benefits of community organisation on the school. This is consistent with Bosworth et al., (2015, p. 43) when stating: “It also identified the principal as the driver of change and noted that principals were able to bring change in their schools through cultivating teacher, parents and community members to assist with the changing process”. Similarly, Bosworth et al., (2018) also noted that principals should be the driving force behind the organisational capacity for change. It must be noted that the organisations get funding from donors and that funding must be spent in the school in the form of arranging educational trips or paying the stipends of people managing these programmes in school. One similarity to consider is that it sounds like many parents support the values of a positive school culture and support this in both schools.

There are stakeholders involved in school B, attributed to the awards and donation plaques in the foyer of the school, i.e. National Lottery, Nedbank Board of Executives, Hyundai Bellville, Liberty Life, Westcore, etc. There are also friends of school B who have a long-standing relationship with the school in the form of UWC Nature Reserve, SANBI, GOLD (Generation of Leaders Discovered), SMILES (Science Math Institute for Learner and Educator), Khanyisa learning project. Most stakeholders present in the school are involved with the school for different reasons. Some are involved for pure marketing for their companies and others are in it for social responsibility in the form of a tax rebate from government (whatever resources they are putting in the school, they can write off for tax purposes). Two benefits the school is getting though is the presence of companies on their school, busy delivering a service to the learners and their school infrastructure being upgraded at times. This is consistent with Porteus et al., (2001) who feel that schools need to facilitate discussions among learners, parents, community leaders, members of the SGB and educators on creative ways of making the school a more central place with regard to a positive community life.

6.4.2 Negative community influences

In school A there are many social problems plaguing the school and ultimately affecting classroom management. The physical environment and context, according to Weinstein

(1996), do play a role and can influence the way teachers and learners feel, think and behave. These negative effects on classroom management are evident when some learners enter the classroom still under the influence of substances and still suffering the effects of the previous night's activities. These actions by learners are infuriating for teachers and normally lead to intense arguments in the classroom. Classroom management suffers because much of the effects and symptoms of these social ills are exposed in the classroom. These social ills have now led to the emergence of a culture of crime, gangsterism and poverty, affecting the school and classroom management. This is consistent with the work of Saricoban and Sakizli (2006) when stating that the social factors affect the classroom environment by the mere fact that classrooms are communities where teachers and learners interact socially.

In school B the picture does not really look that different as in school A. School B also sees a culture of gangsterism, crime and substance abuse evolving, which is triggered by extreme poverty and socio-economic problems, but the manner in which school B is going about handling the effects of social ills is somewhat different. They believe in clamping down immediately on learners, who are exposing these social ills and try to handle the situation outside of the classroom so that they do not affect other learners, allowing the curriculum delivery to continue undisturbed. In so doing, the authority of the teacher stays intact. The situation is entirely transferred to leadership and management, which then take the necessary steps to settle the matter. In most cases, parents will be involved at this point. The school continues to realign itself and strategizing to lessen the effects and consequences of social ills on classroom management.

Literature related to this by Mtsweni (2008), Tiwani (2010), Zikhali (2006), Zondi (1997), in addition to Moyo et al.,(2014), and Mbokazi (2015) confirms that schools located in disadvantaged areas are increasingly experiencing difficulty with poor learner behaviour. This is also confirmed by Marais & Meier (2010) who, in addition to Lewis and Burman (2008) cited by Postholm (2013), also mentioned that teachers in township school areas are having increasing difficulty with poor learner behaviour. Similarly, Pashiardis et al., (2018, p.482) noted that context plays a major part in affecting schools: "common challenges and obstacles both in school A and school B were revealed. In particular, in relation to the context...the wider socio-economic context, the educational context, as well as the family context acted as negative contextual variables affecting the low achievement results in both

schools.” This is consistent with what Pashiardis et al., (2018) found in their study on low achievement results due to socio-economic context in and around the schools.

6.4.3 Education Department involvement

Literature related to this by Bantwini and Moorosi (2017) stated that there is a lack of district support to schools, especially in disadvantaged areas. This confirms the frustration that teachers felt when dealing with the Department at both school A and B. The related study also showed that one way to increase the effectiveness of school leaders is to supply resources and support in order for them to make an impact on their schools and, by so doing, increase learner achievement in their schools. Similarly, Du Plessis and Eberlein (2018, p. 12) state: “School visits seem to be limited to being focused on bureaucratic monitoring and control with very little attention given to what actually transpires in the classroom”. They also noted that: “training by district officials is mainly aimed at curriculum delivery rather than improvement of teaching and learning (Du Plessis & Eberlein, 2018, p. 12).

In school A teachers felt that the Department has failed them because of the nonchalant attitude of some departmental officials and the fact that the support from the Department side was so minimal, especially when dealing with classroom matters. It is as if they are oblivious to discipline and classroom management matters and pass the ball back to the leadership of the school.

In school B, the reaction towards the Education Department was the same as in school A, where the majority of teachers made claims that the Education Department is uncooperative where discipline and classroom management issues were concern. They noted that the Department is only interested in results and academic performance of learners. Anything else is of no importance to them. They also mentioned that the Department would in most cases take the side of learners and in cases of learner abuse and haul the teachers down to the Labour Department to be disciplined. If learners abuse teachers, however, nothing is happening from the Department side. Teachers are told to lay criminal charges at the police station and defend themselves – which makes teachers a bit apprehensive when it comes to behaviour issues with learners. A few teachers mentioned that subject advisors do come around regularly and support them where subject matter is concerned.

Both school A and B have a level of district support. The findings show that it is not overwhelmingly good. In school B leadership and management is active on calling the Department, but in school A they seemed to be doing very little. The Departmental support is weak anyway (Bantwini & Moorosi, 2017) but it feels like in school B they are more proactive. In school B they have a strong focus on maintaining a disciplined but yet culturally empowering environment, whereas in school A the management of indiscipline is not a high priority.

6.5 TEACHER PERCEPTIONS OF FACTORS CONTRIBUTING TO EFFECTIVE CLASSROOM MANAGEMENT PRACTICES

Teacher perceptions of factors that contribute to effective classroom management practices in historically disadvantaged public high schools show that teachers felt they have the same values about how orderliness of the disciplinary environment and the classroom management should occur in both schools. In school A the values were not reinforced at a school level, which made their situation more difficult, and in school B the values were reinforced in the culture of the school and by leadership and management. The effectiveness of their strategies showed a contradiction in school A and a confirmation in school B on how they expected their pupils to behave and how pupils do behave in reality. On teachers' beliefs regarding personal factors influencing classroom management practices there was once again a contradiction in school A on what they expected and what they experienced. It was the opposite for school B, where school factors were concerned. The difference in leadership style affected both schools differently. In school A leadership was more of a laissez-faire style which contributed to much frustration, while the more instructional style in school B added to motivation levels of teacher practices. The crux of the matter is that at the centre of it all should be a leadership and management team that holds coherence between people's personal classroom practices and organisational practices. There should also be coherence between the culture the teacher creates in the classroom and the culture that is set in the school and working together with the parent community.

Leadership, management and governance in any school are central and key to supporting classroom management. The study revealed the destructive impact a weak leadership and management team can have in perpetuating an already unpleasant situation at school. Their laissez-faire management style caused many teachers much heartache when observing how

perpetrators get away scot-free at school A due to the fact that there are no consequences. Teacher frustration and disappointment that might have been brought about by a weak leadership and management team could have been the cause of teachers not giving their all and performing below standard, ultimately affecting classroom management. On the other hand, the study also revealed the productive nature of a supportive and caring leadership management team that is walking the tight rope by guiding and upholding the organisational environment, in addition to holding together the curriculum development of the school.

In school B, leadership and management is key because it effectively holds and builds a positive culture, by incorporating all the organisational elements into the school structure. In this setting leadership is proactive. Findings also showed that where leadership and management is not taken the structure will fall apart and teachers cannot cope. It reinforces the key role played by the factors contributing to classroom management. Leadership and management should build the culture of their school because culture is the heart of the school and calls for a more caring and nurturing nature from leadership and management, which is building a positive ethos with hope to sustain oneself in a difficult community.

The study show that teachers say the human resource development of their capacity helps to support effective classroom management. In school B there are numerous supports for resource capacity building both for teachers and parents, whereas at school A there are limited amounts of leadership reaching out to capacitate teachers, and to a much lesser extent, parents.

Due to the community context, learners from both schools A and B come with a particular culture into both schools. Poor learner behaviour which is brought on by the social context leads to learner indiscipline which has an effect on both schools. What this is showing is that if these learners are in a school context where there is good leadership and management with a focus on building hope and optimism, this learner indiscipline can be addressed. It requires a Whole School Development approach and strengthening for this capacity in all aspect. An increase in learner indiscipline behaviour that stemmed from a culture of crime, gangsterism and poverty and perpetuated by a weak leadership team also added to the already stressed teachers, causing a downward spiral of classroom management. In some cases, the only reaction of these poor teachers was to become stricter, apply more rules and regulations, and

hope that their new vigorous approach might do the trick in adjusting the behaviour of their learners. They also hoped that parents would come on board by being good, supportive parents that educate their learners at home regarding proper behaviour at school. On the other hand, the increase of learner behaviour also saw the opposite happening (teachers energised and motivated) just because of a leadership team that was proactive and quick to step in and remove uncooperative learners in order for curriculum delivery to take place.

The findings show that parent involvement in both schools is important. It is, however, only as good as good leadership that draws parents in, builds their capacity, and strengthens their involvement (Bosworth et al., 2015; Bosworth et al., 2018). There is greater communication when leadership consciously reaches out to parents in a way to draw them in. In both schools teachers witnessed how parental involvement brought about a change in the attitudes of misbehaving learners when their parents come to school, but also witnessed how the power base of perpetrators would grow if their parents do not come to school to intervene and solve the issues.

The culture of crime, gangsterism and poverty in the form of social problems can be considered as one of the main irritants that had a dire effect on classroom management. In some cases, prompt responses from teachers and management teams help to diffuse the effects of these social ills in the classroom, but there are also times when the social problems are causing classroom management to falter.

Stakeholder involvement also aided classroom management by allowing an alternative avenue that teachers and schools can utilise to help their classroom management and bring a stop to a growing learner indiscipline problem that is always trying to sink their classroom management. Here the feeding scheme, day hospital, and local police station did wonders so that learners can concentrate, and teachers can teach in a safe and conducive environment.

Departmental support is as good as good proactive leadership to draw in the support those teachers in the school need to enhance classroom management. The study also revealed the weak and minimal role the Education Department plays in supporting teachers at one of the schools. Teachers felt that they could not reach out to the Department for their classroom management issues. According to them, the Department only shifts the issue of classroom

management into the lap of the leadership of the school who in some instances are also not doing a very good job supporting their teachers.

6.6 CONCLUSION

In this study I have compared the findings of both schools in relation to the literature. In the final chapter I conclude and summarise the main findings of this thesis.



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7 CHAPTER SEVEN

SUMMARY, FINDINGS AND RECOMMENDATIONS

7.1 INTRODUCTION

What will follow in this chapter are the findings from the investigation into the perceptions of teachers regarding the factors that influenced their classroom management practices; the strategies they used for effective teaching; the effects of learner behaviour on their classroom management practice, in addition to the personal, school and contextual factors plaguing classroom management. Added to this, recommendations will be made that might provide a guide, advising schools about classroom management strategies, as experienced by fellow colleagues in similar school settings. This will be followed by the limitations and strengths of the study. This chapter concludes with recommendations for further studies and final remarks.

7.2 SUMMARY OF CHAPTERS

Teachers in public schools located in disadvantaged areas are increasingly having trouble with poor learner behaviour. This is causing great stress and frustration on the part of the teachers and school administration, because the human rights of the learners should be respected. Thus, any form of abuse to children or adults, whether physical, verbal, emotional or psychological, is forbidden. The aim of this study therefore was to explore teacher perceptions of the effectiveness of the different classroom management strategies they use in addressing learner behaviour in a proper fashion. While most studies concentrated on discipline or behaviour of learners, my study was aimed at building on current research by furthering the recommendations related to a Whole School approach, and to understanding factors influencing classroom management strategies. However, where it seeks to make a unique contribution is in its exploration of teacher perceptions of the effectiveness and value of the classroom management strategies they use in schools in historically disadvantaged working class communities. It is expected that the findings of this study will support teachers, especially those teaching in difficult circumstances that are currently struggling with classroom management practices.

7.3 FINDINGS OF THE STUDY

7.3.1 Objective 1: To explore teacher perceptions of the effectiveness of their classroom management strategies

This objective was reached by re-evaluating the responses of teachers, where teachers expected their learners to be on time and ready to learn (see 4.6.2.1 / 5.4.2.1); to be thorough and attentive where academic work was concerned; to respect the wishes of the teacher by following instructions and comply with all the rules and expectations most of the time; to honour the authority of the teachers and not abuse them in any way; to look-out for their fellow learners by not victimising them or putting them in harm's way; to take responsibility for their behaviour; and to be aware of the effects of social issues, drugs and substance abuse. What was similar in both settings was the fact that teachers of both schools had a deep conviction of establishing conducive environments (see 4.5.2 / 5.3.2) where teaching and learning could take place and this they felt could be established through the utilization of rules and setting boundaries. This was in line with Deaton (2012) who argues for a management approach through rules. In reality, teacher perceptions regarding their effectiveness played out differently in the respective schools.

In the one school they were seriously affected by challenging learner behaviour, to the extent that some teachers felt disillusioned, ineffective and demoralised (Tiwani, 2010), due to lack of effective support from leadership and management. In the other school, the teachers felt motivated because of the great support they have in the leadership and management team. In the latter school, teachers were more motivated, tended to set higher standards, and expected more from their learners because there was a benchmark to uphold.

7.3.2 Objective 2: To identify the classroom management strategies that teacher use

This objective was reached by analysing and evaluating the responses from questionnaires and interviews (see 4.5.1. /5.3.1.), where teachers felt that, due to constant challenging learner behaviour (Steyn & Heystek 2018; Moyo et al., 2014; Mbokazi 2015; and Postholm, 2013), the need for classroom management strategies were imperative. These took on the form of six key strategies that emerged from the data under the following sub categories: Personal input, Rules, Internal assistance, External assistance, Learner engagement and Special engagement. Strategies to keep learners in check ranged from raising the hand to say

or do something; showing respect to the teacher and fellow peers; they had to do homework; they were expected not to talk while the teacher was explaining something; and they were not allowed to walk around nor to fight or to be busy on their cell phones during lessons. Learners were expected to obey all rules and follow teachers' instructions; line up properly before entering the classroom; and no eating, no talking and no fighting were allowed in class. Learners had to obey all set rules and follow instructions; the teacher did seating arrangements, while uncooperative learners had to leave the classroom. Once again, in reality, teachers reacted differently in the respective schools, whereby teachers in school A felt that more stringent and drastic rules had to be implemented to salvage the status quo, which led to stress, burnout, discouragement, being demoralised and low confidence levels.

At the same time teachers in school B felt just the opposite because their leadership and management team took the strain of misbehaving learners from them, in order for them to have sufficient time to deliver the curriculum (Faas et al., 2018; Day et al., 2016; Ahmad et al., 2012; and Thielman, 2012).

7.3.3 Objective 3: To identify how learner behaviour influences teachers' classroom management practices

The study found that teachers noted both positive, but mostly negative effects with regards to learner behaviour influences on their classroom management practice. These learner misbehaviour traits ranged from disruptive and undisciplined learner behaviour; learners showing disrespect and non-compliance to authority, rules and regulations as stipulated in the code of conduct of the school; learners showing disregard for the teaching process and disregard for curriculum delivery, homework, due dates and tests and assignments; unruly conduct of learners, disrespect towards teachers, and bullying.

In one setting the problem of learner misbehaviour escalated (Moyo et al., 2014) due to a lack of leadership intervention and support for teachers (Makhasane & Khanare, 2018). This brought about a feeling of frustration, distrust, and a loss of confidence in leadership and management (Obama et al., 2015; Brandon et al., 2018). However, in another setting just the opposite was experienced by the same type of teachers, in the same context but with a different outcome – they managed to swiftly deal with misbehaving learners and referred them to management who took the issue out of their hands so that they could continue and

fulfil their classroom work (Malloy et al., 2018; Shulham, 2018). This action brought confidence and trust on the side of the teachers in their leadership team.

7.3.4 Objective 4: To investigate what personal, school and contextual factors influence classroom management practices

Teacher perceptions on personal factors influencing classroom management ranged from: being prepared every time their learners' step in the classroom; being punctual and act as a role model for learners; execute a high measure of self-discipline; committed to encouraging learners; being consistent and making use of academic related activities to keep learners focussed. Once again, in reality some of these perceptions were refuted, especially in school A, where an increase in misbehaviour caused much disillusion and frustration among teachers (see 4.6.2.1) to the extent that personal factors, which were supposed to uphold classroom management practises, dropped drastically.

In school B, however, because leadership and management played such a vital role in supporting teachers (Bellibas & Liu, 2018; Du Plessis & Eberlein, 2018; Shulham, 2018), they managed to maintain their motivation and vigour while their personal factors remained steady (see 5.4.1.), not affecting their classroom management by much. At school A, personal factors influencing classroom management consisted of teachers (see 4.5.3) not giving clear instructions to learners as to what acceptable behaviour should be. There was a general lack of rules, discipline plans and proper conduct towards learners. Teachers also lacked classroom organisation, classroom factors, and classroom pride (Obama et al., 2015; Makhasane & Khanare, 2018). However, in school B teachers (see 5.3.3) were knowledgeable with information on how to encourage learners. They illustrated a basic knowledge on teaching methodology in order to engage learners in a productive manner to be effective. A high percentage of teachers made use of proper body language and tone of voice projection and showed the skills and expertise to be effective in a classroom setting. They had good subject knowledge and viewed relationship building as important. These teachers steered clear from using negative language and their classroom procedures seemed to have been taught and practiced (Leithwood & Sun, 2018; Tran et al., 2018)

School leadership and management: School related factors, particularly where the leadership and management of the school, was concerned were found to have a major effect

on classroom management, which ultimately affects the school climate (Bosworth et al., 2015; Bosworth et al., 2018; Leithwood & Sun, 2018; Tran et al., 2018). The major difference between the two schools in this case study must be the impact leadership and management can bring in a school context. External context is very important because it has a major effect on the school (Pashiardis et al., 2018) therefore principals should allow that context to work in their favour (it should become your ally). Internal context is also important and should be leadership's main goal to entrench an internal school culture, which can counter the external culture that wants to dominate it (Bosworth et al., 2015). It has been said earlier in this study that leadership and management should be the vanguard of the school, propelling it into the right direction. On its quest to move forward, it is the leadership and management team that supply momentum for the school to move and break new ground, moving forward – at the forefront of this team should be the principal who is brokering partnerships and establishing networks from which the school can benefit. This is how school culture should be established. The case study revealed two different types of leadership and management styles, including the consequences of both.

In school A, leadership follows a laissez-faire management style. This type of leadership style, according to Obama et al., (2015), leads to an indiscipline nature in teachers due to non-enforcement of rules and school regulations. The findings showed that the leadership of school A frustrated teachers (see 4.6.1) by perpetuating the status quo, which caused major discomfort for teachers, producing a great measure of distrust among staff members. They did not give enough support to teachers, withheld capacity building, and lacked a general vision to guide the school properly. They tended to be laid back, took a long time to reach finality on big decisions and allowed major happenings to fall through the cracks. Instead of using the context to enrich the school and establishing an academic culture in the school, it became evident from the data that the leadership of school A opted not to do so. This is inconsistent with the work of Davidoff et al., (2014) who argue for Whole School Development where every organisational element of the school should function in unison. Similarly, Bosworth et al., (2015) and Bosworth et al. (2018) argue that principals should be the drivers of change, and leadership of schools should drive the organisational capacity for change. This scenario has led school A to be more influenced by the dominant culture of the community, which resulted in their ineffectiveness to bring change in that community.

In school B, leadership uses an instructional leadership style where the leaders and the broader staff have formed a united front to combat major obstacles (see 5.4.1.) (Lapperts, 2012). Leadership is guiding and upholding the organisational environment of the school, in addition to upholding curriculum development. The school leadership is transparent in an active supporting capacity, allowing teachers to grow and develop, and where leadership is taking the leading role in guiding the school, elevating it to new heights. Capacity building is present and teachers are feeling confident to support management. The major accolades the school received in the past are proof that leadership and management has a plan of action in leading the school, and these actions alone inspire teachers to work hard. This proactive style of the leadership of school B has put them in a good position to influence the community and bring about a change in their context. This is consistent with what Leithwood and Sun (2018) highlighted regarding establishing academic culture in schools, that the principal and senior management team performs a vital function in helping teachers develop their abilities in order to reach their organisational objectives. According to Leithwood and Sun (2018, p.359) principals should implement the six-item leadership framework, which includes: setting directions; building relationships; organisational re-design; improving the instructional programmes; securing accountability and developing people.

Context: Both schools are fortunate to have active involved parents – more school B than school A (see 4.7 / 5.5.), which is consistent with Porteus (2001) who points out that schools that allow parental input will reap the benefits thereof. The main reasons parents cannot come to school range from single parents who cannot afford to stay absent from work; child headed homes when parents are in another part of the country and learners who are on their own and have to look after themselves. When parents do not meet with the school and attend to matters of ill-discipline caused by their children, it influences classroom management.

Where community involvement is concerned, both schools again cannot really complain about a lack of involvement. The only difference between the two schools is the amount of community involvement taking place at the schools. School B definitely has more activities happening at their school than their neighbouring school in relation to the number of programmes taking place at the school. The many programmes resulted in a committee being established to manage them. A strong community involvement is only beneficial to classroom management because it brings another dynamic into the classroom that excites learners and

gets them working. One teacher from school A noted that their community is still a bit conservative where taking ownership of the school is concerned.

Stakeholder involvement is also evident in both schools. This ranged from, firstly, feeding schemes that help to feed learners – learners tend to function much better in class when their physical needs are met, they give better cooperation to teachers and it minimizes possible chaotic situations and, secondly, the local day hospital that administers drug testing to keep potential users in check and provide academic tutors supporting learners on a weekly basis. These all help the struggling learner, who is normally disruptive in class, to adhere to the classroom structure.

Negative community influences in the form of social problems (see 4.7.2) have a direct effect on both schools. These social problems come in various forms and lead to the establishment of a culture of crime, gangsterism and poverty, affecting the school and ultimately classroom management. According to Faas et al., (2018, p.5) leadership of a school has the added responsibility to be culturally responsive to the needs of their teachers, learners in their school, and then to parents and guardians in the community. This is a method of starting a healing process from the outside of the school in order for the inside to stay healthy. This is consistent with what Bosworth et al., (2015) highlights that principals can bring change in their schools through cultivating teachers, parents and community members to assist with the change process. Reaching out to stakeholders, parents and community members is a high priority of the WSD approach. This is confirmed by Lapperts (2012) who argued for school leadership taking a WSD approach to solve problems in the school. The effects of these social issues challenge teachers and their classroom settings and they end up being burdened by it. The manners in which the two schools handle these issues differ from school to school. Much frustration was experienced in school A where leadership is slow to handle issues promptly. Less frustration was experienced in school B (see 5.5.2.) where leadership played a major role in supporting their teachers. They would deal with perpetrators swiftly, while teachers can continue with their lessons. They would also contact parents / guardians if learners are causing trouble at school.

The Education Department also contributed to some of the frustration (see 4.7.3) of teachers at both schools, adding to already stressed out teachers. According to Du Plessis and

Eberlein(2018) school visits from the Education Department are not high on their priority list. When school visits do happen, they are mostly for monitoring and control. They note that less attention is given to what happens in the classroom. The Education Department feels that leadership of schools should handle those issues. They continue to state that when the Department does visit a school for training purposes, curriculum delivery will be prioritised instead of improving teaching and learning.

7.4 RECOMMENDATIONS

The findings of my study point to three key recommendation to improve quality, practice and further research. These recommendations, which have the potential to add value in any academic institution, include recommendation for practice, policy, and research.

7.4.1 Recommendations for practice

1. Leadership development training: There should be a strong focus on the WSD perspective towards supporting leadership training. Training and support should be made compulsory for aspirant school leaders, especially if they are to lead schools in challenging areas. In this regard, trained experts should be mentors for those principals for a specified period of time to assist them in managing these schools. Professional coaches should then be assigned to leaders for a specified time.

2. Leadership and development forums: The current principals' forums could be modified where small groups of similar types of schools could form clusters. In these cluster forums, principals could bring real-life case studies and get the input of their peers to solve the issues. This could be an invaluable support structure to leaders of challenging schools. Focus should also be on the role of leaders to provide a collegial humane culture which is very limited in schools in challenging areas.

3. Quarterly workshops on CRM by schools: The leadership of schools should administer CRM strategies and tips on a quarterly basis for the whole staff. In addition, briefing sessions on how teachers fared with CRM practices and how they can improve their existing practice should be held.

4. Bi-Annual workshops on CRM by Education Department: Schools should be subjected to compulsory workshops for leadership regarding CRM roll out in their schools and districts.

5. Classroom management training: Consideration should be given by teacher training institutions to include a classroom management module from first to final year of studies, in order for teachers to have background knowledge to help them in their first teaching role. The core of these CRM training modules should be focussing on the different approaches that have been developed over time. The idea is to expose all education students to all of the approaches (you do not really know in which context you are going to teach). They can then decide which approach of CRM they feel comfortable with.

6. In-service training during practise teaching: Aspirant teachers should practise classroom management during practical teaching placements. It is also important for teachers who are already qualified to be exposed to these CRM courses, since these strategies are not core to teacher training.

7. Mentoring programme for new teachers: Novice teachers should be mentored for the first six months by experienced teachers. This will allow them to gain confidence in managing their classrooms well. Mentors might look at implementation of specific classroom management strategies, protocols and procedures.

8. Whole School Development approach: Far more attention should be placed on the WSD approach to capacity build around classroom management. It should not only be for school teachers but anyone who is working with children and young adults.

7.4.2 Recommendations for policy

1. Whole School Development Approach: The WCED should actively look into equipping aspirant school leaders with Whole School Development approaches to address issues of classroom management especially in challenging districts. In these sessions or briefings, principals can discuss and debate the different approaches and decide on the best possible approach for their context. These meetings or training sessions can even be open to the whole SMT, in order for development to filter down to all teachers and eventually to parents.

2. A Whole School Development CRM policy: Leadership and management teams for schools should consider drawing up a Classroom Management Policy, by involving all stakeholders in and outside the school to contribute to such a document.

3. Supporting the well-being of teachers: This is an area that is not looked at but teachers are coping with all this stress.

7.4.3 Recommendations for research

1. Approaches to discipline and classroom management: This can be an undergraduate course that forms part of the broader educational course of study, and should be compulsory for all novice teachers. The content should be on the different approaches to discipline, i.e. Behaviour modification, instructional and desist approaches.

2. Positive Behaviour Intervention Support: PBIS as a behaviour modification tool should be considered in schools situated in challenging areas. PBIS can be considered a WSD initiative. WSD claims that management of schools should consult various entities regarding the most proper intervention for the child involved.

7.5 LIMITATIONS OF THE STUDY

The findings of this study were limited to two public schools situated in a disadvantaged area and based on this reason the findings cannot be generalised to the broader community. This study intended to make use of four kinds of data collection techniques in addition to recording procedures, via: whole staff questionnaire, classroom observation, individual interviews, and focus group interviews. However, due to time constraints, focus group interviews were postponed to the second phase of data collection later in that year. The lack of space to teach also led to challenges in CRM and organisation. In school B leadership was trying to provide more mobile units, but even though that is the case it just shows that it is not necessarily more classrooms that will make CRM shift, but the quality of what teachers are doing. It is a constraint and it does present a challenge. Another limitation was that due to the nature of this study it was difficult to access SGB members to find out what was it they think leadership and management is doing to build cohesion in their schools.

The trustworthiness of the data collection through questionnaires was limited by the following factors:

1. Irrespective of the fact that anonymity was requested in the questionnaire, there is a slight possibility that, because of educators being cautious, they might not have been open and truthful in their answers.
2. The questionnaire was compiled in English, which is not the first language of most of the participants – this might have caused a misinterpretation of some of the questions, which could have resulted in wrong responses.
3. The researcher had to work within the timeframes, which were scheduled, by the school.

7.6 STRENGTHS OF THIS STUDY

This study focussed primarily on the perceptions of teachers on classroom management in disadvantaged areas. It seemed at the time that not much research has been done in South Africa related to teacher perceptions of the factors influencing classroom management. This I found as a gap because no other study in South Africa, to my knowledge, has focussed on the perceptions of teachers regarding factors influencing classroom management in challenging communities.

While most studies concentrated on discipline or behaviour of learners, my study has helped to deepen a focus on Whole School Development, which emphasised the consultation and contribution of all role players in the school community, and an emphasis on addressing the strength of all elements of organisational life. This has highlighted the understanding of factors influencing classroom management strategies in secondary public schools. It has made a unique contribution in its exploration of teacher perceptions of the effectiveness and value of the classroom management strategies they use in schools in historically disadvantaged working class communities. This study therefore contributes to the field of classroom management, especially in challenging communities (complex communities), by providing teachers with mechanisms to deal with negative factors that influence classroom management. This study also highlights a particular kind of leadership and management role (not the normal administrative duty) of embedding a culture of teaching and learning, capacitating teachers and parents.

My research can help highlight practices that could strengthen effective classroom management, thus offering hope to many teachers who feel demoralised. These findings may support the development of strengthened school based discipline policy and models, as well as inform training in this area.

What is emerging is that teachers at both school A and B perceive that leadership has a big influence on their classroom management. Findings support that a Whole School Development approach is required by leadership to create the conditions within which to strengthen capacity for classroom management by teachers. There needs to be coherence between what is happening in the culture of the school and the classroom and the structures and communication to ensure that teachers are supported and learner discipline issues are addressed. This includes communication links to learners and parents.

7.7 RECOMMENDATIONS FOR FURTHER STUDIES

The key purpose of this study was to explore teachers' perceptions on the factors influencing classroom management in disadvantaged areas. I have come to believe that the area under discussion is far from done. What I know is that in my quest to unpack the issues of classroom management, I have helped to highlight the complex nature of the factors influencing the phenomenon. I have also showed how connected are the different school level factors, i.e., learner, teacher, school and community, and how they are affecting classroom management. Recommendations for further studies related to classroom management include:

- A study into WSD classroom management from the learners' perspective.
- A possible white paper on WSD Classroom Management that schools can use to draw up CRM policy – a possible Classroom Management Model.
- Teachers' perceptions on factors at a District and Provincial level influencing CRM.
- A comparison of factors influencing CRM in former Model C schools and Township schools.
- Leadership and Management's role using a Whole School Development approach by creating the conditions within which to strengthen capacity for classroom management for teachers in challenging conditions.

7.8 CONCLUSION

The picture that is emerging from the leadership and management's role in the case study of these two schools in a challenging community context once again is reinforcing the key role that leadership should play in helping to support teachers in maintaining a functional school. It is impossible to separate the school environment from the broader environment because the leadership's role is to engage the community. Leadership in schools needs to be active and make those linkages via the SGB and community structures to form active partnerships with stakeholders who will benefit the school. It is evident that following a Whole School Development approach, with all the elements in the school working together, improves and helps teachers cope with classroom management. Therefore, it points to and reinforces the need for a Whole School Development approach to engage with issues of classroom management. Classroom management was never supposed to be the teachers' responsibility. In fact, school leadership has to mobilise parents, teachers, SGB, NGOs, CBOs, community leaders, religious leaders, etc. to help search for suitable solutions for issues regarding classroom management.

Classroom management in its proper form is definitely a remedy for learner behavioural problems and dysfunctional classrooms. Studies locally and abroad have proved that the systematic use of classroom management strategies can bring change in any classroom that has unruly and undisciplined learners. Teaching in a township makes it more difficult and challenging to manage classrooms because of contextual factors (internally and externally) as well as personal, classroom, school and systems level factors. Classroom management is a tool that can be used by teachers to establish a functional setting in their schools. Leadership must capacitate teachers with the necessary skills in order for them to bring about change in their classrooms.

Novice teachers, who are poorly skilled in classroom management, are prone to drop out of the sector very early (Esau, 2017). Due to the fact that teachers are not adequately trained in classroom management skills at university or college level, they struggle to cope. Teachers are subject methodology rich at the end of their studies and poor in classroom management skills.

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APPENDICES

Appendix A

Letter requesting consent by Principals

Amandelsig
Kuils River

17 Waternooientjie Street

7580

X Secondary school

Dear Principal

PERMISSION TO CONDUCT RESEARCH AT X SECONDARY SCHOOL

I hereby request permission to conduct a research study at your high school. I am studying for a Masters of Education at the University of the Western Cape (UWC). The title of my study is: **Teacher perceptions of classroom management practices: A comparative case study of two public high schools in the Western Cape.**

The purpose of this study is to explore teacher perceptions of the factors that contribute to effective classroom management practices in public high schools located in a historically disadvantaged community. The objectives of the study are to identify the classroom management strategies teachers use; to explore teachers perceptions of the effectiveness of these classroom management strategies; to identify how learner behaviour influence teachers' classroom management practices and lastly to investigate what personal, school and contextual factors influence classroom management.

The findings of the study will help to provide information that will facilitate in the implementation of teaching strategies and classroom management practices at high schools located in disadvantaged areas and at schools in general.

For the purpose of this study, I will like to conduct interviews with two teachers and observe them teaching. Six or more teachers will be approached to participate in a focus group

interview. The individual interview sessions will be a once off 50 – 60 minute session and will take place between March and August of 2016 at a time and date convenient to all. The focus group interview sessions will also be a once off 60 – 90 minute session and will take place between March and August of 2016 at a time and date convenient to all. Interviews will be audio-recorded and transcribed along with other collected data in a journal for the purposes of my dissertation. Two classroom observations will be done.

Participation in this research is voluntary and participants are free to withdraw from the study at any time without any negative or undesired impact. Participants' identifications and school will remain anonymous. All information (shared in the session) will remain confidential and will not be used for any other purpose, other than for the purpose of this research. A summary of the research findings will be made available to you on completion of the study.

For more information feel free to contact either myself or my supervisor on the below contact details:

Dr K. Collett on: kcollett@uwc.ac.za or 0812713638

M.Brown on: mabrow4566@yahoo.com or 0828802646

I trust that my request will be considered favourably.

Yours faithfully



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.....
Mark Brown

Student no. 8529711

Appendix B

Dear Teacher,

REQUEST TO PARTICIPATE IN RESEARCH STUDY

I am studying for Masters of Education at the University of the Western Cape (UWC). The topic of my study is: **Teacher perceptions of classroom management practices: A comparative case study of two public high schools in the Western Cape.**

The purpose of this study is to explore teacher perceptions of the factors that contribute to effective classroom management practices in public high schools located in a historically disadvantaged community. The objectives of the study are to identify the classroom management strategies teachers use; to explore teachers perceptions of the effectiveness of the classroom management; to identify how learner behaviour influence teachers' classroom management practices and lastly to investigate what personal, school and contextual factors influence classroom management

You will be required to share your perceptions, experiences and your views regarding classroom management practices in a high school situated in a disadvantaged area. . The individual interview sessions will be a once off 50 – 60 minute session and the focus group interview sessions will also be a once off 60 – 90 minute session. The interviews will be tape-recorded and transcribed and will only be used for the purposes of my dissertation.

In addition to the interview, I would like to conduct two unobtrusive observation sessions in your class, focusing on your classroom management practice. The data collected during observations will be recorded in a journal and on an observation sheet.

Please be informed that your participation is voluntary and you are free to withdraw from the study at any time without any negative or undesired impact. As a participant in this study, your identification will remain anonymous. All information shared in the interview and observation sessions will remain confidential and will not be used for any other purpose other than for the purpose of this research. A summary of the research findings will be made available to you on completion of the study

For more information feel free to contact either my supervisor or me on the below contact details: Dr K.Collett on: kcollett@uwc.ac.za or 0812713638

M.Brown on mabrow4566@yahoo.com or 0828802646

I trust that my request will be considered favourably.

Yours faithfully

Mark Brown

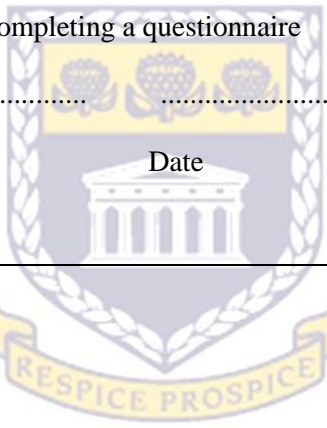
Student no. 8529711

CONSENT FORM

I, am aware of the purpose and procedures of this study and hereby agree to participate. I am also aware that the results will be used for course purposes only and that my identity will remain confidential and that I can withdraw at any time if I so wish.

- I consent to be interviewed
 Be part of the focus group interview
 Being observed in classroom setting
 Participate in completing a questionnaire

.....
Signature



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Appendix C

Questions to be used for interview with 4 teachers concerning Classroom Management

Aim1. Explore teacher perceptions of effectiveness of their classroom management strategies

1.1 What are your personal beliefs regarding learner discipline? What informs this?

1.2 What do you understand by the term/concept of classroom management?

1.3 What in your view is the role of the teacher in managing his or her classroom?

1.4 Describe your understanding of the relationship between the teaching process and classroom management.

1.5 Have you had any formal instruction on classroom management? If yes, where and when did you receive it?

Aim 2. To identify the classroom management strategies that teachers use

2.1 What strategies or techniques do you use in managing your classes?

2.2 What makes those strategies or techniques effective?

How do you know this?

2.3 Are any of them not effective? Why?

Aim 3. How learner behaviour influence their classroom management practice

3.1 Do you think establishing rules and procedures is helpful in managing the

classroom? Why?

3.2 Do you think positive behaviours need to be rewarded by positive responses? Why?

3.3 Do you think negative behaviours need negative responses? Why?

3.4 Are all learners aware of the rules and boundaries in your class?
How were these communicated to them?

3.5 What measures are in place to deal with or avoid the incidences of social behavioural problems in your class?

3.6 What limits you in addressing severely disruptive behaviour?

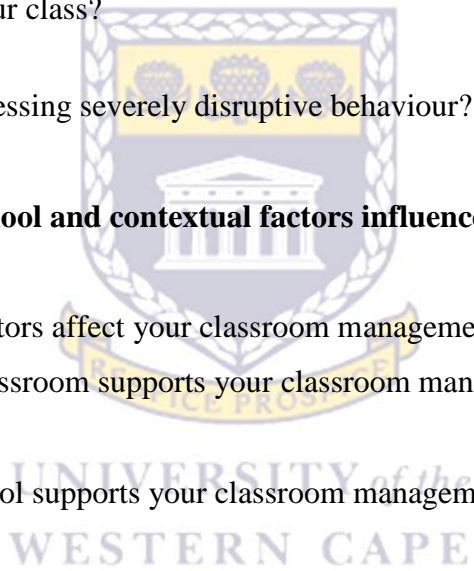
Aim 4. What personal, school and contextual factors influence classroom management?

4.1 What learner related factors affect your classroom management?

4.2 What factors in your classroom supports your classroom management practice?

4.3 What factors in the school supports your classroom management practice?

4.4 What factors outside of the school (in the community) support your classroom management practice?



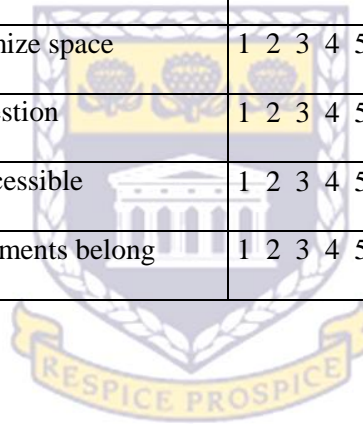
Appendix D

Classroom Management Observation/Reflection Tool

Source Adapted: Burden (1995); Teaff (2007)

Organization	Scale	Frequency / Comments
Directions for activities are clear	1 2 3 4 5	
Directions for assignments are clear	1 2 3 4 5	
Assignments are posted clearly	1 2 3 4 5	
Homework assignments are written on board	1 2 3 4 5	
Materials are prepared ahead of time	1 2 3 4 5	
Materials are distributed efficiently	1 2 3 4 5	
There is a plan in place for interruptions and unexpected events	1 2 3 4 5	
Timing well planned, leaving little down time	1 2 3 4 5	

Physical Arrangement	Scale	Frequency / Comments
Temperature and lighting is comfortable	1 2 3 4 5	
Maximum use of bulletin board and wall space	1 2 3 4 5	
All learners can see presentation of instruction	1 2 3 4 5	
Desks and furniture are arranged to maximize space	1 2 3 4 5	
High traffic areas are free from congestion	1 2 3 4 5	
Frequently used materials are easily accessible	1 2 3 4 5	
Learners know where materials/ books/assignments belong	1 2 3 4 5	



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Classroom Factors	Scale	Frequency / Comments
Intercom interruptions	1 2 3 4 5	
Classroom interruptions (incoming messengers)	1 2 3 4 5	
Classroom interruptions (outgoing messengers)	1 2 3 4 5	
Teacher answering or talking on mobile phone	1 2 3 4 5	
Teacher eating in classroom	1 2 3 4 5	
People popping in to chat or visit	1 2 3 4 5	
Checking homework	1 2 3 4 5	
Teacher dawdle	1 2 3 4 5	

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Behavioural Considerations	Scale	Frequency / Comments
Clear expectations are communicated regarding acceptable behaviour	1 2 3 4 5	
Expected behaviour are posted clearly	1 2 3 4 5	
Rules are realistic and reasonably attainable	1 2 3 4 5	
Positive reinforcement is used	1 2 3 4 5	
High ratio of positive to negative statements	1 2 3 4 5	
Learners are clear regarding positive and negative consequences	1 2 3 4 5	
Rules are aligned with school-wide behavioural expectations	1 2 3 4 5	
All procedures are TAUGHT and PRACTICED and feedback is given	1 2 3 4 5	
Transitions between activities are smooth and without confusion	1 2 3 4 5	
Transitions in and out of the classroom are clearly defined and practiced	1 2 3 4 5	
Learners can see teacher and teacher can see learners-at all times	1 2 3 4 5	
Proximity control is used to decrease inappropriate behaviour	1 2 3 4 5	

Social Climate	Scale	Frequency / Comments
Teacher portrays a friendly, positive attitude	1 2 3 4 5	
High ratio of positive to negative statements	1 2 3 4 5	
Teacher listens to what learners have and need to say	1 2 3 4 5	
Learners are invited to be risk-takers without fear of ridicule	1 2 3 4 5	
Learners are provided with opportunities for success	1 2 3 4 5	
Learners are provided with opportunities to interact	1 2 3 4 5	
Learners interact in a positive manner	1 2 3 4 5	
Overall safe, non-threatening environment is provided	1 2 3 4 5	
Respect is shown at all times	1 2 3 4 5	
Humour used appropriately; sarcasm avoided	1 2 3 4 5	

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Learner Factors	Scale	Frequency / Comments
Learners not paying attention – talking	1 2 3 4 5	
Learners asking to leave the classroom	1 2 3 4 5	
Learners coming late for lesson	1 2 3 4 5	
Learners busy on their phones during lesson	1 2 3 4 5	
Learners doing other teachers work in lesson	1 2 3 4 5	
Learners not paying attention – sleeping	1 2 3 4 5	

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AppendixE

Questionnaire on Classroom Management

Section One: Biographical Information

(for official use)

For section one please (√) the boxes

1.1. Gender Male

 Female

1.2. My Age in years at 2016 -12-31

20-24 years	
25-29 years	
30-34 years	
35-39 years	
40-44 years	
45-49 years	
50-54 years	
55-59 years	
60-64 years	
65 & older	

1.3 Qualifications:

Academic qualification(s) (e.g. BA; HONS) _____

Professional qualification(s) (e.g. HDE, PGC, etc.) _____

1.4 Total number of years in teaching profession as at 2016-12-31:

0-4 years	
5-9 years	
10-14 years	
15-19 years	
20-24 years	
25-29 years	
30 & over	

1.5 My post level: P1

P2

P3

p4

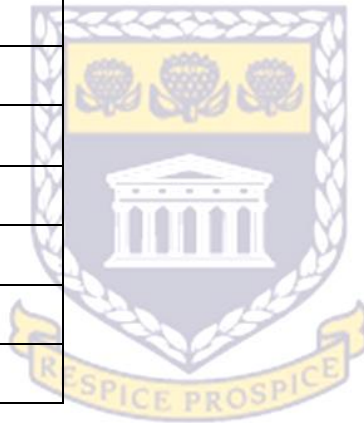
1.6 Type of post held by me: Permanent

Temporary

Governing Body

1.7 Average number of learners in my class:

Less than 20	
Between 20-25	
Between 26-30	
Between 31-35	
Between 36-40	
Between 41-45	
Between 46-50	
Between 51-55	
Between 56-60	
More than 60	



1.8 Number of workshop attended on Discipline or Classroom Management

0-1 2-3 4 and more

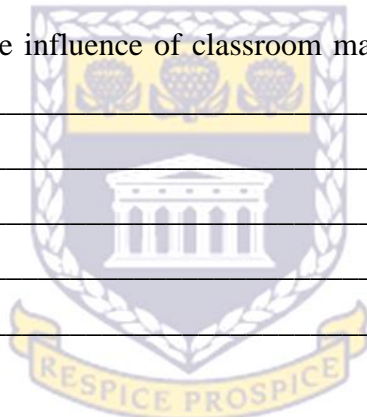
Section Two: Perceptions and experience in Classroom Management

2.1 What does the term *Classroom Management* mean to you?

2.2 In your view, what are the factors that contribute to effective classroom management practices?

2.3 .1What do you think is the influence of learner behaviour on classroom management?

2.3.2 1What do you think is the influence of classroom management on learner behaviour?



2.4 What structures are in place to support your classroom management practices in this high school? _____

2.5.1What specific rules or boundaries are in place in your class with regard to classroom management?

2.5.2 Do these rules and boundaries apply in classes taught by other teachers?

2.6 Are all learners aware of these rules and boundaries? Yes or No.
How were these communicated to them?

2.7 What measures are in place to deal with or avoid the incidences of social behavioral problems in your class?

2.8 Are these measures exercised by all teachers? Yes or No.
If yes how consistently are they implemented?

2.9 What is the impact of such behaviour on the rest of the class and how do you remedy the situation as and when it occurs?

2.10 How open are you to the support or criticism from colleagues with regard to the way in which you manage your classroom?

2.11 What single piece of advice related to classroom management and learner behavior would you give to aspiring teachers who plan on starting their career in teaching?

2.12 Which factors outside of school (in the community) affect your classroom management?

Thank you very much for your cooperation. Your input is highly appreciated.



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Appendix F

Focus Group Interviews with Educators

1. What do you understand by the concept or term of Classroom Management?
 - 2.1. What are the most common strategies that you use to improve your Classroom Management?
 - 2.2. Among the many classroom management strategies that you currently employ, which are most effective, and why?
 - 2.3. Among the many classroom management strategies that you currently employ, which are least effective, and why?
 - 3.1. What school policies inhibit Classroom Management?
 - 3.2. What school policies promote or support Classroom Management?
 - 4.1 What is the influence of learner behaviour on Classroom Management?
 - 4.2 What is the influence of Classroom Management on learner behaviour?
 - 4.3. What role do learners currently have in Classroom Management? In policies? In procedures? How can this be improved upon?
 5. How do the behaviour of other teachers in classroom management strategies and dealing with learners have an influence on classroom management?

6. How do you experience the support system for teachers in your school who struggle with Classroom management?

7.1 What factors in the community contribute to Classroom management being effective or ineffective?

7.2 What role do parents have in Classroom Management?

7.3. What role do departmental officials have in Classroom Management?



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Appendix G

Letter to Audrey Wyngaard

20 Dennekruin Complex
Kokerboom Street
Brackenfell
7560
21st July 2016

Dear Mrs. Wyngaard

Re: Request to conduct research

I am a Master of Education student at the University of the Western Cape. My research topic is: **Teacher perceptions of factors influencing classroom management practices: A comparative case study of two public high schools in the Western Cape.** I humbly request your permission to conduct my research at two of the secondary schools under your jurisdiction i.e. School A (name omitted) and School B (name omitted) .

The purpose of this study is to explore teacher perceptions of the factors that contribute to effective classroom management practices in public high schools located in a historically disadvantaged community. The objectives of the study are to identify the classroom management strategies teachers use; to explore teachers perceptions of the effectiveness of these classroom management strategies; to identify how learner behaviour influence teachers' classroom management practices and lastly to investigate what personal, school and contextual factors influence classroom management.

The study will involve conducting two focus group interviews consisting of 6 or more teachers per school, four individual interviews consisting of two teachers per school, two observations (one hour periods) with four educators from the two selected schools as well as a whole staff questionnaire to be administered to both schools.

For more information feel free to contact either myself or my supervisor on the below contact details:

Dr K. Collett on: kcollett@uwc.ac.za or 0812713638

M.Brown on: mabrow4566@yahoo.com or 0828802646

I trust that my request will be considered favourably

Yours sincerely

M.J. Brown



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Appendix H

The Chairperson
Ethics committee
University of the Western Cape
Bellville
Cape Town
7493

Dear Sir/ Madam

Re: Permission to conduct research

I, Mark Brown, hereby wish to obtain permission from the Ethics Committee of the University of the Western Cape to conduct research at schools in the Western Cape of Education Department.

I am a student at the University of the Western Cape currently studying for a Masters of Education Degree. The research I wish to do is a prerequisite to fulfil the abovementioned degree. The objective of the study are to identify the classroom management strategies teachers use; to explore teachers' perceptions of the effectiveness of these classroom management strategies; to identify how learner behaviour influence teachers' classroom management practices and lastly to investigate what personal, school and contextual factors influence classroom management.

I pledge to abide by the rules set forth in the University's Research Policy of 2009 which states that all research conducted by students or staff needs to conform to the ethical guidelines stipulated in this policy i.e. '...as those laid down in the Declaration of Helsinki...' (2009, p. 43), especially the last three guidelines, i.e. 'Informed consent, Confidentiality / Anonymity; Veracity- [truth telling]' (2009, p.43). My research will adhere to these guidelines. I also promise not to disrupt any schools or departmental program. I will work within the framework and boundaries of the schools and the department.

I have written letters to the schools in this regard and hope that the findings of the study will help to provide information that will facilitate in the implementation of teaching strategies and classroom management practices at high schools located in disadvantaged areas and at schools in general.

Sincerely hope that my request will be granted

Yours in Education

M. Brown

Student nr: 8529711



UNIVERSITY *of the*
WESTERN CAPE

Appendix I

Directorate: Research



Audrey.wyngaard2@pgwc.gov.za

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Private Bag x9114, Cape Town, 8000

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APPLICATION TO CONDUCT RESEARCH IN PUBLIC SCHOOLS WITHIN THE WESTERN CAPE

Note

- This application has been designed with students in mind.
- If a question does not apply to you indicate with a N/A
- The information is stored in our database to keep track of all studies that have been conducted on the WCED. It is therefore important to provide as much information as is possible

1 APPLICANT INFORMATION

1.1 Personal Details			
1.1.1	Title (Prof / Dr / Mr/ Mrs/Ms)	Mr.	
1.1.2	Surname	Brown	
1.1.3	Name (s)	Mark, Jonathan	
1.1.4	Student Number (if applicable)	8529711	

1.2 Contact Details		
1.2.1	Postal Address	17 Waternooientjie street Amandelsig Kuil River 7580
1.2.2	Telephone number	NA

1.2.3	Cell number	0828802646
1.2.4	Fax number	NA
1.2.5	E-mail Address	mabrow4566@yahoo.com
1.2.6	Year of registration	2015
1.2.7	Year of completion	2016

2 DETAILS OF THE STUDY

2.1 Details of the degree or project		
2.1.1	Name of the institution	University of the Western Cape
2.1.2	Degree / Qualification registered for	Master of Education
2.1.3	Faculty and Discipline / Area of study	Education: Leadership and Management
2.1.4	Name of Supervisor / Promoter / Project leader	Dr. K. S. Collett
2.1.5	Telephone number of Supervisor / Promoter	0812713638
2.1.6	E-mail address of Supervisor / Promoter	kcollett@uwc.ac.za
2.1.7	Title of the study	
Teacher perceptions of factors influencing classroom management practices: A comparative case study of two public high schools in the Western Cape.		
2.1.8	What is the research question, aim and objectives of the study	
My key research question is:-		

What are teachers' perceptions of the factors that contribute to effective classroom management practices in historically disadvantaged public high schools?

This study has four key objectives:

1. To identify the classroom management strategies that teacher use.
2. To explore teacher perceptions of the effectiveness of their classroom management strategies.
3. To identify how learner behaviour influences teachers' classroom management practices.
4. To investigate what personal, school and contextual factors influence classroom management practices.

2.1.9	Name (s) of education institutions (schools)	
School A and School B (names of schools omitted)		
2.1.10	Research period in education institutions (Schools)	
2.1.11	Start date	01 January 2016
2.1.12	End date	28 March 2016

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WESTERN CAPE

Appendix J

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REFERENCE: 20160726 – 2678

ENQUIRIES: Dr A T Wyngaard

Mr Mark Brown

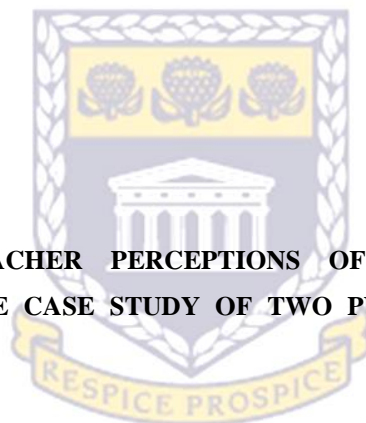
PO Box 255

Soneike

7583

Dear Mr Mark Brown

RESEARCH PROPOSAL: TEACHER PERCEPTIONS OF CLASSROOM MANAGEMENT PRACTICES: A COMPARATIVE CASE STUDY OF TWO PUBLIC HIGH SCHOOLS IN THE WESTERN CAPE



Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **26 July 2016 till 30 September 2016**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

The Director: Research Services
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000

We wish you success in your research.

Kind regards.

Signed: Dr Audrey T Wyngaard

Directorate: Research

DATE: 27 July 2016



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WESTERN CAPE

Appendix K

Individual Interview 4 of school B

Interview of Respondent 4 of school B

Researcher: “Mr. X (name of interviewee omitted) Thanks for allowing me to speak to you about classroom management. I will basically just start with the questions then you can answer the way you want to...”

BI04: “that’s fine...thank you”

Researcher: “All the questions are divided into 4 aims and under each aim there’s 3-4 questions...so we will start with the first aim. And the first aim is, explore teacher perceptions of the effectiveness of their classroom management strategies. So the first question is what is your personal beliefs regarding learner discipline?”

BI04: “the first thing to me is that I don’t have a lot of rules because a lot of rules mean policing. So my first rule is just ‘Respect’. They know it, you just respect each other. And all other things are derived from that and you act accordingly

Researcher: “Now what informs that view point?”

BI04: “It is erhhh...I think what informs it, is my own beliefs that you need to have respect for anybody you know, to enter any environment, any ground, then also you know its easy to understand. And also my experience taught me it works

Researcher: “Excellent...okay number 2...what do you understand by the term classroom management”

BI04: “I think that the area within the physical environment, the area where the teacher is, it can be broader but I think the most basic concept is that, the area where you are that is where your authority is. That is the authority that the department or national, province gave you that the department gave you, that the school gave you, that the principal gave you and your own

knowledge, your own expertise...gave you that...that environment. And in that physical environment of the class, you know the measured class with the pupils in, that is the place where you have to run your daily business and how you manage it you know also determine how you add up to your outcomes of the day or whatever”

Researcher: “okay, number 3, what is your view, what in your view is the role of the teacher in managing his classroom”

BI04: “The teacher is the leader, the teacher is the parent. He’s the erhhh, many things must happen in the class, but the teacher must coordinate all those things; it’s teaching, you know its pleasure, laughing, sometimes crying but you need to manage all of those within the class and in the end you need to have the big outcomes of learning. There must be a change from one position to another position, but better.”

Researcher: “excellent. Number 4, describe your understanding between the teaching process and classroom management on the other side...what is the relationship according to you?”

BI04: “Ja , you see they go hand in hand because I don’t think you can have a process of teaching or education if you can’t managed the place where these things must take place. There must be order, there must be first of all a reason, but order must be there and there must be a structure in how you do these things, because in the end if you want to deliver the curriculum for example, how can you do it if you don’t have a structure in your class. And kids, young people, they like structure because anything without structure adds up to their stress levels, they feel insecure, they feel that they just missing something. So give them a structure then you can have the teaching process go on smoothly”

Researcher: “Have you had any formal instruction on how to do classroom management. The times when you studied to become a teacher, was there any module on classroom management that they taught you?”

BI04: “No, not a module as such, but I mean everybody who taught you any subject that you need to teach, they mentioned it by default or by implication. And you too, I mean we’ve

experienced it in our own lives in any case, so it takes some of those models that worked that we remember, we take those models and apply those but not a formal let's say module that this how you manage a class because to really manage a class is like raising children, you can't really have a textbook on how to do it. You sit with a lot of individuals in your class and anything can happen and you must just think on your feet you know”

Researcher: “The second aim is we are now going to identify the classroom strategies that you use. So number 1 is what strategies or techniques do you use in managing your class or classes?”

BI04: “first of all you know it's a physical place with people, different beliefs and characters doing things differently, but you try to harmonise that. They must come around and look at the common goals, why are we there. So we have one common goal and that is to achieve certain outcomes. So if they understand that, my partners in this whole scenario, if they understand those then at least we have one thing in common. You know we are still different, but generally we have something in common. And you need to have that so you just have the security that the peer group pressure is there to assist you in getting to the end. So I think that is important that your partners, they must understand that here we are and we must do the same thing and move towards the same goal

Researcher: “added to that, some teachers will feel that the learners must line up, some feel that the learners can come in...Those are strategies that I'm talking about. I see you have a way of giving a cup of tea to learners

BI04: Ja you know what's happening is that erhhh

Researcher: “because all of those things add

BI04: “ it is but sometimes lining up is fine, some schools lend it to that because some better school have these whole school is closed, closed corridors. Ours is a little bit challenging because we have these prefab buildings, with kids that need to come to the water source, you know like in nature with animals...they must come to the water source and that disturbs let's say the rhythm there, but what they know is that they need to come orderly in class, you have

to be on time, otherwise its problematic, otherwise you wait outside when it's cold or not and nature will sort you out there. And then if you in the class, the first thing you stand up and keep quiet so that we start the day on a proper note, greet each other like mature people then we take the general orders of the day and from there on we go on to the formal things. And also the thing where we drink some tea or coffee in the morning, we have a problem at our school that children don't come on time, now we have coffee and one or two days in the week we have a sandwich with it. And it helps because we human beings. It's nice to be with other people and do the same thing – then they try to be there on time and they don't know which days are the days you get ... whatever...”

Researcher: ‘...otherwise they going to miss out...’

BI04: ‘Ja, you’ll miss out. So they just come because it’s nice. You know it’s not that you try to bribe them, but it’s a disguise bribing maybe but it is positive because they come and we talk together, we build this friendship and loyalty and respect”

Researcher: ‘What do you think what make those strategies effective...and how do you know that?’

BI04: “ I think if you sincere...it’s not just something that’s written somewhere, for example this morning they were busy there and I did something in class and for a while I was not there and it was a little bit upside down and so I did something and a few came and felt no, no ,no they will take over from here, they even brought their time table where they are lined up for cleaning the class which days, so they are new in my class – so they sorted that out who’s going to clean and when and what’s nice if they come with those proposals then I know that I’m succeeding. It’s not a top down thing, they’ve discussed it and they feel that they sort of consulted and they negotiated among themselves and come up with solutions – that is growth, that is training, that is education.”

Researcher: “are there any of those strategies that you’ve used that was totally not effective and why do you think it wasn’t effective?...strategies that you’ve used for classroom management that wasn’t effective”

BI04: “Ja you know I’m a very technical person also – so beforehand I sort of errhhh eliminate and think through the things that won’t work, because I’m technical

Researcher: “what is that word that you’ve just used

BI04: “...eliminate...”

Researcher: “oh eliminate...”

BI04: “so I try to take all the thing out that I know, out of experience...”

Researcher: “...like a tick box...”

BI04: “...like a tick box ja, which will not work so that you not waste your time, but in case I never tried it because I have this notion...I f I say technical, its more in the mechanical line, and you cannot do something and think it will work. If you have a car to run it must be save – if you believe it, it must be save and if you work on an aeroplane there’s no intention that it must fall. So to me, I take it the same, if I have something that I have to do and I put it together, the structure...I think you know like chess you think forward – is it going to work or not. I have different scenarios that I play in my mind and the ones that I see won’t work to my opinion, I don’t even try them out. You see, I just take those that I think will work and I’m lucky, they worked. In our days when we started teaching people had the cane and so on, I never even used a cane, because to me I just knew it’s not going to work because it’s just going to lead to frustration and to confrontation and I’m not the biggest of guys so I was clever enough, I think, not to put me in the line of fire ... (laughing)...beforehand

Researcher: “I sense that you have quite a good rapport with you learners and that coffee making in the morning, it seems that, that thing has cemented your relationship with your learners because they really opened up to you...”

BI04: ‘Extremely, extremely...I mean even with the smallest of things, sometimes you are shocked with the things that they trust you with and they ask advice on, but it’s understandable, because our learners our kids need that, they need a place to go to...’

Researcher: ‘definitely...okay, the third aim is how learner behaviour influences your classroom management practice. So this is now those questions. Do you think establishing rules and procedures is helpful in managing your classroom and why?’

BI04: “Ja, no its extremely helpful, it’s extremely helpful because then everybody is clear on what the expectations are...that it. But what I do sometimes is a little bit challenging to them. When I tell them I just have one rule and that is respect, but then I will ask them you know; what do you think are the things that will show that you are disrespectful? Then they will tell you if you swear in class, if I don’t listen to you, if I don’t clean the class, if I don’t do my homework and now they list all those things and then in the end ‘Respect’ is like an umbrella idea over all these other good things and what’s happening now, we don’t have to police each and every rule individually, otherwise you’ll end up with these kids the whole day in your senior personnel’s offices. You don’t do that – you just have this one rule and if they are in trouble you just tell them that they’re in trouble as far as respect is concern. And not only to me as the leader in the class but also to the other leaders (captains and monitors) because all of them are leaders. But I mean if somebody is in front (presenting) and nobody’s paying attention speaking then they will be quiet and feel bad and that will teach them that this is how you feel if people don’t listen to you whiles you try to help them and that let them grow. In the end really they respect each other also and if you do that then you’re winning. Because if they respect each other they give each other time to speak, to listen, to learn, to do, to be tested and to get good results”

Researcher: “Do you think that positive behaviours need to be rewarded by positive responses?”

BI04: “Oh that’s my life’s philosophy. I think erhhh I’m a sucker for positive thinking in success...really. Even if its the worst case scenario, I still want to let people believe that the best is still to come. Someone send me, one of my many years back learners send me an email and later on, on facebook also ; ‘you know sir you always, you always even if we were at the lowest of our emotions then you’ll always let us believe that things will be better...and we just took it from there and did the better things. And here I am today, I’m done, completed my studies and I never believed I would be able to use this if you guys never motivated us. Now that’s me...luckily they followed that.”

Researcher: “Okay, do you think negative behaviours need negative responses and why?... just the opposite now

BI04: “You see if you, I think out of the science again now, if you have two poles which are the same, they will push each other away and whiles pushing each other away you don’t have the opportunity to solve or rectify bad things, negative things. So the best thing for me is if someone is negative you must be extra positive so that you can pull those people into that positive arena and try to change their behaviour or advice them to change it. The other day I had this one in matric, one learner that is just negative, I think it’s a way of bringing a lot of things, but this learner is just negative and she likes to fight since grade 10, with other kids, but what I did is that I just told her that we are in a very bad space now, the two of us ...it’s too bad...so this positiveness of mine is not even assisting you - so let us just go out. I think I need to tell people that you’re welcome in my class but you have to deal with yourself now because you’re really in conflict with yourself. That’s what I mentioned to one senior management member and this person told this learner; ‘you know what, this teacher never bring any kid to us but if he brings you here now then you must know you’re either in serious trouble or you yourself is gone or whatever. So please take the advice and get yourself in order, and I told them she’s welcome in my class, but she must tow the line because there are 31, 32 other learners that want to learn”

Researcher: “...definitely...are all the learners aware of the rules and the boundaries in your class and how were these rules and boundaries communicated to them

BI04: “Ja, definitely, in the beginning you never try and do that in the third and fourth week of teaching ...then you’re gone. You must do it at the first contact. First contact they must understand clearly what’s going on – otherwise if you miss that you can see them next year within 12 months again and then try and establish the new thing. So that will take long. So do it, do that properly then for the rest of the year they will understand exactly what is expected from them and you can exactly know what you can expect from so it’s clear lines of communication. But one must be honest, life is like that, we are not the same that’s why life is driven at different speeds in different areas, people are different. There are some who will try to move the goal posts a little bit and try to see how far they can go with something, sometimes I allow them to do that then I will tell him or her after a while and say; ‘listen here

you try and do this now, you move that , but I'm aware of that, I'm aware of it the whole time, but let's move back, it's not working, let's do the right thing' – and then they will stop their nonsense.”

Researcher: “Okay, good, what measures are in place to deal with or avoid incidences of social behaviour problems in your class? What measures are in place to deal with or avoid incidences of social behaviour problems in your class?”

BI04: “Ja, there are certain things that I think learners role play, they role play and it can be dangerous. A lot of class leaders or teachers, student teachers, anybody, you are not really in control of that. That is a very dangerous one. And it depends in which area you are, how the environment is, but it is dangerous, because you have televisions and the media is very strong and these kids have access to all these wonderful smart phones and films and whatever. So they are exposed to everything. And some of these things seemed as accepted behaviour, it must be like that, you must act like that to be sort of in line so that you can be accepted by people around you. It really confuses kids because they don't have that feeling of listen here I have to consider other people here. I call it their threshold levels are too low, too low. They just jump like this and if you look at the class, let's say class, generally our classes are more than forty around about fifty in a class, sometimes in matric is about 30-34, but in a class of 50-55, if one cross guy just run to somebody and just smacks, there's no chance that a class leader can prevent that. So that is very difficult to control that type of social behaviour that's out of hand. So we need to talk to these kids all the time, but we have a very difficult task because out there the world is portraying something else that you need to be like that. So that is a bit difficult, but people must understand that it's not coming from you, it's a national thing that you cannot, it's a serious thing, you cannot fight in class, you cannot swear, you cannot invade other people spaces, belittle them, so those things must be clear and you try to communicate that beforehand. So it's a sort of prevention is better than cure, but I must add that those things pop up. But what I do and tell people sometimes I'm not too old, if you sort of attack a girl and hurt a girl then you must understand if I have the natural reaction of protecting the weaker person, it don't have to be a girl, it can be a weaker person. You just have that parental instinct to do that, so you must understand...

Researcher: “...if that will kick in...

BI04: “Yes and that will kick in and you’re not always in charge of that because you need to protect. It is humanly. But we try even to practice that not to be there because it can be ugly – so you teach yourself not to go overboard, you try even to control the natural, which is very difficult. But otherwise the rules that are coming from the top must be sort of implemented in class. They know, no fighting, no ugly things in class, all those beautiful rules things of the school rules must be implemented in the class because the whole system is run by those rules

Researcher: “What limits you as a teacher in addressing severely disruptive behaviour?”

BI04: “You know I think if I’m allowed I want to use this word...that is my gift and I think I’m thankful for that it doesn’t matter how disruptive a child can be, after my connection with the child, the child is not disruptive anymore. If it’s a highly psychological or discourse or whatever then I’m not in control of that, then other professionals need to come in, but I could always calm down people in any situation...”

Researcher: “...do you think management can also ...have a way to limit you, because the child is disruptive, you send the child to the office, 5 minutes later the child is back in your class

BI04: “...you see that is where the difference is because I experienced that maybe earlier in my teaching years but last nearly 30 years, I never had that problem because I sort it out just there, I’d sort it out just there and you know erhh sometimes it might not be accepted in certain circumstances, you can be trouble also but to me erhhh, I will say things because we have a relationship, because my beginning relationship is there so, if I have that relationship with the learners I can say things sometimes that nobody else can tell them, you see but it’s because they’re loyal to you and they know that you are loyal to them. And if you say this now, it’s not because you want to down them now, it’s because you’re a little bit cross, they know you’re not happy and they start to feel bad about the fact that they disturb your peace now. And that helps to bring them back on track”

Researcher: “okay, the last aim, this is now personal, school and contextual factors that influence your classroom management. What learner related factors affect your classroom

management? This is stuff that learners are doing that is causing a bit of a problem in your class

BI04: ‘Ja, sometimes you know and now it’s not connected to the learners but I think colleagues and other teachers...

Researcher: “ there is a question for that as well...

BI04: “alright, so we can concentrate on the learners

Researcher: “ja, only learners...”

BI04: “No its when the learners are outside in normal classroom time, allocated time, when they are outside I think when they are illegally outside and because the area where our classroom are is a little bit distant from the other buildings, then they will do funny things behind those building and run around and run away from whoever chases them, and its disturbing. And sometimes because of these classes that are very near each other (mobile units), if these classes are empty without supervision, they will just go on and make noises, unbearable so that you can’t continue without going out and silence them ...and then you can go on. So it has an impact the fact that learners want to be rowdy outside you arena now and you don’t always have control over that. You can go but then it means you have to take time from your class and you have to take time because instead of losing 20 minutes now okay let’s just lose 3 to 4 minutes...lets lose that and gain at least the 20 minutes . It happens. I don’t know whether you want to know how I try to manage that

Researcher: “no, no just what factors, and even if you can list them, because you start teaching and you are here 15 minutes into your lesson and here five learners step into your class...they’re late”

BI04: “ ja no that is happening. It disturbs you and the other thing...”

Researcher: “...or you check maybe homework because the homework is going to lay the foundation for the next lesson and half of the class didn’t do it”

BI04: “ ...that’s right and you can’t really continue with the process but luckily they know you’re not easy on that they try to do their work. But you always get the one or two that are lazy and don’t work but it does not really have a big impact on my work now. Then I also have the golden saying that ‘Nature will sort you out’...its coming out of my Geography now and its true and later they will tell the others also if let’s say by March or June they fail, now they will say: ‘nature sorted you out, you better get on board now’...then they make a joke out of it now but they are thinking about it. And with the matrices its even easier then I say: ‘I don’t want to see you in January here and then you are crying’...that will be part of natures...

Researcher: “sorting out...”

BI04: “...sorting out you see... (Laughing). It doesn’t sound that primitive but I mean it’s something to scare them a little bit and it’s working.”

Researcher: “What factors in your classroom supports your classroom management. The previous one was the learners but what now in your classroom supports your classroom management”

BI04: ‘Ja maybe the first one might touch on or lean towards the learners also because you have your few powerful learners in class and if it seems things are a little bit jittery then you just count on them indirectly and they will subtly help you to stabilise things. That’s a strong thing. The other thing is they know here is something new that we will hear or learn today. So immediately you catch their attention, you want them to learn something and they want to share new things with each other. My class is a very nice environment...I try to make it nice, put some curtains on, create a homely atmosphere so that they feel they’re at home now – not just learning boringly. And also as you saw we have a oven there and now and then except for the coffee, we bake a bread or two for the class who did something well the previous day or two days ago and the smell is so homely, it calms them down, the smell of coffee, I don’t know what it is -its really psychological. The smell of coffee and freshly baked bread let people calm down. They will ask: ‘ohh it smells nice and so on’, and then you can tell them: ‘Okay, today is not yours, but if you behave today maybe Friday we can have it for you’. You know we always play these games for them. So the factors within the class are fine, the kettle is there, the equipment, nice overhead projector and laptop that we use are

there comfortable. Sometimes you just play something for them at the last part of the lesson, a 5 minute thingy that they enjoy and so on. All those factors help them”

Researcher: “What factors in the school, this is now beyond your class hey, what factors in the school supports your classroom management practice”

BI04: “ Ja, I think the major thing is the support of especially the principal. You know there’s really no borders...it depends on you. There’s no borders, he will support you as long as you can convince him that will add to learners behaviour, to their learning and teaching...he will support you and that really is one of the best things I experienced in all my schools that I had. That is the truth. The other day we had a research in grade 12...the learners are doing this research and to assist them further in their results and research we organised a weekend that we want to do some focussed things within that research and map work and so on over two days and the weekend, and he is supporting that idea. That has financial implications but he was willing to do that to assist because its fresh ideas. Then the school itself is a nice environment to work because everybody is pushing for these kids, everybody is helping, most of the people are really pushing and then generally the resources with other principals now are fine. We don’t lack anything except for modern day duplicating machines maybe, but even those machines there are many, they’re not new but they are many and they helping us. Sometimes not too effective because you need to compromise some quality, but its fine under the circumstances, you know. And then the sport activities also assist these kids to have another view on life...a little bit tough because in these schools in the township there’s not a very strong culture of sport involvement, and that’s the truth. So there’s a little bit not that high but is contributing to the positive side of these kids because you build up some nice reports with these kids and it helps you with your discipline because you can relate to the sport , you can relate to the classroom - so it’s nice, you start to know them quicker”

Researcher: “what I have found was when that learner see that you are totally sold out for sport or whatever, they will walk a mile with you...”

BI04: “yes exactly, exactly and they are so loyal and even when they’re in trouble and you just pass by accident and you see them and ask: ‘what are you doing here?’ and then it puts another thing cause other people ask: ‘do you know him or her sir? Then you will say: ‘yes,

yes they are playing rugby or running in the cross country or whatever' but this child was doing this and that, I can't believe it because it's not happening in my arena, so there must be something, I want to see you there will be trouble, you must come to me – good to check with you sir, but they are in trouble now in rugby so that we can deal with you there also. So it helps to build these positive ideas also”

Researcher: “what factors outside of the school support your classroom management and then the next one will be what outside factors affect your classroom management

BI04: “ja, maybe I must speak from my subject now. You cannot have my subject instructed or taught Geography without involving the outside in any case. When I arrived here I started to change the way of doing research and the topics. The first year when I came here we had general thing the violence in the community...gangsterism and so on because that's a real thing. The second highly acclaimed ones was the taxi industry you know where the possibility of station that is going to be build nearby. So they had to look at how that will affect the whole community, different things but also the transport the existing transport fraternity, like the taxis, how will they see it and will they accept it, So they had that debate and that was very nice cause they had to speak with some of these owners and they as children are coming those people – they are the children from the taxi owners. So it was nice to hear their views now on the possibility of a station around here. One of the other ones, I did my honours in that in any case, was the transit station here (in name omitted), coming from the landfills was full in Brackenfell now we have a transit station here to sort of manage the solid waste but the fact that its located here in their (the learners) now, what is it, why ...to interrogate that now and that also a very nice sort of theme which is near them in the area, but all of these things from outside is really affecting us nicely in the classroom in the end. The idea is for them to learn what other people and good practice out there so that they can implement it in their communities, in their school, in their classroom. So those things have an impact. Also a lot of other people help us with books and different support material, resources just to assist us in class. The truths about the curtains, just to mention it, were given by somebody out of the community. So there are people contributing, sometimes there are some ladies making very nice doughnuts for my class just out of the blue. So those are things and people who are contributing silently, indirectly but its helpful and if you mention it people have respect, the kids have respect for their mothers whom you dint even see outside

there and so on. So factors are really assisting us even the department, if I take factors outside now, they assist us really big time, our subject advisors and so on. Not only the subject but generally they try to feed us with things they have available

Researcher: “so factors that’s affecting negatively on your classroom management from the outside

BI04: “...ja I think the biggest one that I can mention is that the gangsterism is really still a problem. It’s a little bit quiet now but it is a problem. The kids will come onto the terrain before we had an increase in the security and they would chase the opposite gangsters around on the school premises. I had a strange experience two or three years back. It was not so good and I thought I was even a little bit stupid, but it’s that thing of kicking in (natural instinct) as a parent protecting. I was not in good control really. So what happened at the back, one of the boys, I saw him the other day here, but they were in grade 10 two years back and one in matric but it was two or three days of turmoil around here. And on this specific day they were chasing him with knives and he was smallish but quick and he was running but he fell and they came for him. And I just went into another mode, I can’t really remember. I grabbed the mop and in no time the old rugby guy was there (he use to play rugby) and I pushed them off with the mop and he had a chance to get away. I don’t tell people this but I still feel bad that I was stupid but afterwards I felt a little bit alright...and he ran off and never came back to school...just went to the Eastern Cape. So that thing still has an impact on me, so I think what could have happened and so on...stupid, but it happened, so in that sense the community has a negative...I mean the environment outside has a negative impact on us. The other thing that’s bothering me is that our environment outside, the people, the adults haven’t really taught their children not to litter. I think you can’t say it’s a national thing or what, but they litter, even the adult people. You see them throwing things away. That has a very negative influence on people...their environment and I think their behaviour also because if you need you think two times about something

Researcher: “Mr. X (name omitted) thank you very much. It has been very helpful and welcoming to have this little chat. I think its going to be very beneficial for the purpose of this study

BI04: 'Thank you sir



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