THE MANAGEMENT OF CLASSROOM BEHAVIOUR PROBLEMS IN SECONDARY SCHOOLS

DISSERTATION

SUBMITTED TO THE FACULTY OF EDUCATION
IN FULFILMENT OF THE DEGREE OF

MASTER OF EDUCATION

IN THE DEPARTMENT OF DIDACTICS AT THE

UNIVERSITY OF ZULULAND
KWADLANGEZWA

BY

ZITHULELE ZONDI

OCTOBER 1997

SUPERVISOR : PROF. N. GAWE

ACKNOWLEDGEMENTS

This study would not have been possible if it were not for the cooperation, assistance, and encouragement of the following people to whom I am greatly indebted :

The almighty God, the omnipotent, who has sustained me since birth till present and for giving me the strength and courage to work throughout my study. Also, for helping me soar to the present level..

Professor Nqabomzi Gawe, for guidance and insightful supervision throughout the period of this research study.

Professor N. C. G. Vakalisa, for her assistance in the initial planning of this study while working at the University of Zululand in 1995.

The University of Zululand for financial assistance.

My colleagues in the Department of Didactics Ms N. Chalufu, Mrs A.T. Mahaye; Messers B.B. Mkhwanazi, R.N. Ngcamu, D.P. Ngidi for their continued support and encouragement. More especially Mr M.M. Mngomezulu for unselfishly teaching and sharing with me his immense knowledge of the computer which led to the production of this document.

Dr. N. M. Khubisa whose words of inspiration in times of despair led to the continuance and successful completion of this study.

The principals of schools for allowing me to conduct observations and interviews. Your cooperation is highly appreciated.

The teachers; Xoli, Thuli, Thembinkosi, Sho, Raymond, who willingly and enthusiastically participated in this research study. I thank you most dearly for your cooperation and support throughout the investigation. Without you, this study would not have materialised. I am eternally grateful and indebted to you.

My father, Mr D.C. Zondi, who all these years has always been my role model. Your valued contributions to the study and scholastic intellect has made this study a reality. I also thank you for translating the abstract into my mother tongue, isiZulu. Your contribution is highly valued. Thank you for your love and encouragement throughout the years. Unwel' olude NONDABA!

I also thank the whole Zondi family (my Mother, Bhambatha, Mdumiseni, Thembinkosi, Nokuthula, Sibusiso and Sindiswa) for their love, support, inspiration and faith in me. You are all loved dearly.

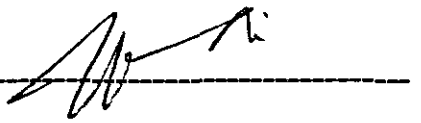
I also thank all my friends who have constantly supported and encouraged me to carry on with my study without dismay. Your love has always given me strength to progress.

DEDICATION

This study is specially dedicated to my mother, Thembekile C. Zondi, who is a pillar and source of strength in my life and the whole Zondi family. Your wisdom, trust, faith, support, patience, advices and love has always inspired me to become better all the time. This research study has been undertaken in your honour and it belongs to you more than to me. I love, admire and respect you. I am eternally gratefully MALANDELA- NONDABA.

DECLARATION

I ZITHULELE ZONDI declare that the research study on **The Management of Classroom Behaviour Problems in Secondary Schools** is my own work and all the sources I have used or quoted have been indicated and acknowledged by means of complete references.



October 1997

Signature **Date**

(Mr. Z. Zondi)

ABSTRACT

Literature and research studies have widely identified and documented the need for teachers to acquire classroom management skills and strategies in order to handle classroom behaviour problems. Teachers perceive classroom management as one of the major problems of concern in their teaching. The lack of South African literature and research on classroom management to assist teachers renders the problem of dealing with classroom behaviour problems more serious.

This research investigation rests on the premise that teachers experience classroom behaviour problems which they have difficulty in managing. Teacher education institutions fail to cover the subject and subsequently teachers lack adequate skills, knowledge and training in classroom management. This affects the teaching-learning process and places a challenge on the teachers to establish an effective teaching and learning environment.

The study revolves around the following research problem: **How do secondary school teachers manage classroom behaviour problems?** In order to place this study in its proper perspective relevant literature on classroom management was analysed. The review of literature provided a focus on principles of managing classroom behaviour problems as the framework on which this study is based.

The study adopted the qualitative approach. Classroom behaviour problems are readily observable under their natural settings and how teachers handle classroom behaviour problems rests on the circumstances from which they emanate. Observations and interviews were conducted in two secondary schools which are situated at KwaDlangezwa and eSikhawini in KwaZulu-Natal to observe how

teachers handled classroom behaviour problems as they naturally occured and how they perceive their management of classroom behaviours.

The findings of the study revealed that there were classroom behaviour problems that were common to most teachers and there were those classroom behaviour problems that were unique to individual teachers. The findings also revealed that most teachers were inadequately, if not at all, trained in handling classroom behaviour problems. This eventually made them to rely more on their intuition than on strategies and techniques that may have been identified as being helpful in minimising classroom disruptions. The teachers were aware of their inadequacies but lacked proper guidance.

The researcher concluded the study by making recommendations such as introducing classroom management in teacher education curricular, inservice training for teachers, further research on managing classroom behaviour problems in the South African context, workshops to be organised for teachers by experts, and the department of education to formulate a working document that will form a framework on how teachers can deal with classroom management problems. Lastly, it is highly recommended that teachers approach their duties professionally and respectfully so as to eliminate some if not all classroom behaviour problems.

IQOQA

Imibhalo nocwaningo oselenziwe lukhombisa ukuthi kuyadingeka kakhuku ukuba othisha babe nolwazi namakhono okubhekana nezinkinga eziqhamuka emaklasini ngesikhati befundisa. Othisha bayasibona isidingo solwazi nobuchwepheshe ukuze bahlangabezane nezinkinga ezithikazisayo ngesikhati befundisa.Ukungabikhona kwezincwadi nocwaningo olwanele ngalenkinga eMzansi Afrika kwenza izinkinga zothisha zigqame.

Lolucwaningo lugxile ekutheni othisha babhekene nezinkinga zokuziphatha ngokungafanele kwabafundi eklasini. Amakholishi aqeqesha othisha ayehluleka ukufundisa othisha abaqeqeshwayo amakhono okubhekana nokuthikaziseka kukathisha ngesikhathi sokufundisa. Ukungabi nawo lamakhono kuthikazisa ukufunda nokufundisa okusezingeni eliphakeme. Othisha kudingeka benze isimo esihle ukuze kufundiseke futhi kufundeke ngendlela efanele nethuthukisayo.

Lolucwaningo luqondene nalenkinga: **Othisha basezikoleni zama-Sekhondari babhekana kanjani nezinkinga zokuziphatha kwabafundi emaklasini?** Ukuze kubhekwane ngqo nalenkinga, imibhalo nocwaningo luhlolisisiwe. Lemibhalo inikeze lolucwaningo isithombe ngeminyombo esizayo ekubhekaneni nezinkinga zokuziphatha eklasini.

Ucwaningo lugxile endleleni yocwaningo olusezingeni eliphezulu olungadingi ukusetshenziswa kwezinombolo. Izinkinga zokuziphatha kwabafundi eklasini zibonakala kangcono lapho abafundi bekhululekile. Lokhu kusiza umcwaningi ukuba abone kahle ukuthi izinkinga ziqhamuka uma kwenzenjani. Ukuhlola ngendlela yokubukela kwenziwe ezikoleni ezimbili endaweni yaseDlangezwa

LIST OF FIGURES

Figure **2.1** Teacher Skills Needed to Develop Effective Classroom Management. 21

Figure **2.2** The Classroom's Environment Social System. 24

Figure **2.3** The Teaching Process and Classroom Management Process Relationship. 27

APPENDIX

Appendix 1 Teacher Interview Sheet. 151

TABLE OF CONTENTS PAGE

Acknowledgements i

Dedication iii

Declaration iv

Abstract v

Iqoqa vii

List of Figures ix

Appendix x

Table of Contents xi

CHAPTER 1

1.0 INTRODUCTION 1

1.1 MOTIVATION FOR THE STUDY 1

1.2 STATEMENT OF THE PROBLEM 4

1.3 FORMULATION OF THE RESEARCH PROBLEM 6

1.4 AIMS OF STUDY 6

1.5 DELIMITATION OF THE STUDY 6

1.6 SIGNIFICANCE OF THE STUDY 7

1.7 METHODOLOGY OF THE STUDY 7

1.7.1 T H E REVIEW OF LITERATURE 7

1.7.2 QUALITATIVE RESEARCH 8

1.7.2.1 Non-Participant Observation 10

1.7.3 DATA COLLECTION AND RECORDING TECHNIQUES AND PROCEDURES 10

1.7.3.1 Classroom Observation 11

1.7.3.2 Interviews 12

1.7.3.3 Fieldwork 12

1.7.4 DATA ANALYSIS PROCEDURES 12

1.7.5 RESEARCH REPORT 13

1.8 PLAN OF THE STUDY 13

1.8.1 CHAPTER 1 13

1.8.2 CHAPTER 2 14

1.8.3 CHAPTER 3 14

1.8.4 CHAPTER 4 15

1.8.5 CHAPTER 5 15

1.9 CONCLUSION 15

CHAPTER 2

2.0 CLASSROOM MANAGEMENT IN GENERAL: THE REVIEW OF LITERATURE 17

2.1 INTRODUCTION. 17

2.2 WHAT IS CLASSROOM MANAGEMENT? 18

2.2.1 PERSPECTIVES ON CLASSROOM MANAGEMENT. 18

2.2.2 THE ROLE OF THE TEACHER IN CLASSROOM MANAGEMENT. 23

2.2.3 THE TEACHING PROCESS AND CLASSROOM MANAGEMENT. 26

2.3 THE SIGNIFICANCE OF CLASSROOM MANAGEMENT. 30

2.4 PRINCIPLES AND BEHAVIOURAL STANDARDS FOR EFFECTIVE CLASSROOM MANAGEMENT. 33

2.4.1 THE PRINCIPLE OF ESTABLISHING AND TEACHING RULES AND PROCEDURES. 34

2.4.2 THE PRINCIPLE OF CONSEQUENCES. 36

2.4.3 THE PRINCIPLE OF ACCOUNTABILITY. 39

2.4.4 THE PRINCIPLE OF MODELLING. 40

2.5 PREVENTING DISRUPTIVE BEHAVIOURS AND DELAYS IN THE CLASSROOM. 41

2.6 STRATEGIES FOR MANAGING CLASSROOM BEHAVIOUR PROBLEMS. 44

2.6.1 MAINTAINING WITH-IT-NESS AND OVERLAPPING. 45

2.6.2 ESTABLISHING AND MAINTAINING THE TEACHING-LEARNING PROCESS. 45

2.6.2.1 Planning lessons/Units. 46

2.6.2.2 Presenting Clear Classroom Activities. 46

2.6.2.3 Ensuring Learner Success and Challenge. 46

2.6.2.4 Maintaining Momentum and Smoothness. 47

2.6.2.5 Gaining and Holding Attention. 47

2.6.3 USING BODY LANGUAGE TO MANAGE DISRUPTIVE CLASSROOM BEHAVIOURS. 48

2.6.3.1 Eye Contact 49

2.6.3.2 Physical Proximity 49

2.6.3.3 Bearing 50

2.6.3.4 Gestures 50

2.7 CONCLUSION. 50

CHAPTER 3

3.0 METHODOLOGY OF THE STUDY 52

3.1 INTRODUCTION 52

3.2 SELECTION OF OBSERVATIONAL VARIABLES. 52

3.3 COLLECTION OF DATA. 54

3.3.1 JUSTIFICATION FOR DATA COLLECTION PROCEDURES OF COLLECTING DATA 54

3.3.2 CLASSROOM OBSERVATION. 56
3.3.3 INTERVIEWS. 58
3.3.4 DECISION ON THE TYPE OF DATA COLLECTION PROCEDURE. 60

3.4 RECORDING PROCEDURE AND TECHNIQUE 60

3.5 DIMENSIONS IN THE ANALYSIS OF DATA 62

3.5.1 Data Organisation. 62
3.5.2 Data Description. 62
3.5.3 Data Interpretation. 63

3.6 RESEARCH REPORTING 63

3.7 CONCLUSION 63

CHAPTER 4

4.0 ANALYSIS AND INTERPRETATION OF DATA 65

4.1 INTRODUCTION 65

4.2 DIMENSIONS IN THE ANALYSIS OF DATA 65

4.2.1 CLASSROOM OBSERVATIONS. 66

4.2.2 DATA ORGANISATION OF CLASSROOM OBSERVATIONAL EVENTS. 66

4.2.2.1 Common Classroom Behaviour Problems. 67

4.2.2.1.1 Noise. 67

4.2.2.1.2	Late Arrival of Learners in Class.	76
4.2.2.1.3	Teacher Disturbance by Colleagues or Learners.	81
4.2.2.1.4	Learners' Inattentiveness.	86
4.2.2.1.5	Teasing .	90
4.2.2.2	Individual Classroom Behaviour Problems.	93
4.2.2.2.1	Playfulness.	93
4.2.2.2.2	Learner Resistance to Carrying-Out Instructions.	94
4.2.2.2.3	Teacher Teasing byLearners.	96
4.2.2.2.4	Teacher's Remarks Towards Learners.	97
4.2.2.2.5	Unnecessary Acknowledging.	98
4.3	DATA ANALYSIS OF INTERVIEWS CONDUCTED FOR CLASSROOM BEHAVIOUR PROBLEMS	99
4.3.1	FORMAT FOR THE ANALYSIS OF INTERVIEW DATA.	99
4.3.1.1	*Teacher Perceptions of Classroom Management.*	100
4.3.1.2	Summative Analysis and Interpretation of Interviews.	116
4.4	CONCLUSION	122

CHAPTER 5

5.0	CONCLUSIONS ON THE FINDINGS AND RECOMMENDATIONS.	124
5.1	INTRODUCTION	124
5.2	THE SIGNIFICANCE OF CLASSROOM MANAGEMENT FOR TEACHERS	125

5.3 TEACHERS' PERCEPTIONS OF CLASSROOM MANAGEMENT 129

5.3.1 TEACHERS' GENERAL BACKGROUND OF CLASSROOM MANAGEMENT. 129
5.3.2 TEACHERS' PERCEPTIONS REGARDING BEHAVIOUR MANAGEMENT PRINCIPLES. 132

5.4 CLASSROOM STRATEGIES AND TECHNIQUES IN MANAGING CLASSROOM BEHAVIOUR PROBLEMS 135

5.5 CONCLUSIONS ON THE FINDINGS OF THE STUDY 137

5.6 RECOMMENDATIONS 139

5.7 LIMITATIONS OF THE STUDY 143

5.8 CONCLUSION 143

LIST OF REFERENCE 145

APPENDIX 1 : INTERVIEW SHEET 152

CHAPTER 1

1.0 INTRODUCTION

1.1 MOTIVATION FOR THE STUDY

The need for teachers to acquire classroom management skills, strategies and techniques has been identified and documented. Literature on classroom management ranges from practical advice from experts to sophisticated research studies and guides from teacher unions on classroom control (Kyriacou,1993:153). However not much research has been done towards identifying and managing problem behaviours, particularly in the South African context (Wheldall & Merrett,1988; and Kyriacou, 1993). Researchers contend that all teachers, regardless of their effectiveness or them being in special or regular education, will need to deal at some stage with behaviour problems in the classroom (Kerr & Nelson 1983; Kyriacou, 1993).

Despite the literature available the problem of managing classroom behaviour still persists and teachers still cry out for help. Research works reveal that teachers still perceive classroom management of behaviour problems as of major concern to them (Gilmore, Mattison, Pollack, & Stewart, 1985; Wheldhall & Merrett,1988; Stuart,1994; Lasley,1987; Maxwell,1987 and Kyriacou and Roe, 1988). The question arises: Why does the inability to manage classroom behaviour problems continue in spite of the literature available ? The possibilities are that :

1. most teachers might be inadequately skilled;
2. teachers fail to implement prevention techniques and strategies suggested in the literature on classroom management and behaviour problems;
3. the literature fails to address ground rules as to when and how to implement these skills, strategies and techniques on how to deal with behaviour problems.

From these questions, it is possible to conclude that research may not have been able to distinctly identify and address teachers' problems adequately with regard to them not being able to handle

behaviour problems in the classroom. Consequently, teachers report that they have little training and expertise in classroom behaviour management, and cannot find suitable procedures that may be easily implemented in order to effectively handle behaviour problems in the classrooms (Storey, Lawry, Ashworth, Danko, & Strain,1994; and Ralph & Gusthart, 1994). It is therefore possible that the literature may have been addressing the issue from a generalised point of view without due regard for specific situations.

Extensive literature on classroom management exists, however, even if it tends to provide many general ideas rather than specific activities. Lasley (1987:285) elaborately states that teachers receive conflicting ideas about classroom management and there are no "... reasoned approaches to helping teachers cope with the multiple problems of classroom life". This then leaves the teachers in the dilemma of not knowing how and when to act when behaviour problems arise in their classrooms. The inability of teachers to deal with classroom behaviour problems may have a direct effect on the teaching-learning process. Kyriacou (1993:153) supports this notion by stating that "... being able to deal with such misbehaviour is extremely important in complementing their ability to set up and sustain effective learning experiences ". The unavailability of literature and research investigations in South Africa renders the management of classroom behaviour problems extremely difficult because not much research is evident in the area of classroom management. This is why this study intends to explore the management of classroom behaviour problems. In South African schools these problems are an indication of the ground that needs to be covered in order to ensure better skills acquisition by teachers, and effective teaching and learning in classrooms.

My teaching experience in 1994 bears testimony to the ideas that classroom behaviour management problems exist and that teachers, especially beginner teachers, find it hard to deal with them effectively. For instance, I was confronted with a variety of classroom behaviour problems while I was teaching in a secondary school, e.g. late arrival in class after recess, loitering in the classroom verandas and in corridors, noise in the classroom, drunkenness in class, rude remarks and outbursts in class, inattentiveness in class and the disturbance of other pupils during the lessons. I found it difficult to deal with such problems without threatening corporal punishment or some other firm disciplinary measure. This was my attempt to control and

maintain order in the classroom and make learners well behaved. Furthermore, the experiences of other teachers in the same school were similar but not identical. Other classroom behaviours that learners displayed involved violence and aggression or had violent undertones. For instance, some teachers, particularly female teachers, were either manhandled by learners or physically assaulted by learners. Three instances occurred in which a toy gun was on a lady teacher, another lady teacher was assaulted by a learner, and another teacher was fatally wounded in the classroom. Learners even went to the extent of taking teachers hostage and threatening them in a variety of ways. These are situations faced by teachers and they need assistance from experts in order to handle behaviour problems that learners display in their classrooms.

In KwaZulu-Natal schools corporal punishment has been suspended as a disciplinary measures (Shabalala, 1995:1). This has made it difficult for some teachers to handle some behaviour problems they were previously able to deal with through this action. No alternative methods have been suggested for teachers to deal with troublesome learners. It is left to them to think of other possible measures that they can use in order to handle behaviour problems in their classrooms. It is possible that such a suspension without offering an alternative might worsen the present situation in schools. Besides corporal punishment, teachers need to deal with militant learners as they have now become more assertive and politically aware of their rights (Chikane,1986:333). Learners are now no longer passive and submissive to authority as the case was in the past. The politics of South Africa has come to inculcate standards of democracy, freedom of speech, human rights, etc. Learners have come to associate these with doing as they please without actually understanding the functional parameters of these concepts. Teachers have to contend with this kind of situation and deal with it, because any form of misunderstanding may result in a problematic situation for both teacher and learners.

The problems of behaviour management are cause for concern because they are a reflection of the managerial expertise and competence of teachers. Calderhead (1984:22) states that noise, classroom movement, and disorder are "... frequently interpreted ... as a reflection ... of a teacher's classroom managerial competence...". He further further that subscription to the traditional authoritarian rule and maintenance of order of 'Do not smile until Christmas' is a way of showing learners that the teacher is not intimidated, soft or weak (Jones,1989:330). However,

this is not possible any more. Learners interpret such behaviour as a challenge to them so that they can 'break' the teacher and cry victory over him or her. These are factors that show serious classroom behaviour management problems and that teachers seem to be caught up in these situations, no matter whether the behaviour problem is minor or major. If it affects the progress of the classroom it becomes major. Storey, et. al. (1994:361) states that "students whose behaviour impedes their learning and disrupts the ongoing routine of the classroom present substantial problems for the teacher". Therefore, any form of assistance on classroom behaviour management can help in alleviating the problem. The research in Pennyslvannia about assistance for teachers in dealing with behaviour management showed how they appreciated help of this nature (Storey, et. al. 1994:361).

The new system of education in South Africa introduces, Curriculum 2005, methods of teaching that will place a burden on teachers to be able to manage their classes more efficiently and effectively. Learners are now going to have to create their own knowledge, decide what and how to learn in their chosen programmes. The teacher, as a facilitator, will need to know how to handle the dynamic situations with which he or she will be faced in the classroom.

It is therefore against this background that the reseacher found it imperative to investigate the effectiveness with which teachers are able to handle classroom behaviour problems and ensuring that teaching and learning occurs with minimum disruption.

1.2 STATEMENT OF THE PROBLEM

Teacher education curricula in most universities and colleges of education fail to cover adequately aspects of classroom management. Consequently, teachers leave universities and colleges of education without adequate skills and knowledge of how to manage their classrooms most effectively. Johnson (1994:109) says that the effects of teacher education in preparing intending teachers for the classroom have been questioned. Storey, et. al. (1994:361) say that "many teachers report that they do not have adequate training and experience in classroom management to address the problems" of disruptions in the classroom. Such expressions are what scholars refer to as "reality or practice shock" (Kruger & Muller,1990). This occurs when

the ideal classroom situation conflicts with what actually happens in the classrooms. When teachers face real classroom situations, they become frustrated. Some teachers lose patience with learners either by caning them, breaking down to cry, yelling and arguing face to face with learners, or storming out of the classroom and vowing not to teach them again. These reactions seldom help, but rather tend to make the problems escalate. Therefore, the inadequacy of the teacher education curricula to cover these aspects of classroom management thoroughly and realistically presents great problems for teachers. Teacher education curricula place emphasis on teaching theories and lesson structure, and ignore classroom behaviour problems which nevertheless influence classroom teaching activities.

Sibaya (1993:67) argues that "classroom behaviour problems are representative of behaviours which frustrate the teacher's efforts to teach and thereby interfere with the learning activities ..." of the learners . Classroom behaviour problems seriously affect the teaching-learning process in such a way that it impacts greatly on the teachers ability and competence in handling the classroom environment. It is important that teachers are not only kept within the confines of what they are teaching and on what to teach. Teachers need to be addressed on the question of how to teach in the most conducive classroom atmosphere that will yield good teaching and learning results. This is why the research on developing teacher expertise in classroom teaching led to a great debate and analysis in most schools (Kyriacou,1993:79). This shows clearly that classroom management is one of the major ingredients of effective teaching and learning. It equips teachers with knowledge and skills to alleviate problems that teachers encounter in the classrooms.

The lack of South African literature in this regard creates a tremendous set-back for proper classroom management. Consequently, this has a major influence on the management of behaviour problems in the classrooms as teachers face behaviour problems in their everyday teaching. Emmer, Evertson, Sanford, Clements, and Worsham (1984:102) indicate that behaviour problems that are disruptive in the classroom are not pleasant to contemplate, but it is important for teachers to have ways to cope when they prevail.

1.3 FORMULATION OF THE RESEARCH PROBLEM

On the basis of the teachers' perceptions, research studies, the researcher's teacher education background and practical experiences, and the little South African literature that exists, the research problem crystallises as follows: How do secondary school teachers manage classroom behaviour problems ?

1.4 AIMS OF THE STUDY

The purpose of this study was to determine how secondary school teachers manage classroom behaviour problems. The study intended to look into:

1. *the teachers' general understanding of classroom management;*
2. principles of behaviour management;
3. techniques or strategies that teachers employ to deal with behaviour problems;
4. preventive measures that teachers use when they deal with behaviour problems.

1.5 DELIMITATION OF THE STUDY

Classroom management is a broad subject that cannot be reduced to a single study. This study confined itself to the conceptual understanding of the term as this formed the basis for teachers to clearly understand what classroom management entails and how it influences the classroom situation. Many behaviour problems emanate from the classroom,although this study focused on behaviour problems which frequently occurred and were readily observable in classrooms and which teachers had to handle. The study did not focus on behaviour problems that were severe and required psychological assessment and intervention since there was no specific behaviour that was being observed. The perspective that this study assumed was that of observing what teachers did in dealing with classroom behaviour problems. In essence, the focus was on how teachers prevented and handled classroom behaviour problems to ensure effective teaching and learning.

1.6 SIGNIFICANCE OF THE STUDY

This research study hopes to inform teacher education institutions and encourage them to incorporate classroom management in teacher education curricula. Student teachers need to gain knowledge about classroom management per se. They also need to understand their role in managing classrooms and how it relates to the teaching-learning process.

The study also hopes to give teachers a theoretical foundation behind the management of classroom behaviour problems. This aims at enabling teachers to apply the strategies and principles that are recommended in the study. In essence, it is a way for teachers to identify effective classroom management procedures and use them in order to minimize disruptive behaviour problems in the classrooms.

1.7 METHODOLOGY OF THE STUDY

1.7.1 THE REVIEW OF THE LITERATURE

An assessment of the literature showed that inexperienced researchers concentrated on collecting factors and failed to interpret and make inferences from what they have read (Mayher,1991:12). The failure was a result of researchers lacking understanding regarding the purpose and the importance of literature, such that they feel uneasy to go about it yet it is a "necessary evil" in research (Gay,1987:35). The assessment showed distinctly that the value of literature review in any research study has not been emphasised enough. For any researcher to make his research work clear and worthwhile, he or she needs dexterity and understanding of the research problem. In other words the researcher showed why the study was important for investigation. Smith (1991:73) says that "... carefully establishing the *raison d'etre* for a study will enhance the interest thus specifying the problem". In other words, the literature qualified the existence of the research undertaking, thus giving the study more credibility and substance. Smith (1991:73) agreed by saying that the literature "provides sufficient information and logic to substantiate the existence of the research". Through the literature, the reseacher was able to systematically

identify, locate, and analyse documents that contained information related to the research problem (Gay,1987:36).

Through the review of literature the researcher showed clearly his familiarity with the topic and also showed the topic's uniqueness to other related studies. The researcher looked at past researches in order to show the extent to which the ground on classroom management has been covered and how much ground was needed to be covered. Best and Kahn (1993:41) emphasised this point by saying that "a summary of the writing of recognised authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested". By this the researcher would be avoiding any "unintentional duplication of other works and provide the understandings and insights necessary for the development of a logical framework into which the problem fits" (Gay, 1987:36). Focussing on past researches helped the researcher to clearly demarcate the area of investigation by showing understanding and skill in presenting background information and a framework for the study.

It was with the above in mind that literature was selected as one of the methods of investigating the management of classroom behaviour problems. The nature of the research and the research approach warranted that literature be used as one of the research methodologies as it provided the framework under which previous researches have been undertaken.

1.7.2 QUALITATIVE RESEARCH

Best and Kahn (1993:183) explain qualitative research as a phenomenological approach to educational research because it describes reality and does not subscribe to experimental scientific research methodologies of quantification, but to "a variety of interpretative research methodologies". Qualitative research follows non-quantitative systematic procedures of data collection to find relationships between the existing variables (Best & Kahn, 1993:27). It relies more on describing realities on the basis of information and interpretations given by the participants being observed. Hence it is descriptive in nature. The descriptive nature of qualitative research has a bearing in that "the biases, values, and judgement of the researcher become stated explicitly in the research report" (Cresswell, 1994:147). In other words, the

reseacher explains and interprets the results on the basis of what he or she has observed and uses this information to qualify and elucidate his or her point of view. The interpretative nature of the process is due to the fact that qualitative research is more observational than quantitative research in that the data is collected on the basis of the behaviours being observed in their natural settings (Gay,1987:209 and Best & Kahn,1993:184). What is being investigated is not manipulated nor modified to suit the research, but is observed in the context of events (Sherman & Webb,1988:5). The researcher has little influence on the subjects investigated. Therefore, this research study looked at qualitative research as descriptive observational research wherein the understanding and meaning of the events were investigated and interpreted as naturalistically as they occured. Vakalisa (1997:8) points out that it is important for a researcher to mention clearly the sub-paradigm under which the study is undertaken so that whoever critiques the study knows the background from which it emanates. She says that the declaration of the paradigm is done because a number of sub-paradigms operate under the auspices of qualitative research.

It is importatnt at this point to highlight that some literature uses terms such as ethnographic, naturalistic, or field research interchangeably with qualitative research, yet other studies consider ethnographic research as part of qualitative research (Gay,1987:209). This is a result of the two kinds of approaches to observational research that are being used in investigating events in their natural settings. These are, the participant and non-participant observational approaches. In the former instance, the researcher participates directly in the observed situation, and in the latter instance the reseacher does not participate in the observed situation. Both studies involve naturalistic inquiry and fieldwork, although they differ in their observational approaches. Hence, ethnographic research is classified under participant observation because of the participant observational methodologies and theoretical perspectives being employed in ethnographic research (Gay,1987:208; and Best & Kahn, 1993:188). In other words, to some extent the researcher has the ability to influence the subjects under investigation. The nature and the research problem of this study assumed a non-participant observational approach since the investigation involved research into how teachers handled classroom behaviour problems and dealt with them.

1.7.2.1 Non-Participant Observation

Non-participant observation involves the observer not intentionally influencing, interacting with, controlling, or affecting the subjects or the actual experiences being investigated in their natural setting (Edson,1988:46). Types of participant observation strategies exist, viz: naturalistic observation, simulation observation, case studies, and content analysis (Gay,1987:206). This study embarked on naturalistic observation because of the necessity that the classroom behaviour problems be observed as they occur without any influence on the part of the researcher. Gay (1987:206) qualifies this assertion by stating that the main purpose of naturalistic observation is to study and record behaviour as it normally occurs. The behaviours were observed as they occurred without any isolation from their context. This is, why qualitative research was said to be context-specific or sensitive (Sherman & Webb,1988:5; and Best & Kahn,1993:186). In other words, the data collected is only specifiic to the situation in which it occurred and cannot be generalised to any other situation. For example, a behaviour problem that develops in one classroom in one school cannot be expected to occur similarly in another school. The study was therefore context-specific.

Furthermore, the data collected was not explored with any prior hypotheses or "preconceived theoretical perspective"(Best & Kahn,1993:186). This approachconstitutes an inductive analysis of the qualitative study. The study in other words did not have predetermined assumptions of what was expected to occur in the classroom or what could happen in the classroom and how the teacher could have handled it. Events were awaited to unfold by themselves. Context-sensitivity and inductive analysis suggested therefore that the perspective to this qualitative research should be holistic. That is, the basis for understanding the complexity of the nature of human behaviour is that of attending to all features of human experiences (Best & Kahn,1993:186; and Sherman & Webb,1988:6).

1.7.3 DATA COLLECTION AND RECORDING TECHNIQUES AND PROCEDURES

This study assumed two forms of data collection techniques in accompaniment with their recording procedures, viz: classroom observation and interviews.

1.7.3.1 Classroom Observation

Classroom observation involved a detailed account of the ""behaviours, events, or the contexts surrounding the events and behaviours" (Best & Kahn,1993:198). Classroom observations involved the reseacher (observer) writing down notes about what was happening in the classroom as he observed classroom interactions.

The observation procedure that this study assumed was based on Patton's five dimensions of classroom observation, viz:

a. the observer being a complete outsider and looking on unobtrusively;

b. the observer observing with some being aware that they are being observed. In this case the teacher knew about the research;

c. those being observed not being given any explanations;

d. the observer took a short period of time for the observations;

e. the observer looked at particular classes.

(Adapted from Best & Kahn, 1987:198)

This model was adopted for this study because the researcher was not looking at any particular behaviour but only those that were manifest naturally during the observations. The researcher also felt that teachers and learners should behave as naturally as possible because the observations rest on behaviours as they normally occur in the classrooms. It is therefore not the intention of the researcher, through his presence, to influence the behaviour of learners or that of the teachers. However, because the research involved classroom observations the researcher felt it necessary to inform the teachers of the nature of the study and request their permission to conduct observations in their classrooms. Vakalisa (1997:10) feels that "the relationship between the researcher and the researched is not detached or impersonal ... but the researcher sholud seek first the trust of the researched. He/she must inform the respondents ... ".

An observational protocol for recording data was drawn up so as to give a portrait of the actual events. That is, descriptive, reflective notes and demographic information were given (Cresswell,1994:152).

1.7.3.2 Interviews

Gay (1987:202) describes interviews as "oral, in-person, administration of a questionnaire to each member of a sample". It is a means of accessing information from a person being interviewed (Best & Kahn,1993:199). The interviewee gives his or her own perception of the events or situation. The interviewee does this with the understanding that the interviewer does not have preconceived notions regarding the outcome of his or her research study (Best & Kahn,1993:199). This enables the interviewee to give accurate and honest responses (Gay,1987:203).

The type of interview conducted was a standardized open-ended interview. This type of interview was chosen because the nature of the problem being investigated required basic questions to be answered in relation to the stated aims. For this purpose, an interview protocol was drawn up. The participants were also audiotaped and the interviews were then transcribed.

1.7.3.3 Fieldwork

Two schools were visited for the investigation, one at Esikhawini and one at KwaDlangezwa. Two teachers were selected at Esikhawini and three at KwaDlangezwa to be observed in their classrooms. The total number therefore was five. This fieldwork approach was adopted on the basis that a comparison of classroom behaviour problems between the two schools was to be made so as to show the uniqueness of each situation. It was an indication that behaviour problems do not occur similarly in the classrooms no matter how similar the classrooms might appear to be.

1.7.4 DATA ANALYSIS PROCEDURES

Tesch, as cited by Cresswell (1994:153), states that "data analysis is eclectic". That is, it does not have any standard procedure. However, this study assumed the following procedure adopted from Gay (1987):

a. **Organisation of data**. Observations were considered individually.
b. **Description of data**. The events from the data were described on the basis of how and when they occurred and what the teacher did inorder to deal with the situation.
c. **Interpretation of data**. The data was interpreted so as to qualify the data collected and the research study.

1.7.5 RESEARCH REPORT

A report on the research investigation has been written and is entitled **'The Management of Classroom Behaviour Problems In Secondary Schools'**. This report is the final presentation of the research based on the literature reviewed which provides the background for the study, the data collected and the findings presented. Any research work is made worthwhile through the researcher's ability to show competent execution and clear reporting of the findings (Best & Kahn , 1993: 41). The analysis and interpretation of the results show the extent to which data was consistent with the information collected in the literature reviewed. In other words, a correlation between the literature and the interpretation of data was important because it helped to confirm the findings of the research report. Smith (1991: 73) points out that "a well conceived and well written research report indicates the ability of the author to conceive and conduct research, thus giving the author credibility".

1.8 PLAN OF THE STUDY

This research study was organised as follows :

1.8.1 CHAPTER 1

Chapter one highlighted key issues that motivated the investigation of the research problem. Background information regarding the researcher's experiences and observations were key factors in the undertaking of the study. The problem of classroom behaviour management was stated on the basis of the key questions the researcher intended to investigate. The key research questions crystallised as aims of the study. The research questions further delimited the study

so as to provide a framework under which the study was conducted. The research methodology adopted by the research study was that of a qualitative approach, chosen on the basis of the nature of the research problem under investigation. The researcher's experience, and previous research works from literature were taken into account. Finally, the value of the research was presented in an attempt to display the contribution of such a study in the teaching fraternity. Chapter one concludes with a brief summary which shows the contents of the chapter.

1.8.2 CHAPTER 2

Chapter two focused on the review of the literature on which the study was based. The literature review attempted to look into the conceptual meaning of classroom management. The review of literature was done in an attempt to find out how much has been produced in attempting to explain classroom management because of the complexity of this subject. The literature also looked into the perception of teachers regarding their understanding of concepts, their role in managing classrooms and their role in managing classroom behaviour problems. The importance of such an undertaking was that it showed the relationship between the teaching process and the managerial process in managing classroom behaviour problems. The literature further highlighted the relationship between the teaching process and the classroom management process so as to show teachers the value of having a well-managed classroom environment in order to facilitate effective teaching. As a result the study focused on the principles that govern the management of behaviour problems. This focus would help teachers understand and see theoretical perspectives that underly the handling of classroom behaviour problems which help to maintain a good classroom atmosphere. The chapter finally looked into the strategies that teachers may employ in order to deal with behaviour problems in the classroom. The chapter then closed with a summary.

1.8.3 CHAPTER 3

Chapter three concentrated on the methodology of the study. The research procedure adopted in this study assumed a qualitative approach. The research approach specifically looked into the naturalistic non-participant observational perspective. The frame of mind that prompted such

an approach was that the understanding of classroom behaviour problems per se, needed to be observed in their natural settings. Therefore, data was not influenced by any predetermined hypothesis since no specific behaviour problems were being observed. Furthermore, qualitative research does not require the formulation of hypotheses. Notes were taken as the behaviours were manifest in the classrooms. Chapter three therefore highlighted the fieldwork procedure adopted in the study . The researcher observed classrooms in two schools and interviewed teachers that formed the subject of investigation.

1.8.4. CHAPTER 4

Data analysis and interpretation of data collected provided the main focus of chapter four, which aimed at discussing the research findings. The research findings are presented and detailed as they were collected in chapter three so that the actual picture of what transpired during observations and interviews is portrayed. The research results were interpreted in relation to the aims of the study in chapter one. The analysis of the research results attempted to address the research questions in chapter one. The findings in chapter four were kept for presentation, inference and recommendation in chapter five.

1.8.5 CHAPTER 5

Chapter five is a summative evaluation of the research project wherein the findings presented in chapter four are summarised. This chapter opened by giving an overview of the previous chapter. Chapter five produced concluding statements on the basis of the findings in chapter four and the literature reviewed in chapter two. It finally presented recommendations to teachers on the area of managing classroom behaviour problems. The chapter concluded the research report and made further recommendations on areas that still need to be covered.

1.9 CONCLUSION

Classroom behaviour problems are disruptive setbacks of the teaching discourse. The competence and effectiveness of the teacher's teaching is strongly challenged by these behaviours.

The traditional stance of authoritarianism which offers firm discipline in response to any kind of transgression is possibly a thing of the past. The militancy and assertiveness of learners tests the very core of effective teaching and learning, and the authority of the teachers. It is therefore important that research of this kind is conducted in an attempt to find out how teachers deal with problematic situations in the classroom.

Research reports reveal that behaviour problems are a constant agony in the life of the teachers despite the theoretical perspectives provided on the subject of classroom management, for the problem still persists. Appropriate questions would therefore be 'Why do classroom behaviour problems persist?', 'Do teachers cope?', This study, through a literature review and data collection attempted to investigate the plight of the teachers as well as ways of helping them deal with classroom behaviour problems.

CHAPTER 2

2.0 CLASSROOM MANAGEMENT IN GENERAL : THE REVIEW OF THE LITERATURE

2.1 INTRODUCTION

Many studies and books have been written on the subject of classroom management. In their writings, authors have always shown the complexity and broadness of the concept 'classroom management'. One of the issues that Jones (1989:331) highlights is that classroom management has been overgeneralised and compartmentalized because it covers a "broad range of teacher behaviours". The teacher behaviours include establishing, organising and managing classroom activities, developing teachers' teaching skills and creating good teacher-learner relationships. Thus, Doyle, in Copeland (1987:219), asserts that "a classroom is multidimensional in that many events occur over time, many purposes are served, and many people with different styles and desires participate".

The multiple factors that characterize an effectively managed classroom have also caused the overgeneralization and compartmentalization of classroom management. Significant factors include the teachers' role in teaching and managing the classroom; the teachers' approaches, strategies, techniques and skills in dealing with both appropriate and inappropriate behaviour; and research studies and paradigm shifts in the use of classroom management as a concept and the skills that teachers tend to exhibit. Examples are, research studies conducted on what makes up an effectively managed classroom and the influence that the reseachers' role, training and subjectivity has on the teacher behaviours as factors that affect an effectively managed classroom (Jones, 1989: 330).

The fact that much has been written on the subject of classroom management is proof that classroom management is an important topic in the teaching and learning situation which therefore warrants thorough investigation and understanding. However, most of the writings are of British and American orientation (Calderhead, 1984; Copeland,1987; Lemlech, 1988; Lasley,

1987; Jones, 1989; Bull & Solity, 1987; Good & Brophy, 1991; Smith & Laslett, 1993; Van der. Sijde & Tomic, 1993; Arends, 1994). In the South African context a very limited literature and research studies exist on classroom management (Buchel, 1992 and van der Westhuizen 1988, 1989, 1991). Research studies available cover mainly school management and not classroom management (Mbatha, 1993 & Ngcongo, 1993). Too much emphasis is placed on school management, yet classroom management is an important area in the life of every teacher, whether experienced or not. One may then metaphorically say that teachers in educational institutions are being prepared to become "principals" and not masters of the teaching discourse, even though universities and colleges of education are beginning to incorporate classroom management in their syllabi. Therefore, training for new teachers and in-service training for experienced teachers are essential if they are to acquire the skills, techniques, and strategies to deal with behavioural problems. One cannot expect teachers to be able to manage their classrooms effectively without their being informed about and trained in the what, when and how of classroom management.

This chapter therefore reviews the literature on the basis of how teachers can manage classroom behaviour problems that characterise the present day classroom, with special emphasis on disruptive behaviours. The researcher does not lose sight of the fact that classroom behaviour problems are not new but date back to the times when the first research studies were conducted in 1928 and 1952 (Kyriacou & Roe, 1988: 167). Furthermore, a review of the literature on principles and strategies of classroom management is undertaken and provides the theoretical background of the study.

2.2 WHAT IS CLASSROOM MANAGEMENT?

2.2.1 Perspectives On Classroom Management

Many writers have presented various conceptual frameworks for the understanding of classroom management (Copeland, 1987; Lasley,1987; Lemlech,1988; Jones, 1989; Nolan, 1991; Van der. Sijde & Tomic,1993; Smith & Laslett, 1993; Jacobsen, Eggen & Kauchak, 1993). However, the concept 'classroom management' remains difficult to describe because of its

complexity. This study presents a variety of frameworks towards the description of classroom management, while simultaneously taking note of their relevance to the study.

Smith and Laslett (1993:vii) define management as "the skill in the organisation and presentation of lessons in such a way that all learners are actively engaged in learning". This requires an ability to analyse the different elements and phases of a lesson, to select and deliver appropriate material and to reduce sources of friction.

Jacobsen, Eggen and Kauchak (1993:263) justify their use of the concept as meaning "... the complex set of plans and actions that the teacher uses to ensure that learning in the classroom is efficient and effective". They further cite Savage who defines classroom management as a means of enabling learners to maintain their own behaviour. These definitions depict the relationship between teacher organised classroom management activities and learner behavioural responses to the activities. Classrooms that are well managed often create conducive classroom atmospheres and therefore effective learning outcomes. This assertion is further supported by Tomic & van der Sijde (1993:439), who define classroom management as "provisions and procedures necessary to create and maintain a situation in which learning and teaching can take place". This definition reflects management principles that would ensure order in the classroom.

A more embracing definition that explains the multidimensionality of classroom management is offered by Lemlech (1988: 3) "Classroom management is the orchestration of classroom life: Planning curriculum, organising procedures and resources, arranging the environment to maximize efficiency, monitoring student progress, anticipating potential problems". This definition shows the mastery of the executive functions of teaching enumerated above to ensure effective teaching and learning. The definition further suggests that learners know what is expected of them and that they recognise the need for proper organisation of classroom activities to ensure the smooth flow of the lessons. Hence Kounin in Buchel (1987:102) concurs that "successful classroom management is the production of a high rate of work involvement with a low rate of deviancy in academic settings". In a broad yet supportive statement, Emmer and Evertson in Buchel (1992:102) write that effective classroom management entails:

- teacher behaviour that produces high levels of learner involvement in classroom activities.

- minimal amounts of student behaviour that could interfere with the teacher's or other learners' work.

In a nutshell, teachers may create classroom environments that would ensure active participation of the learners and thus minimize behavioural interferences in the teaching-learning situaton.

Jones (1989:333) elaborately describes the term 'classroom management', based on five assumptions. He maintains that classroom management involves:

- the understanding of learners' personal, psychological and 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.

These assumptions illustrate the skills that teachers need to acquire for establishing effective classrooms. Jones (1989:334) shows these skills as follows:

SKILLS	INTERVENTION
Correction	School-Wide Discipline Programmes Implementing Behaviouristic Techniques Employing Problem-SolvingTechniques
Prevention	Incorporating teaching methods that motivate learners by incorporating multiple learning styles and instructional goals
ORGANISATION AND INSTRUCTION	Implementing teaching that maximizes On-Task behaviour Developing effective classroom rules and procedures
INTERPERSONAL RELATIONSHIPS	Working with parents Creating positive peer relationships Establishing positive teacher-learner relationships
Theoretical Foundation	Understanding learners' personal and academic needs

Figure 2.1 Teacher Skills Needed to Develop Effective Classroom Management.

SOURCE : Jones, V. F. (1989). Classroom Management: Clarifying Theory and improving Practice: *Education.* Vol. 109. No. 3 (330-339).

The diagram illustrates that an effectively managed classroom depends on the way in which teachers handle learners' behaviours in a hierarchical order and do not correct behaviours when they begin (figure 2.1). The skills column indicates the type of skills the teachers need to acquire and at the same time shows the intervention procedures accompanying each skill. The teacher needs to understand the theoretical base of the learners' problems and then act on them by trying to prevent the worsening of the situation before employing extreme corrective measures. For instance, teachers are quick to punish learners by beating or suspending them

from class or taking them to the principal for disciplinary action. This shows that the teacher may not have enquired about the problem and tried to work out the solution before-hand. If teachers try to employ preventive measures before they employ corrective measures, teachers may then be able to handle behaviour problems before they worsen. When behaviour problems are controlled the teaching-learning situation and learners' good behaviour could be enhanced. However, if teachers punish learners before they try to prevent problems from occurring, any positive behaviour they attempt to instil in learners may fail to take hold. Teachers could collect data on learners' academic and personal problems so as to form the foundation for the understanding of learners' behaviours. Teachers need to understand that learners need to acquire knowledge and skills that may help them enhanc positive classroom behaviour. Eventhough, positive behaviours do not always produce worthwhile outcomes such as good results, good manners and positive attitudes towards society in general. From this theoretical base, teachers can then work on establishing positive interpersonal relationships with learners and parents, and among learners themselves. If the teacher knows the learners' learning abilities, interests and expectations, he or she will be able to create a healthy teaching-learning environment that will yield good performance (Buchel, 1992:102). In other words, the teacher could try to create a classroom environment that could maximize teaching and learning, yet maintain order in the classroom. When the teacher has established relationships with learners he or she may then organise his or her teaching in such a way that classroom activities are enhanced by employing teaching methods and principles that will encourage learners to perform to their highest abilities. If preventive measures become unsuccessful in dealing with classroom behaviour then corrective measures can be employed as intervention measures that would immediately deal with extreme behaviour problems.

It is important to highlight that it is not always possible to follow the hierarchical order of the diagram to the letter, because classroom behaviour problems differ from circumstance to circumstance and from situation to situation. For example, if a learner unexpectedly becomes verbally abusive in class the teacher needs to act swiftly and promptly to stop the behaviour from continuing, thus applying corrective measures before the preventive ones. This study, therefore, maintains that the implementation of these skills depends on the circumstances and situations from which the behaviour emanates. It depends upon the teacher to decide about

which skill to use, when to use it and how to implement it. Hence, the study maintains that only classroom behaviours that arise frequently are subject to hierarchic considerations, and that classroom behaviours that occur unexpectedly cannot be included under the hierarchy in figure 2.1.

From the above-mentioned definitions, one can conclusively say that classroom management is:

1. the acquisition of skills to create and maintain a classroom environment and classroom activities that will ensure a conducive teaching-learning situation.
2. the prevention of learner-teacher behavioural problems to promote effective teaching and learning.
3. the understanding of the learners' psychological needs and means of meeting them through establishing interpersonal relationships.
4. the complete learner involvement into ensuring maximum pupil performance.

The fact that many writers, researchers and teachers use the notion of classroom management, interchangeably with discipline, order, control, motivation, punishment, or establishing a positive attitude, renders classroom management, difficult to define and explain . The difficulty in definition is also a result of the fact that these terms are often confused. Hence, one would say that there are broad yet complex areas of classroom management which researchers explore. This study upholds this frame of reference, but focuses on the conceptual description of classroom management. Emphasis is placed on the management of behavioural problems in the classrooms.

2.2.2 The Role of the Teacher in Classroom Management.

Jones (1989:332) highlights that there is considerable debate over the role teachers could play in creating and maintaining a safe and productive learning environment. He traces the debate on the basis of the shift in emphasising classroom discipline rather than classroom management. According to him the late 60s emphasised classroom discipline regarding the influence of teachers on learner behaviour because teachers at that time were trained to handle misbehaviour

only after it had occurred. In the 70s there was a shift from classroom discipline to classroom management, because teachers were being urged to understand learners' problems, to help learners understand themselves and to help learners to work cooperatively with adults so as to enhance learners' positive behaviours. The 80s saw a shift towards emphasising teacher control because of the increase in disruptive behaviours among learners. Therefore, teachers were taught techniques of prevention and intervention approaches to deal with disruptive behaviour. The 90s are still exploring the 80s' approaches and their feasibility because the behaviour problems still persist in classrooms despite research studies that are being and have been conducted.

Theorists argue that although the main responsibility of the teacher is to fulfil the teaching role, success in this task depends on his or her ability to interact with learners within the social system of the classroom (Lemlech,1981; Jones,1989; Good & Brophy,1991; Arends,1994).

Arends (1994:104) illustrates the social system diagrammatically as follows:

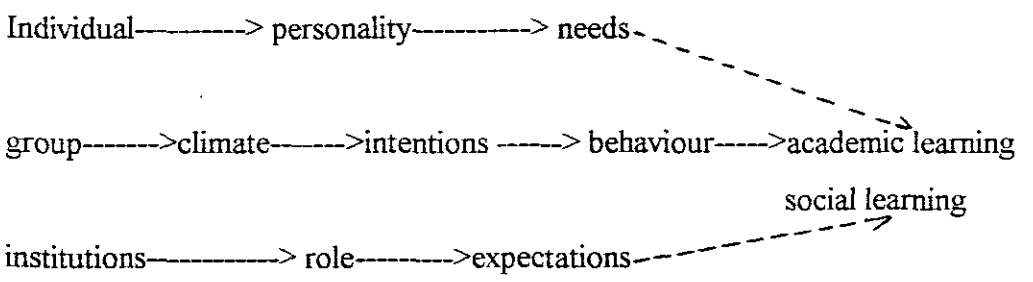


Figure 2.2 The classroom's environment social system.

(**SOURCE**: Arends, R. I. (1994). *Learning to Teach*. New York: McGraw Hill.)

In essence, the diagram illustrates how an individual, that is the learner, functions within the social system of the classroom that the teacher has to manage successfully. The diagram shows the learner as having a unique personality and needs. The personality and needs determine the behaviour the learner will exhibit. For instance, learners differ in terms of capabilities, interests and expectations. It is, therefore, the teacher's task to fulfil the function of satisfying these needs. For example the teacher may organise group discussions, seminars, trips, etc. as a means

of satisfying the individual interests of the learners. Thus, learners will display behaviours that will indicate how they learn academically. The teacher, therefore, has to consider the personal dimensions of the learner to ensure that he or she learns effectively. On the other hand, the classroom exists within the school as an institution. The school has a role to play and meet the expectations of the learner within the confines of the classroom. For instance, the school has goals to fulfil and norms to uphold, e.g. developing the intellect and character of the learners, and also a sense of belonging to society and contributing towards coexistence among different societal groups. Learners are expected to fulfil these goals and uphold the norms within the classroom environment. These then determine the behaviour of the learner in the classroom and in the school itself. The classrooms, therefore, have standards of behaviour that the school expects learners to uphold. When these standards are upheld, social learning results. In other words, learners interact with one another and with the teacher in classrooms on the basis of their needs and the institutions' expectations. Against this background they interact as a group, because they are individuals who meet in the classroom with different needs and personalities, yet they also need to fulfil the functions of the classroom setting. This creates a classroom climate that is conducive for them to interact as a group and thus learn. The group has intentions that determine the group's behaviour, such as creating an environment that is characterised by cooperation, team spirit and normative behavioural standards of the group. It is within this group that interactions among members of the group yield academic learning and social learning results. Arends (1994:104) states that "it is the interaction of both the social and personal dimensions that determines behaviour within a classroom setting and shapes a particular classroom climate". For a classroom climate to be established and for academic and social learning to be possible, teachers need to consider "the ways in which students differ; teaching and learning must be directed at the individual student, but management involves consideration of how groups work together in a defined environment" (Lemlech, 1988: 2).

Ornstein (1990:57) states that successful teaching depends on the teacher's ability to manage learners. In other words, successful classroom management depends on how competent the teacher is in managing the classroom. Short and Short (1988:35) and Quinones (1987: 16) emphasise that the classroom environment greatly influences the behaviour of learners in the classroom.

Therefore, the teacher's competence would not only include skills and techniques but also the teacher's ability to anticipate and detect potential problem situations.

It is also important to highlight the fact that teacher behaviours can also create learner behaviour problems. That is, it is not always learners who cause problems in the classrooms. Teachers also contribute towards improper behaviour that is displayed in the classroom. Lasley (1987: 285) argues that teachers can actually be the cause of management problems in the classroom, if they do not monitor classroom activities. In his research on *Pupils' perspectives on circumstances conducive to disruptive behaviour in schools and off-site special units,* Littler (1990; 49-55) found that teachers who are autocratic and authoritarian, who lack respect for learners and who over-react to them, who apply rules inconsistently, who are seen as a joke by learners and who continue with lessons even when learners are bored and tired always meet with resentment. For example, the teacher's bad mannerisms or negative attitude towards learners may create a problem for both teacher and learner such that the latter may end up hating the teacher. If the teacher scolds learners and insults them or undermines their abilities, learners may end up becoming insolent or aggressive toward the teacher. Therefore, a cordial relationship between the teacher and the learners is important to create a good teaching-learning environment.

2.2.3 The Teaching Process and Classroom Management.

It is important to remember that the prevention and intervention measures in classroom disruptions are acts of keeping the teaching process in progress. On this premise, it is essential to understand that classroom management and teaching are interrelated. Calderhead (1984:21) agrees that the division of the teacher's tasks into management and teaching is "somewhat artificial for these two areas of teacher activity are often closely intermeshed" in that the "managerial strategies have sometimes become embedded in their everyday practice, inseparable from the whole business of teaching". Ralph and Guthart (1994:416) schematically show in figure 2.3 the interrelatedness of effective teaching processes and classroom management processes as follows:

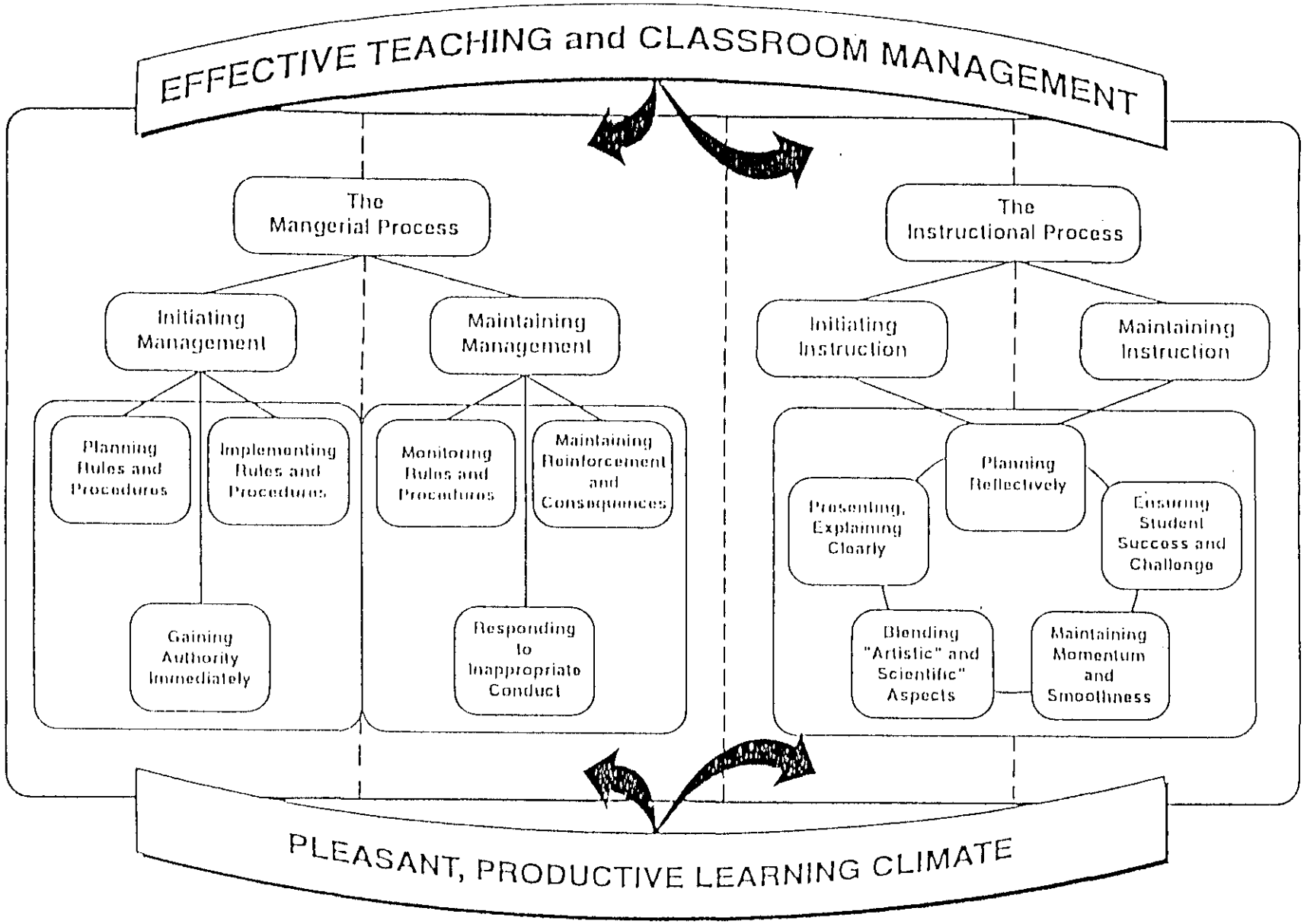


Figure 2.3 The Teaching Process and Classroom Management Process Relationship

Source: Ralph, E. G. and Gusthart, L (1994). Helping Novice Teachers with Classroom Management: A Synthesis of Effective Teaching Research. *Building Bridges in Teacher Education.* Driscoll, B. and Halloway, W. (Eds.). Armidale:

Figure 2.3shows that the teaching process and managerial process complement each other. The teacher has to ensure that while he or she is teaching, the classroom is managed at the same time. Jacobsen et al. (1993:263) say that effective classroom managers are effective teachers in that they are able to "structure the classroom environment to maximize the students' instructional opportunities and minimize the opportunity for management problems".

The essence of the diagram (figure 2.3) lies in the notion that the teacher initiates and maintains teaching and at the same time initiates and maintains the managerial process . For instance, as a teacher explains the process of the development of a mid-latitude cyclone to a grade 2 class, one of the learners, Themba, is busy poking another learner's back. As the teacher continues to explain the process further he slowly moves towards Themba and quickly says to him, without other learners noticing, 'Why don't we keep our hands to ourselves and stop bothering other people ?' He may then continue with his lesson. In that way, the teacher may succeed in stopping the behaviour from continuing with minimum disruption of the learning process.

The diagram further highlights ways in which the teacher can initiate and maintain teaching and management. In the former, the diagram shows that proper teaching depends on proper planning of lessons to be covered. The teacher selects and organises the content on the basis of what he or she is going to teach. Furthermore, the content presented must always be clear and simple to the learners so as to enhance their understanding of the content and pay attention to what is being taught.

However, successful teaching and learning do not inevitably result from clearly stated ground rules and procedures. These rules and procedures only initiate effective classroom management. Should it happen that the lesson is disrupted, the learners know the rules that govern misbehaviour. Therefore, the diagram illustrates that the rules and procedures must have been planned for in advance and communicated to the learners. For example, the teacher might say to the learner 'You do remember what we said about learners who disturb others from learning; therefore, please stop what you are doing'. The teacher is actually reminding the learner about the ground rules that are set for proper classroom behaviour. The teacher in this way gains

authority . Therefore, learners have an understanding of what is expected of them as they engage in the teaching-learning situation. That is, they know that productive learning depends on good classroom behaviour. Hence, effective teaching is unaccomplishable if management of the classroom is not effected. The teacher has to initiate and maintain both processes through the employment of strategies and techniques that ensure that teaching and learning are sustained.

Effective classroom management therefore becomes centrally important if optimal learning is to be achieved. In an attempt to analyse classroom management further, one is then tempted to delve into how effectively teachers can become in managing their own classroom environments. Research studies indicate that effective classroom managers can be distinguished from ineffective classroom managers on the basis of the skills they employ to produce classroom environments capable of reducing problem behaviours (Nolan, 1991; Lemlech, 1988; Jacobsen, Eggen & Kauchak, 1989). These authors describe what they perceive to be characteristics of an effective classroom manager. Sanford in Arends (1994:178) and Lemlech (1988:6) consider that effective classroom managers, on the basis of skills they exhibit, establish and monitor classroom procedures and standards by communicating them to learners, preplan and present lessons with the consideration of learners' needs in mind, monitor learners' progress and develop their "self-control and self-evaluative skills" and ensure on-task behaviours by handling misbehaviour quickly. In addition, teachers need to involve learners as much as possible in their lessons. They need to provide learning activities that will challenge the intellect and aptitude of the learners. An effective manager ensures that pupils are occupied to the extent that they do not get the opportunity to be disruptive. A good classroom manager will try to inculcate in learners the desire to be responsible, accountable, self-reliant and independent. Any drive by the teacher towards educative teaching and learning will mean successful intellectual maturity of the learners.

On the other hand, Jacobsen Eggen and Kauchak (1993:264) describe effective managers in terms of their personality traits as "persons who remain calm in crises, listen actively without becoming defensive or authoritarian, avoid win-lose conflicts and maintain a problem solving orientation".

The description given by these researchers implies that good classroom managers are in control of their classrooms at all times if they are open-minded. A manager who shows empathy gives a signal of being caring, open, sympathetic, compassionate, and trustworthy to learners. Teachers therefore have to keep in mind that learners need adults who will guide, assist, and support them on their way to adulthood. In that way, the teachers will then be encouraging learners to develop positive behaviours that will ensure maximum learning and performance.

2.3 THE SIGNIFICANCE OF CLASSROOM MANAGEMENT.

Nolan (1991:521), Wheldall and Merret (1988:13), Arends (1994:103) cite classroom behaviour management problems as most the difficult areas teachers encounter in their teaching experiences. Storey, Lawry, Ashworth, Danko and Strain (1994:361) further state that teachers report that their problems arise from the teachers' lack of adequate training and expertise in dealing with disruptive learner behaviours.

Kyriacou (1993:79) says that though research on developing classroom expertise has expanded, research conducted with student teachers on classroom management reveals that student teachers still consider classroom management as a major concern . Kyriacou (1993:80) further argues that recent research concentrated on "knowledge, understanding and skills regarding effective classroom teaching". Therefore, there is a need for research evidence on how to improve the quality of teaching, and an indication why classroom management has assumed tremendous importance in recent years (Copeland, 1987:219).

According to Doyle in Copeland (1987:220) and Arends (1994:105) classroom management emanates from classroom characteristics or properties such as "multidimensionality, simultaneity, immediacy and unpredictability". Thus teachers need to possess managerial skills because some classroom behaviours result from learner interaction within a classroom environment and thus may influence and shape future behaviours.

Arends (1993:105) and Copeland (1987:220) explain the characteristics as follows:

- **Multidimensionality**. The classroom is made up of a variety of classroom events that occur over time and need to be planned for and organised. For instance; classroom records must be planned for, organised and kept, the timetable of classroom activities must be drawn up to avoid clashes and confusions, assignments to be given to learners must be properly selected and learner activities must be properly organised so as to ensure that nothing disturbs the whole teaching-learning process. Furthermore, learners in the classroom are different in terms of personalities and needs. There needs to be a plan for the satisfaction of these needs and the accomplishment of learners' expectations. Hence, a properly organised classroom ensures that no disruption occurs.

- **Simultaneity.** Different classroom events can occur at the same time and this affects the teaching-learning process in that several behaviours are elicited from the simultaneous occurrence of classroom events. For example, the teacher has to present and organise lessons and classroom activities, and at the same time he or she has to monitor the classroom, keep learners attentive, watch out for disruptions and any influential factors that might interfere with the lesson being taught. All these classroom events need to be managed by the teacher if he or she wishes to achieve a well managed classroom. It is imperative for the teacher to know that several classroom behaviours are elicited by these classroom occurrences, so that the teacher has to anticipate these and make certain that the classroom is least disturbed by them.

- **Immediacy.** Since classroom events and activities can occur at the same time, the teacher needs to act immediately and decisively. In other words, if there is a learner who violates classroom rules the teacher has to act quickly so that the behaviour does not affect other pupils. Hence Doyle, in Copeland (1987:219), says that "the simultaneous occurence of multiple elements shortens the time frame and confers an immediacy to the flow of classroom experience". Decisions must be made rapidly with little time for reflection. For instance, there would not be any time for the teacher to refer to the type of technique to use when two boys at the back of the class begin to shove each other.

The teacher will just have to think of a quick solution to try to calm them down. It is therefore important for a teacher to understand that some events in the classroom will require her or him to act swiftly and decisively.

- **Unpredictability.** Some classroom events and activities may occur unexpectedly and require the teacher's prompt action. It is therefore not easy to anticipate the turn of events each time the teacher goes to class, because of the unpredictable nature of the learners. There are a lot of factors that might lead learners to be distracted and interrupt their lessons. For instance, if a teacher comes to class wearing traditional attire, learners will concentrate on the attire and ignore what the teacher is teaching about or else the learners may consistently laugh at him so that the whole lesson is disrupted. Also, one learner may play a sick prank on other learners such that the teacher ends up stopping the lesson and attending to the problem. It is therefore not easy for the teacher to predict the kind of disturbances that might occur in class.

The characteristics of classroom management, therefore, imply that teachers are expected to organise and coordinate classroom situations and activities while ensuring that disruptions which may occur during their lessons are handled professionally. It is therefore important for teachers to acquire the knowledge and skills that will help them to deal with classroom complexities, thus enhancing effective teaching and learning.

Ornstein (1990:57), McNeil and Wiles (1990:276), and Jacobsen et al. (1993:261), maintain that effective learning depends entirely on a well-managed classroom. If not well managed, a classroom may be chaotic and disruptive, and inattentiveness and poor learning may result. Therefore, to ease the teachers' anxieties and frustration, the acquisition of management skills and knowledge is important (Arends, 1994:173). The skills and knowledge enable teachers to detect and diagnose management problems, because if teachers fail to correctly diagnose management problems the problems will persist (Ornstein, 1990:73). It is, therefore, essential for teachers to learn how to organise their classrooms to identify ways of avoiding learner misbehaviour (Smith & Laslett, 1993:14). In support of this view, Storey et al. (1994:361) suggest that "teachers who have little training in behaviour management often are unable to

identify functions and consequences that maintain disruptive behaviours". It is therefore necessary for teachers to be trained in this regard so that they are able to deal with problems that would interfere with their lessons. Good and Brophy (1991:194) assert that those teachers who view classroom management as a process of establishing and maintaining an effective learning environment tend to succeed in their teaching because they are prepared to deal with behaviour problems when they prevail in class.

2.4 PRINCIPLES AND BEHAVIOURAL STANDARDS FOR EFFECTIVE CLASSROOM MANAGEMENT

Classroom behaviour problems have always troubled teachers in the past, yet presently the problem persists. Axelrod (1983:1) argues that what makes the problem persist is that consistency in maintaining behaviour is not sustained. For instance, teachers ignore unwanted behaviour on occasion but in other cases they do not. The ignoring of unacceptable behaviour is defended by some teachers, who argue that the age difference between them and the learners is the main cause or that learners are naturally troublesome but will outgrow juvenile behaviour in time. Research studies show, however, that classroom behaviour problems are still cause for concern for most teachers, particularly beginning teachers. Teachers perceive these problems as factors that impede productive teaching and learning in school classrooms.

In an attempt to address behavioural problems, Kerr and Nelson (1983:4) emphasize that there is a need for all teachers to deal with problem behaviours so as to establish "reasonably productive and orderly classroom environments". In support, yet elaboratively, Kyriacou (1993:153) says that no matter how effective the teachers might be in their teaching, they need to deal with learner misbehaviour so as to complement their "ability to set up and sustain effective learning experiences". This argument means that dealing with problem behaviours needs teachers to be acquainted with the principles and strategies of handling problem situations that emanate in and from the classroom. Teachers have to manage the problems of learners who are disruptive and defiant.

Kerr and Nelson (1983:81) and Axelrod (1983:1) suggest behaviour principles which are the foundation of applied behaviour analysis wherein the behaviour is studied in the context of the immediate situation. The behaviour principles serve as preventive procedures in managing classroom behaviours because they structure the classroom environment in such a way that potential problem behaviours are minimized before they reach a crisis. They further suggest that these procedures will help teachers understand the behaviours and their relationship to the immediate events in the environment. However, Storey et al. (1994:361) warn that some of these procedures are not easy for teachers to carry out as situations and circumstances under which behavioural problems are exhibited tend to vary. In other words, before the teacher employs these procedures he or she needs to understand these situations and circumstances so that the actions he or she takes to deal with behaviour problems are in line with the decision. These procedures help to structure classroom social interactions so that positive and organised classroom environments are established. By implication, the procedures help to shape behaviour problems in a positive way so as to ensure a free and orderly classroom environment.

Kerr and Nelson (1983:81); and Good and Brophy (1991:199) present these procedures as general behaviour management principles. They maintain that there are six principles, viz: consequences, reinforcement, extinction, punishment, contingency, and modelling. However, in this study four principles are discussed, viz: rules and procedures, consequences, accountability and modelling, as these other principles overlap with the principle of consequences. This overlap is shown in detail in the study. Kerr and Nelson (1983:83) also reiterate the point of overlap by saying that "although the principles can be described separately, they are seldom applied in isolation".

It is therefore against this background that the theoretical framework of this study is based on these principles.

2.4.1 The Principle of Establishing and Teaching Rules and Procedures.

Arends (1994:179) and Good and Brophy (1991:199) argue that potential classroom problems can be prevented if rules and procedures are planned in advance to govern important classroom

activities. This prior planning of rules and teaching-learning activities enhances teacher-learner interactions. Van der Sijde and Tomic (1993: 439) state that "at the beginning of the school year, a teacher must put much time and effort into a set of clear expectations for all classroom members". Good and Brophy (1991:199) assert that a good classroom environment develops if learners understand and accept set rules and procedures. At times it may help to discuss the rules with the learners before they are implemented in class. Learner participation in the drawing up of rules may ensure and encourage their full cooperation. Misbehaviour may then be kept minimum if learners engage in and are directed to meaningful and productive activities that challenge their intellect and aptitudes. Teachers should strive to develop learners' self-control and avoid authoritarianism. Teachers must ensure that classroom norms are established and learners are involved in lessons as meaningfully and productively as possible. It is therefore wise for a teacher to set up standards of behaviour for learners to ensure an effective teaching-learning situation.

Smith and Laslett (1993:17), Arends (1994:179) and Good and Brophy (1991:199) define rules as determinants of standards of classroom behaviour which the teacher expects from his or her learners. To effect the rules, teachers need to define procedures to be followed in order to get activities accomplished (Arends, 1994:179; and Good & Brophy, 1991:199) . Effecting rules requires a two-fold plan, viz: planning procedures that would be appropriate for different kinds of activities and managing learners' academic work (Good & Brophy, 1991:199).

Smith and Laslett (1993:17) argue that learners tend to challenge the rules and the teacher's ability to enforce them. It is vital for a teacher to have a consistent and predictable response pattern to learners' behaviour. In other words, it may be too difficult to carry out rules because teachers do not know the reaction of learners to these rules (van der Sijde & Tomic,1993:439-440). They further argue that no matter how clear and explicit the rules might be, learners always react differently to them. Rules therefore need to be kept to a minimum, explained and even displayed to learners to highlight the expectations of the teacher.

However, should the rules become "obsolete", it is better for a teacher to discard them or modify them. In essence, the establishment of rules and procedures means that the teacher

should look into his or her classroom environment to establish areas of expectations and grounds of accomplishing classroom activities.

2.4.2. The Principle of Consequences.

Teachers are under the impression that learners will always follow their commands and instructions whenever the teachers respond to behaviours exhibited by learners. The impression is a result of the authoritarian position that teachers assume. Teachers rely on their authority and assume that persistent commands will ensure positive responses from learners. What if learners defiantly ignore these commands and instructions? Teachers must , therefore, understand that behaviours can be effectively managed if pupils are able to "discriminate that certain consequent stimuli will follow certain behaviour"(Kerr & Nelson, 1983:81). In other words, if learners know that the behaviours they exhibit will be rewarded by positive or negative results, he or she will then display the appropriate behaviour. Therefore, Ralph and Gusthart (1994:419) indicate that the behaviour, either positive or negative, which learners execute, will be followed by consequences that will have been clearly described and enforced without prejudice to learners. Consequences therefore influence the circumstances under which a behaviour, inappropriate or appropriate, is likely to recur (Bull & Solity, 1987:20).

Axelrod (1983:3) explains consequences as "events that follow the behaviour". For instance, if a teacher consistently stares at Thulani for teasing Nomusa, it is likely that he will eventually stop troubling her. That is why Kerr and Nelson (1983:19) maintain that consequences control behaviour because if "predictable consequences" are established for learners they will follow the instructions given to them by the teacher. Therefore, every learner can associate a particular antecedent stimulus with consequences (Kerr & Nelson, 1983:81). Jones and Jones (1981:11); Kerr and Nelson (1983:82) mention three elemental consequences that influence behaviour either positively or negatively. It can therefore be mentioned that consequences may either be positive or negative depending on the behaviour exhibited from the event (antecedent stimulus).

Consequences may:

- **reinforce** the frequency of the behaviour, that is, the recurrence of any behaviour may be strengthened or increased. For example, if Thulani is rewarded each time he stops teasing Nomusa, he will end up stopping the behaviour totally. This is said to be positive reinforcement since the frequency of discarding the occurence of unwanted behaviour is strengthened. But if Thulani is told that each time he stops teasing Nomusa he will not be beaten then he might end up avoiding teasing her because the disliked stimulus is removed. It is therefore important to state that it rests upon the teacher to decide when to reinforce behaviour. It can be suggested that each time desired behaviour occurs it should be reinforced, even though it does no harm to reinforce positive behaviour later. Bull and Solity (1987:20) state that "the behavioural model offers you, as a teacher, a *choice in your management of consequences...the option ...on whether you direct your* efforts towards behaviours you want to see or towards those that you do not". However, you must be as consistent as possible in your administering of reinforcement because should it happen that reinforcement becomes inconsistent, the purpose may no longer be served. The same authors (1987:28) add that "there must be consistency throughout your management if your pupils are to make sense of their classroom environment and learn effectively from their experiences". The same action must be taken against the behaviour even when it occurs at any other time. The teacher's ability to maintain classroom management consistently ensures that learners learn new behaviours. This condition is called **contingency.** Good and Brophy (1991), Axelrod (1983), Smith and Laslett (1994) suggest contingency contracting as a process that teachers and learners enter to outline the behaviours that will be reinforced. In other words it is a written agreement that is reached between the teacher and the learners. Contingency contracting is a means of helping learners to develop self-control. Good and Brophy (1991:261) explain contingency contracting as a way "in which pupils receive reinforcement contingent on meeting work or behavioural requirements that are negotiated and then formalised into contractual agreements".

Theoretically, such an attempt may help learners to develop self-control, responsibility and accountability. However, the feasibility of contracting as for meaning and value is strongly questionable. That is, whether learners will see the importance and necessity of adhering to the terms of the contract. It is, therefore, important for a teacher to think of mechanisms that will help him or her to carry out the idea of contracting.

- extinguish the frequency of the behaviour if the behaviour is no longer reinforced, that is, decreasing or weakening the frequency of the behaviour is a result of getting rid of the consequences that were sustaining the behaviour (Kerr & Nelson, 1983:83). For instance, if Thulani persistently disrupted the teacher's teaching, the teacher may decide to ignore him. Thulani's behaviour may eventually be weakened or ceased because of the teacher not paying attention to his behaviour any more. What maintained the frequency of Thulani' s behaviour was the teacher's attention to what he was doing. Kerr and Nelson (1983:82) warn that it is important for a teacher to maintain the consequence that he or she has decided upon because the consequence depends on whether the teacher has been able to identify the consequences that were supporting the behaviour. This process is called **extinction** because the environment remains unchanged even after the target behaviour has occurred (Axelrod, 1983:26). In other words, the teacher acts as if the disruptive behaviour that Thulani has displayed has not happened. However, it is important to remember that some behaviour may be accelerated by the teacher's position regarding the behaviour executed. Inattention, for instance, may give learners an idea that the teacher is afraid to attempt to stop the displayed behaviour.

- weaken the behaviour through **punishment.** For instance, if a learner is punished for an undesired behaviour the outcome may be that the behaviour will occur less often. Punishment may occur in two ways: immediately the behaviour occurs. This is called negative consequence; or removing a positive consequence such as suspending the learner from class.

2.4.3 The Principle of Accountability

The main objective of teaching is to help learners to learn by acquiring knowledge imparted to them by the teacher. It is imperative for a teacher to assist and inculcate the idea of responsibility in the learner. The teacher therefore has to let pupils exercise their capabilities by letting them do things on their own (Good & Brophy, 1991:201). Exercising responsibility ensures that learners will be accountable for their own behaviours. Teachers need to help and guide learners towards managing their own behaviours. Learners must not only be helped, but they also need to practise self-management, accountability and responsibility. Jones (1989:335) states that a "classroom teacher is initially responsible for creating a positive learning environment ... to check their efforts against some general standards". A positive learning environment implies that a teacher should ensure that his or her classroom environment is conducive to allow learners to be free and to exercise and practise within the grounds of limitations. Therefore, "pupils must, however, understand that within the context of a positive, well-managed learning environment they are responsible for their choices and the resulting consequences" (Jones, 1989:338). The principle of accountability therefore implies that learners should exercise and practice the freedom of managing their own behaviour through the guidance of teachers in relation to their classroom activities and behavioural norms.

Evertson and Emme, in Arends (1994:185), highlight the following procedures for the teacher in developing accountability:

1) **communication and clarification of the objectives of the assignment.** This implies that learners must have an idea of what the teacher intends to accomplish at the end of the lessons. This is an indication that whatever problems or mistakes that will happen, the pupil is the one who is responsible;

2) **monitoring and checking pupils' academic work.** To ensure that progress is maintained the pupils need to understand that their work will be monitored. In other words, the teacher will be trying to establish that pupils are not deviating from the task given;

3) **giving feedback to pupils.** Teachers must communicate to pupils their findings on making sure that the classroom rules, for instance, are adhered to. It is important that the pupils know their successes and failures so as to make sure that their behaviour is consistent;

4) **clarifying teaching on academic content.** The content that the teacher presents needs to be clear to pupils so that pupils do not have a reason to blame the teacher for any incomplete work or misunderstanding. Also that which is complex needs to be simplified.

In support, Jones (1989:523) points out that as a teacher you need to consider whether the task is definite, whether time has been allocated for the task, whether standards have been set and made clear, and whether tasks are being monitored. If teachers develop a sense of behaviour management in pupils, pupils will be able to guide and direct their behaviours towards accomplishing productive activities.

2.4.4. The Principle of Modelling

Modelling may be described as the imitation of a behaviour that is demonstrated by a person who is held in high esteem (Good & Brophy,1991:161). Learners always imitate behaviours of people with whom they identify. That is, they learn to imitate behaviours through observation. Good and Brophy (1991:161) say that the results of an experiment on modelling revealed that learners are more influenced by what they observe than what they are told. For instance, if the teacher's desk is always tidy, learners may then adopt the teacher's behaviour. However, if the model they adopt is negatively reinforced, the behaviour is weakened. In essence, the principle of modelling emphasises the point that learners will always adopt and imitate behaviours that they find desirable to copy. The behaviours that they mimic are usually those of people they respect and hold at high esteem. The teacher is therefore left with the task of guarding himself or herself from behaving inappropriately so that learners do not imitate the same behavioural position. For instance, if a teacher is used to using abusive language when he or she reprimands learners, the latter will adopt this behaviour and do the same because their teacher does it. "By behaving in certain ways the teacher himself cues the behaviours by the children" (Bull & Solity, 1987:75).

Furthermore, it is imperative to highlight that the behaviour that the teacher displays is always consistent with the behaviour that is expected from learners, because if the desired behaviour is not consistent learners will disregard imitating the behaviour. This increases the chances of disruption in the classroom. Good and Brophy (1991:162) cite an example by stating that "Students will obey for the first few days if told to work quietly on their own. However, if they see that the teacher does not intervene when students do not work quietly or when they copy from one another, loud talk and copying will increase". Therefore, the consistency of the behaviour lies in that the teacher practises what he or she preaches so that learners are able to learn the behaviour that is appropriate. In essence, the teacher's behaviour will always be an indication of what kinds of classroom behaviours your learners are expected to exhibit.

2.5 PREVENTING DISRUPTIVE BEHAVIOURS AND DELAYS IN THE CLASSROOM.

Learners are prone to exhibit disruptive behaviours if they are bored by the lesson, unattended by the teacher or distracted. These factors influence the teaching course of each and every teacher due to learners finding "better things to do". According to Good and Brophy (1991:202) "management problems start and spread easily when students are idle or distracted by disruptions". For instance, learners may make noise in class, shove one another, pass letters under the desks, tease one another, etc. All these are influential factors that will derail every teacher's lesson. It is therefore important for a teacher to guard against any attempt by the learners to throw the lesson off-course.

In an attempt to emphasise this point, Good and Brophy (1991:203) warn that four things can happen to interfere with the teacher's lesson, viz:

1) learners may remain attentive and interested in your lesson.
2) learners may become bored and lose concentration.
3) learners may become distracted by things inside and/or outside the class.
4) learners may actively misbehave.

These warnings suggest that a teacher must be prepared for any form of disruption and must be prepared to react accordingly. The best way therefore to guard against this is by planning your classroom activities in advance. Planning will ensure less disruption and fewer delays.

However, Arends (1994:181) emphasises that it is not always the learners who cause disruptions and delays in the classroom, but teachers themselves are a contributing factor. He cites four teacher type behaviours from Kounin's research, viz:

1) a dangle is when the teacher starts and leaves the lesson incomplete.
2) a flip-flop is when a teacher constantly interrupts the original activity with new information.
3) overdwelling is when the teacher over-explains and over-emphasises instructional activities.
4) fragmentation is the breaking down of the activity into small units with instructions in accompaniment.

Good and Brophy (1991) and Lasley (1987) summarise the behavioural standards by referring to major elements for effective and successful classroom management as follows

1) Readying the classroom involves preparing classroom activities, materials and resources beforehand. For instance, making sure that the charts, models, seating arrangements and any other teaching resources are in good condition and ready for use.

2) Planning rules and procedures involve thinking about classroom norms and code of conduct for learners. They must know what kind of behaviours the teacher considers to be acceptable and appropriate. Teacher behaviours are also featured here. For instance, learners must know that coming to class late would have serious repercussions.

3) Deciding the imposition of consequences involves teachers making decisions about the repercussions that have to follow particular behaviour. In other words, teachers must know which behaviours to reinforce and which behaviours to punish. For instance,

teachers need to inform learners that the teasing of other learners will result in suspension from class for the whole day.

4) Teaching rules and procedures means that the standards of acceptable behaviour must be communicated to learners. For instance, the learners must know the system under which the lessons will be conducted, such as raising a hand when attempting to answer questions.

5) Beginning school activities means that the teachers have to provide learning opportunities for learners. It is not enough to lecture to learners but they must be involved in the lessons that are being conducted by the teacher.

6) Developing learner accountability entails helping learners to become accountable for their own behaviours and work. Learners have to know that homework left incomplete will be met by serious consequences.

7) Organising instruction indicates the teacher's ability to organise his/her work so that it suits all learners in his/her class by accomodating both slow learners and achievers equally during the whole lesson.

8) Clarifying your presentations and directions to learners involves presenting content in such a way that your learners are not lost during your teaching. That is, they must know the teacher's point of departure and their point of departure too. Logical and systematic presentation therefore gives learners the trend that the lesson will follow.

9) Monitoring learner behaviour means that the teacher must at all times scan the classroom to ensure that learners are still attentive and concentrating. A good manager will spot problems in their initial stages. This is a way of ensuring that the lesson does not lose direction and importance. For instance, the teacher must be able to notice that learners are bored by the lesson so that he/ she quickly adopts another strategy to enliven the lesson.

10) *Planning strategies to deal with inappropriate behaviour suggests that teachers have to* be equipped with skills of handling behaviours that might disrupt the lesson. The teacher must be able to act immediately each time a potential problem arises. It is therefore important for the teacher to anticipate problems and to deal with them. For example, if a boy teases a girl the teacher must know how to handle a situation of that nature.

11) Stopping inappropriate behaviour means that prompt and undelayed action against unacceptable behaviour must be taken immediately. However, in dealing with problem situations the teacher must be consistent and firm regarding the decision taken. For example, if the teacher has already decided that removing learners from class who make noise in class is appropriate, he/she has to keep to that decision unless it is necessary to change it.

2.6 STRATEGIES FOR MANAGING CLASSROOM BEHAVIOUR PROBLEMS.

Nolan (1991:521) writes that "many of the management problems which beginning teachers face can most likely be traced to a lack of classroom teaching experience". In support one can say that most school management problems, particularly behaviour problems, normally begin in the classroom. These are problems that all teachers encounter in their everyday classroom experience, yet research is inadequate in this area of classroom management.

A disorderly classroom implies ineffective classroom management. For teachers to succeed in their planned objectives they need to first plan how to maintain an effective classroom environment. Teachers need to develop strategies that will ensure order and progress in their lessons (Jones, 1989:330). In other words, teachers need to plan and decide how to deal with behaviour that is inappropriate. Kerr and Nelson (1993:4) assert that one requirement in the teacher's life is to make decisions instantaneously, even during crises situations. These decisions on what to do depend on how strategic the teacher is in the implementation of decisions to make teaching and learning successful.

Kerr and Nelson (1993:4) further say that the correctness of the decisions depend on the "repertoire of skills and techniques ... that serve to manage crisis situation effectively".

It is important to note that the variety of strategies that the teacher employs constitute a plan towards the achievement of educational objectives:

> "A comprehensive realistic approach must therefore provide teachers with knowledge and skills for examining the classroom environment and making decisions to adjust classroom factors so as to provide students with a sense of meaningful involvement in the teaching process..."(Jones, 1989:333).

The implication of the statement is that teachers use particular strategies that teachers must be based on informed decisions that will ensure progress and involvement of learners in the teaching-learning process. On this note, Arends (1994:174) then asserts that "teachers who plan appropriate classroom activities and tasks, who make wise decisions ..., who have a sufficient repertoire of instructional strategies will be building a learning environment that minimizes management problems".

2.6.1 Maintaining With-it-ness and Overlapping.

Kounin in his study revealed 'with-it-ness' and 'overlapping' as key concepts in teacher behaviours (Nolan ,1991; and Jacobsen, Eggen & Kauchak ,1988). They explain with-it-ness as the teacher's ability to be aware of what is going on in the classroom and to keep the learners informed of his awareness, whilst overlapping refers to the teacher's ability to do more than one thing at a time. These concepts help teachers to be aware of problems in class and to deal with them while maintaining the free flow of the lesson.

2.6.2 Establishing and Maintaining the Teaching-Learning Process

Rosenshine, in Ralph and Gusthart (1994:419), highlight five teaching strategies for managing classroom behaviour as follows:

2.6.2.1 Planning lessons / units

Jacobsen, Eggen and Kauchak (1993:273) emphatically state that careful and systematic planning is the most significant aspect in classroom management in that it causes an orderly classroom. Teachers plan for their teaching over short and long term basis to "... maximize the student's instructional opportunities and reduce the opportunity for management problems" (Ralph & Gusthart, 1994:419; Jacobsen, Eggen & Kauchak, 1993:263). It is important for the teacher to enter the classroom well prepared for lessons that " involve all students in activities that have specific clear-cut goals"(Moore, 1992:275). In other words, if you are a teacher ensure that your lesson is coupled by learning activities that are clear, meaningful and relevant and of interest to the learners (Ralph & Gusthart, 1994:420). A lesson that has been systematically and logically planned ensures that your learners remain attentive and occupied to the extent that the desire to learn is optimised, thus minimizing disruptive behaviour.

2.6.2.2 Presenting Clear Classroom Activities

The success of every lesson depends on how well it is presented. An exciting and challenging lesson yields successful learning outcomes since the lesson will always be "characterised by a stimulating introduction that arouses the interest of the students, clear and precise lesson objectives, logical and systematic development of the lesson and evaluation processes that would indicate the progression of the lesson " (Ralph & Gusthart, 1994:420). In support, Smith and Laslett (1993:3) state that "a lesson which makes a brisk start will avoid the difficulties which can arise if pupils are not promptly engaged in useful activity". It is imperative that every teacher engages students in learning activities that they will find intellectually exciting and challenging. It is therefore important that the arousal of interest in the lesson is encouraged in teachers because a stimulating lesson always instils a desire to learn and participate.

2.6.2.3 Ensuring Learner Success and Challenge

Every content that is presented to learners must pose a challenge to their intellect. It must strike the essence of their cognitive abilities. In this way success and achievement become inevitable

for learners because "the balance between experiencing success for achievement and encountering challenge for cognitive stimulation is enhanced... ". Positive attributes of successful learning are reinforced so as to encourage and increase the desire of learning in learners (Ralph & Gusthart, 1994:420). This helps to reduce negative attitudes that learners might develop towards the lesson. It is important for teachers to keep in mind that the success of learners depends upon their preparedness to present content that will challenge their cognitive structures. The greater the challenge the learners face the more determined their efforts to master the content, eventually, the better their performance.

2.6.2.4 Maintaining Momentum and Smoothness

A teacher must set and maintain a good teaching pace in the presentation of content. A good teaching pace is an attempt by the teacher to set an appropriate tone for the lesson. That is, the activities that he/she has planned for the beginning and end of the lesson must enable learners to move from one topic to the other (Smith & Laslett, 1993:9). This period of transition needs to be clear so as to avoid problems by ensuring that supplementary activities are available (Ralph & Gusthart, 1994; Smith & Laslett,1993). In an attempt to maintain a good flow during the lesson and to enable learners to learn from one activity to the other, some specific teaching techniques need to be considered, viz.: voice variation, classroom movement, praise and reinforcement, focusing attention (Ralph & Gusthart, 1994; Good & Brophy, 1991). In essence, teachers have to guard against losing the flow of their lessons due to inattentiveness and bad transitional activities that distract and confuse learners.

2.6.2.5 Gaining and Holding Attention

Good and Brophy (1991:214) assert that getting and holding attention depend on minimising situational distractions by creating lessons and activities that lead to interest. Ralph and Gusthart (1994:421) further state that a systematic orchestration of "learning media and materials, teaching methods, and instructional personnel" enable teachers to hold the attention of learners. Holding attention implies that teachers have the professional responsibility of ensuring that the lessons and activities they plan occupy learners and make it possible for learners to learn. Their

planning would entail systematic and logical organisation and selection of media resources, teaching methods and presentation of the learning content. In this way learners "become actively involved in challenging activities delivered by such formats... " (Ralph & Gusthart, 1994:421).

Good and Brophy (1991) emphasise the execution of the following strategic techniques in holding attention, viz: focus attention when beginning lessons, keep lessons at a good pace, monitor attention while teaching, stimulate attention periodically, maintain accountability and stop lessons that have taken too long. These techniques are a strategic plan by which teachers must try to keep learners occupied and interested in the lesson. In other words, the teacher's ability to anticipate problems and strategise against them is important. Therefore, the use of the teaching strategies ensures optimal learning of the students and reduces disruptions. A class that would exhibit such a character is a well-managed classroom. Teachers have to be "willing to risk applying innovative approaches and then be patient in allowing sufficient time for the practice to have the opportunity to succeed" (Fitzpatrick in Ralph & Gusthart, 1994). In other words, the teacher must be armed and skilled enough to deal with problems. Strategies are therefore means of ensuring that teachers are not caught off guard when problems arise in the classroom.

2.6.3 Using Body Language to Stop Disruptive Behaviour

Besides verbalising your concerns about undesirable behaviour as a teacher, there are other,non-verbal means of communicating the necessity for appropriate behaviour. In other words, body language as non-verbal communication is one strategy that the teacher can use to eliminate unacceptable behaviour "as quickly and undisruptively as possible" (Good & Brophy, 1991:231). The teacher may use strategic techniques as means of maintaining his or her authority. Techniques that the teacher can use to reduce disruptive behaviour and keep the lesson flowing are suggested by Kruger and Muller (1990:257) and Good and Brophy (1991). They are eye contact, physical proximity, bearing, and gestures. Body language therefore redirects learners who are distracted, inattentive and misbehaving.

2.6.3.1 Eye Contact

Classrooms are never free of all forms of disruptive behaviour. Teachers have to be on the look-out for learners who are prone to create problems in class so that they can detect potential problem situations. A teacher who can scan the classroom while he or she teaches is a good classroom manager because he or she will be aware of any problem behaviour. In another sense the teacher has to display with-it-ness to make pupils aware of his or her monitoring. Therefore, if any learner tries to be disruptive he or she is deterred because he or she knows that the teacher is always scanning the classroom. "When students know that a teacher continuously scans the room, they tend to look at the teacher when misbehaving" (Good & Brophy, 1991:232).

Kruger and Muller (1990:258) further add that eye contact also helps the teacher in giving him or her feedback, whether learners are still concentrating or not. For instance, the teacher may catch Themba whispering something to Vusi, then without a word the teacher may just stare at him while continuing teaching. In their realisation that the teacher is looking at them, both learners may automatically stop the unacceptable behaviour.

2.6.3.2 Physical Proximity

Continued movement in the classroom by the teacher keeps the learners alert and attentive, with little chance of their behaviour becoming deviant. Movement therefore helps the teacher to be closer to learners and to form relationships with them as well as enabling the teacher to detect any potential problems. For example, Dudu and Sindi may be caught passing notes to one another. The teacher can just walk towards them and stand next to them. This behaviour is an indication that the teacher is aware of what is going on. The two girls will stop their poor behaviour because of the teacher's presence next to them. In Kruger and Muller's (1990:259) words every learner pays attention to what the teacher does as he/she walks towards or stands next to them. In other words, the learners then stop misbehaving and the problem is eliminated.

2.6.3.3 Bearing

Mannerisms, bodily attitude and deportment are an indication of how enthusiastic and confident the teacher is about his or her lessons. If the teacher stands apologetically each time he or she teaches, learners will tend to make jokes about him or her and become disorderly. Therefore, disruption occurs. However, if you show seriousness and decisiveness, your learners will display appropriate behaviours. Therefore, the stance that the teacher assumes determines the relationships that exist in the classroom. In other words, learners relate to and interact well with teachers who show enthusiasm and confidence.

2.6.3.4 Gestures

Kruger and Muller (1990:258) maintain that gestures must be functional and not meaningless because the latter may be irritating. The communication cues that the teacher gives are a way of supplementing whatever the teacher might say. The teacher, without talking, may therefore use gesticulations to cue appropriate behaviour. For instance, the teacher may shake his/her head or use his/her hands to indicate the type of behaviour required. Non-functional gestures tend to be irritating because they disrupt lessons and cause the teacher to lose authority. For example, a teacher who does not look at learners but fidgets with his/her fingers transmits a lack of confidence to the learners. They then concentrate on what the teacher does rather than on the lesson itself. Kruger and Muller (1990:258) state that learners joke about such a teacher and never take him or her seriously.

2.7 CONCLUSION

Chapter two reviewed the literature on classroom management in relation to the management of classroom behaviour problems. The literature revealed that for the purposes of effective teaching and learning, effective classroom management is a decisive component. No teaching and learning is ever possible in a class that is unorganised. The essence therefore of good teaching lies in that every teacher manages his or her classroom through the employment of classroom strategies that will minimize the occurrence of behaviour problems in the classroom. In other words, the

teacher needs to set up standards of acceptable behaviour for the classroom so that every learner is able to display a behaviour that is acceptable to the teacher. The teachers' concerns, expressed in the review of the literature, that disruptive behaviours are their major problems, clearly reveal that teachers are crying out for assistance in this regard. Hence, the study intends to evaluate the feasibility of the principles in the management of behaviour problems in the classroom.

CHAPTER 3

3.0 METHODOLOGY OF THE STUDY

3.1 INTRODUCTION

The purpose of this study was to investigate how teachers managed behaviour problems in their classrooms. Chapter three details the research procedure followed in the collection of data. The data collected is qualitatively evaluated in chapter four.

The aims of the study which formed the framework of the investigation focussed on the teachers' background in classroom management, the principles of classroom management, and the techniques and strategies teachers employed in dealing with behaviour management problems.

The fieldwork undertaken assumed a qualitative approach as mentioned in chapter I (1.7.2). The descriptive nature of the study warranted that observational research should be undertaken. Observational research was characterised by nonparticipant naturalistic observation (Gay,1987:206). The approach was followed in that classroom behaviour management problems were observed as they naturally occurred in the classrooms. The two schools visited for the investigation were from KwaDlangezwa and eSikhawini.

3.2 SELECTION OF OBSERVATIONAL VARIABLES.

Cresswell (1994:148) states that qualitative research rests on the idea that informants, documents, or visual material are purposefully selected on the basis that they can best answer the research question. Therefore, for the purposes of observing classroom behaviour management problems, one school from each of the two areas, KwaDlangezwa and eSikhawini, were selected. The schools were selected on the basis of their close proximity and accessibility to the researcher's place of work. It was convenient for the teachers and the researcher to meet at times decided between them and the researcher. Furthermore, the schools were also selected

on the basis of the principals' willingness to allow the researcher to conduct the investigation in their schools. The cooperation of the principals ensured the cooperation of the teachers and as such one felt free to collect data and probe even those areas that would otherwise have been sensitive. In support, Bless and Higson-Smith (1995:102) highlight that "throughout the process of data collection the problem of persuading participants to cooperate with the researcher is ever present".

The researcher requested a few teachers in each school to volunteer to participate, and as such three teachers at Kwa-Dlangezwa and two teachers at eSikhawini schools made up the sample. In collecting the data the researcher felt it necessary to request the voluntary participation of the teachers because they were going to be observed in situations that could have been uncomfortable for them since anything could have happened in the classroom that might have embarrassed the teacher. Bless and Higson-Smith (1995: 102) say that "participation in research must be voluntary ... and the consent must be informed, in the sense that the participant must be aware of the positive and negative aspects or consequences of participation". In support Vakalisa (1997:10) further states that to win the trust of the respondents, the researcher must firstly "inform the respondents of their rights, of what they are to benefit, if at all, or any negative outcomes they may expect ...". After discussion, the teachers duly allowed the researcher to observe their classes.

The small number of teachers was chosen on the basis that classroom observations are time-consuming and significantly involve small samples (Gay,1987:212; and Vakalisa,1997:10), the reason being that qualitative research relies on personal interactions and the unstructured manner in which respondents present the data to the researcher (Vakalisa, 1997:10). The type of sampling the researcher used was purposeful sampling because it allows the researcher to deliberately choose the kind of subjects one wants to include or interview in the study to best answer the research queston (Nkosha, 1994; & Cresswell, 1994). The periods in each school were 32 minutes, which therefore corresponded to the observation time for each period. Observations varied with time, that is from a broad to quite a narrow time frame (Best & Kahn,1993:199). Double periods (2x32 minutes)resulted in double observation time. The observations conducted were in line with the aims of the study as mentioned in chapter 1 (1.4).

Sherman and Webb (1988 : 6) state that the reseachers employ methods and strategies that are in line with the aims. Gay (1987: 213) and, Borg and Gall (1983: 467) state that it is not possible for an observer and participants to record everything that goes on in the classroom as it naturally occurs, because different kinds of activities may occur in the classroom. Hence, what was observed was determined by the research question and the researcher's focus. In this case, the researcher was interested in those activities and occurrences that gave rise to classroom behaviour management problems.

3.3 COLLECTION OF DATA

3.3.1 Justification for Data Collection Procedures of Collecting Data.

In considering data collection procedures involving purposeful selection of participants, the researcher considered the following four parameters suggested by Miles and Huber, as cited by Cresswell (1994:149) :

- setting (where the research will take place);
- participants (who will be observed and interviewed);
- events (what will the participants be observed doing and interviewed about);
- process (the evolving nature of events undertaken by participants within the setting).

From these parameters the researcher selected the following from a compendium of data collection approaches suggested by Cresswell (1994:149) to fit the research study:

- gathered observational notes by conducting an observation as an observer;
- conducting an unstructured, open-ended interview which was audiotaped and transcribed;
- keeping a journal during the research study.

The data collection procedures structured the manner in which the whole investigation was to be undertaken.

Data was collected through classroom observation and teacher interviews. The researcher chose these methods because the research involved observing classroom behaviour problems as they normally occurred in classrooms and observing how teachers handled classroom behaviour problems, and the teachers' perceptions of classroom behaviour problems. The qualitative nature of the study which Bless and Higson-Smith (1995:100) explain as "some properties of objects, persons or events cannot be quantified either due to their nature, or ... because their quantitative measurements would be meaningless to the research", therefore prompted the selection of these methods of data collection. Vakalisa (1997: 8) in support points out that some infomation in education needs a different approach from quantification so as to give the status quo in a given situation. It was according to this background that the researcher assumed the qualitative approach rather than the quantitative. Observations and interviewing are "two techniques that are critical procedures for collecting qualitative data ..." (Best & Kahn 1993:198) because they "portray everyday experiences of individuals... " (Vakalisa 1997: 4), and may be used as a combination of data collection procedures. The viability of the use of these two techniques ensured that the researcher acquired practical observation experience of classroom behaviour management problems and in-depth perceptions of the teachers regarding classroom behaviour management problems.

Time constraints contributed to the collection of data in the schools. The research was conducted during the second half of the year over a period of two months, a time when many schools and teachers are anxious to finish the syllabus and prepare learners for the final examinations. Teachers indicated that they would not have time to accomodate the researcher in the middle of October as they would be preparing for final exams. Therefore, the researcher was given specific months and days on which to visit the schools. This further shortened the research period envisaged as these impositions were beyond the researcher's control. Bless and Higson-Smith (1995:66) indicate that the time dimension is an important aspect of any observational research. They further point out that the participants' rights have to be respected by the researcher throughout the process of collecting data so that cooperation is possible between the observer and the participants (Bless & Higson-Smith,1995:102).

3.3.2. Classroom Observation

The researcher collected data through observing teachers in their classrooms. Classroom observations took a nonparticipant naturalistic approach since the researcher did not intend to influence or interfere with the teacher's daily classroom procedures. Gay (1987:206) states that some behaviours are best observed as they naturally occur and the observer does not purposely manipulate them, because the intention is to study them as they normally occur through naturalistic observation. Therefore, the researcher merely recorded facts without interacting with the observed participants (Bless & Higson-Smith,1995:105). The researcher only recorded those behaviours which gave rise to classroom management problems because of their interference with classroom activities and procedures.

As the research investigation was of a non-participant nature, the researcher sat unobtrusively at the back of the class and observed classroom proceedings and activities (refer to 1.7.3.1). Bless and Higson-Smith (1995:43) explain non-participation as involving "unobtrusive and systematic observation of the phenomenon of interest". In this case, the researcher observed how teachers managed classroom behaviour problems without him being noticed or his presence felt. During the observations, the researcher did not wish to have learners sitting behind him as this could have caused some of the behaviours to be missed by the researcher or some learners could have been distracted since a stranger was among them. The observer was aware that his presence in the classroom might influence or change the behaviour of both learners and the teacher. Borg and Gall (1983: 466) acknowledge this point by saying that the degree to which the presence of the researcher changes the situation being observed is one of the problems in conducting an observational study. The researcher then requested volunteer teachers not to say anything to the learners about the investigation nor who the researcher was, with the hope that the researcher's presence would only minimally influence their behaviours so that learners could act normally. Teachers were also requested by the researcher to behave as naturally as possible in the classrooms.

The role the researcher assumed for the investigation was based on an adaptation of Patton's dimensions to classroom observation (Best & Kahn,1993: 198), wherein:

a) The researcher remained a complete outsider who sat unobtrusively at the back.

The researcher always took the back seat of the middle row. This helped the researcher to scan the room on all sides to make sure that all learners of the classroom were visible to him. This position enabled the researcher to observe every learner in the classroom and to pick up behaviours immediately they occured.

b) The researcher conducted the observations with only the teacher being aware of the reasons for the observation.

The researcher informed the teacher briefly about the nature of the study so that the teacher would know that the researcher was not there to evaluate his or her teaching. The researcher thought that this explanation made the teachers less apprehensive in the classroom.

c) The learners were not given any explanation regarding the observations.

The researcher demeed it necessary not to inform learners about the study itself nor to explain his presence. In this way the researcher reduced the likelihood of learners ingact out artificial behaviours and increased the chance of them acting as naturally as they normally do in class. In agreement, Bless and Higson-Smith (1995:105) point out that people who feel that they are being observed may change their behaviour, become uneasy or stop their normal activities altogether.

d) The duration of the observation was brief.

The time allocated for periods was thirty two minutes. Generally, the researcher spent this amount of time in each class. Sometimes, however, double periods were scheduled, in which cases the researcher spent 2x32 minutes with that particular class.

e) The breadth of focus only concentrated on the classes offered by volunteer teachers.

The researcher only observed classes of those teachers who volunteered to participate in the study.

3.3.3. Interviews

The researcher conducted interviews with the teachers involved in the study because the researcher could not only amass all the information needed solely from classroom observations. The interview is one method of "gathering information directly from participants if such information cannot be obtained from observation" (Bless & Higson-Smith,1995:106). Interviews are important instruments for gathering information because they depict the "individual's experiences and knowledge; his or her opinions, beliefs, and feelings; and demographic data". It was therefore important to the researcher that the teachers' perceptions of classroom management and classroom behaviour management problems be investigated in this light. "The purpose of interviewing is to find out what is in or on someone else's mind. The purpose of open-ended interviewing is not to put things in someone's mind but to access the perspective of the person being interviewed" (Best & Kahn,1993: 199). The researcher felt that this form of interviewing served the purpose of amassing the information required in the study.

As mentioned the interview technique used was the semi-structured or standardised open-ended technique (Wraag,1994: 107 and Best & Kahn,1993:201). Gay (1987:203) asserts that all interviews must be conducted in the same manner if one is to obtain standardized, comparable data. The researcher wrote down questions for the interview, but allowed the interviewees to state their own opinions and to create a conversation between the researcher and the interviewees (Wragg, 1994:107). The researcher felt it necessary to compile questions for the interview so that the basic standard questions were asked of all interviewees and that only information relevant to the study was gathered. Bless and Higson-Smith (1995:107) explain the use of the open-ended technique as follows:

> "Frequently there is a need for more specific and detailed information which can facilitate comparison of the reactions of different participants. In this case, the interviewer has a much precise goal and the types of questions to be answered by all interviewees are fixed ... the respondents are free to describe a situation or to express their particular views and answers to problems".

An interview sheet with a list of questions to be asked of each interviewee was compiled for interviews (see Appendix 1). Gay (1987:203) says that a written guide should be compiled because it indicates "what questions are to be asked and in what order, and what additional prompting or probing is permitted". The questions asked in the interview related to the aims of study. That is, as a guide for the interviewer each aim had particular questions related to it. Gay (1987:203) reiterates this point by saying that "... each question in the interview should relate to a specific study objective".

During the interview, the interviewees were informed that their responses would be held in the strictest confidence (Gay,1987:204). The interviewees were only informed that the interviews were important as a means of collecting information about their views regarding classroom management and classroom behaviour management problems. The interviewer did this so as to avoid any biased or misleading answers and to ensure that the interviewee understands that no preconceived ideas regarding the outcome of the study were held by the interviewer (Best & Kahn,1994:199).

Bless and Higson-Smith (1995:103) state that

> "respondents must be assured that the information given will be treated with confidentiality. That is, they must be assured that data will only be used for the stated purpose of the research and that no other person will have access to interview data. Assured of these conditions, a respondent will feel free to give honest and complete information".

The interviews were audiotaped and later analysed. Best and Kahn (1993:202) suggest tape recording interviews as a preferable method of recording data, while acknowledging that this depends on the willingness of the participants. The researcher requested the teachers to accept this method as it would help the researcher to review the information later and also to save time which would otherwise be wasted on writing notes as the interviewee talked. Also that the interviewee would not be requested to repeat answers as a result of the interviewer missing out on what the interviewee had said.

3.3.4. Decision on the Type of Data Collection Procedure

The researcher decided upon the two research procedures because the researcher wanted to observe classroom behaviour problems as they naturally occurred in their settings. The reseacher also wanted to see how teachers deal with such behaviour problems in the classroom situation. This approach to data collection helped the reseacher to observe the manner in which teachers dealt with classroom behaviour problems. The reseacher chose the nonparticipant naturalistic observation technique because the observer wanted to record classroom behaviour problems as they naturally occured. The observer also wanedt to avoid interfering with or influencing classroom procedures.

The observer chose the interview because it is a way of collecting information on how teachers perceive classroom management per se and how they dealt or failed to deal with classroom behaviour problems when these interfered with the teaching process. The interview therefore helped the researcher to handle theoretical questions regarding classroom management in general.

3.4 RECORDING PROCEDURE AND TECHNIQUE

In recording observations, the researcher used the *aide memoire* technique to collect data (Wragg, 1994:60). This technique was used because it is a way of keeping lessons being observed and also of noting down everything that caught the eye of the observer. It gave a detailed description of whatever went on in the classroom that tended to interfere with the

teacher's teaching and classroom management expertise. Data was recorded in this research investigation as it simultaneously occurred in the classroom. Best and Kahn (1994:226) recommend that simultaneous recording be done so as to minimize errors that might as a result of faulty memory. In other words, they suggest that the recordings be carried out immediately whilst the details of the observations are fresh. Gay (1987:227) supports this point by saying that "it is probably better to record observations as the behaviour occurs". The researcher therefore wrote down everything that occured in the classrooms.

It is important for the researcher to emphasise that the observational recording method he used was that of continuous observation. Borg and Gall (1983:470) explain this method as follows: "the observer records all the behaviour of the target subjects during each observation session" because the researcher was not specifically observing a set of classroom behaviours. The researcher wrote a protocol which chronologically detailed everything that occurred in the classrooms. The protocol helped the researcher to identify classroom behaviour problems that would give clear understandings of behaviours when the protocol was analyzed. In the protocol the researcher wrote descriptive notes which gave portraits of the participants and their reconstructed dialogues, and gave descriptions of the physical setting and accounts of particular events and activities. The protocol also showed a few reflective notes which the researcher took in order to record his personal impressions and thoughts about the events that occurred in the classrooms. Hence, the reason why no pre-prepared observational sheet or checklist was compiled for this study. That is, no specific behaviour was being observed except that only those behaviours that were manifest in class as behaviour problems were recorded.

Time constraints determined the number of classroom observations conducted. Also, the number of periods for the volunteer teachers determined the number of classrooms visited. The researcher intended to conduct ten observations, although time and work pressures on both researcher and the teachers reduced the number of observations to seven in all.

After classroom observations the researcher conducted interviews for a more in-depth perspective on classroom management from the teacher's point of view. The interviews were audiotaped for further analysis and interpretation of data as presented in the next chapter.

3.5 DIMENSIONS IN THE ANALYSIS OF DATA

The data analysed in chapter four was based on Patton's dimensions of analysing qualitative research, namely data organisation, description and interpretation (Best & Kahn,1993:203). Patton's dimensions featured prominently in the analysis of classroom observations and interviews, however a few modifications in the presentation of the data are evident. The procedure in analysing data has no distinct or standard procedures that are carried out, hence qualitative data analysis is said to be "eclectic" (Best & Kahn,1993:203).

3.5.1 Data Organisation

The method of organising data differed in terms of the approach used in the collection of data. Best and Kahn (1993:203) assert that the data collection procedure has an influence in the manner in which the data is organised such that individual occurences or events may be grouped together or considered distinctly in both observation and interview procedures. In chapter four, the researcher therefore analysed individual events separately and similar occurrences together. The researcher did this so as to identify classroom behaviour problems that were common among teachers and individual classroom behaviour problems that were unique to particular teachers. A detailed account of each classroom observation and interview was presented under an identified classroom behaviour problem.

3.5.2 Data Description

The research took the form of a naturalistic inquiry. This was then presented in a descriptive and narrative form so as to offer a picture of the actual events that happened in the classrooms. In describing the data, pertinent aspects of the research were considered, such as what led to the event, what happened and how it happened, how did the teacher react to the situation, and what was the result. The events were presented on the basis of the notes taken during classroom observations and interviews. The description of the data followed the format outlined in 4.2.1.

3.5.3 Data Interpretation

The interpretation of the data was the most critical phase of the research because this was when the researcher showed insight, creativity, and intellect (Best & Kahn,1993:204). The researcher's background, skills, biases, and knowledge determined the basis on which this qualitative research data was interpreted. In interpreting the data the researcher focused on whether the teachers were able to handle classroom behaviour problems and how successful they were in handling the situation. Where problems arose, the researcher investigated the underlying reasons behind teachers' failure to effectively manage their classrooms.

3.6 RESEARCH REPORTING

In reporting the investigation conducted on **'The Management of Classroom Behaviour Problems in Secondary Schools'** the researcher presented a dissertation of five chapters. Each chapter was presented as follows :

Chapter One : Introduction

Chapter Two : The Review of Literature

Chapter Three : Methodology of the Study

Chapter Four : Analysis and Interpretation of Data

Chapter Five : Conclusion on the Findings and Recommendations

3.7 CONCLUSION

The foregoing discussion clearly dictated the research procedure followed in this study. It showed the study as engaging in on investigation that was of a qualitative nature characterised by naturalistic observation that was of a nonparticipant nature. The procedure followed in this

study hoped to tackle the research problem of teachers managing behaviour problems in the classrooms. Chapter four presents a detailed analysis and interpretation of the data collected in this chapter.

CHAPTER 4

4.0 ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

The study proposed to investigate the management of classroom behaviour problems in secondary school classrooms. Chapter three looked into the fieldwork procedure undertaken in the collection of the data to be analysed in this chapter. The data in chapter three was qualitatively analysed in chapter four because of the qualitative approach assumed in this study (refer to chapter 1). Chapter 4 therefore focused on discussing, analysing and interpreting the data collected during fieldwork. The number of observation sessions that the researcher conducted were seven and five. Two teachers were observed at Esikhawini and three teachers were observed at KwaDlangezwa. All five teachers were interviewed using a standard procedure and the same questions were asked of all of them. These observations formed the basis of data analysis for this chapter.

4.2 DIMENSIONS IN THE ANALYSIS DATA

Chapter three (3.3) highlighted the process in which data was to be collected for the investigation, namely classroom observations and interviews. Chapter four therefore analysed the data that was collected during the fieldwork procedure. The analysis was divided into two categories, that is analysis of classroom observations and interviews. The two categories were then interpreted. In analysing the data the researcher read through all the observation and interview transcripts. The researcher jotted down the ideas of topics which emerged and clustered similar topics together and unique topics separately. This analysis procedure resulted in a pattern emerging as the researcher went through the transcripts. The researcher then coded the topics in transcripts that had similar trends and those that were unique to a particular event. The most suitable descriptive words chosen for the topics culminated in themes and these were eventuall placed into categories labelled common and unique classroom behaviour problems. This analysis procedure is what Marshall and Rossman, in Cresswell (1994:155), describe as

generating categories, themes or patterns because they form the basis from which a qualitative researcher tells the story.

4.2.1 CLASSROOM OBSERVATIONS

During classroom observations the researcher took notes on the occurrences or events in the classrooms. The researcher only took notes on those occurences which he considered to be classroom management behaviour problems. As mentioned earlier, the researcher was not looking for or at specific classroom behaviour problems, but only those that showed interference with classroom procedures. The researcher followed the research procedure detailed in chapter 1 (1.7.3.2) in making classroom observations.

A descriptive overview of what occurred in the classrooms on the basis of each event is discussed. The researcher thereafter gives a summative interpretation of each event. This enables the researcher to show his understanding of the events and how these events influenced the classroom teaching process and the classroom management process per se.

4.2.2 DATA ORGANISATION OF CLASSROOM OBSERVATIONAL EVENTS

In analysing data for classroom observations, the classroom events or occurences were identified as classroom behaviour problems and were discussed under two categories as indicated below :

a) **common classroom behaviour problems**, viz: noise, late arrival of learners in the classroom, teacher disturbance by a colleague or learner inattentiveness, and learner teasing .
b) **individual classroom behaviour problems**, viz: playfulness, learner resistance to instruction, teacher teasing by learners, unnecessary acknowledging, and teacher remarks to learners.

4.2.2.1 COMMON CLASSROOM BEHAVIOUR PROBLEMS

The researcher observed the following classroom behaviour problems as being prevalent in most teachers observed. The classroom behaviour problems observed were as follows :

4.2.2.1.1 Noise

a) Individual Description and Interpretation of Noise in the Classrooms

E-Sikhawini Classrooms

Mr Jele's Classroom

i) Description

Learners were making noise when Mr Jele entered the standard ten classroom. Some learners were talking to each other and others were standing. Mr Jele greeted them. Some learners responded and others continued to talk, paying no attention to him. Those learners who were standing started to sit down when they recognised his presence. At the time Mr Jele was talking to the learners in the front row desk. Learners were still noisy as they tried to organise themselves. Mr Jele said nothing in this regard. When he was through talking to the learners in front, he began with his lesson: Poem on adverts.

Learners were still talking loudly as he continued to teach. The researcher could overhear some learners talking about visiting friends and relatives during the weekend, or about the latest fashions in clothing stores, while others commented on other television adverts they knew and were laughing. Mr Jele ignored this noise and continued to teach. He asked learners about adverts they knew and they started to shout their own examples and this raised the level of noise in the classroom. He paid no attention to this noise. He picked up only those few adverts he could hear the learners mentioning and commented on them. He continued to read and explain the poem. Mr Jele was fixed in front of the class as he explained the poem. Learners were still

not quiet. The researcher could see learners talking to and laughing with others either in front of them, behind them or opposite them. Other learners would call others to pass them notes to their friends. Each time Mr Jele gave examples of adverts learners would laugh without stopping. He would then continue explaining the advert. For example, Mr Jele gave the example of skinlightening creams. Learners laughed and shouted at the side effects of these creams on peoples faces. Mr Jele would never stop learners from talking or laughing even when he continued with the lesson. He just ignored them.

ii) Interpretation

What was observable in Mr Jele's classroom was that it was a noisy and disorderly classroom. Mr Jele could not control the learners' noise. He just ignored them and continued teaching. The researcher was able to hear what other learners were talking about. Each time he gave examples the learners would comment loudly or laugh without stopping, even when he gave the indication that he was continuing with his explanations. Mr Jele would never request learners to be silent or to answer as individuals or raise their hands. Learners just shouted answers and he would continue. The overcrowding and seating arrangement in the classroom promoted learners to talk because they had easier access to others and their friends. For Mr Jele not to be able to move in between desks made it impossible for him to monitor what was going on in the classroom. Thus, he was not able to identify those learners who were making noise. Mr Jele was therefore not aware of what was going on in the classroom, that is he was not experiencing with-it-ness (refer to 2.6.1). Furthermore, Mr Jele was not using body language (refer to 2.6.3) to manage disruptive behaviours. For instance he could have used eye contact and physical proximity to ensure that his learners stopped talking and were attentive. It was also evident that there were no ground rules for proper behaviour set for the learners. They talked and shouted in the classroom. Mr Jele did not even once tell them to keep quiet or refer to classroom rules for proper behaviour. These occurrences in the classroom showed that Mr Jele has problems in managing his learners.

Mr Khumalo's Classroom

i) Description

Learners were making noise in the classroom, but the noise was reduced when Mr Khumalo entered the standard seven classroom. He greeted the learners and they responded. He asked the whereabouts of other learners when he realised that some were not present. They answered in a chorus, but Mr Khumalo told them to respond as individuals, because he could not hear what they were saying. The learners he pointed to told him that they were in another class. Some learners were still talking to others as Mr Khumalo was requesting information about other learners. He then started to teach. The absent learners then arrived and sat down. Mr Khumalo requested them to take out their accounting books. They talked loudly as they did what Mr Khumalo had requested. He ignored the noise and drew up an income statement on the chalkboard. The noise continued and he still ignored it. Some of the learners did not have their books with them. Mr Khumalo noticed this after finishing drawing the income statement. He told the learners without books to sit with those who had books. They did so, but noise ensued as they moved from one desk to the other. Mr Khumalo did not request them to organise themselves quietly. Instead he started to ask learners questions about the previous lesson. Some learners raised their hands and others shouted the answers. Mr Khumalo told them to raise their hands and not to respond in a chorus. He then continued with the lesson. Noise prevailed in the background but not loudly while Mr Khumalo was teaching. One boy at the extreme back corner of the classroom was busy clicking a pen. Mr Khumalo paid no attention to the clicking sound. Other learners would turn around to look in the direction of the boy as the noise continued. Mr Khumalo continued to teach despite the noise. He moved among the desks while teaching.

ii) Interpretation

Mr Khumalo's classroom was composed even though the level of the noise in the classroom was reduced. The reduced noise was evident when Mr Khumalo entered the classroom and when he was teaching. The noise was raised in some instances. Mr Khumalo was able to handle other situations because he would tell learners not to shout or answer in a chorus. His movement in

between the desks may have helped in ensuring that the noise in the classroom was kept to a minimum. However, in most cases he ignored telling them to do things silently, like telling learners to take their books out quietly or moving to share places with others or telling the boy to stop clicking the pen. The latter case was disturbing to other learners since from time to time they would turn towards the boy as he kept on clicking his pen. By looking at the boy it showed that other pupils were aware of what was going on in the classroom. The clicking of the pen showed that Mr Khumalo should have been able to detect the noise and request him to stop. Mr Khumalo's actions showed that he had a way of handling his classroom, but he was not consistent, because he ignored some classroom managerial problems.

KwaDlangezwa Classrooms

Mr Mkhwanazi's Classroom

i) Description

When Mr Mkhwanazi came into the standard nine classroom, learners were making noise. He greeted them and started to talk about a test. Learners at this stage were making noise and paying no attention to him. He continued to inform them of the date and time, without requesting them to keep quiet. When some learners shouted that they did not hear him, he then requested them to keep quiet. Some learners just continued to ignore him and talked among themselves. Mr Mkhwanazi began to teach his lesson for the day. He then noticed three boys seated at one desk who were all along making noise and playing with each other. He requested them to stop what they were doing. The boys just laughed. Mr Mkhwanazi then separated them by moving one of them to another desk while the other two remained. Noise in the classroom was still loud as learners were talking to each other. Mr Mkhwanazi continued with the lesson and paid no attention to the noise in the classroom. In Mr Mkhwanazi's classroom, learners were crowded, rows were narrow and they sat two to a desk. They were able to call each other and talk. Mr Mkhwanazi was moving only at the front as he continued to teach.

As the lesson progressed, two boys were talking loudly with girls who sat in front of them. The boys touched and joked with the girls. Other learners at the back noticed and were busy laughing. Mr Mkhwanazi noticed the behaviours as the noise in the direction of the boys and girls grew. He then told the boys to stop. The boys obeyed, but the learners in the back row 'howled' at Mr Mkhwanazi. He ignored them and continued to teach. Learners were neither quiet nor attentive as he continued to teach. The boys and the girls who were stopped from talking continued to talk and laugh again. Other learners were also talking loudly. Mr Mkhwanazi went to the board to write notes. As he was writing, the noise grew, since other learners were taking their notebooks out. Others were borrowing pens and others were continuing with their business. When he finished writing on the board, he requested the learners to be quiet because the noise was too loud. They still ignored him. Mr Mkhwanazi started to explain the notes on an investment company. A boy raised a hand and asked a question. Mr Mkhwanazi could not hear what the boy was saying and requested the learners to be silent. They ignored him. He then said to them whoever made noise was a donkey because he had long been telling them to keep quiet. They 'howled' and shouted at Mr Mkhwanazi about why he called them donkeys. Mr Mkhwanazi responded by saying that only those who were talking were donkeys. He then answered the boy who had raised a hand and then continued with the lesson. Some learners were still intrigued by Mr Mkhwanazi's remark and tried to prolong the matter further, but he ignored them. Other learners shouted, telling others to keep quiet, but they too were ignored and 'howled' at. He paid no attention to the 'howling' of the learners and kept on teaching. The two boys and girls who were told to keep quiet continued to talk and Mr Mkhwanazi told them again to keep quiet. The learners kept quiet but later resumed their talking. Other learners in the classroom were still talking, but Mr Mkhwanazi ignored them and continued to teach. The bell rang and the learners stood up noisly as they moved out. Mr Mkhwanazi stopped the lesson and the learners went out since it was time for recess.

ii) Interpretation

The observation revealed that Mr Mkhwanazi, despite his attempts to quell pupils' noise, was not successful. The learners undermined his authority as a teacher and ignored his requests to be silent, which is why he resorted to calling them names like donkey. Mr Mkhwanazi attended

to the noise when learners showed signs that they could not hear what he was saying. For instance, when he called them names, they were irritated and discouraged. This name calling however proved to be unsuccessful because learners 'howled' at him and questioned him, thus exacerbating the noise. Mr Mkhwanazi eventually decided to ignore the learners. The ignoring of learners by Mr Mkhwanazi was an indication that he was failing to control the noise in his classroom. They laughed, shouted and 'howled' at him. However, his attempts in some instances proved successful because he was able to split up some boys and stop the other boys from hassling the girls in front of them. Mr Mkhwanazi's attempts however did not deal with the problem of the noise bacause the boys and the girls continued to talk. Mr Mkhwanazi repeatedly told them to keep quiet, but they ignored him until eventually he disregarded them. The fact that other learners shouted and told the others to keep quiet indicated that some learners were irritated by the behaviour of other learners and Mr Mkhwanazi was not able to deal with them. The pupils were indicating that the noise that was going on in the classroom disturbed them.

The nature and physical layout of Mr Mkhwanazi's classroom also contributed to the noise in the classroom. Learners were able to gain access to each other because the rows were narrow. They sat two to a desk. This seating arrangement made it possible for pupils to reach one another. The classroom was overcrowded. Furthermore, Mr Mkhwanazi was only fixed in the front of the class and did not move among the desks. Since there were too many learners in the classroom, he could have anticipated their behaviours and made a point moving around in class so as to easily identify those learners who were disruptive. Mr Mkhwanazi could have used more eye contact, physical proximity and continuous questioning of learners so as to give them little time to dwell on other matters besides classroom activities. The disruptive behaviour depicted by Mr Mkhwanazi's learners showed that there were no rules set down for classroom conduct. They did whatever they wished, even 'howling' at Mr Mkhwanazi when he tried to discipline them. It is important to note that Mr Mkhwanazi was not able to effectively manage his classroom because the few attempts he made proved to be unsuccessful. The lack of classroom management strategies and skills showed, through his frustration, his inability to deal with improper behaviour in his classroom.

Miss Mkhabela's Classroom

i) Description

Noise was evident when Miss Mkhabela entered her standard seven classroom, but learners started to keep quiet when they realised her presence. She greeted them and they responded. Miss Mkhabela asked them where they had ended and learners answered her in a chorus. When she started to teach some learners started to talk. She requested them to keep quiet and they kept quiet for a few minutes, but the noise began once more. Miss Mkhabela, in a strong and emphatic tone, told them that she was not going to request them again to keep quiet and those who did not want to be quiet must move out if they were not interested in the lesson. They then kept quiet and Miss Mkhabela continued with the lesson. The learners virtually kept quiet during the whole lesson even though in a few instances noise in the background was manifest.

ii) Interpretation

What was observable in Miss Mkhabela's classroom was that she succeeded in keeping the noise level very low. Miss Mkhabela at first requested learners to be silent but when they continued throughout, she changed her tone of voice to show the seriousness of her request. The learners then kept quiet throughout the whole lesson. It is important to note that the variation in the tone of voice does assist the teacher to indicate to learners that she means business when she makes a request. The learners, through Miss Mkhabela's tone, were able to read and understand their teacher's instructions. Miss Mkhabela's action displayed proper use of management skills since she was able to succeed in mantaining order in her classroom.

Miss Gumbi's Classroom

i) Description

There was absolute noise and chaos when Miss Gumbi entered the standard nine classroom. Some learners were standing, others were shouting, and others were moving around in the

classroom. When Miss Gumbi entered she requested them to take out their literature books. They burst out, telling her they did not have them. Others were still standing and talking to each other as Miss Gumbi made her request. She just ignored them and asked them about the page where had they ended. As she began with the lesson they were still making noise, but they were now seated. Miss Gumbi then requested them to keep quiet and they kept quiet for a while, but the noise continued in the background. Miss Gumbi continued to teach and learners seemed attentive, even though a few learners contnued to talk. As Miss Gumbi explained the scene, some boys were passing remarks. Each time Miss Gumbi tried to find out what they were saying, the boys would keep quiet. However, the lesson continued and she eventually ignored them.

ii) Interpretation

What was observable in Miss Gumbi's classroom was that at the beginning the learners were disorderly. Miss Gumbi in her entrance could have called learners to order and to sit down. In the midst of the chaos she told them to take out their books and never considered to tell them to be quiet until later. Most learners did not ignore her when she requested them to keep quiet even though others continued with their conversations. Miss Gumbi could have spoken strongly about the boys who kept on disturbing her. She could have invited them to stand and say what they wanted to say or else indicate to them that such behaviour was not acceptable since it disturbed her and other learners. Showing the seriousness of the interference could have made them stop rather than her ignoring the outbursts of these boys.

b) Summative *Interpretation* of Noise in Classrooms

The description above of the events that took place in the classrooms showed that teachers face a problem in dealing with noise in the classroom. The researcher summarises his perception of the events as follows.

At Sikhawini and Dlangezwa schools it was observed that the classrooms visited were commonly noisy in the presence of the teachers. Learners disregarded the presence, authority and requests of the teachers by not adhering to their instructions to be silent and attentive. The ignoring of

learners' behaviours by teachers who insisted on telling them to be silent, could be an indication that teachers have become used to teaching under such conditions or that teachers have tried to but have not succeeded in handling such behaviour. To inform learners to be quiet and listen to the lessons was useless because learners showed no interest in what the teachers had to say. The continuance of the noise by learners even after their teachers insisted on silence was also shown by some teachers not even bothering themselves to tell learners to keep quiet on entering their classrooms and even when their lessons were on. Furthermore, the fact that some learners attempted to tell others to keep quiet indicated that teachers no longer bothered to tell learners to be silent. Calderhead (1984:38) points out that research has shown that the most common classroom managerial problem facing both primary and secondary teachers is incessant talking in the classrooms.

The physical conditions and also the inability and ineffective use of classroom management strategies by some teachers added to the noise and failure by teachers to use classroom management strategies in their classrooms. The classrooms were crowded, learners sat two to a desk, the rows were narrow and the seating arrangement of boy and girl and also learners of the same gender played a role in causing disorder. The physical nature and layout of the classrooms made it easy for learners to reach one another and talk to each other. Also the fact that most teachers did not move among the desks so as to maintain attention encouraged learners to engage in their own discussions, as overheard by the researcher during his visits to classes. The talking of the learners in the classrooms showed their inattentiveness to the work at hand. Good and Brophy (1991:82) assert that any inappropriate behaviour that was not directed toward the activities in the classroom, but was rather self-directed, was considered to be inattentive behaviour. The non-movement of teachers between desks and their non-insistance that the learners should keep quiet perpertuated the problem. If teachers could have moved among the desks to maintain attention and to identify learners who made noise and dealt with them immediately, noise in classrooms could have been stopped and would not have interfered with the teacher and other learners. It was therefore evident that teachers did not know how to deal with noise or ignoring it. This was a direct indication that classroom management skills were lacking and that teachers urgently needed to acquire.

It could be inferred that these observations showed that classrooms had no clear set rules for proper behaviour since the learners behaved inappropriately in the classrooms and also that teachers never made reference to rules and procedures for the classroom. For instance, teachers could have set rules on making noise by telling the learners that they would only be allowed to talk if the matter pertained to the topic under discussion. Teachers could also have explained that shouting, and 'howling' in class were not allowed because they disturb others and were a symbol of disrespect. Rules and procedures could therefore help the teachers to set up good standards of behaviour. Learners would know the expectations of the teachers. Reference to the consequences if the rules and procedures were not obeyed could have served as a better way to establish a sense of responsibility on the part of the learners. Teachers also need to remember that rules also reflect their own behaviour towards the learners to avoid unnecessary negative reactions such as yelling or 'howling'.

The summary on noise indicates that teachers have to set up a classroom noise policy. Also, teachers have to be more emphatic and authoritative in demanding silence in the classrooms and must even explain to learners that talking in class while they are teaching is an impolite behaviour. Teachers also need to use more body language to maintain order in their classrooms and should call learners by name to get their attention.

4.2.2.1.2 Late Arrival of Learners in Class

The researcher observed that another common behaviour problem faced by teachers was the late arrival of learners in class. The researcher noted and described the reaction of the teachers and learners towards late entrance in class as follows:

a) Individual Description and Interpretation of Late Entrance of Learners in Class.

E-Sikhawini Classrooms

Mr Jele's Classroom

i) Description

During Mr Jele's lesson one boy walked into the standard ten class and Mr Jele asked him why he was late. The boy ignored him and went to his desk and sat down. Mr Jele said nothing and continued to teach.

ii) *Interpretation*

It was observed that the boy's behaviour showed disrespect and disregard for the teacher since he never responded to Mr Jele when he asked him a question. Mr Jele's non-insistence on the matter implied either that he saw no reason to pursue the matter further or that he was avoiding further disturbance of his lesson. The boy's behaviour also implied that it was normal for learners to come to class late and not request permission to sit down. The boy clearly thought it was not necessary for him to even ask for permission at this stage. It was therefore evident that there were no classroom rules which laid down consequences regarding late coming.

Mr Khumalo's Classroom

i) Description

A few minutes after Mr Khumalo had begun his lesson, a group of learners entered the standard seven classroom late. They walked straight to their seats without extending an apology or requesting permission to join the class. Mr Khumalo ignored them and continued teaching.

ii) Interpretation

It could be inferred that Mr Khumalo ignored learners because he wanted to avoid being further disturbed from his lesson or that he felt it not necessary to ask learners why they were late. They were not held accountable for their behaviour since the rules and procedures of the classroom seemed not to have been set or emphasised.

Kwa-Dlangezwa Classrooms

Mr Mkhwanazi's Classroom

i) Description

Mr Mkhwanazi had just begun his lesson when a few learners entered the classroom from another classroom. They went past him without saying anything and sat down. Mr Mkhwanazi said nothing and continued to teach. In the middle of his lesson, one girl entered and walked towards Mr Mkhwanazi, who told her to sit down before she said anything. The boys at the back whistled and shouted, "Yangen' intombi", as she walked to her seat. Mr Mkhwanazi said nothing and continued to teach. Shortly thereafter Mr Mkhwanazi noticed a girl standing outside and he told her to come in. She resisted at first, but eventually entered. Learners laughed at her and shouted "Wangenu 'mama", as Mr Mkhwanazi motioned her to sit down. He ignored this behaviour and continued where he had ended. Later a boy entered the classroom and walked past Mr Mkhwanazi to sit down. The boys at the back shouted at him. Mr Mkhwanazi looked at the boy and said nothing. He then continued to teach.

ii) Interpretation

Mr Mkhwanazi was constantly being interrupted by learners coming in late, but he never remarked about learners' late coming. His behaviour of allowing pupils to sit down without accounting for their conduct even when they tried to, suggested that Mr Mkhwanazi was not interested in listening to what the learners had to say or that he felt that he was going to be

further disturbed from what he was doing. Also to ignore inappropriate behaviour like shouting at learners who came in seemed not to bother him.

Miss Mkhabela's Classroom

i) Description

When Miss Mkhabela had just begun to teach, one boy entered the standard seven classroom and proceeded to his seat. Miss Mkhabela asked him where he had been and the boy walked up to her and explained. She told him to sit down. Shortly thereafter two more pupils came in and went to their seats without asking for permission or apologising. Miss Mkhabela looked at them and said nothing, but instead she continued to introduce her lesson. A further three more learners entered the classroom and went to sit down without talking to Miss Mkhabela. She then remarked that they had entered the classroom late and did not bother to ask for permission or an apology so that they could join the class, but she told them she was no longer interested whether they wanted to apologise or not. She then proceeded with the lesson. Thereafter, another boy came in late and apologised to Miss Mkhabela without coming close to her, but she ignored him and continued with the lesson.

ii) Interpretation.

What was observable in Miss Mkhabela's classroom was that she had a problem of learners not being in the classroom and thereafter entering late. The behaviour of the learners suggested that they were used to coming late into the classroom, because they came in and made no apology before joining the other learners. The learners would then sit down. It was also observed that Miss Mkhabela was not consistent in asking learners their whereabouts or for an apology. She asked one learner, ignored others and commented on another group that came in late. Furthermore her indication that she was no longer interested in their explanations showed irritation on her part that they were disrespectful. Also, her ignoring the boy who tried to apologise indicated her irritation in attending to the matter. However, it did show that Miss Mkhabela had an interest in making learners account for their late coming since she asked one

learner where he had been and remarked that they did not ask for an apology. It would have been better if Miss Mkhabela could have talked to learners about their behaviour and pointed out to them the importance of being in class on time and also the negative effects on the teacher and other learners. The talk could have showed learners the significance of adhering to proper classroom conduct. At this stage Miss Mkhabela could have then discussed rules and procedures for late coming. These rules and procedures could have helped to indicate her expectations of the learners. She could have further explained that pupils had to account for their behaviour so as to avoid punituve measures.

b) Summative Interpretation of Late Arrival of Learners in Class.

The above descriptive events and interpretations are an indication that teachers are commonly faced with the problem of the late arrival of learners in class. The researcher summarises these events as follows.

The number of learners entering the classrooms late indicated either that punctuality was not emphasised or that learners knew that teachers did not mind them coming in late or would just ignore them. Teachersdid not insist that learners should come to class on time. This was demonstrated by their ignoring or not attending to the matter of learners entering the classrooms late. As teachers neglected to tell learners to be on time for class, learners were encouraged not to be punctual or that it was a waste of time to tell them not to come late for class since learners would not adhere to instruction. Also, for teachers not to ask learners to request permission to join the classes and to ask for an excuse and explain their behaviour, indicated to learners that it was not a matter of concern. The fact that learners ignored or did not provide any explanations to teachers when they asked them why they were late, showed loss of respect for authority by the learners or that the learners silently said to the teachers that their coming in late was not the teachers' concern. One could add that it may also happen that the learners were showing off to their peers by not answering the teachers or that they did not fear the teachers.

The consideration that teachers and other learners were disturbed by learners who came late for classes was not a matter that teachers entertained. However, it was noticed that one teacher observed showed concern for the learners' behaviour by remarking that they came in late and did not even bother to apologise, even though the issue was not further emphasised or discussed so that the behaviour could not be repeated. It was important for teachers to highlight courteous behaviours to learners so that they understood the importance of coming to classes on time. Also, the teachers could discipline learners who entered without excuse and made noise in the teachers' presence. Making noise on entering the classrooms indicated disrespect and lack of courtesy for other learners who kept time and adhered to responsible behaviour. It is important to point out that the setting of rules and procedures could relate proper classroom conduct to learners and provide reasons why it was important for them to be on time for class. It is imperative that teachers discuss classroom rules with learners so as to ensure that they understand the responsibility for their conduct. Also, learners could learn to be accountable for the behaviours they exhibit while knowing the repercussions of infringing the rules and procedures for the classroom.

It was evident from the events that took place during observation that teachers tended to ignore the late arrival of learners in class. Ignoring such behaviour does not register in the minds of learners the importance to be on time for class and the extent to which this behaviour disturbs other learners and the teacher. Teachers need to set up rules and procedures that have to be followed if a learner or learners came in late to class, such as asking for permission to join the class and then explaining later why he or she was late.

4.2.2.1.3 Teacher Disturbance by Colleagues or Learners.

What was also common during observations was the disturbance of teachers by colleagues and other learners. The researcher noted, described and interpreted the observations as follows:

a) Individual Description and Interpretation of Teacher Disturbance by Colleagues or Learners

E-Sikhawini Classrooms

Mr Jele's Classroom

i) Description

During the lesson Mr Jele was interrupted by a colleague, the principal who came into his classroom. He was requested to come outside. He left the classroom without excusing himself from the learners. Mr Jele and the principal talked outside for a few minutes. Mr Jele then re-entered the classroom and picked up his book. He joked by telling learners that he hoped he was not going to be fired from work as he was called by the principal. He did not indicate to the learners whether he was going to return or not.

ii) Interpretation

The observation from Mr Jele's classroom showed that the principal did not take into account that Mr Jele was going to be disturbed in the classroom when requested to leave. The principal could have waited until the end of the period to call Mr Jele rather than disturbing him during class. Mr Jele's reaction indicated that the matter to be discussed could not have been an urgent matter, however the validity of the statement can be disputed. Furthermore, Mr Jele could have apologised to the learners in the first instance when the principal called him out. This could have shown courtesy and consideration for the learners as they were inconvenienced by both teachers' behaviours. Apologising and asking permission of learners to leave the classroom would have demonstrated proper, courteous behaviour on the part of Mr Jele. He could have set an example to show that whether or not a person was an authority figure, he or she still had to subscribe to the rules of proper conduct. Mr Jele could have left classwork for learners to ensure that they did not remain idle, because leaving learners alone before the end of the period might bring up other classroom managerial problems, like noise, mischief, shouting. The teacher should therefore not insist on learners asking permission to leave the classroom, if he or she is not able

ask to be excused by learners. Setting a good example is important for teachers to model appropriate behaviour.

KwaDlangezwa Classrooms

Miss Gumbi's Classroom

i) Description

Miss Gumbi was busy teaching when another teacher entered the classroom ten minutes after the lesson had begun and requested to collect Zulu textbooks from learners so that he could use them in the other class in which he was teaching. The teacher in this classroom stopped the lesson and leaned against the wall whilst the Zulu teacher requested Zulu books from the learners. Noise ensued as learners were taking out the textbooks. Both teachers ignored this noise. The other teacher then left after thanking the teacher who then continued with the lesson.

ii) Interpretation

It was noticed in Miss Gumbi's classroom that she was disturbed from her lesson by the Zulu teacher. The fact that she abandoned her lesson and leaned against the wall indicated that her lesson had to be discontinued and the concentration of her learners had to be directed to something else. The Zulu teacher could have come in earlier to request the books so as not to interrupt Miss Jele's lesson. The behaviour of the Zulu teacher caused learners to make noise as they took out the books. It was therefore left to Miss Gumbi to silence them since the other teacher had already left. Also, Miss Gumbi could have been the one to request the learners to take out their books so as to maintain her authority and discipline in the classroom. Also, she could have told the learners beforehand to take out their books quietly so as to avoid unnecessary classroom misbehaviour.

Miss Mkhabela's Classroom

i) Description

Miss Mkhabela was disturbed by a learner who came to her class and requested Thami. Miss Mkhabela asked the pupils in class whether there was a Thami in the classroom and the learners shouted no. They also shouted at him to "praat Afrikaans", others yelled "uyaphapha" and told the boy to move out because he was disturbing them. The boy left and the teacher continued teaching without telling learners to be silent.

ii) Interpretation

It could be inferred that Miss Mkhabela experienced a managerial problem because the learner who entered the classroom distracted both her and her learners from the lesson. Above all the learners were looking for somebody who was not even a member of the class. Miss Mkhabela could have told the learner to wait until the end of the period as this was going to disturb the learner requested and herself in the process. Learners also showed their irritation by shouting at the learner. However Miss Mkhabela could have condemned such behaviour from the learners on the grounds that ill treatment of others is not good.

b) Summative Interpretation on Teacher Disturbance by Colleagues or Learners

The description and interpretations of the above events can be summarised as follows since teacher disturbance was also observed as another behaviour problem troubling teachers.

It was observed that some teachers interrupted others during their lessons. The teachers who were interrupted allowed this to happen. It would suffice to ask other teachers in the staff room or at staff meetings not to interrupt lessons in progress unless the matter was urgent because the process of teaching, the pace of the lesson and the concentration of the learners are broken. Also, leaving the classroom without excusing oneself from learners, showed lack of consideration for them. It also showed that the need for an excuse from the teachers was not important since

they are the ones who are teaching. This behaviour also tampers with the learning process. It was therefore important for teachers to inform others not to disturb them or to wait until the end of the period. However exceptions to the rule may be that in matters of utmost urgency interruptions are inevitable.

Furthermore, teachers should not allow other teachers to disturb them and their learners by requesting to collect books or whatever teaching materials may be necessary as this behaviour disturbs the whole class. The teacher who wanted the books could have come before the next lesson began to avoid interrupting the lesson. However, the researcher does acknowledge that the shortage of books in classrooms creates problems for teachers, making them to go around borrowing books from other classes. Nevertheless, the observance of time and the anticipation of such a situation is important for teachers if their classrooms are to be well organised and orderly.

The tendency of some learners to come to classes and ask after others was also another matter of concern. This behaviour disturbed both the lesson and the learners. The fact that learners 'howled' at the boy who was asking for Thami showed some irritation on the part of the other learners. The teacher allowed the learner to come in and ask for another learner. It should be emphasised that teachers should not allow this to happen unless the matter is urgent. The teachers could inform the learners that they should not interrupt them when they teach as this interfered with their lessons and also disturbed other learners. The teacher should also discipline the learners in their classrooms that they should not 'howl' at other learners as this constitutes rude behaviour. The teacher should immediately attend to this kind of behaviour so that learners do not repeat it.

The collective interpretation of the events highlights that the smooth running of a lesson also rests on the teacher's ability to immediately handle behaviour problems that could derail his or her lesson. Also, the teachers' consistency in ensuring that interruptions by both learners and colleagues are minimal is very important.

4.2.2.1.4 Learners Inattentiveness.

During the observations learners displayed inattentiveness either by laughing, whispering, or sleeping in class. The events that depicted this situation were observed and described as follows.

a) Individual Description of learners Inattentiveness.

E-Sikhawini Classrooms

Mr Jele's Classroom

i) Description

In Mr Jele's classroom learners showed a tendency to be inattentive during the lesson. They talked and laughed with each other regardless of the presence of their teacher. Others exchanged notes to their friends. Mr Jele was never able to identify these behaviours since he was fixed at the front of the classroom.

ii) Interpretation

Inattentiveness in Mr Jele's classroom could be attributed to the fact that the class was noisy since learners attended to matters other than the lesson at hand. Mr Jele being fixed at the front of the classroom made it impossible for him to maintain control of his class. He could not identify the culprits who were disturbing his programme. Mr Jele could have asked learners to comment on adverts so as to ensure that their minds were focused on the lesson. This could have ensured that the learners were accountable to the teacher and that they were attentive.

Mr Khumalo's Classroom

i) Description

Mr Khumalo was moving around in the classroom as he was teaching. One girl seemed to be absent-minded as her head was placed on the desk as if sleeping. When Mr Khumalo was next to her he asked what her problem was, "Kwenzenjani Prisca?". The girl was stunned because she had not noticed Mr Khumalo approaching her. She thereafter sat up straight and listened to the teacher, who continued with the lesson. However, some learners who had no books in front of them looked inattentive because two girls were looking outside the window, while other girls were fiddling with their fingers. A boy and a girl had their hands placed on their cheeks. The learners were not paying attention as the lesson continued.

ii) Interpretation

Mr Khumalo's movements in the classroom ensured that learners were attentive even though cases of inattentiveness were identified. In identifying inattentive learners Mr Khumalo was not consistent in that he was only able to draw the attention of one learner back to the lesson. He could also have drawn the attention of the other learners either by calling their names or by asking them questions so as to ascertain their level of concentration on the task at hand. He could have also made it a point that learners had books in front of them not to disregard them. With-it-ness was not clearly shown by Mr Khumalo because he was only able to identify one learner yet there were a number who were inattentive. Accountability in this case was important because it could have ensured maximum attention from the learners.

KwaDlangezwa Classrooms

Mr Mkhwanazi's Classroom

i) Description

Learners in Mr Mkhwanazi's classroom were talking, playing and laughing without regard for his presence. They would behave in this manner either facing each other or from a couple of desks away. Two learners in this class were asleep until the end of the period. Some learners were exchanging books. All this occured while Mr Mkhwanazi was teaching and only moving around at the front of the classroom. When he asked questions they would keep quiet and showed no signs of wanting to attempt to answer his questions. Others continued to talk to each other and did not attend to the teachers' questions. Mr Mkhwanazi continued to ask questions and they did not respond. When he asked them whether they understood or not, they would say yes. He gave up and continued with the lesson.

ii) Interpretation

From this observation it was evident that Mr Mkhwanazi was not monitoring what was going on in his classroom. Learners did whatever they felt like as he was teaching. They were making noise, sleeping or playing. When he asked questions learners would be silent. Mr Mkhwanazi could have used eye contact or moved around the classroom as he taught his learners. His behaviour could have ensured the full attention of the learners. By asking questions Mr Mkhwanazi could have been getting a message from his learners that they did not understand what he was saying or that they were not listening. Awareness of what goes on in the classroom is important because it ensures attention of the learners. However, his attempts to ascertain the level of concerntration of the learners was a managerial skill that showed the lack of attention of the learners.

b) *Summative Interpretation of Learners Inattentiveness*

The general trend in most classrooms was that learners tended to be inattentive in class. Teachers could not identify learners who were not attentive in class because they were not monitoring what was going on in their classes.

It was evident that learners did show a tendency to be inattentive during the lessons, yet some teachers did not attend to learners who seem disoriented or bored. The teachers did not move about in their classrooms and this made it impossible for them to identify learners who were inattentive. One of the observed teachers did show movement in the classroom to maintain the attention of the learners and to ensure that they left the class having gained something.

The fact that learners showed signs of sleepiness, boredom and absent-mindedness showed that teachers did not scan their classrooms to ensure that all learners were listening to what they were teaching. Also, the failure of learners to answer questions or even to attempt to answer questions did show signs of inattentiveness. Their failure to answer questions should have sent messages to the teacher that the learners were not listening to what was taught. It is imperative that teachers scan their classrooms to monitor the attention of the learners. The teachers should also make follow up questions so as to find out which part learners did or did not understand and to maintain attention.

The teachers should not have allowed learners to talk, laugh or sleep while they were teaching because that also disturbed other learners and the teachers. Not identifying inattentive learners may have led to other interested learners being disturbed. Other learners go to the extent of deliberately disturbing the attention of other learners in the classrooms (Calderhead,1984:39) such as passing notes and books to friends. Teachers should work on raising the level of attention of the learners by either moving around in classes, scanning the classrooms or maintaining eye contact with the learners. Good and Brophy (1991:82) emphasise eye contact, body posture, response to questions, and other types of participation as possible cues to ensuring attentiveness. This ensures that the teachers are in control of the classrooms and that any form of unacceptable behaviour will be identified immediately it occur and be dealt with. Good and

Brophy (1991:82) also suggest the following as cues in identifying inattentiveness in the classrooms, viz: "inappropriate social interaction, repetitive body movement, visual wandering, and engaging in behaviour other than the sanctioned class activity".

It was important for teachers to monitor their classes and move around to ensure that learners' attention was focussed on the lessons. Teachers showed no signs of ensuring that the learners remained attentive throughout the lessons. Scanning the classroom through eye contact is one way of ensuring maximum attention on the part of the teacher because he or she is able to pick out immediately any learner or learners whose attention is wandering.

4.2.1.2.5 Teasing

Teasing in classrooms was observed as another common behaviour problem that some teachers faced. The events that depicted this situation were recorded as follows.

a) Individual Description of Teasing

KwaDlangezwa Classrooms

Mr Mkhwanazi's Classroom

i) Description

When one girl entered the classroom, the boys whistled and shouted, with comments such as "yangeni 'ntombi". The girl approached Mr Mkhwanazi to apologise or to ask permission to join the class but he just told her to sit down. He continued with the lesson. However, in the same class another girl stood outside the classroom without entering. The teacher saw her and told her to enter. The whole class laughed as she entered and the teacher told her to sit down. The boys shouted "wangenu 'mama". As the class laughed, the teacher joined in the laughter but in a restrained manner without attempting to stop them laughing and shouting. The teacher then continued with the lesson, even though remarks still carried on at the back.

ii) Interpretation

It was evident that Mr Mkhwanazi had a problem handling disruptive behviours in his classroom because of the nature of other learners. His inability to control or stop learners from passing remarks disrupted his lesson. Mr Mkhwanazi could have stopped learners from making fun of others so as to create harmony in the classroom and for learners to be comfortable in the classroom. For instance the girl who feared to enter showed how intimidated she was by other learners. Also, for Mr Mkhwanazi to join the laughter could have encouraged them to tease her further. Mr Mkhwanazi could have set rules on teasing or the passing of remarks to other learners thus, avoiding scenarios that could disturb classroom activities. Also, he could have looked at the consequences of not following the rules so that learners understand the repercussions of their behaviour.

Miss Mkhabela's Classroom

i) Description

When a girl entered Miss Mkhabela's classroom, the boys shouted and whistled at her. She went to Miss Mkhabela and talked to her. She then went to her desk to sit down and boys were still shouting and admiring her. Miss Mkhabela remarked that such comments were 'barbaric' and that the noise was unnecessary. Despite her reaction the boys still continued to whistle and pass comments.

ii) Interpretation

For Miss Mkhabela to discipline her pupils on the behaviour they displayed towards the girl indicated that the behaviour was unacceptable. However, when the learners continued she could have told them about the consequences of not paying attention to her instructions. This could have brought the behaviour to an abrupt end.

b) Summative Interpretation of Teasing

Learners who entered classrooms late drew the attention of others. This provoked other learners to pass comments. They either whistled or passed cynical comments towards these learners. As observed in these classes, learners teased others in terms of their appearance and gender. The comments that were passed on in the presence of the teacher showed that learners displayed no regard for authority, even when the teacher told them that the behaviour was inappropriate. Also, such remarks were directed at making the persons entering feel uneasy as they would tease them. For instance, the girl whom the teacher called into class may have feared entering the classroom because she knew that they would pass cynical remarks towards her. It could happen that this went on each time she was late or even if she spoke in class. The fact that the whole class laughed indicated that the girl does suffer teasing in the classroom. The teacher's laughing also encouraged learners to carry on with such behaviour because it sent a message to them that the behaviour was acceptable to the teacher since there was no form of discipline that came from the teacher regarding such behaviour.

From the foregoing discussion of common classroom behaviour problems observed, it is evident that teachers share common behaviour problems. The fact that the same behaviours outlined and discussed occurred with either all or some of the observed teachers was a significant display that there were common classroom behaviour problems that teachers confront and have to deal with. However, the matter of how to deal or handle such behaviours seemed to be a problem to most teachers since most of them either ignored the behaviour or attended to the behaviour, however without insisting that the behaviour be stopped. Most of the teachers ignored misbehaviours even when they carried on. Vakalisa and Maphumulo (1996:355) point out that if a type of behaviour is repeated or becomes disruptive it should not be ignored, but a different approach should be sought to deal with it.

The issue of classroom management strategies and skills at this point was vital in such instances because it displayed the teachers' ability and effectiveness in maintaining a conducive teaching-learning environment, i.e. being able to manage classroom behaviour problems. However, it is important to indicate that the behaviours discussed are not representative of all or most

behaviour problems occurring in classrooms. The behaviours discussed in this study were the ones noticed by the researcher in the classrooms observed and only represented one of a number of behavioural problems occurring in classrooms.

4.2.2.2 INDIVIDUAL CLASSROOM BEHAVIOUR PROBLEMS

Apart from similar behaviour problems that occured in most of the observed classrooms, some of the behaviours were unique to some teachers. It is therefore important to highlight that the occurrences listed below only occurred to some individual teachers and not to all teachers. The researcher therefore entitled them individual classroom behaviour problems, because they only occured to two teachers and not to all of them.

KwaDlangezwa Classrooms

Mr Mkhwanazi's Classrooms

4.2.2.2.1 Playfulness.

i) Description

The teacher entered the classroom and learners were making noise. The teacher started with the lesson and the noise was still prevalent in the background. The teacher then noticed boys shoving, pushing and talking to each other. The boys were seated three to one desk. The teacher told them to stop and requested one of them to occupy his place. The learner adhered to the teacher's request after a brief hesitation. The teacher then continued with the lesson. As the lesson continued the boys sitting behind two girls were busy talking to them and pulling them by the hair. The girls seemed irritated but at the same time they were laughing at what was happening. The teacher noticed them as they were making noise and told them to stop what they were doing. Other learners did notice this playfulness, however they howled the teacher when he told them to stop. The teacher ignored the howling and continued with the lesson. The boys stopped what they were doing, but they continued to talk and laugh with the girls. The teacher stopped attending to them, and continued to teach.

ii) Interpretation

The teacher's attempts to stop the boys from playing did show success since in both incidents the behaviour stopped. The teacher's ability to split up the boys showed his successful handling of the situation because the teacher did not receive any resistance in this regard. Also with the second incident, the teacher made it possible for the boys to stop playing with the girls. The teacher on the other hand was not able to stop them from continuing to talk and laugh. The teacher did not monitor the situation so as to ensure that the behaviour was stopped. The teacher's ignoring of the howling helped because it did not bring about any further remarks from the pupils, but this led to learners continuing to make noise which the teacher did not try to stop. With the howling going on the teacher could have thanked the boys and girls in both incidents for respecting his request as this would show that he acknowledged their responses to his requests. This could have also helped in bringing the howling to an abrupt end.

4.2.2.2.2 Learners Resistance to Carrying-Out Instructions.

i) Description

The teacher entered the classroom and requested one boy sitting in the front row to clean the chalkboard. The learner sat without giving any indication of acknowledgement. The teacher requested him for the second time and the boy still ignored the teacher. The learners in the classroom started laughing. The teacher requested for the third time and the boy still showed no preparedness to carry out the instruction. The teacher then started to move towards the boy, but a boy next to the resisting one volunteered to clean the chalkboard. The teacher then stopped and started to introduce the lesson.

In another incident the same teacher was concluding the lesson for the day when the bell rang. One boy stood up to leave the classroom, but the teacher told him to sit down as the teacher was about to finish. The boy ignored the instruction and stared at the teacher. The teacher told him again and the boy still stared. The teacher then continued with the summary while the boy was still standing and looking at the teacher. Other learners became restless and one girl also stood

up and moved around. The girl was then followed by other learners in the class and the teacher stopped and told them to move out because they were not interested.

ii) Interpretation

The passive resistance of the learners showed the problem the teacher was confronted with. The teacher's requests were not entertained as the learners showed a complete refusal to carry out the instructions. When the teacher moved close to him the other boy foresaw the confrontation. The teacher in this case could have played in to the hands of the boy, who was obviously seeking either an argument or a physical showdown with the teacher. The teacher could have asked the boy why he was resisting in an attempt to avoid conflict. He could have asked the boy to come outside so as to talk about the matter after the lesson. The laughing of learners could have blown the whole scenario out of proportion since the teacher's authority was being challenged. On the other hand the boy could have not budged so as to show his peers that he was not afraid of the teacher.

The second incident also showed that the teacher's authority was challenged as the learner refused to sit down. The boy might have anticipated that the teacher would not let him leave the classroom or that he was showing-off to other learners that he was not afraid of the teacher. The learner's inability to obey the teacher was an indication of the confrontational attitude he was adopting. However, the teacher could have noted that he was running out of time and that the bell for break would ring. The restlessness of other learners also showed the time for the lesson was over. The teacher could have requested them to stay for a few minutes.

Both incidences were putting the teacher's managerial functions to the test. His insistance on learners to carry out the instructions was an appropriate way to show that the instructions had to be carried out. The teacher could have used other means when the learners refused to carry out instructions.

4.2.2.2.3 Teacher Teasing by Learners.

i) Description.

The teacher was busy teaching when one learner remarked that the teacher's shoes were beautiful. The teacher responded by saying that he worked therefore he could afford to buy himself shoes. Some pupils took the matter further by asking him whether the shoes were new or not. The teacher answered by saying that if you work you can afford to buy new shoes every month if you want. He further remarked that they would see the day when they passed their exams and started working. Learners at this stage were now interested in entertaining this issue. There was now noise and cynical remarks such as that the teacher borrowed the money, took the shoes on credit, etc. The teacher told them that the shoes were not part of the lesson, from which they should not deviate. The learners however did not want to stop talking about the shoes and they tried ways of prolonging the discussion by commenting on the teacher's clothes. The teacher ignored their comments and continued to teach. Learners eventually stopped remarking on the issue.

ii) Interpretation.

The learner's remark and the teacher's response to the distracting comment clearly indicated a direct attempt to disrupt the lesson as the remark was not related to the lesson. The teacher was successfully distracted by being drawn into the discussion and this provoked him to boast about him being employed and being able to afford certain things. The rest of the class was also drawn into the matter as they passed comments about what the teacher was wearing. The teacher in this case was interrupted during the lesson and he encouraged this interference by entertaining the learners' remarks. The teacher could have dealt with the boy who initiated the discussion by saying that the issue was not related to the subject of discussion. The teacher's entertainment of the issue provoked the ensuing discussion. A remark of this nature could have been an indication to the teacher that the lesson had gone on too long and the learners were getting tired or that the lesson was not interesting. Good and Brophy (1991: 217) mention that if the lesson indicates a loss of attention on the part of the learners or if it has gone too long, it should be terminated.

The fact that learners wanted to continue with the wrong discussion indicated that they were losing their interest in the lesson per se.

4.2.2.2.4 Teacher Remarks Towards Learners.

i) Description.

The teacher tried to teach, yet the learners were making a noise. The teacher tried to tell them to keep quiet and the learners ignored him. He then remarked that whoever was making a noise was a donkey. The learners then yelled at the teacher asking how he could call them donkeys. The teacher said he was trying to teach and they were a making noise and he had requested them to be quiet but they still persisted. There was further noise in the classroom about this but the teacher continued with the lesson and reminded them about the donkeys.

Furthermore, the teacher asked questions about the previous lesson and the learners could not respond. The teacher remarked by saying to the learners that they did not study at home but slept and dreamt about other things. He told them that they did not use their heads for productive things like recalling what they had learnt. The learners yelled and shouted at the teacher, but the teacher was not moved. He further said that these lessons would be part of the next test they were going to write. The learners shouted and told the teacher that the test would be too long and the teacher said it did not matter - they should have learnt it earlier.

ii) Interpretation.

The teacher's attempts to quell the noise failed and he resorted to calling learners names, but only those who continued misbehaving. The learners did not like this but the teacher was insistent and consistently reminded them of the names. This was a strategy that the teacher resorted to as a way of ensuring that the learners kept quiet. However, it did not work well as learners continued to talk. It also caused learners to be noisy as they remarked about the teacher calling some of them donkeys.

The teacher's emotional build up as the learners failed to answer questions made the teacher pass irritated remarks to the learners. The emphasis that learners slept and did not use their heads to think made learners more irritated and retaliated to the teacher's comments. The teacher even used the threat of a test to try to draw learners to respond, although this caused more commotion. The teacher could have returned to basic questions from where the lesson began and then asked follow up questions. Becoming emotional also made learners excited and further prolonged the irritation.

4.2.2.2.5 Unnecessary Acknowledging.

Miss Gumbi's Classroom

i) Description

The teacher entered the classroom and requested the learners to take out their Shakespeare texts. The teacher started reading the scene they had reached. The scene was a romantic scene. As the teacher read the scene and what was going on the learners kept on acknowledging or exclaiming about what was going on. They were saying "mmmmm" each time the teacher read the romantic sentences. Other learners were laughing and others were exclaiming "shhhhh" . The teacher ignored this behaviour and continued reading and explaining the scene. These exclamations or acknowledgements were repetitive.

ii) Interpretation.

It is important to understand that learners would respond excitedly towards love scenes. However, this excitement could be controlled if it was repeated without stopping because the teacher would not be heard when she tried to explain the significance of the scene. Other learners who were attentive were distracted and failed to hear or understand what the teacher was trying to explain, as other learners kept exclaiming "shhhhhh" at those passing remarks. The teacher could have therefore told them that it was understandable that they reacted with excitement, but pointed out that it was not proper to repeatedly acknowledge developments as

the sentences of the scene were read. The teacher could have explained to the learners that this does disturb other learners, rather than choosing to ignore the remarks.

From the above discussion it is evident that teachers do experience classroom management problems that are unique to them. The manner in which each teacher handles a situation dictates the manner in which the learners will respond. This may also be brought about by the fact that each classroom has its own unique learners who differ from learners in other classes. It is therefore not appropriate to generalise events of behaviour as being characteristic to most classrooms as the nature of the classroom, the teacher and the learners dictate the occurrence of behaviour patterns.

4.3 DATA ANALYSIS OF INTERVIEWS CONDUCTED FOR CLASSROOM BEHAVIOUR PROBLEMS

The researcher conducted interviews with all five teachers who were participating in the study. The interviewer compiled a list of standard questions which were put to all interviewees. The questions were based on the aims of the study. The permission of each teacher was sought before the interviews were conducted. The researcher used an audiotape for the interviews. The researcher explained the use of the audiotape to the teachers so as to avoid any apprehension on the part of the teachers. The researcher explained that their responses would be treated in the strictest confidence.

4.3.1 FORMAT FOR THE ANALYSIS OF INTERVIEW DATA

In the analysis of interview data the researcher follows the format described in 4.2.1 wherein similar aspects are discussed simultaneously and individual aspects are discussed separately. In other words, responses that are similar to each other are discussed as one and different responses are discussed separately. However, each interview with each teacher is firstly detailed. Each aim is discussed and interpreted at the same time.

4.3.1.1 Teachers' Perceptions of Classroom Management

Miss Mkhabela

Aim 1 : Teachers' general understanding of classroom management.

1.1 Do you have any formal training in classroom management ? If yes, where and when did you get it ? If no, do you see yourself at a disadvantage for the lack of it ? In what way ?

Received lectures at the University of Zululand while doing her B.Ed.

1.2 What do you understand by classroom management ?

Classroom management involves how the teacher conducts the classroom, how learners listen for effective teaching, how misbehaviours are prevented, how to control the class so that activities will be effective.

1.3 What do you think is the role of the teacher in managing his or her classroom?

The teacher should explain and tell the learners about his/her expectations. For instance telling learners about the rules at the beginning of the year.

1.4 How do you perceive the relationship between the teaching process and classroom management ?

The teaching process and classroom management are interrelated, that is a hand and glove relationship wherein one cannot succeed without the other. One cannot teach effectively if the classroom is not managed well. For instance, if learners are making a noise the lesson cannot be adequately presented.

Aim 2 : Principles of behaviour management

2.1 Do you think establishing rules and procedures is helpful in managing the classroom ? Why ?

If there are no rules and procedures to follow both teacher and learners may do as they please. The classroom cannot be controlled. It is better to lay down rules and procedures at the beginning so that each learner will know how to behave and what is expexted of him.

2.2 Do you think positive behaviours need to be rewarded by positive results ? Why?

Yes. It motivates the pupils to keep on doing good things. For instance if you keep on praising or rewarding the learners, the learners will try to repeat the same thing in future. Good behaviour needs to be reinforced.

2.3 Do you think negative behaviours need to be rewarded by negative results? Why?

Not always. If a learner misbehaves and is always negatively rewared, he or she may be discouraged in trying to do a good thing.

2.4 Should learners be accountable for their behaviours in the classroom? How ?

Learners should be accountable for their behaviours because they are the ones who are misbehaving. They should state why they are doing what they do. If not punishment should result depending on the case and how you weigh each case. For instance, if a learner make a noise tell him to stand up and shout or call out his name. The learner will not stand up and shout because he will be ashamed and stop the behaviour.

2.5 Is it necessary for teachers to become good role models for the learners in the classrooms ?

Yes. For learner to behave appropriately and accordingly the teacher should show the right way to behave so that learners imitate their behaviour. If a teacher does one thing and says the another it will be difficult for the learners to display appropriate behaviour. So, the teacher must do the right thing so that learners copy the right behaviour.

Aim 3: Techniques and strategies to deal with behaviour problems in the classroom

3.1 What strategies or techniques do you normally use in maintaing order in your classrooms ?

Call out their names and tell them to shut up, tell them to stand up or shift them by making those who are troublesome sit alone.

3.2 What is the rate of success of your strategies ?

The strategies are usually effective but not always.

Aim 4 : Preventive measures teachers use when dealing with classroom behaviour problems ?

4.1 Is it necessary to apply preventive measures in your class ? Why ?

Yes. It is better to prevent misbehaviours than deal with them after they have occured. So laying down the rules is one of the measures of preventing misbehaviours. Prevention is better than cure.

4.2 How do you ensure that your learners remain minimally disruptive in your class?

Talk to them as a parent by giving them guidance about what is wrong and what is right. This seems to help, although some of them just do not care.

Mr Mkhwanazi

Aim 1: Teachers' general understanding of classroom management

1.1 Have you had any formal instruction on classroom management? If yes, where and when did you get it ? If no, do you see yourself at a disadvantage for the lack of it? In what way ?

No formal training. Yes, at a disadvantage and feel extra training is necessary on how to manage learners. Think of asking other teachers such as the principal to help in managing the learners. This shows that not all problems are manageable in the classroom.

1.2 What do you understand by classroom management ?

It is the control of the learners from the time you enter the classroom to deliver the content and its free flow, up to the end of the period. It is the ability not to find yourself in the position of not knowing how to deal with behaviours. It is the ability to manage both the behaviour of the learners and the participation of the learners.

1.3 What do you think is the role of the teacher in managing his or her classroom ?

The teacher is the one who should be in control of the classroom, not that the teachers should control the class on the basis of what learners determine. It is the teacher who should determine the classroom environment. The teacher

should be the initiator of classroom process, but should also provide for the initiatives of the learners.

1.4 How do you perceive the relationship between the teaching process and classroom management?

The teaching-learning process will not take place effectively if classroom is not well managed. In cases where there is a problem in management of the class one cannot guarantee effective teaching.

Aim 2 : Principles of behaviour management.

2.1 Do you think establishing rules and procedures is helpful in managing the classroom ? Why?

Yes, because if learners know that there are rules and procedures to follow then teaching and learning will take place effectively.

2.2 Do you think positive behaviours need to be rewarded by positive results? Why?

Yes, because there are some of our learners who like to be praised for what they have done and those that like to be discouraged for what they have done wrong. Therefore, positive behaviours may be encouraged by giving incentives or awards. For example, putting stars for good marks motivates them.

2.3 Do you think negative behaviours need negative rewards? Why?

Yes, although there are those learners who simply do not care. Negative results do not always fulfil their function.

2.4 Should learners be accountable for their behaviours in the classroom? How ?

Yes. For instance a learner was drunk in class yesterday so the plan was that he should be taken out of the class so that he realises that what he has done is wrong. He will not be taught for the rest of the semester.

2.5 Is it necessary for teachers to become good role models for the learners in their classrooms ?

Yes. If a teacher is well behaved the learners will emulate the teacher.

Aim 3: Techniques and strategies to deal with behaviour problems in the classroom ?

3.1 What strategies or techniques do you normally use in maintaining order in your classrooms?

If there is disorder in the classroom names such as donkey are used so as to irritate them so that they stop the behaviour. For example, who ever makes noise is called a donkey. For instance 'Hey you donkey, keep quiet'. This has been successful in one way or the other.

3.2 What is the rate of success of your strategies ?

Even though there is not a 100% response from pupils, but this helps to tame them and the subject matter is delivered.

Aim 4 : Preventive measures teachers use when dealing with classroom behaviour problems ?

4.1 Is it necessary to apply preventive measures in your class ? Why ?

Yes, so that learners do not display unnecessary behaviours.

4.2 How do you ensure that your learners remain minimally disruptive in your class?

At this school one cannot be sure, but if one can prevent the start of chaos then their behaviours will be less disruptive.

Miss Gumbi

Aim 1: Teachers' general understanding of classroom management.

1.1 Do you have any formal instruction in classroom management? If yes, where and when did you get it ? If no, do you see yourself at a disadvantage for the lack of it ? In what way?

No formal instruction in classroom mangement. One is disadvantaged because learners give us problems with which we cannot cope. Instead of trying to cope one ends up ignoring the behaviours, even though one sees that bad behaviour needed to be tackled because one does not have the skills or the know-how of dealing with them, therefore one ends up ignoring bad behaviour.

1.2 What do you understand by classroom management ?

Getting the class in order and controlling the class.

1.3 What do you think is the role of the teacher in managing his or her classroom ?

A teacher must be able to enforce discipline, but somehow one lacks that because of the manner in which our learners behave.

1.4 How do you perceive the relationship between the teaching process and classroom management?

There is a relationship. Not being able to discipline learners contributes to poor teaching.

Aim 2 : Principles of behaviour management

2.1 Do you think establishing rules and procedures is helpful in managing the classroom ? Why?

Yes, because learners will know that if they have done something wrong the class will react negatively as long as the rule is laid down.

2.2 Do you think positive behaviours need to be rewarded by positive results ? Why?

Yes, for instance praising good behaviour and discouraging bad behaviour openly helps, rather than ignoring it as one normally does helps.

2.3 Do you think negative behaviours need to be rewarded by negative results ? Why?

Yes, so as to discourage them. The tendency with pupils is that they repeat the bad behaviours because one ignores them. They think that their bad behaviours are accepted.

2.4 Should learners be accountable for their behaviours in the classroom ? How ?

Yes. Their being accountable may rest on the idea that if rules and regulations are laid and adhered to may help.

2.5 Is it necessary for teachers to become good role models for the pupils in their classrooms ?

Being a good role model motivates the learners and they try to be like their teachers.

Aim 3: **Techniques and strategies to deal with behaviour problems in the classroom ?**

3.1 What strategies or techniques do you normally use in maintaining order in your classrooms ?

One usually uses a stick or sometimes one talks to them so as to try to discourage bad behaviour.

3.2 What is the rate of success of your strategies ?

Sometimes they work with other pupils sometimes they do not, but one has not measured this success.

Aim 4 : Preventive measures teachers use when dealing with classroom behaviour problems ?

4.1 Is it necessary to apply preventive measures in your class ? Why ?

It is necessary, because if one knows what is expected of him it makes things better.

4.2 How do you ensure that your pupils remain minimally disruptive in your class?

If rules are laid down, one is able to judge if the learners are able to cope.

Mr Khumalo

Aim 1: Teachers' general understanding of classroom management

1.1 Do you have any formal instruction on classroom management? If yes, where and when did you get it ? If no, do you see yourself at a disadvantage for the lack of it ? In what way ?

One had formal instruction in classroom management from the University of Zululand during the B.Ed course in Didactics.

1.2 What do you understand by classroom management ?

It is the teacher's ability to maintain a conducive learning situation in the classroom. This includes maintaining order and creating an atmosphere that is suitable for learning to take place.

1.3 What do you think is the role of the teacher in managing his or her classroom ?

The teacher is the one who sees to it that appropriate procedures and rules are followed and helps the learners to understand why it is necessary to adhere to certain rules so that learning takes place.

1.4 How do you perceive the relationship between the teaching process and classroom management?

There would be no effective teaching and learning without proper classroom management, because learning will only take place under well managed situations. Before effective learning there must be effective classroom management.

Aim 2 : Principles of behaviour management

2.1 Do you think establishing rules and procedures is helpful in managing the classroom ? Why?

A classroom cannot be managed without having first set rules so that you are able to control the learners and they are able to adhere to the rules. One cannot expect a classroom to be well managed if learners do not know what to do, and when and how to do it.

2.2 Do you think positive behaviours need to be rewarded by positive results ? Why?

Positive behaviours need to be rewarded by positive results because that serves as a way of encouraging good behaviour.

2.3 Do you think negative behaviours need to be rewarded by negative results ? Why?

Not always, because sometimes giving negative rewards to negative behaviour does not stop the behaviour but accelerates it. So, sometimes negative behaviour needs to be discouraged by giving positive rewards.

2.4 Should learners be accountable for their behaviours in the classroom? How ?

Yes, because if rules have been established and the learners do not follow them they must know what will be the consequences. The rules must not be those of the teacher but they must be the rules set by the teacher and the learners so that learners are answerable to them.

2.5 Is it necessary for teachers to become good role models for the learners in their classrooms ?

It is necessary because if a teacher does not display acceptable behaviour in front of the learners, yet expects learners to behave positively the teacher demonstrates hypocrisy. Llearners usually behave in the manner in which their teachers behave. Teachers should model good behaviour, that is, they should set good examples.

Aim 3: **Techniques and strategies to deal with behaviour problems in the classroom?**

3.1 What strategies or techniques do you normally use in maintaining order in your classrooms?

One uses a variety of strategies depending on the cases one comes across. For example, disruptive talk. As a teacher you either talk to the learner or apply physical proximity to handle the situation. This enables the learners to know that they are doing the wrong thing.

3.2 What is the rate of success of your strategies ?

One would not say they are always successful but mostly they are successful.

Aim 4 : Preventive measures teachers use when dealing with classroom behaviour problems ?

4.1 Is it necessary to apply preventive measures in your class ? Why ?

It is better to prevent rather than dealing with the behaviour after it has occurred. It saves time.

4.2 How do you ensure that your learners remain minimally disruptive in your class?

The teacher should be authoritative in the classroom and this will minimise disruptions.

Mr Jele

Aim 1: Teachers' general understanding of classroom management

1.1 Have you had any formal instruction in classroom management? If yes, where and when did you get it ? If no, do you see yourself at a disadvantage for the lack of it ? In what way ?

No formal instruction in classroom management. One is at a disadvantge because you find that learners show behaviours that you cannot cope with so that you either resort to beating them or ignoring them. If they are not prepared to learn it is not my business.

1.2 What do you understand by classroom management ?

Classroom management involves getting your class in order and having control over the activities that go on in the classroom. It is a question of making sure that the teaching process runs smoothly. It is ensuring that learning will take place effectively with minimum trouble from the learners.

1.3 What do you think is the role of the teacher in managing his or her classroom ?

The teacher's role in managing the classroom is that of ensuring that the learners perform the tasks the teacher expects of them. That is, the teacher must make sure that he attends to the problems of the learners and makes sure that the rules are followed.

1.4 How do you perceive the relationship between the teaching process and classroom management?

Classroom management and the teaching process cannot be separated. You cannot expect to teach effectively if your classroom is noisy or chaotic. You firstly have to deal with what prevents you from delivering the matter before you can say I have taught. How can one teach misbehaving learners? It is not possible.

Aim 2 : Principles of behaviour management

2.1 Do you think establishing rules and procedures is helpful in managing the classroom ? Why?

It is very important to have rules and procedures established because they are the guides to classroom behaviour. Without rules learners and the teacher for that matter may do as they please. So to avoid unforeseen troubles and to make sure that the learners understand what is expected of them are necessary before your classroom will run smoothly.

2.2 Do you think positive behaviours need to be rewarded by positive results ? Why?

Good behaviours need to be acknowledged by the teachers so as to encourage learners to show good behaviours. If learners do something good and you do

not praise them or you just ignore them they become discouraged and that is when trouble starts. They end up not being cooperative because the teacher does not care.

2.3 Do you think negative behaviours need negative rewards? Why?

You should not always reward bad behaviour with bad results. For example, if a learner comes in late most of the time and you punish him or her, that learner ends up being immune to the beating and ends up not caring any more. The learner says the teacher will beat me anyway so why should I worry? The learner does not care any more and this is what usually happens in our schools. So, sometimes if the learner is five minutes earlier than usual it is worth making a positive remark positively.

2.4 Should learners be accountable for their behaviours in the classroom? How ?

Learners must learn that they are responsible for the things that they do or are supposed to do. For instance, if a learner does not write his homework or does not finish it he must explain. If he shouts unnecessarily in class he must say why he is doing that. It teaches them to be responsible.

2.5 Is it necessary for teachers to become good role models for the learners in their classrooms ?

Good behaviour is imitated by pupils, but not always. Learners like to be funny especially when teachers do something peculiar. It is important that teachers become good examples so that learners copy from their teachers what is good.

Aim 3: Techniques and strategies to deal with behaviour problems in the classroom

3.1 What strategies or techniques do you normally use in maintaining order in your classrooms?

The stick is always the best in dealing with troublesome learners but it does not remedy the situation. Sometimes talking to learners and showing them what is good and bad helps but you need to punish them sometimes so as to show seriousness.

3.2 What is the rate of success of your strategies ?

It is not possible for one to actually say the strategies are successful because the extent of their success is not always measured. However, when looking at the behaviour afterwards one does see a change.

Aim 4 : Preventive measures teachers use when dealing with classroom behaviour problems

4.1 Is it necessary to apply preventive measures in your class ? Why ?

Prevention is better that cure. If you stop a bad behaviour from occurring rather than dealing with it afterwards itsaves you a lot of trouble and headache. So it is important to identify behaviours before they occur.

4.2 How do you ensure that your learners remain minimally disruptive in your class?

One cannot actually say how he does that because classes differ. You may succeed in one class but in another you may not but having rules and regulations helps.

4.3.1.2 Summative Analysis and Interpretation of Interviews

The perceptions of the teachers regarding classroom behaviour management are analysed and interpreted by the researcher on the basis of the aims of the study. The analysis and interpretations of the findings are as follows.

Aim 1 : Teachers' general understanding of classroom management

1.1 Do you have any formal training on classroom management ? If yes, where and when did you get it ? If no, do you see yourself at a disadvantage for the lack of it ? In what way?

The responses to the above question indicated that two out of three teachers did not receive formal instruction in classroom management and those that did only received formal instruction at postgraduate study level. The teachers without formal instruction ackowledged that they found themselves at a disadvantage because learners gave them problems that they could not handle as a result of them lacking classroom management skills. They further indicated that training was necessary for them so as to handle classroom behaviour problems that interfered with their teaching. One teacher emphasised that they ended up ignoring the behaviour even though it was inappropriate just because they did not know what to do. Another teacher indicated that one of the options was to call other teachers in authority, such as the principal, to assist in dealing with behavioural problems.

The indication that teachers who had no background in classroom management showed clearly in their responses that classroom management skills were an inevitable necessity. The fact that they resorted to ignoring learners and calling for help from other teachers displayed their outcry in needing help. They too acknowledged the fact that they needed training because they could not cope with some of the behaviour problems.

1.2 What do you understand by classroom management ?

All interviewees saw classroom management as the control of classroom activities as a means to promoting effective teaching and learning. However, in their individual explanations they saw classroom management as the way of facilitating the teaching process from the begining of the lesson to the end. Another teacher saw classroom management as the teacher's ability to create a conducive learning environment that would ensure order in the classroom. Other teachers saw it as the prevention of misbehaviours to ensure the participation of the learners.

Even though some of the teachers had no theoretical background in classroom management, their views on the fundamentals of what classroom management entailed showed their awareness of the immense significance of the subject. What was notable in their views was that classroom management involved coordination of all classroom events and ensuring that they are minimally disturbed.

1.3 What do you think is the role of the teacher in managing his or her classroom?

Most interviewees saw the role of the teacher as that of gaining control of the classroom by ensuring that the rules or procedures of the classroom were adhered to. In their view the teachers were the ones that had to establish rules and procedures since the teachers were the ones that facilitated the classroom process. However, one teacher added that the learners needed to be given an opportunity to be involved when rules were set. One interviewee felt that learners should know from the beginning of the year what the teacher expected of them so that they behaved appropriately. One interviewee felt that the classroom process and activities of the classroom should be determined by the teacher. The teacher should not allow learners to dictate the classroom process.

What is notable in their views regarding their role in the classroom was that they saw themselves as facilitators of the classroom discourse and not as authoritative figures. The teachers felt that a harmonious situation would prevail in the classroom if learners were involved, especially in the establishment of the rules. That was why they thought learners should be given the initiative and

the opportunity to participate in the classroom. In other words, democratisation in the classroom was important for effective teaching and learning. However, they pointed out that learners had to understand that teachers ultimately determine what goes on in the classroom.

1.4 How do you perceive the relationship between the teaching process and classroom management ?

All interviewees indicated that the teaching process and classroom managment were interrelated. They saw no effective teaching without properly managed classrooms. They went to the extent of saying that they did not see how teachers could function in mismanaged classrooms. One interviewee further said that he saw classroom management as the major factor in determining effective teaching, because before effective learning there must be effective management.

The teachers' perception showed that classroom management and the teaching process were intertwined because the success of one had a bearing on the other. That is, effective teaching only occurred if a classroom was well managed. Their examples clearly illustrated the idea that a conducive teaching and learning environment prevails if the teaching process and classroom the process complement each other.

Aim 2 : Principles of behaviour management

2.1 Do you think establishing rules and procedures is helpful in managing the classroom ? Why ?

All interviewees acknowledged that the establishment of rules and procedures was helpful in classroom management. The respondents saw the rules as controlling measures in managing the classrooms. They indicated that the rules were an indication of what was expected of the learners and also that learners should know that negative consequences would result if the rules were not respected. One respondent further highlighted that rules helped in letting learners know how they were expected to behave in the classroom. The rules therefore helped in avoiding confusion in the classroom. Another interviewee said that if the learners knew the rules and

procedures then effective learning was possible. In knowing and setting the rules one respondent indicated that the learners must know what to do, and when and how.

In most of their responses the teachers kept on pointing out the necessity of having rules and procedures. The feeling of the teachers was that good classroom governance would occur through having rules and procedures properly established. Rules and procedures mapped- out the expectations of the teachers and presented a picture of good classroom conduct. Through the rules one was able to know what to do, as wellas when and how. In other words, rules were an indication of classroom norms.

2.2 Do you think positive behaviours need to be rewarded by positive results ? Why?

The respondents believed that rewarding positive behaviours encouraged learners to repeat good behaviours. The respondents felt that learners were motivated to repeat good behaviour. Some interviewees said that rewarding learners with incentives or stars or by praising them reinforced good behaviours.

All teachers believed that rewarding good behaviour encouraged learners to do better. This view by implication means that reinforcing good behaviour will always yield good results.

2.3 Do you think negative behaviours need negative rewards? Why ?

Most interviewees said that negative behaviours should not always be rewarded by negative results because the learners did not always stop the bad behaviour. That is, the negative results did not fulfil their function in some instances because it may not stop the behaviour from occuring but it may accelerate it. In agreement one said that a learner developed some kind of immunity towards the behaviour. One respondent further said that it ended up discouraging learners who are always negatively rewarded. Some interviewees felt that rewarding should always be positive.

The above implied that negative rewards did not always serve their function because learners tended to get used to it and eventually the negative reward does not become effective. The feeling was that sometimes bad behaviour does require positive acknowledgement.

2.4 Should learners be accountable for their behaviours in the classroom? How?

All interviewees felt that learners should be accountable for their behaviours as this held them accountable for what they do wrong. One respondent said that learners should even go further and explain why they had misbehaved because they were the ones who were troublesome. Other interviewees felt that being accountable meant that the learners understood the consequences of their behaviours. Another interviewee said that laying down the rules made them accountable.

The views of the teachers indicated that if learners were to become responsible beings it was important that they learned to take responsibilty for the things they did.

2.5 Is it necessary for teachers to become good role models for the learners in the classrooms ?

All interviewees accepted that teachers should be good role models because learners liked to imitate good behaviours from teachers. The teachers felt that they should set a good example for the learners. The learners became motivated to display good behaviours if their teachers set good examples of behaviour. Some teachers felt that they could not expect learners to behave well when teachers showed inappropriate behaviour. They emphasised that teachers should practices what they preached.

The point that teachers were driving at was that teachers needed to manage themselves first before expecting learners to do as expected. In other words, it was the teachers who set the tone for good behaviour in the classroom. Since learners like to imitate teachers, teachers needed to exhibit exemplary behaviour. In essence, self-management of the teachers was important for learners to manage themselves too.

Aim 3: Techniques and strategies to deal with behaviour problems in the classroom

3.1 What strategies or techniques do you normally use in maintaing order in your classrooms ?

One respondent highlighted that the strategies he used in maintaining order in the classroom was contextual. For instance, talking to a misbehaving learner or moving toward the misbehaving learner with the eyes fixed on him or her does help in stopping the behaviour. Another respondent said that he usually used name calling, for example calling learners donkeys if they made a noise. The teacher said that it was a way of irritating the learners so as to "tame " them. The respondent said that at most this strategy succeeded. Two said that they used a stick to stop learners from misbehaving, but they also talk to learners. Another interviewee said that she calls out the names of the learners who are misbehaving or tells them to stand up or tells them to sit alone or shifts them to another desk away from the cause of the misbehaviour.

Strategies differ from situation to situation, but in most cases it seemed better for teachers to talk to learners or call out their names to stop the behaviour. Even though some teachers used the cane or name calling to stop the behaviour, but the latter seemed most popular with most teachers. However, all this depended on the teacher and the circumstance underwhich the behaviour occurred.

3.2 What is the rate of success of your strategies ?

The respondents accepted that their strategies were not always successful, but at most they succeeded. They pointed out that strategies worked with some learners and failed with other learners.

The response to the rate of success of the teachers strategies showed the challenge teachers faced in their classrooms because in some instances their strategies did not succeed. Also, the learners were a major factor in determining the extent to which a particular strategy would work or not.

Aim 4 : Preventive measures teachers use when dealing with classroom behaviour problems

4.1 Is it necessary to apply preventive measures in your class ? Why?

All interviewees acknowledged that it was better to prevent the behaviour before it began than to deal with it after it had occured. The respondents in their individual capacity said that it helped learners not show unwanted behaviour, it saved time, and the learners would know what was expected of them.

Teachers' feeling that if behaviours could be stopped before they occurred then their classrooms would be less disruptive because learners would be knowing what was expected of them. In essence, this suggested that preventing behaviours before they occured minimised the possibility of dealing with behaviour problems.

4.2 How do you ensure that your pupils remain minimally disruptive in your class?

The respondents said that it was possible to ensure minimal disruptive behaviours through talking to the learners, explaining wrong from right, being authoritative, and laying down rules so as to judge whether the learners were able to cope with them or not. One of the respondents indicated that it was not possible to ensure minimum disruption in the classroom.

Teachers still felt that communicating one's expectations and what was wrong does helped in making your classroom minimally disruptive.

4.4 CONCLUSION

This chapter analysed the data collected in chapter three in an attempt to ascertain the extent to which teachers managed classroom behaviour problems. The findings of this chapter gave an indication that teachers were suffering by not knowing how to handle behaviours when they

occurred in their classrooms. The classroom observations brought a number of classroom behaviour problems which teachers faced in their schools. The observations further revealed that teachers were faced with a constant challenge to their authority and their managerial skills and strategies were put to the test. The interviews showed an in-depth perception of how teachers viewed classroom management and its role in creating a conducive teaching-learning atmosphere. The teachers' views on classroom management showed that the classroom scenario was always full of unexpected surprises. Maphumulo and Vakalisa (1996:362) assert that:

> "Pupils present a constant challenge to justify the power and authority teachers' status accords them over the pupils. Successful managers ackowledge this and devise strategies that will help them rise to the challenge and win the confidence and co-operation of the pupils".

It is this challenge that the teachers have to meet for the success of the classroom discourse. It is therefore through acquiring managerial skills that teachers may become effective managers of their classrooms. The classroom observations and interviews did paint a picture of the need for teachers to develop classroom management skills because the essence of cooperation and minimum disruption rests on how the teacher is able to manipulate the classroom environment.

CHAPTER 5

5.0 CONCLUSIONS ON THE FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

The research study on **The Management of Classroom Behaviour Problems in Secondary Schools** proposed to investigate how teachers in secondary schools managed classroom behaviour problems. The basis for embarking on such an investigation was that teachers in their daily classroom activities faced classroom behaviour problems which disrupted their classes. Teacher education curricula covered the subject fairly well. Teachers felt inadequately trained and inexperienced in effectively managing their classes. South African literature and research studies on the subject were very limited (refer to 1.2 and 2.1).

To investigate the stated problem of the study which is **'The management of classroom behaviour problems in secondary schools'** (refer to 1.3), the researcher undertook to focus on the three following aspects:

1. the significance of classroom management for teachers;

2. teacher perceptions on classroom management;

3. preventive strategies and techniques used by teachers in managing classroom behaviour problems.

Chapter five, therefore, focuses on drawing up conclusions and recommendations on the study on the basis of the aforementioned aspects.

5.2 THE SIGNIFICANCE OF CLASSROOM MANAGEMENT FOR TEACHERS

The need for teachers to understand what classroom management entailed and acquire classroom management skills cannot be overemphasised in this chapter as it has been portrayed by the literature in chapter two. Classroom observations and interviews with teachers who participated in the study also revealed that teachers in their daily classroom routines faced challenges of dealing with behaviour problems. Some classroom events proved to be manageable and others proved difficult to manage such that teachers at most ignored the behaviours. However, when teachers reacted to other behaviours their attempts showed little success or none at all. Learners continued to exhibit the behaviours even when teachers requested or demanded a stop to the behaviours. For instance, noise was identified as the most common behaviour problem that incessantly troubled and disturbed all the teachers. Some teachers ignored the noise and continued to teach, but other teachers tried to attend to the problem the learners either ignored the teachers or just lowered their voices but later on the noise level would be raised. Teachers did not follow up on their requests or insist on silence. Even when some learners tried to silence others, harsh remarks or 'howling' from some learners persisted and the attempts by other learners to call them to order proved to be unsuccessful.

Besides noise, teachers were also confronted with other unmanageable behaviour problems. These classroom behaviour problems were late entrance by learners, teasing, teacher/learner disturbance, learner inattentiveness, learner resistance, playfulness, unnecessary acknowledging, and teacher remarks. All these behaviour problems were manifest in the classrooms when observations were conducted without any form of influence or interference on the part of the researcher. All these behaviour problems challenged the managerial expertise of the teachers and at the same time required the teachers to continue the role of handling the teaching process. The little success the teachers had in handling behaviour problems in the classrooms showed the urgent need for the development of classroom management skills for teachers so as to help them minimise the behaviour problems they faced in the classrooms. If teachers do not acquire classroom management skills their classrooms will continue to be unmanageable.

The fact that teachers were not successful in handling classroom behaviour problems showed their lack of knowledge of classroom management strategies and techniques. The failure by teachers to deal with behaviour problems also portrayed the picture that their classroom environments were less conducive to successful teaching and learning. Under such circumstances, it would not be possible to say that effective teaching and learning took place because these classroom events affected the teaching process. The fact that learners were noisy, late arrival, inattentive, teasing each other, colleagues or learners disturbing teachers, playfulness, resistance to carrying-out teachers' instructions, and passing remarks to either the teacher or learner, clearly indicated the interferences to the lessons presented. Under such conditions effective teaching and learning was impossible. Both the teacher and the pupil(s) were disturbed. It is important to note that the complementary relatedness of classroom management to the teaching process reflected on the degree of success of teachers in initiating and maintaining both the teaching process and classroom management process (refer to figure 2.3). The pleasantries of a productive learning climate were not achievable under conditions depicted in classroom observations. The lack of productive learning was shown for example by some learners trying to silence others when the lessons were conducted.

The fact that teachers did not successfully maintain and monitor classroom events and activities, and act decisively and immediately on behaviour problems showed the unpredictable challenges teachers faced in their classes to deal with behaviour problems. The need to acquire necessary classroom management skills to handle behaviour problems becomes an inevitable necessity for teachers in order to have well managed classroom environments.

In chapter two (2.3) it was shown that classrooms were characterised by the diversity of classroom events which occurred at the same time and these characteristics of the classroom required immediate decisions and actions on the part of the teacher. The teacher in his or her position needed to anticipate unpredictable events that caused problems in the classroom. At this stage the significance of classroom management skills played a major role in effecting a good teaching-learning environment.

A well managed classroom always reflects a well established teaching-learning environment. Certainly, all teaching and learning rests on how well the teacher has been able to create a classroom environment that promotes successful and effective teaching and learning. The interrelatedness of the classroom management process and teaching process highlighted in chapter two clearly shows that a well established classroom environment eventually maximizes the chances of promoting and encouraging effective learning for all learners, and simultaneously minimising pupil behaviours which interfere with the teacher's work (refer to 2.2.3). The essence of classroom management depends on how successful and effective the teacher has been in teaching his or her learners under conditions that are minimally free from managerial classroom behaviour problems.

A teacher is only able to establish a well managed classroom through acquiring management skills that will help to ensure successful teaching and learning. Maphumulo and Vakalisa (1996:338) point out that "the development of effective classroom management skills is therefore an absolute necessity for every teacher". The management skills range from how well the teacher has been able to plan, organise, and present his or her lessons and activities smoothly with minimal disruptions of the teaching-learning discourse; how well has he or she been able to anticipate problems and deal with them with little interference and disturbance of the lesson and learners; how well has he or she been able to monitor the progress of his or her lessons and activities.

In this study, classroom observations showed that teachers initiated the teaching process with little success in maintaining it and with no success in initiating and maintaining the classroom managerial process. This indicates that teachers are failing to mesh their teaching with their managerial responsibilities given the fact that the two are interrelated. The issue of behaviour principles (refer to 2.4) comes to surface in this regard because in most of their classroom routines teachers failed to reflect on any of the behaviour principles, although these are the cornerstones of establishing a productive teaching and learning environment. For instance, the teachers could have reminded learners of the rules and procedures regarding late coming, noise, 'howling' and other behaviour problems they identified during the presentation of their lessons when misbehaviours began. The teachers could have made sure that learners remained

accountable for the things they did and the consequences of not adhering to the rules. Setting up standards of good behaviour in the classroom enables the classroom environment to become suitable for both the teacher and the learners. Setting up standards also helps in ensuring that disruptions are prevented and learners know and understand the parameters of function. In essence this would establish positive classroom atmospheres and organised classroom environments. It is on this basis that teachers were seen to fail in managing classroom behaviour problems, thus echoing the call for development of classroom management skills for teachers.

Studies by authors such as van der Westhuizen (1988;1989;1991), Buchel (1992) and Maphumulo and Vakalisa (1996) are opening up a way towards the significance and understanding of classroom management for teachers, particularly in the South African context since the magnitude of the ground covered in this area is still limited. The significance of classroom management for teachers in our new found democracy as the people in South Africa cannot be further emphasised if the culture of teaching and learning is to be restored in our classrooms (refer to 1.1).

The responses of the teachers to the effect that learners no longer want to listen to them, they carry weapons in class, they threaten them, they are resistant to carry out instructions, they lack respect, and that they are troublesome and that it is difficult to control them showed the seriousness of the classroom conditions they work under. Teachers fear for their lives in such a way that they are reluctant to deal with learners. The issues raised by the teachers necessitate the introduction or the implementation of classroom management strategies. Thembela (1996) reiterates the point of helping teachers to develop management skills by saying that

> "There can be no reconstruction and development of the learning culture in our classrooms unless ... teachers ... are equipped with skills that will make them able to design pupil-friendly classrooms that will constitute excellent teaching-learning environments".

The above conclusions, which are based on classroom observations, depict the intricate aspects that characterise the classroom life of every teacher and they present a challenge to every teacher

as he or she would confront such conditions and situations as long as he or she is part of the classroom scenario. Therefore, the understanding and acquisition of classroom management skills is an absolutely inevitable necessity for all teachers.

5.3 TEACHERS' PERCEPTIONS OF CLASSROOM MANAGEMENT

5.3.1 Teachers'General Background on Classroom Management

In an attempt to find out how much knowledge or background did the teachers have on classroom management, the researcher came up with the following findings and conclusions from these findings are then drawn as follows:

1. Most of the teachers who participated in the research had no formal training in classroom management and teachers who received formal instruction in classroom management only received instruction at postgraduate level, that is B.Ed.

   The lack of formal instruction in classroom management can be ascribed to the fact that teachers left teacher education institutions without any background of classroom management. The teachers felt disadvantaged in lacking instruction or understanding of classroom management. The teachers pointed out that their inadequacies in managing their classrooms were reflected in the way they reacted to the learners either by ignoring the behaviours or thinking of calling for assistance from other teachers or beating the learners (Gumbi, Mkhwanazi and Jele). The teachers felt that training in classroom management would help them handle classroom behaviour problems better than they do presently.

   The lack of background information and skills in classroom management implied that the teachers entered the profession having not acquired any classroom management skills after completing their teacher education. Only those teachers who were fortunate to enrol for postgraduate study got the opportunity to acquaint themselves with classroom management but not at undergraduate level. However, classroom observations revealed

that even those who had background in classroom management had problems in managing their classrooms since they failed to consistently use their background knowledge in dealing with behaviour problems in the classrooms. In other words, these teachers failed to effectively implement background knowledge and strategies in their classrooms even though indications of attempts to use their knowledge was evident.

2. Teachers understand classroom management as the control of classroom activities for effective teaching and learning.

Maintaining order, preventing misbehaviours and creating conducive teaching-learning environments were paramount to teachers in explaining what classroom management involved. The teachers' views showed that teachers had an idea of what classroom management entailed despite the shortfall in having had no formal instruction in classroom management and in implementing the strategies effectively. Background information on the subject and strategies would, however, have augmented their views on classroom management thus presenting a clear picture of the complexities involving classroom management. The teachers could have been in a better position to manage their classes and could have made sure that learners were focused on the tasks and classroom activities if theoretical background on classroom strategies and techniques were available to them.

In controlling their classrooms teachers saw the establishment of the rules and procedures as the key to good management because the expectations of the teacher and the code for classroom conduct would have been well established. Their views were in line with the skill of organisation and instruction which Jones (1989:334) suggested in figure 2.1 that bears on the establishment of rules (refer to the managerial process figure 2.3). In controlling their classrooms teachers in essence refer to the prevention of behaviour problems that might impede their teaching and the learning of the learners.

3. Teachers saw their role as that of laying their expectations of the learners by setting up rules and procedures to be followed by all learners, enforcing discipline, initiating classroom process, and ensuring that learners perform the tasks as expected of them.

These views suggest that teachers saw themselves as facilitators of the classroom process and classroom activities thus making it possible for learners to behave as expected. Some teachers felt that learners needed to be involved in setting up the classroom discourse because their involvement would mean pupils would be knowing what was expected of them and why. However, Mr Mkhwanazi emphatically stated that the classroom process should be determined by the teacher and not allow learners to control the teacher and the teaching process, eventhough learners may be given initiatives. These views therefore suggest that the teachers felt that their classrooms needed to be democratised by allowing learner participation to occur. This involvement would ensure that learners behaved as expected, thus making the classroom process and its management effective.

One would conclude that by laying expectations teachers feel that the learners should be accountable for their behaviours because they would be aware of what is expected of them since the classroom environment is seen as a social system that determines behaviours (refer to figure 2.2).

4. All teachers saw the teaching process and classroom management as being interrelated.

Their perceptions can be ascribed to the fact that all of them saw no possibility of successful or effective teaching and learning in an improperly managed classroom. Their perceptions showed that teachers do understand that a teaching-learning environment consumed by behaviour problems would not achieve the goal of effective teaching and learning. For instance Mr Mkhwanazi asserted that one cannot guarantee that effective teaching took place if the classroom was not well managed. In essence, the responses of the teachers echo Ralph and Gusthart's schematic representation of the interrelatedness of the teaching process and the classroom process (refer to figure 2.3). The teachers' beliefs on this interrelatedness showed that in their daily classroom routines, they saw no

success in their teaching if their classrooms were not well managed and this gap would Culminate in non-productive learning of the learners. In other words, they maintained that effective teaching and learning were not possible if a conducive classroom environment was not well set up. These views also suggest that the teachers saw rules and procedures as central to proper classroom management.

5.3.2 Teachers' Perception Regarding Behaviour Management Principles

The theoretical framework of the study was based on behaviour management principles. The study revealed the following findings and conclusions from these findings were then drawn as follows:

1. Teachers saw rules and procedures as controlling measures in managing classrooms.

   The teachers' responses to interview questions in this regard clearly showed that to avoid dillemmas of dealing with classroom behaviour problems that might have been avoided, setting rules and procedures was the appropriate route to follow. Teachers maintained that if learners knew what was expected of them in terms of the manner they were expected to behave, effective learning would result. For teachers, establishing rules and procedures would avoid confusion in classrooms because learners would know the teachers' expectations and the consequences of not adhering to expected classroom norms of conduct.

   The observations in classrooms, however, revealed none of the expectations of the teachers. This can be ascribed to the fact that learners came in late for classes and teachers ignored them, they made noise in classes and teachers either ignored them or fairly demanded silence in the classrooms, they shouted and teased other learners, but teachers did not bother to discipline those learners. Furthermore, more of the observed teachers reflected on the rules of the classrooms each time learners misbehaved, they at most ignored the behaviours and continued teaching. Classroom observations, however, showed contradictions in the behaviour of the teachers and the views they held regarding

the establishment of the rules and procedures. The question therefore would be 'Do the teachers practise what they preach or do they find it impossible to manage the behaviours of learners? The findings revealed that teachers did not implement the views they held regarding the establishment of rules and procedures in their classrooms, which is why they found it difficult to manage classroom behaviour problems.

Furthermore, a constant referral to the rules would help in putting the frame of mind of the learners in to its proper perspective and a reminder to classroom conduct and the consequences thereof if the rules were broken. It appeared in some cases that rules for the classroom may have been set, but that these rules were not emphasised. In other classrooms rules were not existent at all.

2. The rewarding of positive behaviours by positive results is seen by all teachers as an important aspect in reinforcing good behaviour.

The teachers maintained that if learners were positively rewarded they always tended to repeat good behaviours. Some teachers said that they found that if learners were given incentives or stars for displaying good behaviours, they became happy and tried to repeat the behaviours. The teachers' reactions to good behaviour were in line with the theory of consequences and the sub-principle of reinforcement (refer to 2.4.2). The principle indicates that if learners knew that the behaviours they exhibit would be rewarded positively, the learners would display and repeat appropriate behaviours.

However, in one instance during classroom observations Mr Mkhwanazi could have either commended or thanked the learners who were playful in the classroom for listening to him and stopping the unwanted behaviour at his request. The teacher's gesture would have 'boosted' the morale of the learners and made them feel proud for being acknowledged by the teacher. Miss Mkhabela could have praised the learners for keeping quiet for the whole lesson because her reaction to the behaviour of the learners ensured silence and delivery of the lesson with minor interruptions. The implication, therefore, is that positive consequences would yield positive behaviours and teachers

need to show positiveness to learners so as to ensure appropriate behaviour of the learners. However, these teachers failed to make use of these opportunities to reinforce positive behaviour. The latter examples further show the contradictions in teachers' views and what they actually practise in class.

3. The teachers felt that negative behaviours should not always be rewarded by negative results because sometimes the learners carry on displaying the negative behaviours.

The feeling of the teachers that negative results did not always fulfil their function implied that in some instances behaviour problems did not stop and showed that some techniques that the teachers employed did not work. The reluctance of learners to refrian from misbehaving was evident in most classes observed. For instance, Mr Mkhwanazi provocatively said to learners 'if you make noise you are a donkey', but they continued to talk in class despite the teacher's attempts to remind them of the name calling he had ascribed to the misdemeanors. Mr Mkhwanazi was trying to discourage learners' bad behaviour by ridiculing the learners, however this response proved to be unsuccessful. Miss Mkhabela tried to discourage learners from whistling at the girl who entered the class late without any success. In another classroom observation Miss Mkhabela demanded silence and threatened to chase out the learners who continued making noise and this yielded positive results because learners then kept quiet.

The above is in line with the theory of consequences which states that if learners knew that inappropriate behaviours would be rewarded by negative results, learners would display appropriate behaviours. These examples showed the view that negative reactions did not always bring about the desired outcome because the behaviour problem either stopped or worsened. At times the response of the learners to the teacher's management techniques depended on how seriously the learners regard the teachers threats. If the threats are not executed as intended by the teacher, the learners will ignore the threats.

4. All teachers held the view that learners needed to be accountable for their own behaviours because the rules laid down meant that they understood and were aware of the consequences of bad behaviour. The latter means that the teachers felt that accountability to own behaviours meant that the learners became responsible in managing their own behaviours. However, classroom observations showed less responsibility on the part of the learners to manage their behaviours. Learners never paid attention to teachers even when they tried to call them to order. No form of accountability was reflected.

5. The teachers felt that being a role model for learners was very important in that learners had a tendency of emulating teacher behaviours.

   Teachers felt that they should be exemplary to the learners and try by all means to display good behaviours. In argument, the teachers felt that practising what one preached was of the essence because it was unbecoming to expect and demand learners to display good behaviours yet the teacher's behaviour was in total total contrast to his or her expectations of the learners. The views held by the teachers were in proportion with the theoretical frame of the principle of modelling which emphasises that the learners copy those behaviours they find desirable and those behaviours are of the people they respect.

5.4 CLASSROOM STRATEGIES AND TECHNIQUES IN MANAGING CLASSROOM BEHAVIOUR PROBLEMS

It was argued earlier in chapter two and chapter five (5.2) that managing a classroom was an arduos, yet necessary task for teachers to perform in their classrooms if they wanted to ensure that their teaching and learning was effective. Teachers devise ways and means that would help them meet the challenge their classrooms present in an attempt to ensure successful teaching and learning. Wheldall and Glynn (1987:68) point out that no matter how well prepared the lesson might be, if learners spend most of the time and attention behaving in ways that were not related to the tasks at hand, the lesson would have no effect. Maphumulo and Vakalisa (1996:355) stress that "teachers ought to be prepared to deal with 'classroom behaviour problems' by

acquiring strategies which can help them to cope with such occurences effectively".

Classroom observations conducted for the research study were an attempt by the researcher to find out how teachers handled classroom behaviour problems. The researcher, as mentioned in chapter three (3.4), was not specifically looking for particular types of classroom behaviour problems but those that manifested in classrooms as the lessons progressed. The researcher identified two categories of classroom behaviour problems that were common to teachers and unique to some teachers (refer to chapter 4: 4.4.2.1 & 4.4.2.2). The researcher came up with the following findings based on these two categories of classroom behaviour problems:

1. There were common classroom behaviour problems that the teachers had to confront; for example noise, the late arrival of learners in class, teacher disturbance by colleagues or learners,learner inattentiveness, and teasing. These classroom behaviour problems were characteristic of all classrooms visited by the researcher.

In handling classroom behaviour problems, most of the teachers ignored the behaviours and concentrated on teaching despite the persistence of the behaviours; for example noise, late coming, learner disturbance, inattentiveness and teasing. However, some teachers tried to handle these behaviour problems, but failed to stop them and they too eventually ignored them.

The unsuccessful attempts by teachers showed that classroom management strategies are an essential and urgent necessity for teachers. Classroom conditions showed that little effective teaching and learning took place. Classroom events also indicated that the teachers did not have the necessary skills to deal with classroom behaviour problems. This is supported by Miss Gumbi who said that they ignored disruptive behaviours even when they saw that it affected their teaching. The reason was that they did not know what to do or how to handle these behaviour problems. Mr Mkhwanazi further pointed out that the assistance of other teachers was sought in an attempt to handle classroom behaviour problems. Evidently, the lack of classroom management strategies for teachers makes their managerial tasks more difficult and frustrating. The teachers may also be fearing for their lives since learners threaten them, carry weapons in class and are disrespectful.

2. The researcher also found out that there are problems that occur uniquely for some teachers. Maphumulo and Vakalisa (1996:348) highlight that the "teacher's personality traits are basic to classroom management" . This view implied that the manner in which the teacher behaved and related to learners determined the circumstances underwhich classroom behaviours manifested. The latter was shown by Mr Mkhwanazi who entertained the issue of new shoes and clothes. The remark by the learner was an absolute indication that the learner was deliberately teasing the teacher so as to derail him from the task at hand. As a result of the teacher's actions the lesson was thrown off course and the whole class joined-in in the discussion. He could have foreseen the learner's attempt to distract him from the lesson and acted accordingly. Also, the teacher's remarks and name calling were an indication of the teacher's frustration in handling the problem properly. The resistance of the learners to carry out instructions as requested also contributed to the unique behaviour of certain teachers.

It is imperative to point out that the researcher is not saying that these behaviours could not have happened to some teachers but the researcher merely states that some behaviours may occur with some teachers and would not occur with others. This also showed the lack of classroom management skills in handling classroom behaviour problems.

5.5 CONCLUSIONS ON THE FINDINGS OF THE STUDY

The following conclusions can be drawn from the research and are based on the aims of the study.

a) Teachers were aware of the need to acquire classroom management skills, although they found themselves at a disadvantage because of not being able to manage classroom behaviour problems. This is caused by the fact that the theoretical framework and implementation strategies of classroom management skills provided by literature are not clearly defined and explained for teachers.

b) Teachers understood the importance and effect that certain preventive procedures have in handling classroom behaviour problems. However, in classroom practice teachers failed to reflect on behaviour management principles to prevent behaviour problems. The cause to this effect is that teachers do not carry over into their practice procedures which they intuitively know would help in preventing problems.

c) Teachers maintain that they use certain strategies in dealing with classroom behaviour problems. However, most classroom observations revealed lack of effective use of behaviour management strategies in dealing with behaviour problems in classrooms. The reason can be that teachers have become immune to behaviour problems in classrooms such that dealing with them is of no use. Also, teachers may also think that learners will still continue to misbehave no matter what they said or did. The lack of classroom management skills and strategies cannot be left out because they form the frame under which a teacher will act in response to undesired behaviour. This entails classroom management strategies provided in the literature which does not categorically state when and how the strategy could be implemented.

d) The prevention of behaviours before they began was seen by teachers as a means of minimising disruptions. However, the failure by teachers to ensure minimum disruption showed that teachers lacked means and ways of detecting a situation that could lead to disruption and act upon before it started. Teachers did not monitor their classrooms nor did they use body language to send a message to a misdemeanor. Teachers prefered to ignore learners and continue to teach. This sends a message to learners that they can choose or not choose to listen to a lesson. It was the learners' choice.

The conclusions clearly indicate the need for teachers to acquire classroom management skills in order to deal with classroom behaviour problems. The researcher therefore provides recommendations that would serve as a springboard in managing classroom behaviour problems.

5.6 RECOMMENDATIONS

In an attempt to address the plight of teachers in the classrooms the following recommendations based on the observed events are suggested:

1. Teachers should be encouraged to execute their task in a professional way. They should be well prepared before they go to class in order to avoid creating opprtunities for misbehaviours.

2. Teacher education curricula should incorporate classroom management modules in the syllabi. Classroom management should be introduced as early as the first year of study so that when student teachers go for their practice teaching they have background knowledge on how to manage the classroom. Student teachers cannot be expected to manage their classrooms until classroom management is adequately covered in their curriculum.

3. In service training for already qualified teachers is essential in this regard because these teachers manage their classrooms through intuition and what they think is the best approach to deal with unique problems. It is important that teachers receive theoretical background knowledge on how to manage classrooms and also to engage in discussions with other teachers and experts in the field. Simulated classroom scenarios are important in this regard.

4. Further research on classroom management should be conducted since research studies in this area in South Africa are limited. Research should be based on classroom behaviour problems that are characteristic of South African classrooms. Researchers who intend to explore this area may look into pupils' views on classroom management, the frequency of the occurence of classroom behaviour problems, possible strategies and techniques that may epitomise our classrooms, forms of in-service training for teachers, and behaviour management models.

5. Workshops and seminars need to be organised for teachers. This should involve experts in the field of classroom management who will present talks and activities that depict practical classroom environments. The workshops and seminars should involve more participation and discussion about teachers' experiences and how they handle their classroom predicaments.

Teachers have to be introduced into the approaches, strategies and techniques of dealing with classroom behaviour problems. The department of education should try to seek the services of experts to prepare a document with experts that will give teachers an idea of how to deal with possible classroom behaviour problems. Since corporal punishment has been suspended in schools, teachers need other means of handling classroom behaviour problems. Moore (1992:274) suggests the following management guidelines which are "teacher-tested suggestions for managing a classroom and preventing behaviour problems":

a) **Begin class on time.** Require learners to be in their seats at the ring of the bell and they should stop talking.

b) **Set up procedures for beginning your class.** Establish a routine or activity that will occupy learners for the first few minutes (e.g. four to five minutes).

c) **Set up procedures for dismissing the class.** Require learners to be quietly seated in their seats to prevent them from rushing out when they leave.

d) **Keep desks and storage areas clean.** A particular time to arrange the classroom in a manner that is appealing should be set aside.

e) **Stop misbehaviour immediately.** Direct nonverbal and verbal cues to the offender(s). Inform and remind learners of procedures and rules in a clear, assertive and unhostile manner.

f) **Make transitions between activities quick and orderly.** Give clear instructions on what learners should do and how they should do it. That is, learners must know exactly what they are expected to do, when and how.

g) **Direct your talk to the class and not to the chalkboard.** Scan the classroom as you talk to learners so as to monitor what goes-on rather than not facing them.

h) **Be polite to students and reinforce their politeness.** Communicate your expectations of the learners to ensure cooperation. Avoid being sarcastic.

i) **Be firm and consistent.** Give learners a warning when they have transgressed and follow through with consequences of breaking the rule. Do not compromise on rules that have been broken. Apply consequences accross the board without concessions.

j) **Do not threaten.** Avoid making threats that will not materialise, but promise.

k) **Be with-it.** Show learners your awareness of what goes on in the classroom. Monitor and move around your classroom. Avoid concentrating on one section of the classroom.

l) **Use nonverbal signals.** Nonverbal cues and body language are important ways of executing disciplinary action without the attention or knowledge of the others.

m) **Be helpful, not hurtful.** Encourage the display of good behaviours by your learners and guide them toward self-discipline.

n) **Use corporal punishment as a last resort.** Before executing corporal punishment on learners, try different disciplinary approaches first.

o) **Plan well.** Plan classroom lessons, activities, and routines thoroughly with clear cut objectives. This should be done well in advance to avoid unnecessary confusion, delays, and disruptions.

p) **Use verbal reprimands with care.** Reprimand learners privately. Avoid public ridicule, sarcasm, and shouting at learners. Try to be calm when executing reprimands.

q) **Always set a good example.** Be examplary to your learners and be a good role model.

The aforementioned guidelines can form a framework on which the suggested document(s) can be prepared.

6. In instances where learners threaten teachers in classrooms, their cases need to be handled by the disciplinary committee of the school which should be inclusive of the principal and some members of staff, representative(s) of the parents, and representative(s) of the learners. This would help in ensuring the matter being viewed and discussed from all angles and a collective decision being taken with full participation

and knowledge of all stakeholders of the institution. However, learners should firstly be warned of the seriousness of threatening people.

It is also important for the department of education to protect teachers and learners against those who carry weapons in the classrooms. The department of education in liason with the chief education specialist of the district, the principal of the school, the teachers, the parents, the learners and the police should work out a probable strategy of curbing and handling such situations amicably. This would make the work of the teachers in classrooms easier and the lives of other learners safe. One cannot lose sight of the fact that some communities are plagued with violence and they need assistance.

Talks or workshops on offences related to crime should be organised in schools. Legal experts need to be called to conduct such talks or workshops. Counseling should be organised for learners since some come from areas plagued by violence. This would serve to educate learners about the consequences of crime. This could also be a crime prevention measure since many young people are recruited by gangsters to run their businesses. A healthy and non-hostile atmosphere could be created in this regard and then lead to more cooperation, respect and friedliness in the classroom and the school as a whole.

The researcher mentioned such extreme behaviour problems briefly as some of the problems teachers faced (refer 1.1). However, behaviour problems of such an extreme nature need thorough research and do not warrant detailed discussion since none of these behaviour problems emerged during the investigation. The recommendations are purely based on the researcher's practical teaching experience.

5.7 LIMITATIONS OF THE STUDY

This study was limited by the following aspects :

a) Inadequate South African literature on classroom management per se and classroom management in relation to behaviour problems limited the extent of contextualising the study to within the South African context and most of the sources used were based on overseas literature (Chapter 1, 1.2 and Chapter 2).

b) On-site visits were not as lengthy as the researcher would have preferred so as to provide sufficient depth of description and familiarity on the subject. During the investigation the researcher had to work within the time frame provided for him by the school and the teachers(Chapter 3, 3.2 and 3.4). The researcher also had to attend to his occupational duties during the investigation. This limited the time for the research study.

c) The nature of the research design limited the type of data collection procedures because the researcher took a non-participative role to amass the information required. This also had a bearing on the researcher's interpretation of what he considered and perceived to be behaviour problems when teachers perceived certain behaviours as being 'normal'. Also, the presence of the researcher in classrooms and the knowledge of the teachers of the nature of the study may have influenced the presentation of special behaviours to gain rapport.

d) Interviews were face-to-face and provided indirect information to filter through the views of interviewees. Participants in some instances gave biased responses and responses which they wanted the interviewer to hear.

5.8 CONCLUSION

Chapter five has looked into the findings of the study and found out that teachers, experienced nor inexperienced, have problems in handling classroom behaviour problems. Classroom observations and interviews confirmed the research's assumption that teachers fail to deal with

classroom management either because they lack basic training and theoretical framework in classroom management or classroom management strategies that would help them deal with classroom behaviour problems.

The necessity of classroom management is an inevitable task that teachers will have to acquire if they intend to have well managed classrooms free from disruptions. Teachers need to understand that the basis of all teaching depends on effectively managing the classroom and ensuring that lessons are presented smoothly. To continue teaching without attending to disruptive behaviour is a purposeless teaching discourse since no effective learning is possible. Therefore, classroom management presents a haven for teachers that will enable them to perform their tasks in an amicable manner. This would ensure the accomplishment of an effective learning atmosphere for learners since a conducive classroom environment will have been created.

The present scenario at schools in general and in the classrooms in particular is cause for concern if curriculum 2005 is to be implemented effectively. If teachers failed to manage their classrooms when they were using mainly traditional teaching methods, their success with learner-centred methods is doubtful. There is therefore an urgent need for order in the classrooms and that teachers need to be empowered with classroom management skills so that they may not be overwhelmed by the new teaching practices which they are currently being expected to implement.

LIST OF REFERENCES

Arends, R. I. (1994). *Learning to Teach.* New York: McGraw Hill.

Axelrod, S. (1983). *Behaviour Modifications for the Classroom Teacher.* New York: McGraw Hill.

Best, W. J. & Kahn, J. V. (1993). *Research in Education.* Boston : Allyn and Bacon.

Bless, C. & Higson-Smith, C. (1995). *Fundamentals of Social Research Methods: An African Perspective*. Kenwyn: Juta.

Borg, W. R. & Gall, M. D. (1983). *Educational Research: An Introduction.* New York: Longman.

Buchel, A. J. (1992). *Practical School Management.* Pretoria: Acacia.

Bull, S. L. & Solity, J. E. (1987). *Classroom Management: Principles to Practice.* London: Routledge.

Calderhead, J. (1984). *Teachers' Classroom Decision Making.* London:Holt, Rinehart and Winston.

Chikane, F. (1986). Children in Turmoil: The Effects of the Unrest on Township Children. Burman, S. and Reynolds, P. (Eds): *Growing up in a Divided Society.* Evanston: North Western Unoversity Press.

Copeland, W. D. (1987). Classroom Management and Student Teachers' Cognitive Abilities: A Relationship. *American Educational Research Journal.* Vol. 24, No. 2. pp. 219-236.

Cresswell, J. W. (1994). *Research Design: Qualitative and Quantitative Approaches.* Thousand Oaks: Sage Publications.

Edson, C. H. (1988). Our Past and Present: Historical Inquiry in Education.

Sherman, R. R. and Webb, R. B. (Eds): *Qualitative Research in Education: Focus and Methods.* London: The Falmer Press.

Emmer, E. T.; Evertson, C. M.; Sanford, J. P.; Clements, B. S.; &Worsham, M. E. (1984). *Classroom Management for Secondary School Teachers.* London: Prentice Hall.

Gay, L. R. (1987). *Educational Research: Competencies for Analysis and Application.* Columbus: Merrill Publishing Company .

Gilmore, C. ; Mattison, S. ; Pollack, G. ; & Stewart, J. (1985). Identification of Aggressive Behaviour Tendencies in Junior Age Children: First Stage in a Study of Aggression. *Education Review.* Vol. 37 (53-63).

Good, T.L. & Brophy, J. E. (1991). *Looking in Classrooms.* New York: Harper Collins.

Jacobsen, D; Eggen, P; & Kauchak, D. (1993). *Methods for Teaching: A Skills Approach.* New York: Merrill.

Johnson, V.G.(1994). Teachers' Conceptions of Classroom Control. *Journal of Educational Research.* Vol. 88. No.2 (109-117).

Jones, V.F. & Jones, L. F. (1981). *Responsible ClassroomDiscipline: Creating Positive Learning Environments and Solving Problems.* Boston: Allyn and Bacon, Inc.

Jones, V.F. (1989). Classroom Management: Clarifying Theory and Improving Practice: *Education.* Vol. 109. No. 3 (330-339).

Kerr, M. M. & Nelson, C. M. (1983). *Strategies for Behaviour Problems in the Classroom.* Columbus: Charles E. Merrill Publishing Co.

Kruger, R. A. & Muller, E. C. C. (1990). *Lesson Structure and Teaching Success.* Roodepoort: Krumul Publications.

Kyriacou, C. & Roe, H. (1988). Teachers' Perception of Pupils' Behaviour Problems at a Comprehensive School. *British Educational Research Journal* : Vol. 14, No.2, pp. 167-173.

Kyriacou, C. (1993). *Effective Teaching in Schools.* Herts: Simon and Schuster Education.

Lasley, T. (1987). Classroom Management: A Developmental View. *The Educational Forum:* Vol. 51, No. 3, pp. 285-297.

Lemlech, J. K. (1988). *Classroom Management: Methods and Techniques for Elementary and Secondary Teachers.* New York: Longman.

Littler, K. T. (1990). Perspectives on Circumstances Conducive to Disruptive Behaviour in Schools and Off-Site Special Units. *Education Today:* Vol. 40, No. 3, pp. 49-55.

Maphumulo, N. C. & Vakalisa, N. C. G. (1996). Classroom Management. Jacobs, M. & Gawe, N. (Eds). *Teaching-Learning Dynamics: A Participative Approach.* Johannesburg: Heinemann.

Maxwell, W. S. (1987). Teachers' Attitudes Towards Disruptive Behavoiur in Secondary Schools. *Educational Review:* Vol. 39, No. 3 (203-216).

Mayher, J. S. (1991). New Lenses for Old Problems: What We Believe is What We See. Brause, R. & Mayher, J. S. (Eds): *Search and Research: What the Inquiring Teacher needs to Know.* London: The Falmer Press.

Mbatha, L. T. (1993). *Management Development and Training of Principals in KwaZulu with Special Reference to Senior Secondary Schools.* Unpublished M.Ed. Dissertation, KwaDlangezwa: University of Zululand.

McNeil, J.D. & Wiles, J. (1990). *The Essentials of Teaching: Decisions, Plans, Methods.* New York: MacMillan Publishing Co.

Moore, K. D. (1992). *Classroom Teaching Skills.* New York : McGraw-Hill, Inc.

Ngcongo, R. P. (1993). *Conflict Management and Resolution in Secondary Schools in KwaZulu.* Unpublished D.Ed. Thesis, KwaDlangezwa: University of Zululand.

Nkosha, D. C. (1996). Getting the Feel of Conducting Qualitative Research:My experience in Zimbabwe. *Quaresh: Newsletter of qualitative Educational Researchers in Eastern and Southern Africa.* Issue 3, pp. 6-7.

Nolan, J. (1991). Vulnerability Index: A Planning Tool for the Prevention of Classroom Management Problems. *Education:* Vol. 111, No. 4, pp. 521-525.

Ornstein, A. C. (1990). *Strategies for Effective Teaching.* Chicago: Harper Collins Publishers.

Quinones, N. (1987). Creating the Climate for Safe, Effective Schools. *The Transvaal Education News:* Vol. 45, No. 6, pp. 16.

Ralph, E.G. & Gusthart, L. (1994). Helping Novice Teachers with Classroom Management: A Synthesis of Effective Teaching Research. *Building Bridges In Teacher Education.* Driscoll, B. & Halloway,W. (Eds.). Armidale: The University of New England.

Shabalala, S. N. (1995). Circular on the Administration of Corporal Punishment in KwaZulu\Natal Schools. Reference Number 9\8.

Sherman, R. R. & Webb, R. B. (1988). Qualitative Research in Education: A Focus. Sherman, R. R. & Webb, R. B. (Eds). *Qulitative Research in Education: Focus and Methods.* London: The Falmer Press.

Short, P. M. & Short, R. J. (1988). Perceived Classroom Environment and Student Behaviour In Secondary Schools. *Education Research Quarterly:* Vol. 12, No. 3, pp. 35-39.

Sibaya, P.T. (1992). *The Psychological Assessment of Children's Learning and Behavioural Problems as Manifested in KwaZulu Primary Schools,* Unpublished D. Ed. Thesis. Stellenbosch: University of Stellenbosch.

Smith, W. L. (1991). Reading and Understanding Hypothesis Testing Research. Brause, R.S. & Mayher, J. S. (Eds). *Search and Research: What the Inquiring Teacher Needs to Know.* London: The Falmer Press.

Smith, C. J. & Laslett, R.. (1993). *Effective Classroom Management : A Teacher's Guide.* London: Routledge.

Storey, K.; Lawry, J.R. ; Ashworth, R. ; Danko, C. D. & Strain, P. S. (1994). Functional Analysis and Intervention for Disruptive Behaviours of a Kindergarten Student. *Journal of Educational Research:* Vol. 87, No.6, pp. 361-370.

Stuart, H. (1994). Teachers' Perceptions of student Behaviours: A Study of NSW Secondary Teachers' Attitudes. *Educational Psychology:* Vol.14, No. 2 (217-229).

Thembela, A. J. (1996). *Teaching-Learning Dynamics: A participative Approach.* Jacobs, M. & Gawe, N. (Eds.) Johannesburg :Heinemann.

Van. Der. Sijde, P. C. & Tomic, W. (1993). A Model for Classroom Management Activities. *Education:* Vol. 113, No. 3, pp.439-449.

Van. Der. Westhuizen, P. C. (1988). An Agenda for EducationalManagement in South Africa. *South African Journal of Education:* Vol. 8, pp. 379-383.

Van. Der. Westhuizen, P.C. & Harris, B.A. (1989). Determining Dimensions of Management in Education. *South African Journal Of Education.* Vol. 9, No. 1, pp. 196-201

Van. Der. Westhuizen, P. C. (1991). *Effective Educational Management.* Pretoria: HAUM-Tertiary.

Vakalisa, N.C.G. (1997). A Paper Presented at SAAAD Workshop on Qualitative Research in Social Sciences: Unit 1:What is Research. University of Venda. pp 1-11.

Wheldall, K. & Merrett, F. (1988). Which Classroom Behaviours Do Primary School Teachers Say they Find Most Troublesome? *Education Review:* Vol. 40, No. 1, pp. 13-25.

Wheldall, K. & Glynn, T. (1989). *Effective Classroom Learning: Theory and Practice In Education.* New York: Basil Blackwell.

Wraag, E.C. (1994). *An Introduction to Classroom Observation.* London: Routledge.

APPENDIX 1

INTERVIEW SHEET

Aim 1: Teachers' general understanding of classroom management.

1.1 Have you had any formal instruction on classroom management? If yes, where and when did you get it ? If no, do you see yourself at a disadvantage for the lack of it ? In what way ?

1.2 What do you understand by classroom management ?

1.3 What do you think is the role of the teacher in managing his or her classroom?

1.4 How do you perceive the relationship between the teaching process and classroom management?

Aim 2 : *Principles of behaviour management.*

2.1 Do you think establishing rules and procedures is helpful in managing the classroom ? Why?

2.2 Do you think positive behaviours need to be rewarded by positive results ? Why?

2.3 Do you think negative behaviours need negative rewards? Why ?

2.4 Should pupils be accountable for their behaviours in the classroom ? How ?

2.5 Is it necessary for teachers to become good role models for the pupils in their classrooms?

Aim 3: Techniques and strategies to deal with behaviour problems in the classroom ?

3.1 What strategies or techniques do you normally use in maintaining order in your classrooms?

3.2 What is the rate of success of your strategies ?

<u>Aim 4</u> : Preventive measures teachers use when dealing with classroom behaviour problems ?

4.1 Is it necessary to apply preventive measures in your class ? Why ?

4.2 How do you ensure that your pupils remain minimally disruptive in your class?