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**MANAGEMENT CHALLENGES EXPERIENCED BY FEMALE EDUCATORS IN
KING CETSHWAYO DISTRICT SECONDARY SCHOOLS**

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**Dissertation submitted in fulfilment of the requirements and the award of the Degree of
Masters of Education (Social Science Education) at the University of Zululand,
KwaDlangezwa, South Africa**

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ETHICAL STATEMENT BY THE RESEARCHER

I affirm that the study **Classroom Management Challenges Experienced by Female Educators in King Cetshwayo District Secondary Schools** which is submitted to University of Zululand in fulfilment of the academic requirements for the award of Masters of Education in Social Science Education is my original work. I also declare that the work has neither been submitted nor copied elsewhere and that the various materials used in the study have been duly acknowledged.

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Date:.....

DEDICATION

This thesis is dedicated to the glory of the Almighty God and my loving and supportive husband and also to my wonderful children, Mandisa, Zemvelo and Sibongakonke.

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I would like to acknowledge the Almighty God, my help in ages past and my hope for years to come. I return all glory to His name for seeing me through the successful completion of this dissertation.

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ABSTRACT

The study focused on classroom management challenges experienced by female educators in King Cetshwayo District secondary schools. The aim of the study was to explore classroom management challenges faced by female educators in secondary schools and find establish the behaviour of learners towards female educators. Quantitative and qualitative research approaches were used. A structured questionnaire with close and open ended questions was used to collect data from participants. The sample consisted of 280 female educators from 20 secondary schools in King Cetshwayo District. The demographic variables of the study show that there are higher numbers of female educators than males, the age of respondents reveal a youthful population of educators, teaching experience of educators average at 51% and shows a relatively experienced population, the majority of educators prefer teaching Grade 10 and below. Educators in secondary schools are mostly female (61%). The findings of the study show that educators were of the opinion that youthful exuberance and lack of positive role models are responsible for the unruly behaviour of the learners, female educators respond well to the needs of individuals and groups, educators are overburdened with overload and limited resources, also, learners misbehave towards female educators because they know that corporal punishment is prohibited by the schools and government as well. In view of the outcome of the research, it was recommended that workshops should be organised to address and empower educators on the appropriate teaching techniques to empower them cope with contemporary teaching challenges. It is also recommended that massive employment of educators be embarked upon in order to reduce the workload of educators and reduce work related stress. Appropriate funding should be made available to encourage educators to upgrade their knowledge in a manner that will support their career progression. Personnel like Psychologists, Nurses and Social Workers should be employed to serve as Educator supporting structures to help reduce workloads in the school environment.

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LIST OF ACRONYMS AND ABBREVIATIONS

IQMS	Intelligent Quotient Management Systems
ADD	Attention Deficit Disorder
SNE	Special Needs Education
ITE	Initial Teacher Education
A	Agree
SA	Strongly Agree
D	Disagree
SD	Strongly Disagree
U	Undecided
IDEA	Individuals with Disabilities Improvement Act
PBE	Performance Based Education
CBE	Competency Based Education
RNCS	Revised National Curriculum Statement
ADHD	Attention Deficit Hyper Activity Disorder

CHAPTER ONE

GENERAL OVERVIEW

1.1 Introduction

Good classroom behaviour is one of the most important characteristics of an effective and vital aspects of classroom management (Kelly, 2007). Furthermore, good classroom behaviour is important for maintaining harmony in a classroom during teaching and learning and for securing a good climate where learners can learn without disruption. Kelly (2007) said that it is commonly accepted that learners perform better when they know what is expected of them. Weinstein (2008) stated that the growing bad behaviour in classrooms is giving female educators a big challenge in managing their classrooms and needs to be stopped by every means at our disposal. Weinstein (2008) added that many secondary school learners end up being suspended and expelled from schools due to bad behaviour, and this does not build the learners; instead, it destroys them. Some learners end up in the streets doing drugs and abusing alcohol while others become pick pockets. Young teenage girls end up getting pregnant, and this has a bad impact in their future. Learners who abuse alcohol and drugs become verbally and physically confrontational towards female educators. They also develop a habit of stealing and watching pornography, which is not allowed at school and in the community. That is the reason why this study on classroom management challenges experienced by female educators in King Cetshwayo district secondary schools was of great importance. This chapter presents a preliminary literature review, problem statement of the study, research questions, objectives, purpose of the study, research methodology, intended contribution to the body of knowledge, ethical consideration, and preliminary chapter division.

1.2 Background to the study

According to Kizlik, (2008) survey of graduates of education schools and colleges indicated that the number one area of concern of new teachers is their feelings of inadequacy in managing classrooms. Despite clinical experiences, student teaching, and other observers in the classroom settings, this problem has persisted. There is no educator that will confer skill in this area of professional responsibility.

Effective classroom management and management of learner behaviour are skills that educators acquire and hone over time. These skills almost never “jell” until after a minimum

of a few years of teaching experience. To be sure effective teaching requires considerable skill in managing the myriad of tasks and situations that occur in the classroom each day, (Kizlik, 2008).

Skills such as effective classroom management are central to teaching and require “common sense”, consistency, a sense of fairness and courage (Sasson, 2007). These skills also require that educators understand the psychological and developmental levels of their learner. Skills associated with effective classroom management are only acquired with practice, feedback, and a willingness to learn from mistakes (Bless and Higgson- Smith, 2000). Sadly, this is often easier said than done. There is no practical way for education students to “practice” their nascent skills outside of actually going into a classroom setting. The learning curve is steep indeed. Only practice that can help them improve and become effective classroom managers.

Steyn and Wolhuter (2005), suggest that educators need support services to optimise the work of the teacher and help him solve problems without struggling that can impede his effectiveness. Services such as subject advisory and professional services, education research services, communication services and teacher associations.

Personal experience and research indicates that many beginning teachers have difficulty effectively managing their classrooms Huysamen, (1996). There is no best solution for every problem or classroom setting. Teachers who have been in the classroom for many years can contribute to the understanding of what works and what doesn't work in managing classrooms and the behaviour of learners.

According to Waxler, (2006) in classrooms, the most prevalent positive consequences are intrinsic learners' satisfaction resulting from success, accomplishment, good grades, social approval and recognition. Learners must be aware of the connection between tasks and grades. Frequent use of punishment is associated with poor classroom management and generally should be avoided. When used, negative consequences or punishment should be related logically to the misbehaviour. Milder punishments are often as effective as more intense forms and do not arouse as much negative emotion. Misbehaviour is less likely to occur if a learner makes a commitment to avoid the action and to engage in more desirable alternative behaviours. Consistency in the application of consequences is the key factor in classroom management.

Lewis and Sugai (1999) mentioned that educators should identify expectations for learner's behaviour and communicate those expectations to learners periodically. Rules and procedures are most common explicit expectations. An educator should make just a small number of rules and procedures that emphasize good and appropriate behaviour. These will help her / him as well as the learners to know what is expected of them, what to do and what not to do before the bad behaviour happens. It is better to prevent bad behaviour than to deal with it when it has happened. Rules should be posted in the classroom. They should be taught to learners and explained very well. Learners should understand them clearly. Learner compliance with the rules should be monitored constantly by the educator. The classroom rules should be the rules the educator is willing to enforce.

According to Babbie (1998) a high incidence of classroom disciplinary problems has a significant impact on the effectiveness of teaching and learning. It has been found that educators facing such issues fail to plan and design appropriate instructional tasks. They also tend to neglect variety in lesson plans. They rarely prompt learners to discuss or evaluate the materials that they are learning. Learner comprehension and seatwork is not monitored on a regular basis.

Mc Intyre, (2007) said that researchers have pointed out the importance of assisting learners in positive behaviours. In planning classroom management, educators should consider using assertive communication style and behaviour. Educators should always know what they want their learners to do and involve them in the respective learning activities, under the general conditions of clearly and explicitly stated school wide and classroom rules.

A recent review of the state requirements for the educator certification reveals, that only a handful of states require special and general educators to have knowledge of school wide behavioural support. Moreover, fewer than half of the states expect principals to demonstrate competence in it (Doolittle, Horner, Bradley, Sugai and Vincent, 2007). Clearly, more work needs to be done to ensure that educators understand the conceptual framework for the prevention of behaviour problems.

Morrish, (2008) is for the opinion that educators must change methodology instead of lowering expectations. They should develop individual intervention plans for difficult learners. Involvement of administrator and parents as partners in the process is very

important, stress should be prevented as much as possible. Changes in structure should be considered. Supervision is required to prevent repetitious misconduct.

Effective classroom management requires a comprehensive approach, including structuring the school and classroom environment, employing active supervision of student engagement, implementing classroom rules and routines, enacting procedures to encourage appropriate behaviour, using behaviour reduction strategies, and collecting and using data to monitor learner behaviour and modifying classroom management procedures as needed (Sugai and Horner, 2006).

Brophy (2006) suggested that educator must decide in advance how she wants her learners to behave and make these expectations crystal clear to learners. If she does not have well defined rules and procedures will lead to chaos in the classroom. As an educator, she has the authority and she is in charge of her classroom. She must teach rules and procedures as deliberately and thoroughly as academic content. It is easier after a while to assume the learners have understood the rules and procedures but too often, this leads to neglecting to teach desirable behaviour. The educator must spend as much time on management issues as academic content. It is infinitely easier to hurry through classroom rules and procedures just to start teaching. The pay offs are good.

Inadequate preparation and inadequate professional development are the major contributing factors to the classroom management problems faced by new teachers. Although the importance of effective classroom organization and behaviour management is widely acknowledged by educators, many new teachers report inadequate training and little assistance from colleagues and supervisors in establishing positive and productive classroom environments (Baker, 2005) and (Siebert, 2005).

The teacher educators insist that their preparation programs teach classroom organization and behaviour management skills, but the indication is that such skills are not taught thoroughly or with adequate supervision in a real classroom context (Siebert, 2005) The absence of supervised experience and professional development in the critical competencies of classroom organization and behaviour management significantly reduces the effectiveness of many teachers, especially new teachers (Berliner, 1996; Espin and Yell, 1995).

According to Kellam et al. (1998) prevention and amelioration of learner behavioural problems should begin early. Otherwise, disruptive behaviour becomes more severe and leads to poor social and academic outcomes.

Prevention requires schools to plan actively to meet the early behavioural needs of students before more intensive kinds of intervention and support are required and to avoid negative outcomes such as suspension.

1.3 Problem Statement

Female educators experience classroom management challenges due to ill-discipline of the learners. Oosthuizen (2009) stated that one of the most prominent factors in secondary schools is bad behaviour of the learners in the classroom, especially towards female educators. What I have found **based on personal experience and observation was** that the most challenging task facing female educators in King Cetshwayo district secondary schools was the handling of behavioural problems in the classroom. Good behaviour is reliant on effective management, both within the school as a whole as well as within the classroom.

Section 8(1) of the South African Schools Act, 84 of 1996 placed the legal obligation on the school governing bodies to draft the code of conduct for learners after consulting with learners, parents and educators of the school. In terms of Section 8(2), the code of conduct must be aimed at establishing a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality of the learning process. Section 8(4) of SASA stated that learners have an obligation to comply with the code of conduct of the school they attend. Barker (2005) said that most learners who misbehave in the classroom are those who have a problem of drug and alcohol abuse. Such learners have problems of cheating during exams, insubordination, truancy and intimidation which result in teaching and learning disruption. Female educators find it difficult to enforce classroom rules and perform their duties effectively **(Marais & Meier, 2010)**. This is also affirmed by a study conducted by Osakwe and Osakwe (2015) who confirmed that female educators do not get support from parents to resolve learner behaviour problems. Therefore, this study sought to explore the classroom challenges experienced by female educators in King Cetshwayo district secondary schools. **Special emphasis is placed on female educators in this study because the researcher assumes that they complain more compared to their male counterparts. Moreover, females are most times easily disrespected in the society due to their feminine**

nature compared to the male gender. Moreover, secondary schools were adopted for this study because of it is assumed that educators at this level experience more challenges controlling and catering for learners due to youthful exuberance and other learner and youthful related factors.

1.4 Purpose of the Study

The purpose of this study was to explore the classroom management challenges faced by female educators in a secondary school at King Cetshwayo District to find out the behaviour of the learners towards female educators and determine the manner in which female educators implement and make learners comply with classroom rules.

1.5 Research Questions:

- What are the classroom management challenges experienced by female educators in secondary schools?
- What is the behaviour of the learners towards female educators?
- How do female educators implement and make learners comply with classroom rules?

1.6 Research Methodology

The researcher chose both the quantitative and the qualitative methods to conduct the study taking into consideration the purpose of the study and questions being investigated. This method helped to show hidden truths about classroom management challenges experienced by female educators in King Cetshwayo District secondary schools. It is believed to have helped the researcher arrive at positive suggestions that would assist female educators in overcoming their classroom challenges and experiences.

1.7 Description and Selection of Participants

The targeted population for the study were the secondary school female educators of King Cetshwayo District. Purposive sampling was used based entirely on the judgment of the researcher. The targeted population consisted of 280 female educators from twenty (20) secondary schools in King Cetshwayo District and was limited to female educators of King Cetshwayo District only. The population consisted of one principal from each school, one Deputy principal from each school, two Heads of Departments from each school and ten Post Level One teachers from each school, which made a total of two hundred and eighty (280)

respondents. The focus was on the behaviour of the learners in the classroom and how the educators manage them.

1.8 Description of the research procedure

A quantitative and qualitative research study was conducted to provide a deeper insight into the experiences of the participants as they are of a small number in each school. The participants were given questionnaires with open ended and closed ended questions to answer according to their experience as educators. The open ended questions helped in collecting qualitative data while the closed ended questions helped the researcher in collecting quantitative data. This means that fourteen (14) educators from each school participated in the research study. Kumar (2011) explains that quantitative and qualitative research methods are traditionally associated with post-positivism and can be applied in a single study.

The questionnaire was structured so as not to lose focus on the topic and to keep time. The participants were told that they will remain anonymous, their rights were respected, their real names were not used; instead, pseudonyms were used. They were also assured that the research was not for commercial purposes and were made to feel comfortable for them to feel free to answer honestly to help others. This helped the researcher to recommend improved conditions of teaching and learning to help many educators to become effective classroom managers.

Creswell and Neumann (1998) stated that participants feel more comfortable when they to remain anonymous and given time to voice out their experience in their own spare time. They open up more when working alone on questionnaires without anyone interfering.

On the other hand, interviews are also useful. Shank (2002) suggested for an interview to be productive, the researcher must identify appropriate questions for the interview in advance. The researcher must limit the interview questions to five or seven. Too many questions can be discouraging to the participants to talk about the topic. They should stimulate an informative conversation without suggesting that one kind of response is somehow more desirable than another. Only willing participants participated, and the researcher gave each participant the informed consent form to sign.

The researcher offered to provide a copy of the research report after the completion of the research study. Ice-breaking helped both the researcher and the participants to open up. Smiling, eye contact and handshakes helped the researcher to gain trust from the participants.

The researcher established and maintained rapport by showing compassion and interest in the conversation. She also recorded down in her notebook everything she saw and heard from the participants and kept her reactions to herself because she wanted to get the accurate information from the participants. If the researcher had shown disapproval of what the participants were telling her, she would not get accurate information.

1.9 Intended Contribution to the Body of Knowledge

The experiences of female educators in relation to classroom management challenges are unique, but research has focused dominantly on the general classroom management challenges and this study contributes to the unique experiences of female educators. It projects that it will aid policy makers in ensuring that female educators are guided and uniquely enabled to discharge their duties as and when due through policy making.

1.10 Feasibility

The researcher ensured that everyone selected got an opportunity to contribute and express their ideas freely. Most African cultures rely on small groups in decision making. At the end of the explanation on the study, the researcher gave each participant a questionnaire to complete at their own spare time. This gave the participants time to answer honestly knowing that they were not to write their names on the questionnaires. Questionnaires were collected after a week in a box provided. The date for the collection was announced to all the participants so that no-one missed the deadline.

The researcher gave the participants her contact details if they needed to contact her concerning the study. They could make an appointment to see her in person if they wanted to or talk over the phone and could even email her if need arises. All participants concerned got the feedback upon completion of the study.

1.11 Definition of Concepts

The concepts used in this study are as explained below:

Classroom management: This is a process whereby an educator uses effective school discipline to develop a culture of the learning environment (Hall & Hording, 2001). In this study, it implies the way the educator handles the learners in the classroom during teaching and learning activities.

Effective classroom management: According to Ronald (2008), effective classroom management is basically a process of focusing on various ways of preventing unwarranted incidents and ensuring that teaching and learning activities take place effectively. In this study, effective classroom management implies a process where educators take charge of their classroom activities as and when due, ensuring that teaching and learning activities are appropriately performed.

Learner discipline: This is the way and manner that learners are handled and dealt with in relation to their behaviours (Wolhuter & Steyn, 2003). In this study, learner discipline means the situation where learners are handled and treated accordingly when they go wrong.

Female Educators: These are experienced and professional educators who are females, handling learners at either primary or high schools (Ayres, Sawyer & Dinham, 2004). In this study, female educators are professional teachers who are females and handling secondary school learners.

1.13 Preliminary Chapter Division

Chapter One

This chapter comprised of the introduction of the entire study, the statement of the problem, the research questions, the purpose of the study, the research methodology, intended contribution to the body of knowledge, ethical and safety issues, feasibility, and the plan of the whole study.

Chapter Two

Chapter two provided historical and theoretical overview of female educators, based on selected and relevant literature.

Chapter Three

This chapter provided a detailed research methodology and research design of the study.

Chapter Four

Chapter four comprised of a detailed analysis and interpretation of data.

Chapter Five

This chapter comprised of a summary of findings, recommendation and conclusion.

CHAPTER TWO

2. LITERATURE REVIEW AND THEORETICAL OVERVIEW OF FEMALE EDUCATORS

2.1 INTRODUCTION

The previous chapter outlined the introduction, the problem statement, and the research questions, the aims of the study and the research methodology to the study. In this chapter, the international and the local literature that foregrounds and supports the study is reviewed. Different contexts are analysed to inform the classroom challenges experienced by female educators in secondary schools in King Cetshwayo District. This chapter presents literature review on the kinds of classroom management challenges experienced by female educators, finding out the behaviour of learners towards female educators and how female educators implement the rules and make learners comply with classroom rules.

2.2 Historical Background of Female Educators

Ayres, Sawyer and Dinham (2004) state that effective teaching is a matter of expertise rather than experience. **It is necessary for female educators to have experience. However, it is not sufficient, educators are expected to learn about various teaching pedagogy that will enhance effective teaching and learning activities.** Luke et al (1998) further argue that the value of experience cannot be denied because it is clear that experience provides a basis for reflecting on and refining teaching strategies and technique. However, it is clear that some very experienced female educators do not routinely teach in ways that would score highly on the measures of effective teaching.

According to Faull (2009), female educators who are effective in their classroom teaching are most likely to be:

- Knowledgeable: They have a deep understanding of the subjects they teach and continually seek to improve their knowledge and understanding of these subjects and of teaching, learning and learners;
- Enthusiastic: They are passionate about their subjects and about teaching. Borich (2002) considers enthusiasm to be part of a larger group of behaviour referred to as

teacher-affect (behaviours that derive from attitudes, values and emotions). Killen (2003) adds that enthusiastic educators are more successful than unenthusiastic educators at engaging learners in learning. When learners can see that their educator is enthusiastic, this influences their perceptions of other educator behaviour (such as how clearly the educator explains things), which positively influences learners' learning;

- **Confident:** They feel secure about their knowledge, understanding and skills and about their ability to help learners learn. Prince and Raiker (1999) suggest that there are clear links between educator confidence and learner achievement. Killen (1991) believes educators who give learners the impression that they are not confident appear to reduce learners' motivation and, ultimately, their achievement;
- **Effective communicators:** The female educators relate well with learners, explain clearly, make their expectations explicit and engage learners. For Coulson (2006), effective communication is fundamental to the educational practices described by the Effective Teaching model;
- **Committed:** They are dedicated to teaching and helping learners learn well. Day (2000) notes that the most common indicators of educator commitment are their loyalty to the norms and standards of profession, support of learners beyond official expectations (perhaps through mentoring or coaching), upholding of the philosophy and values of the school, remaining in the profession (even when it is demanding and stressful), and continual development of subject knowledge and teaching expertise;
- **Compassionate:** They care about their learners. Ayres, Sawyer and Dinham, (2000) believe educators should respect all their learners, be concerned about their welfare, have empathy with them and make them feel accepted and important. Effective educators have friendly, mature relationships with their learners and demonstrate caring, humor and commitment;
- **Curious:** They have questioning minds and are interested in finding out more. Maki (2002) agrees that curious educators do not simply accept things as they are. They are never satisfied with what they know and always want to learn more. They have intellectual curiosity, the characteristic ability to question, challenge, look at an issue from multiple perspectives, seek more information before rushing to judgment,

raise questions, deliberate, and craft-well reasoned arguments;

- Patient and persistent: They are steadfast in their endeavor. Elliot and Crosswell (2000) say they do not give up easily when things do not go well or when learners are not achieving high standards that are required. They do not expect every learner to be equally successful the first time they try something new, but they take responsibility for the ultimate success of all learners in their class;
- Willing to share and collaborate: They work together as a team to achieve goals. Spady (2001) refers to such teachers as constructive people who freely and selflessly share to enhance the well-being of others. Such teachers are willing to share their ideas and learn from one another because they have a learner-learning orientation to their teaching and appreciate that to enhance another is to enhance yourself;
- Resourceful and inventive: They are not content to simply do what others have done. Ayres, Sawyer and Dinham (2004) believe they continually look for new ways of solving daily challenges of teaching. They are creative, involve parents and the community and make optimal use of conventional resources such as textbooks. They create best possible, most advantageous conditions for learning and continually try to make learning as easy as possible for learners. They do not rely upon someone else providing them with teaching materials or creating opportunities for them. They do it all themselves, often without the benefits of formal in-service training programs;
- Well organized: They put systems and processes in place to bring order to all aspects of their teaching. Killen (2001) adds that learners learn better from well-organized educators than from poorly organized educators;
- Optimistic: They are positive that learners can and will learn. Spady (2001) notes that they believe that even the most complicated concepts can be explained in terms that learners will understand and that they can make a difference to learners' lives;
- Ethical: They understand all laws, rules, policies and guidelines that have to be followed both inside and outside school and always maintain the highest possible standards of behaviour in their interactions with learners, parents and colleagues. Ayres, Sawyer and Dinham (2004) agree that they respect and protect the rights of learners, including the right to privacy in matters such as test results; and

- Reflective: Educators routinely think about what, how and why they are teaching. Faull, (2009) suggests educators should always reflect after each lesson as this will help them to find out how the lesson went and what needs to be done to improve and help learners who did not achieve during the lesson.

Donovan and Cross (2002) believe that the inability of teachers to effectively manage classroom behaviour often contributes to the low academic achievement of at-risk learners and to their excessive referrals for special education. These effects are exacerbated by the current pattern of teacher distribution as many of the least capable teachers begin their careers teaching the most challenging learners with predictable results being under achievers.

Inadequate preparation and professional development are the major contributing factors to the classroom management problems faced by new teachers. The importance of effective classroom organization and behaviour is widely acknowledged by educators. Many new teachers report inadequate training and little assistance from colleagues and supervisors in establishing positive and productive classroom environments for their learners. Baker and Siebert (2005) agree that the absence of supervised experience and professional development in critical competencies of organizational and behaviour management significantly reduces the effectiveness of many teachers, especially new ones.

Baker (2005) suggests improving the ability of teachers to effectively manage classroom behaviour requires educator development, especially new educators from universities. Although surveys indicate that experienced educators have fewer concerns regarding classroom management, such surveys may be a lesser indication that teachers learn over time how to manage classrooms effectively. The result is that many teachers who did not learn classroom management skills have left the profession. Thus, improved teacher preparation and professional development in classroom management are critical parts of the solution.

Wagoner (2008) believes that ongoing professional development is essential for all teachers, especially the new teachers. Effectively managing the classroom is much more difficult for new teachers who may not have received sufficient training and who may be assigned to classes with a large percentage of at-risk learners. Killen (2003) adds that female educators who get overwhelmed by the needs and often unexpectedly disruptive behaviour of their learners are more reactive and more likely to respond to a learner's inappropriate behaviour by removing the learner from the classroom. Thus, learners who already are at risk of poor

academic and behavioral outcomes receive less instruction and they fall further behind. Their minor behavioural problems escalate, and they are more likely to be inappropriately referred for special education services. Learners with disabilities are significantly more likely to be suspended than those without disabilities. Learners with emotional and behavioural disorders are suspended at more than four times the rate of learners in other disability categories. To address these concerns, school leaders need to ensure ongoing professional development in the area of classroom organization and behaviour management.

Epstein and Wagner, (2005) add that in teacher preparation programs, greater emphasis needs to be placed on preparing both general and special educators to be competent and efficient and managing today's classrooms with their diverse range of learners. This approach means not only giving pre-service teachers the intellectual understanding of issues involved but ensuring that they have ample opportunity for guided practice and feedback in implementing both preventive and corrective behaviour management strategies.

Roy and Hall (2004) insist that tools called Innovation Configurations can be used to evaluate course syllabi to help teacher preparation programs. These ensure that teachers emphasize pro-active, preventive approaches instead of exclusive reliance on behaviour reduction strategies. According to Ronald (2008), an educator must prevent incidents for effective classroom management. Incidents can be destructive and need to be avoided. If they have taken place, proper handling is important, so rules and procedures must be designed to support educators' expectations.

Ronald (2008) states that effective classroom management focuses on preventing incidents. Too many teachers fail because of problems with the classroom management skills. They have great ideas, but they find it extremely difficult to implement those ideas due to classroom management issues. Most of the time, female educators are taken for granted by the learners. The educator must know exactly what she wants. She must also know that her classroom management style and academic achievement are more than just a little connected. If the educator is having problems with classroom management, then her learners will certainly have low academic scores. The end result is that she will not succeed as an educator. The wrong things that educators resort to are assigning seats, giving detention and coming up with elaborate systems of rewards and punishment. The fact is, in order to succeed as an educator, you must combine classroom management with methodology in the best practices of effective teaching.

According to Ronald (2008), for effective classroom management, an educator should take charge with authority not power as the latter can be misleading. An educator must not be harsh. Her voice must be low and direct. Expectations must be followed, that is, mean what you say. Ownership must be maintained and not replaced. Effective classroom management goes hand in hand with effective school discipline. If the educator fails to manage the class effectively, the learners will misbehave. A culture of learning cannot be developed with poor classroom management. Behaviour that is highly expected is modelled by the educators of the school, thus good behaviour is expected in the school environment.

McKee (2004) adds that female educators should communicate their expectations clearly and follow procedures and compliance so there will be a routine. If possible, a two-week training camp must be taken to start the new school year. Have extra equipment available such as pens, pencils, paper etc. Provide “sponge” activities designed to” soak up “idle time” for learners who finish early. Employ active supervision on entry in hallways, and be at the door when the learners enter, use entry and greeting to establish expectations, run quick, smooth, efficient transitions, and make these into routines.

According to Stage and Quiroz (1997), an educator must maintain integrity of the lesson. She must remove seductive objects in advance, employ active supervision through lessons to keep learners on task and be passionate about teaching. No learner gets excited about learning something if the teacher is not excited about teaching it. Develop rapport as it helps students interpret teacher actions as being productive and supportive.

Colvin (2003) believes in responding to incidents productively through the following: use correction, compensation, delayed discussions and time-out, which reject behaviour but not learners; practice and follow through; have learners plan for the next day's behaviour; apply learning methodology; lastly, consider changes in structure and supervision required to prevent repetitious misconduct.

Armstrong (2005) states that the educator must develop individual intervention plans for difficult learners. She must involve administrators and parents in the process. Prevention must be stressed as much as possible and methodology must be changed instead of lowering expectations. Hall and Hording (2001) add that the female educator must remember that classroom management works best when combined with effective school discipline which develops a culture of the learning environment. Learners must be taught expectations and

behaviour specifically related to the school environment to meet high expectations set by the staff of the school.

According to Emmer (2001), learners with ADD need special attention because they attend to everything. The educator must note their confusion with agitation. She must involve new learning styles. Not everyone has a disorder, for many it is a set of traits. Thus, they need to be protected from thinking about every situation; apply structure, adult direction, routines and pre-planning, and have the learner to repeat directions. A quiet place to work, in addition to a regular desk, is a need for such learners, so the educator must chunk the work and provide frequent changes and pair learners with non –ADD learners.

2.3 What are the root causes of misbehaviour in the classroom?

Glavin (2002) indicates that there are many academic and behavioural problems regarding learners that female educators are faced with in the classroom which have a direct impact on teaching and learning processes such as leaving school tools at home, learner absenteeism on a frequent basis, lack of attention during teaching and learning, hyperactivity, inappropriate talk in the classroom, vandalism, aggressiveness, refusal to do tasks and projects, swearing at the female educator and other learners and disobedience. Most of the problems are a manifestation of problems at home, in the community, administrative procedures in the school and the people the learners associate themselves with. Female educators can be the root cause and the learner's mental abilities can add to problems experienced in the classroom. The classroom management challenges experienced by female educators in the classroom stem from the factors discussed below.

2.3.1 The family environment

Harrash and Kawaldh (2009) state that most misbehaving learners have a history of abuse. Some are abused by their own parents emotionally, sexually or physically. Others are abused by family members and cannot defend themselves from such people. Some are abused by members of the community who threaten them. Others are affected by seeing their mothers being abused by their fathers and cannot do anything to help the situation. Some learners are affected and infected by HIV/AIDS and are living with the mentality that one day they will die because of this killer disease; others are living with foster parents because their parents are no more. Some parents are drunkards and speak anyhow with their children, so learners come to school not knowing the right way to talk to a person irrespective of age. The

environment from where a learner comes plays an important part in the upbringing of the learner. Some learners come from child-headed families, and no one is teaching them the correct behaviour. Such learners copy any kind of behaviour they come across and think it is acceptable.

Hamdallah (2005) states that misbehaving learners lack love and attention from home and the large amount of criticism they get can push them to violence towards others to confirm their presence in the classroom. Emotional instability and anxiety can cause the learner to be hostile in the classroom. Some gifted learners do not take long to correct their educator's answers, this behaviour can lead to the female educator's embarrassment, and the learners will lose confidence in her. Borich (2004) confirms that sometimes the family education contradicts classroom rules and play a role in the behaviour of the learner. Some of the family members talk loudly and swear at each other in front of children, and this behaviour transfers to the classroom. Most learners who talk loudly to others make noise or read without getting the permission from the female educator; this is the result of families who conduct themselves anyhow in front of children.

Learner behaviour can be influenced by the violence presented and watched on television and all mass media. The movies and *soapies* that they watch are 'killing' them because they are not teaching them anything good. Some of the movies display violence, theft, sexual harassment and drugs and alcohol abuse. Parents allow them to watch whatever they want to watch on television. Some parents watch terrible movies with their children, and this affects their mentality as learners. Parents indirectly share in creating problems when they insist on their children's achievements to be always high. This pressure leads to feelings of anger, and anxiety and creates learner behavioural problems inside the classroom.

Hamasha (2000) says many families have an influence on the learner's behaviour. Parents who spend little time at home with their children have kids who are likely to seek unsuitable social experiences elsewhere, which sometimes have devastating consequences. Some parents do not communicate with their children except when they are having conflicts with them. Children who do not have good relationships with their parents are always violent when talking to others. They have that pain that no one can take out except their parent showing them love. Divorce, poverty, physical abuse, emotional abuse and mental abuse can

affect the learner's ability to function properly. Learners from dysfunctional homes face enormous adjustment problems at school especially inside the classroom.

Hamasha (2000) adds that learners who do not get enough attention from their parents often seek it from their female educators. Many children receive attention from their parents when they have misbehaved only. This encourages misbehaviour, which is not good and discourages good behaviour. They tend to repeat such behaviour in the classroom because they need attention which they do not get under normal circumstances. When learners are shown attention, they perceived that they are loved. Learners who receive love, respect and attention from their parents reflect it on their educators and fellow learners. Many learners who drop out of secondary schools are a result of poor, harsh discipline, poor parenting skills, broken families and actions that condone the child's behaviour. Most of these learners end up in prison or having many children that they cannot support and give guidance.

2.3.2 Community

Dube and Orpinas (2009) confirm that the community where a learner grows up has a great influence in his behaviour. A learner from a community where drugs are sold even to young children can be easily tempted to use them. Learners are still young and not working and may end up stealing in order to get money for drugs. When they are addicted, they cannot live without them and can end up becoming gangsters. Peer pressure has a major influence on the learner's behaviour. As a child, he can do bad things to please his peers and to fit in.

Oosthuizen (2007) further states that racial conflict, poor housing, poor medical services, poor control of firearms, poor law enforcement and unemployment are some of the community-based risk factors that promote the possibility of learners' engaging in misbehaviour in the classroom. Bad role models in the community add to the vulnerability of learners. Rejection from home can encourage learners to seek acceptance elsewhere. There is no guarantee where a learner can find comfort and acceptance. A learner can find comfort in gangsters and become one of them.

2.3.3 Female educators' teaching methods

Wayman (2002) points out that female educators play a major role in classroom problems when they do not make their objectives clear and when they do not plan their teaching methods beforehand. When female educators follow traditional methods in teaching, learners

get bored and stressed. This triggers the probability of classroom management problems. The female educator who likes to dish out activities to learners and insist on quietness by keeping them busy without a break or a change of activities creates classroom problems due to lack of classroom discipline. Educators who do not show respect to learners will trigger disrespect from the learners. The female educator should lead by example.

Samuelowicz and Bain (2001) found that female educators asked learners to behave naturally, without specifying the standards of classroom conduct to learners. Everything the educator communicates to learners should be crystal clear and not confusing to learners. Learners respond more to a learner centred approach. Some female educators who use violence when dealing with learners are revealing their personality weakness and failure to manage the classroom. A biased female educator against learners creates enmity between her and the learners, and they will not respect such an educator; instead, they will lose confidence in her.

2.3.4 Classroom environments

Al-Khatib (2003) points out that the classroom environment plays an important role in classroom management since dictatorship, actual laws and instruction of school administration may push learners to challenge such laws and instructions and commitment with them. Overcrowding of the classroom is one of the causes of learner misbehaviour in the classroom. This leads to the female educator to follow traditional teaching methods. The learners are exhausted, and this contributes to disintegration and increases the probability of challenges in the classroom. Working long hours on one activity without recreation or diversification of activities results in the suppression of activity, and this increases the probability of classroom problems.

Wayman (2002) believes that it is not easy for the female educator to be neutral in her educational interactions. This may be due to the belief of the female educator that being biased leads to lack of objectivity and fairness. This makes a female educator to believe that all learners are equal. Without biased behaviour, there will be friendship, love, trust and increase in learner interaction with the female educator and with each other. All this happens because of values held by female educator. He added that learner alienation from school is a great cause of dropping out of secondary school and poor female educator/learner relationships.

Kember and Kwan (2000) state that female educators reflect a shortage in accomplishing the objectives of the curriculum; therefore, there is some educational competency the learner misses. In some teaching and learning, all these competences are not taken care of in later stages from the female educator's side due to overload or some belief that it is not her responsibility. Some female educators are doing their part, but the problem lies with the learners due to the lack of foundation, missing school and educational competence of learners in the previous grades. This is because there were no qualified educators who were capable of teaching learners and sometimes the subjects were difficult.

2.3.5 The learner

Anderson et al. (2011) studied learners who were identified by their female educators as being at risk of emotional and behavioural disorders. They were reported as lacking critical social skills, consistently off tasks, disruptive and argumentative. LeBlanc, Swisher, Vitaro and Tremblay (2008) identified learners who exhibited the most frequent inappropriate behaviours, through either an assessment of their behaviour records or observed classroom behaviour. Hamasha (2000) identified learners who showed most frequent challenging behaviours like off-task behaviour, learners being out-of-seat, using inappropriate vocalizations, and distracting other learners, arguing with the female educator, distracting the female educator and inattention.

2.3.6 Gender and race

Owaidat and Hamdi (2007) point out that gender has a big influence in terms of classroom management challenges experienced by female educators in secondary schools. Secondary school boys like to show off to their peers by disrespecting the female educator. They tend to talk loud when everyone is busy working on a task trying to get the attention of their peers and that of the female educator. By engaging in behaviour problems, they want to be recognized that they are there. Boys are more violent than girls in the classroom and carry dangerous weapons to the classroom so that they can react quickly when the female educator tries to reprimand them. They do not like being reprimanded. They feel that by being corrected, the female educator is degrading them in front of their peers, especially girls. Boys like to threaten female educators by swearing at them and becoming physically aggressive.

Al-Alga (2006) states that the boys fight each other in the classroom when they feel offended by what one is saying to them. He further points out that the reason why the boys are more

aggressive and violent than girls is because they are more prepared to learn dominance, competitiveness and violence. These include cultural differences and misunderstanding related to the culture of origin and the school. Monroe (2005) confirms the difference in gender when he indicates that African American boys are disciplined with greater frequency and severity than their peers in other countries. Boys experience suspension and expulsion from schools more than girls. Although some of the girls can become verbally or physical confrontational to the female educator, this is uncommon.

2.3.7 Learners' mental abilities

Marie and Mustafa (2009) highlight that female educators experience challenges of dealing with learners who suffer from slowdown, faltering and failure in learning and need more time than their classmates need to accomplish any given learning task. Such learners are characterized by a number of characteristics, including problems of language, oral expression, attention deficit disorder, attention deficit hyperactivity disorder and dispersal of attention. Gifted learners are a challenge to female educators because they tend to question answers of the educators. They are a source of annoyance for the female educator and learners in the classroom since they talk without seeking permission.

2.4. Literature review on classroom management challenges experienced by female educators

International literature will be reviewed in this section, including challenges experienced by female educators in Canada and in Nigeria. These two countries are considered to represent the North American and African continents respectively. Also, the population of the two countries: while Canada is lower in population than South Africa, Nigeria is more. Hence, the literature regarding the two identified countries are considered in order to know the experiences in a well and assumed over-populated country and a less populated country. Meanwhile, Canada is assumed to be more developed in education compared to Nigeria, thus, this is expected to reflect as compared with the South African scenario. Additionally, it is assumed that what is obtainable in Canada and Nigeria may be present in South Africa and if otherwise, the differences can be identified.

2.4.1 International literature

Moore (2009) highlights that the issue of classroom management experienced by female educators in secondary schools is due to learners who misbehave. In every European country,

there have been reports of classroom disorder. In countries like Japan, New Zealand, Russia, the Philippines and Costa Rica, educators are struggling with classroom management due to noisy, rude and disrespectful learners. Wright and Keetly (2003) confirm that drug and alcohol abuse, gangsters, shooting and carrying of dangerous weapons in classrooms make it difficult for female educators to manage their classroom. Such forms of behaviour lead to a drop in academic achievement as well as educational standards.

Tomczyk (2000) believes the prevalence of violence, use of foul language and disrespectful learners towards female educators make it hard for them to teach and manage classrooms freely without fearing for their lives in the United States of America. Bisetty (2001) highlights some of the common cases of misbehaviour in Massachusetts in the United States as robbery, physical assault, vandalism, rape and sexual battery. Wolhuter and Steyn (2003) confirm that female educators are experiencing problems in their classroom management in United States of America, the United Kingdom and Australia due to learners' misbehaviour. Serious forms of misbehaviour such as criminal offence are rare; nonetheless, behavioural problems exist, including bullying and swearing.

Yeoman and Charter (2009) say in South Germany, a teenage boy went on rampage at his former school secondary school, killing sixteen people with his father's gun. Seeman, Sprick and Daniels (2010) report that learners carry the cell phones in classrooms and express their aggression via electronic media such as instant messaging, e-mails and chat rooms. This affects female educators because learners respond aggressively to such messages and disturb the teaching and learning process. Henderson (2008) reveals that sixteen percent of teenage British learners claimed to have been cyber-bullied over the Internet, and this makes the learners angry and when they come to the classroom, they want to relieve their anger. They then take it out on the female educator by misbehaving and becoming aggressive in class. Verbal harassment has a negative psychological impact on both female educators and learners.

Naong (2007) states some common misbehaviour happens in Zimbabwean secondary schools such as drugs and alcohol abuse, truancy, fighting inside the classroom, bullying and insubordination to female educators. Their education policy has outlawed the use of corporal punishment by the educators like the South African Schools' Act of 1996 has abolished the use of corporal punishment. Ways of dealing with misbehaviour have not been

communicated well to female educators, and this is a problem on its own. Oroka (2004) reveals some alleged cases of female educators being threatened or attacked by learners in secondary schools in Nigeria. Punishments have been imposed and some administered harshly without considering age, sex or cultural background of the learners.

Nwideduh (2003) confirms that female educators were blamed for the declining academic standard in their teaching and learning practice. Lack of good behaviour interferes with the teaching and learning process and manifests itself in many ways which include inability and unwillingness to do homework, truancy, bullying, rape, vandalism and drug and alcohol abuse. Some learners attack female educators verbally and physically when the educator needs her project or homework, and others refuse or absent themselves during assessment days.

Reyes (2006) states that Nigerian educators are of the opinion that the reason for the quick growth of cases of learners' misbehaviour is that school rules and classroom rules are not included in cultural strategies for disciplining learners as children. Okiemute (2011) adds that teaching a learner good behaviour should be part of society's teaching not the female educator in the classroom only. Female educators are not protected in their classrooms which are full of unruly learners yet they have to teach and manage such classrooms. They find themselves helpless when they encounter behavioural challenges, especially in schools where principals are not always present. Parents also complain when the female educator punishes the learner and would come to fight the female educator in front of the learners, thus belittling the female educator.

Day-Vines and Day-Harrison (2005) state that female educators find it difficult to manage classrooms because of school regulations and codes of conduct which are sometimes harsh, like expulsion and suspension. Some learners become violent when such decisions are taken against them and even resort to shooting or hurting the female educator in one way or the other. When it comes to taking such decisions, the principal has to think carefully as not to cause him embarrassment, which can be followed by withdrawal of such a decision by the education department authorities.

Osakwe (2008) reports that female educators are bullied by learners that are taking drugs at school; they ask to go to relieve themselves, only to find that they are going to take their drugs and come back to the classroom high. They will not listen to the female educator when

giving them instructions; instead, they will carry on with what they are doing. If the female educator continues telling them to stop what they are doing and do what she is telling them to do, they can even slap her face or stab her or do anything to shut her down. In secondary schools, female educators are not safe anymore as learners do not respect them, especially now that corporal punishment is outlawed in many countries. Learners know they cannot be beaten by educators; as a result, they misbehave on purpose.

Taylor (2009) also reports concern by female educators in Kenyan secondary schools over the ever increasing number of cases of learner misbehaviour in classrooms. Such misbehaviour leads, in some cases, to school property destruction, violence and substance abuse, and female educators indicated that misbehaviour has reached unmanageable levels. Female educators fear for their lives; some have decided not to discipline learners if they misbehave in the classroom but this does not help the female educator or the misbehaving learner because at the end, the results that the learner achieves are not good, then they are both not happy with the results.

Ritter and Hancock (2007) confirm that the behaviour of learners has been a major concern for classroom management. It is, therefore, acknowledged that good behaviour is essential for creating a positive classroom climate conducive to good teaching and learning which contributes to good academic performance (Oosthuizen, 2009). Benbenishty (2005) postulates that bad behaviour of learners in classrooms is ranked as a major problem among learners and has a negative effect on academic performance of learners. Ryan (2006) states that behavioural problem of learners towards female educators is an issue of concern worldwide.

Masitsa (2007) states that numerous schools have undisciplined learners, and these learners carry such behaviour to classrooms and give female educators a hard time in classroom management, some of these incidents are life-threatening. Du Preez, Campher, Grobler, Looek and Shaba (2002) confirm that classroom management becomes problematic to female educators in the absence of good behaviour. Van der Walt and Oosthuizen (2007) interviewed female educators who revealed that they are experiencing difficulty in coping with learners' ill behaviour, aggression, bullying, sexual harassment, drug and alcohol abuse, rejection of authority and lack of respect and responsibility.

2.4.1.1 Challenges facing female educators in Canada

Melnick and Menster (2008) confirm that learner behaviour in Canadian secondary schools is a problem in classroom management for female educators. The unruly behaviour of the learners makes it difficult for female educators to manage and control their classrooms. Lack of skills to deal with unruly behaviour in the classroom on the side of the female educator is adding to the problems experienced in the classroom. They were not taught how to deal with such behaviour and have to figure out how to deal with such behaviour. Corporal Punishment was abolished in the country, and they cannot escape dealing with such learner behaviour. Fry (2007) adds that they are overwhelmed by the most difficult learners who are not prepared to listen to them. Female educators in Canada even confessed that they do not have the skills to deal with extreme unruly behaviour. They were not taught how to deal with such behaviour while training to become educators.

McConnack, Gore and Thomas (2006) state that female educators of Canada lack Initial Teacher Education (ITE) which plays a critical role in assisting educators on how to implement successful classroom management and how to use correct methods during their teaching and learning. Initial Teacher Education helps educators to know how to prepare a lesson and to cater for the needs of the individuals. It teaches how to create a conducive environment for teaching and learning. Matthews (2011) agrees that female educators in Canada lack guidance on classroom management and lack resources for lesson planning as well as unit panning. They lack teaching material that is useful to their classroom and are seldom supplied with materials that are useful and relevant to their classroom teaching. They lack knowledge on how to use materials because they were not trained on how to use them.

Chenoweth (2009) observes that female educators have difficulty in interacting their unruly learners. They lack guidance on how to follow their curricular. The curricular freedom may be good for veteran educators but is a burden to the novice educators who have not yet developed a robust repertoire of lesson knowledge of what will work for them in their classrooms. They lack mentorship from the experienced educators, and with the ever changing curricular, it is not easy for an inexperienced female educator to manage classroom challenges that she faces without a mentor and professional developmental workshops.

Fry (2007) argues that female educators in Canadian secondary schools suffer from work overload. They are expected to teach many subjects in different classes and different grades.

This makes it difficult for them to do thorough preparation for all classes and lessons. Feedback cannot be done immediately due to marking that needs to be done by female educators moving from one class to another without a break. Female educators have to do their marking after school or take scripts home to mark. They have to be mothers and wives at home, prepare lessons for the next day in different classes, help children with homework and mark work of the learners.

Darling-Hammond and Bransford (2005) observe that secondary school female educators have to offer academic and vocational courses. Each female educator has to specialize in two subjects, yet the degree is for only eight (8) months. They lack time to develop their teaching skills and knowledge to be able to impart the knowledge and skills to their learners. They only have to spend eight to twenty-two weeks on their teaching practice, which is not enough considering their training period. In Canada, they favour a constructivist learning approach which is learner-centred. This requires more lesson planning and preparation, hence classes are more diversified in terms of skills, culture, and language while discipline is a big challenge for female educators.

2.4.1.2 Challenges facing female educators in Nigeria

Oghuvbu (2008) reports that female educators in Nigerian schools lack skills to manage classrooms effectively and this gives them difficulty in managing unruly learners since corporal punishment was outlawed in the country. Female educators were not taught how to deal with unruly behaviour in the classroom during their training as teachers. Secondary school boys do not respect female educators in Nigeria. Some are using drugs and alcohol and come to school high and misbehave in the classroom. It becomes very difficult for the female educator to manage drugged learners in the classroom because they are not themselves and do not think like sober people. They sometimes carry dangerous weapons to the classroom, so the female educator can be in danger when confronting such learners, and they can become physical and endanger her life. This has a bad effect on the future of the learners using drugs and alcohol as they end up dropping out of school and becoming homeless hobos doing all sorts of crime.

Yaduma and Abdulhamid (2007) observe that most public secondary schools in Nigeria have overpopulated classrooms, which gives the female educator a great challenge in managing learners in the classroom. In most of these schools, the educator-learner ratio is 1:80. The

National Policy of Education Revised (2004) recommends an educator-learner ratio of 1:40 for normal or regular classrooms. Research has revealed an increasing rate of behaviour problems among secondary school learners during lessons in the classrooms. Lack of physical facilities like desks, well ventilated classrooms, good lighting, good ceiling and roof and smooth floor make a classroom ungovernable. When the classroom provides learners with what they need, equilibrium occurs, but when the classroom environment does not, there is disequilibrium. Overpopulated classrooms give female educators a challenge in managing the classroom and supervising the work of the learners. She cannot give all learners individual attention as this will consume time, and teaching periods have specified allocated time per subject.

Ritter and Hancock (2007) agree that overcrowded classrooms constitute a serious problem for the female educator. The physical layout of the classroom brings about serious challenges for the female educator. Learners can cheat without the female educator being able to see that they are not doing their work because she cannot reach all of them as they are packed. Other classroom challenges female educators are facing are absenteeism of learners, noise making, disobedience, naughtiness, truancy, restlessness, inattention, rudeness, fighting - verbal or physical, boredom and refusing to do tasks. Such learners are not easy to manage in the classroom because they always want to be recognized by their peers.

Early (2000) states that insufficient teaching and learning aids cripple the flow of the lesson and create chaos in the classroom, thus disrupting teaching and learning. Female educators find it very difficult to teach mentally challenged learners as they are in one classroom with the average, normal and the gifted learners. Mentally challenged learners need to follow a certain program according to the degree of their mind. The government wants these learners to learn in one classroom, which makes it very difficult for the female educator to teach them as their nature does not allow such. They all need to be taught in different methods and different programs. Some female educators do not have Special Needs Education which qualifies them to teach such learners.

2.4.2 National literature

Savage and Savage (2010) state that learner misbehaviour is prevalent in South African secondary schools, and this we see in the number of learners suspended and expelled from KwaZulu-Natal schools. The reasons for their suspension and expulsion range from verbal

confrontation, physical confrontation, drugs and alcohol abuse, pornography and being sexually active inside classrooms during teaching and learning. Thompson (2002) acknowledges the prevalence of learner misbehaviour in Ilembe District. Harber (2001) highlights that the misbehaviour of learners in King Cetshwayo District has resulted in the death of female educators and learners as well as serious injuries within the classrooms.

Ngcukana (2009) acknowledges that in one of the secondary schools at Mthatha District, there was a debate among learners and the press when learners got drunk while on excursion and ended in a fight with a female educator who was trying to correct them. The learners got suspended and were denied permission to write their final matric examination within the school premises. One of the learners was wearing a hat inside the classroom, which is against the classroom rules and the school code of conduct, he refused to take it off; instead of taking his hat off, he went out to buy petrol and burnt the female educators' car.

In 2012, in one of the neighbouring secondary schools, four learners who were high after taking drugs ganged up to stab one learner to death and stole his cell phone to sell it to buy more *nyaope*. Those learners were under age the police could not keep them in prison they were released but from prison but expelled from school. This type of behaviour does not do them any good but has a negative effect on their future. They dropped out from school. Their dropping out from school will make their behaviour worse and without a qualification one cannot get a good paying job especially with the criminal record one cannot be hired anywhere.

In the Enseleni area where I am working, drugs and alcohol abuse is very popular. Violence is prevalent in the classrooms, and learners are not safe and do not trust their fellow learners. There are secondary schools that are known by their learners who carry "slashers" and axes to school, hence the name "Abafana bocelemba". This kind of behaviour has disturbed the culture of teaching and learning in classrooms, which are supposed to be safe and conducive for teaching and learning. Not even parents can do anything about it, as they fear their own children and become silent when the issue is raised in parents' meetings. Where does this take a female educator? That is why most female educators resign from duty because they are not safe at work.

Joubert and Serakwane (2009) highlight that female educators are having difficulty in finding alternative measures to manage their classrooms and resort to leaving the profession because

of safety and health issues; some suffer from stress which ends up in depression. The Department of Education does not workshop educators on how to deal with improper behaviour by learners in the classroom. There are no recommended strategies by the Department of Education, yet female educators are expelled from the profession due to inflicting punishment to learners who are not cooperating in the classroom.

Zulu, Urbani, Van der Merwe and Van der Walt (2004) found that in most secondary schools at KwaMashu, learners are violent toward female educators and have no respect for them. This kind of behaviour makes classrooms unsafe for both female educators and learners. When conflict arises between learners, the female educator cannot do much except to tell them to stop; if they do not stop, she reports them to the principal who does not have much power over the situation. Sometimes the principal is not there and in most schools, the Deputy Principals are females; the only thing they can do is to call the police officers who arrive very late - even later than the ambulance.

Calumnies-Ross, Little and Kienhuis (2008) confirm that learners constantly disrespect, disrupt and demean female educators. Learners verbally assault female educators on a regular basis and no one defends them. Female educators are not getting any support from parents and the school governing body. They have to figure out how to defend themselves and be careful not to get embarrassed by learners or getting physically hurt. Furthermore, female educators are facing pressure to maintain high academic standards while supporting the various academic, behavioural and emotional needs of learners with inclusive education settings. This leads to the declining tolerance of challenging behaviour in classroom management as high levels of female educator stress lead to the increased likelihood of using reactive and punitive strategies to manage learner behaviour.

McIntosh et al. (2011) define challenging behaviour as a conduct which jeopardizes the physical safety of the female educators, learners or others, threatens to cause significant property damage and severely limits the learners' access to ordinary settings and interferes with social acceptance, sense of personal wellbeing and their educational performance. This includes learners being disruptive or off-task, swearing back, and being non-compliant through being violent, bullying, vandalizing and substance abuse. He added that female educators are faced with such challenges in most secondary schools, yet they are expected to

teach learners and get excellent results at the end. If the matric results are not good, they are to take the blame. No one considers what they are going through.

Sugai and Horner (2006) confirm that early secondary school years have been identified as a time where most learners decide to continue or withdraw from schooling. This is because they copy bad behaviour from their community; some want an easy life and easy money not knowing that this will not end well with them. Taking drugs and alcohol to school makes a learner to misbehave in the classroom during teaching and learning, and this is a big problem to the educator because she has to teach learners. Teaching and learning must continue but how? if the female educator tells the learner to stop or get out, she will be in trouble with the learner. These learners always carry dangerous weapons with them and do not want to be reprimanded.

Kaiser and Rasminsky (2007) report that learners carry knives, axes, screw drivers and guns and verbally abuse and threaten female educators. The challenge that female educators are facing is that most parents of learners who are truant are not supportive at all. When you report the matter to them, they become silent as if they do not know the learner you are talking about. Parents fear their children because they get killed or beaten by their own children. The learners who are using drugs rob their parents of their money to buy drugs. Such learners steal the female educators' belongings so that they can sell them and get money for drugs and alcohol. Holford (2009) also adds that not all parents respond positively upon receiving reports that their children have been corrected for misbehaviour.

Colvin, Flannery, Sugai and Monegan (2009) state that most learners in secondary schools have social difficulties because of their background. They cannot socialize with other learners and cannot work on a project with a group of learners. They are always aggressive for no reason, and this gives the female educator a challenge because other projects are meant for groups, not individuals. Group projects help teach the learner to live with other people besides their siblings and prepares them for the future as they will work with different people of different cultures and will be expected to work in harmony. Female educators find it very difficult to work with such learners and at the end of the day, they want to pass. A female educator has to find ways to make the learner comply with the classroom rules.

2.4.2.1 Challenges facing female educators in South Africa

Colgan (2004) discovered that female educators in South African secondary schools face challenges with the change of assessment concepts, principles, techniques, tools, strategies and procedures. This makes it difficult for them to deliver the curriculum properly because they have not been trained or workshopped on the changes. The learners will soon figure out that the female educator does not have enough knowledge and will pass bad comments and ask annoying questions. Such questions will create chaos in the classroom and teaching and learning is disrupted. During the process of educational reform in South Africa, substantial emphasis was placed on the issues but less on the causes. Assessment is seen as an agent and instrument for reform. It is affected by specific pressures and demands of real life as well as by existing changes in the context of South Africa. Female educators do not get assistance from the Department of Education with proper training concerning the new changes.

Williams (2003) observed that female educators' lack proper training on classroom management and this affects them in applying assessment practices. They need educator professional developmental workshops which are consistent, and a follow up should be done to ensure that they are still on track. Female educators are supplied with trackers that they cannot use. Lack of proper skills in classroom management brings about classroom challenges associated with classroom assessment practices, proper lesson planning and appropriate lesson implementation. There are learners that are clever who always ask questions that the educator does not have answers to, and this puts the female educator in a difficult position because feedback should be given immediately for it to be effective. The learners lose confidence on the educator who always postpones when they need answers about something they are not clear of.

Learners always misbehave when such an educator enters the classroom because they know that there are some questions she cannot give answers immediately. Ingersoll (2002) adds that without proper training on teaching and assessment methods, it is impossible for the female educator to manage and control the learners in the classroom. Lacking knowledge on how to use assessment tools, techniques and methods can be a great problem for the educator and learners can figure this out and react in a negative manner.

Hanushek (2005) identifies one of the biggest challenges that female educators are facing as overload. They are expected to teach many subjects in different classes and different grades.

This does not give them enough time to thoroughly prepare their lessons and choosing the right teaching methods. Marking the learners' work becomes a problem because as they will take a long time to finish their marking and cannot give feedback to the learners immediately. Female educators are delayed as far as reflection is concerned. An educator needs to do reflection on the lesson she has been teaching immediately based on the performance of the learners in the classwork they have written after teaching and learning. Some of the learners that did not achieve well need expanded opportunities soon after the educator has discovered areas they are not clear on. This can only be done after marking the learners' work.

Gorand, Smith and White (2008) confirm that the principle of allowing learners expanded opportunities requires the female educator to find multiple ways of exposing learners to opportunities that will enable them to demonstrate their full potential. All learners are expected to succeed, but it should be borne in mind that they are unique and learn differently and cannot succeed at the same time. Opportunities must be maximized for every learner by challenging them to strive for success. That is, achieve and improve as individuals and not to compete against each other. The overloaded female educator cannot have time to give learners expanded opportunities to improve and achieve better results. This can only bring bad results to learners and affect their future as they continue with their learning. Learners cannot perform well when they lack foundation of the previous work that was done in the previous class. This will bring about loopholes in their learning as they proceed even at tertiary level.

McCann (2004) stresses that lack of knowledge on the assessment plan policy will create problems for the female educator in the classroom because she cannot be sure what, how and when to assess learners. This brings about confusion in the classroom and makes it difficult for the female educator to manage the classroom effectively. The female educator should be given the assessment plan policy at the beginning of the year and study it so that she can understand what it is that she needs to assess, how to do it and when to assess that particular thing.

There are standard assessment papers that are written in secondary schools which are not set by educators but come from the province; such common papers are always problematic to learners because they come with instructions that are not clear to learners if that has not been taught to the learners. Educators are not allowed to explain such papers to learners, and the

subject female educator is not allowed to invigilate them. Sometimes the educators get angry and fight the female educator for the problem which is not hers. Rude learners can even refuse to sit for such papers, and others can destroy the classroom property. The female educator has no control over such behaviour except calling for help from support services which are sometimes not available in most secondary schools or communities. If they are called, they take their time or they do not come at all.

Richardson (2004) observes that many secondary schools in South Africa have overcrowded classrooms which promote noisemaking by the learners. Most of them have big enrolment and few classrooms whereas some have no floor space to build more classrooms to accommodate the number of learners they have. This brings about the teacher-learner ratio problem. The teacher-learner ratio cannot be exercised because of the shortage of classrooms and the number of learners that are bigger than the number of teachers in the school. In such schools, it become very difficult for the female educator to identify the learners with learning barriers immediately and give them the attention that they need.

Learners with learning barriers are in the same classroom with those that do not have learning barriers and are taught the same subject matter using the same teaching method, writing the same assessment at the same time and are expected to achieve good results. It becomes a big challenge to the female educator to work under such conditions and for learners to achieve under such conditions. Learners with learning difficulties need to be provided with special programs, which is very difficult for the female educator who did not do Special Needs Education program (SNE).

Kuzmic (2000) discovered that understaffing and truancy is the biggest problem in South African secondary schools. Lack of resources (desks, teaching aids, laboratories, media centres, poor sanitation, electricity and water) is also a big challenge female educators are facing in the classroom. A big number of learners share one desk and cannot write well; some have to write on their knees, and others prefer to stand while others sit down crossing their legs to create space for other learners. Lack of in-service training of the subjects that female educators are brings about challenges in the classroom.

Most of the secondary schools are built in poor communities, and learners come to the classroom on empty stomachs, and that can cause poor concentration during teaching and learning. This increases the rate of learners with behavioural problems; some learners sleep

when they are hungry, others become aggressive and easily annoyed or irritated, thus proper teaching and learning cannot go on well under such conditions.

Fink (2006) found that late arrival of teaching and learning material delays the female educator from doing her work on time. Female educators are left with too much work to cover, and learners have a lot of work to learn in a short period of time. Female educators are expected to cover the curriculum despite the delays in the supply of teaching and learning material by the Department of Education. They have to strategize on how to complete the curriculum for the learners to achieve good results. Henderson and Milstein (2005) stress that lack of technological facilities (computers) in secondary schools makes it very difficult to do research projects, especially those that need one to surf the internet. Not all learners live in the suburbs and have access to the internet; some villages do not have electricity.

Goodson and Numan (2003) confirm that overcrowded classrooms cause poor time management and poor task management for the female educator. Big enrolment and lack of educators in secondary school in South Africa cause too much workload for the female educators, which demotivates them from doing their best when teaching learners. Identifying learners with difficulties is not easy under such circumstances and they cannot be assisted as individuals. Cheating learners and those that do not do their homework are not easily identified in overcrowded classrooms.

Woods (2000) concludes that most secondary schools in South Africa lack adequate physical facilities for female educators to do their marking during free periods. They have to remain in the classroom even when it is the time for the other educator to teach because there is no staffroom for them to do their marking. In most secondary schools, they share toilets with learners. Water is a problem in many schools although the extent of the problem varies in different communities. Lack of health services in cases of emergency is also a problem to female educators and female learners as many undergo certain stages in life. Lack of appropriate physical facilities creates challenges for female educators.

Evans (2003) views that family expectations and household responsibilities on many female educators gives them a challenge in preparing for the classroom and devoting time for their families. This affects their teaching and learning practice as well as their relationships with their families. Lack of adequate transport for the female educator and that of learners has adverse impacts in teaching and learning. The female educator has to put up with the working

hours and learners have to be in class during teaching and learning. The female educator cannot go back and repeat for learners who come late to the classroom. Farber (2000) confirms that working in deep rural areas where adequate transport is a problem is very difficult for the female educator to teach and manage her classroom effectively. She may come to class late and tired because of the long journey she had coming to the classroom and the same applies with learners with no adequate transport. Learners can even sleep during teaching and learning because some have to wake up very early in the morning and embark on the long journey to the classroom on empty stomachs. Teaching and learning under such situations is not easy. Accountability and female educators' professional commitment is very important and cannot be separated from their performance.

2.4.2.2. Challenges faced by female educators in urban areas

Carr (2009) discovered that female educators have learners who cannot keep quiet in their classrooms during teaching and learning. Learners make a lot of noise which often disturbs teaching and learning, and the female educator has to keep on asking them to keep quiet; by so doing, a lot of time is wasted. The female educator cannot complete the work she has prepared in time. In such conditions, the learners are not learning anything, and time wasted cannot be recovered. Female educators find it very difficult to master classroom management when learners are making noise because corporal punishment was abolished in schools.

Clunies-Ross et al. (2008) identify that female educators contribute to their classroom problems when they do not make their objectives clear and when they do not plan their lessons early. When learners are not sure what to do or what is expected of them, they engage in disruptive activities in the classroom. Learners get bored easily when activities are not clearly explained to them. Keeping and insisting on classroom activities and quietness, working all the time without any break or change of activities lead to boring activities for learners.

Druikurs (2006) concludes that some learners copy the behaviour of their family members and most of these can be unacceptable in the classroom. Sometimes learners are pressurized at home by parents to get high marks, not taking into consideration the capability of the individual; such learners develop anger and anxiety and start behaving in an odd manner in the classroom.

Edwards (2004) observed that learners with inappropriate learning skills have behaviour problems in the classroom. Learners who practice disruptive behaviour can cause disciplinary problems in the classroom, and this can have a negative impact on learners and may lead to low achievement in their learning. Lack of attention, frequent absenteeism, forgetting learning aids, inappropriate talking with the female educator, aggressiveness, off-task, being disrespectful and neglecting school work are the most annoying and challenging behaviours female educators are faced with in the classroom. This is very hard, and the female educator can do little, if any, about it since corporal punishment is no longer administered in the classroom. It is an offence and the female educator can be charged for it.

Glavin (2002) found that school administration laws can play a role in classroom challenges experienced by female educators. These laws dictate to the learners what to do and what not to do. Secondary school learners do not like dictatorship and like their freedom. They tend to misbehave or question the laws that do not give them freedom. Such behaviour can cause problems for the female educator in the classroom. The administration laws are created to reduce behaviour problems in the classroom, but learners feel that they are being imprisoned.

Saad (2002) adds that gifted learners talk without asking for permission from the female educator and continue talking after the female educator has reprimanded them. Such behaviour can be treated through varying educational programs offered by the school such as: giving attention to activities with moderate the school curriculum, expanding communication with parents to understand the economic, social, health and psychological conditions of the learners and promoting social behaviour and encouraging social life among learners.

LeBlanc (2008) stresses that learners using vulgar language and bullying other learners and female educators are a great problem to female educators in the classroom. Bullying can be overt or covert. Overt bullying includes physical aggression, beating and kicking, shoving and sexual touching. In covert bullying, victims are excluded from peer groups, stalked, gossiped about, verbally threatened and harassed. It can be random or discriminatory, racial, sexual, homophobic or based on social class, abilities or disabilities. Some learners practice cyber bullying where they use cellular phones to make anonymous and malicious calls threatening and teasing others. Some engage in gossip using chat rooms such as twitter and Facebook to intimidate other learners.

Borich (2004) recognizes that female educators struggle to maintain learners' attention and involvement in the learning process. Learners do not pay attention during teaching and learning and do not get involved in writing tasks. This makes it hard for the female educator to have positive relationships with the misbehaving learners in the classroom. Educating learners with unruly behaviour is very difficult for the female educator. Most of the time, this kind of behaviour is promoted by large numbers of learners in the classroom, the effect of economic and social circumstances of learners on pursuing their schoolwork and the large number of family members and the negative effect on the ability of parents to bring up their children.

Filter and Horner (2009) discovered that lack of facilities such as computers, internet, school library and laboratories contribute to the challenges faced by female educators in the classroom in secondary schools. This makes the teaching and learning difficult because most projects and assignments need these facilities. Curriculum is filled with activities that require additional effort to implement learning. Learners lack motivation due to the lack of learning facilities like science laboratories to conduct science experiments. Riaz (2009) confirms that that lack of technological instruments in the classroom to assist in teaching and learning creates a great problem for the female educator because most of the curriculum requires that technology be used for some activities. If these are lacking, teaching and learning cannot be achieved.

Colvin (2004) opines that learners with shallow thinking skills are a problem and need technological instruments to help activate their minds. Most of these learners distract teaching and learning in the classroom because they do not know how to do certain activities they are assigned to do. With the help of the computer and the internet, that would be easy for them to do. Learners who cannot think deep on their own tend to disrupt classroom activities because they feel left out and embarrassed that they do not know what to write. Struggling learners are a great problem because there are no programs for such learners and a few female educators know or have done inclusive education. There are no support services for the female educators and the learners. This adds on the challenges that female educators are facing in the classroom. Learners with Attention Deficit Disorder (ADD) need to undergo certain programs by qualified support services (psychologist). These learners cannot learn like any other normal learner with no learning barrier and need to be taught in a special way,

which is impossible in overcrowded classrooms and by a female educator who did not specialize in inclusive education.

Ingersoll and Smith (2003) observe that deviant behaviour of learners is encouraged by a negative classroom atmosphere. Failure to create a supportive and orderly atmosphere brings about challenges in the classroom. Lack of essential and appropriate activities creates a disorderly atmosphere in the classroom, and teaching and learning is disturbed. Failure to create and enforce rules adds to the challenges experienced by female educators in the classroom. Learners tend to disregard female educators if they see that the educator fails to enforce the classroom rules. They sometimes swear at the female educators knowing very well that they will not be beaten.

Gallagher (2005) discovered that inappropriate teaching methods are a great challenge that female educators faced in the classroom during teaching and learning. The female educator needs to plan and use effective and appropriate teaching methods for smooth teaching and learning. Teaching methods add to challenges, if not planned and used accordingly. Learners do not succeed academically if methods used to teach are not good for that particular lesson. Learner under-achievement is a problem because both the female educator and the learner cannot be happy with such results.

Rosemary (2003) agrees that poor planning and poor skills create a problem in the classroom and provoke bad behaviour on the side of the learner while the female educator loses respect. Poor lesson planning results in learners making noise because the objectives are not well communicated to them. Poor goal setting is a great challenge experienced by female educators in the classroom due to poor training of the female educator. Some female educators did not go for training full time but learnt through correspondence because of financial challenges.

Krause, Bocher and Duches (2004) noted female educator indifferences towards the learners and use of corporal punishment and disgracing learners in front of others. This happens in public secondary schools more as compared to private institutions. Learners report female educators for such behaviour towards them, and they are charged. Lack of strong and consistent management and organizational skills lead to fewer classroom challenges. Learners from urban areas are disenchanted, disturbed and disruptive. Many of these learners come from families who are dysfunctional, and other parents are not educated so the learners

do not attend school readiness programs. Canter and Canter confirm that such learners suffer antisocial behaviour, low self-esteem, deviant attitude, and use abusive language both at home and at school, play truancy and juvenile delinquency. Skinner (2007) adds that failure to solve classroom problem results in antisocial behaviour of the learner.

Druikurs, Grunewald and Pepper (2001) conclude that those learners who disrespect each other are likely to disrespect the female educator. Such learners miss lessons, absent themselves from school, fight other learners, use drugs and alcohol and vandalize school property. They are aggressive and carry dangerous weapons to the classroom. It is not easy to reprimand such learners because they may endanger the female educator. Smith (2000) observes that learners who are unruly challenge female educators during teaching and learning because they know no one will beat them up. They threaten the female educator when she disciplines them and even back chat in front of other learners. This kind of behaviour is not acceptable because it shows disrespect to the female educator. The female educator is not protected inside the classroom because unruly and aggressive learners who take drugs and alcohol may physically confront her. The female educator may end up being hurt or killed as reported every day in the media that female educators have been killed by learners in a classroom or someone just came in and fired bullets to the female educator inside the classroom. Those people are never caught.

Grant and Sleeter (2008) stress that failure to display basic competency by the female educator can be a challenge on its own. When the furniture in a classroom is not properly arranged, the classroom can be a chaos. Failing to address learners and to respond to their questions, establishing rules and procedures brings confusion in the classroom. This may challenge the female educator's classroom management which is not good for the reputation of her character as an educator and the classroom manager. This calls for the female educator's development in terms of the classroom's physical layout and setting as this is one of the basics the educator should master and be able to display in her classroom. Appropriate classroom set up or arrangement determines the degree of the participation of the learners in class.

Wayman (2002) argues that lack of good communication between the female educator and the learner may create challenges in the classroom. Learners learn by copying the person they admire. Some learners copy bad behaviour while others copy good behaviour. This depends

on the learners' exposure. If they are exposed to bad behaviour, they will copy it thinking it is the right thing to do. Some parents do not tell their children how they should behave because they are always absent in their children's lives, and they are not part of their upbringing. Such learners are likely to copy bad behaviour either from the peers or from the community they live in.

2.4.2.3. Challenges faced by female educators in rural areas

Pot, Nusche and Moorman (2008) conclude that learners from dysfunctional families have aggressive behaviour toward the female educator and other learners. To manage such learners is a big challenge for the female educator. Learners' needs, interests and learning abilities can be challenging, especially when a female educator is inexperienced in the teaching field. The age of the learners is also a great challenge if it does not match the grade the learner is doing. Old learners always feel inferior in the classroom and make sure that they are feared. Boys can even have feelings for a female educator and make moves on her for the female educator to notice them. If the female educator does not approve of them, they feel offended and will start to harass the female educator. Sexual harassment is not allowed in the South African Constitution of 1996, be it verbal, physical or emotional harassment.

Lincoln and Morrow (2006) believe that a non-supportive environment to the learner has a great influence upon their teaching and learning. A classroom situation that is not welcoming is a challenge on its own. Learners need support from the female educator, and the female educator also needs support from the learners. The support needed is a two-way system. If it lacks on one side, teaching and learning does not go smooth. Quality teaching and learning require both parties to be positive and assist each other to achieve the set goals. The female educator does not feel safe in a non-supportive, unsecured and unfriendly environment.

Edwards (2004) reports that bullying, teasing, harassment and shooting have taken place in a number of secondary schools in rural areas. Female educators do not feel safe and comfortable under such situations. The shootings that take place inside classrooms put learners at risk, and even educators are at risk. Shootings may happen between learners (a learner shooting another learner) and this puts both the female educator and other learners at risk. The bullet may miss the target and shoot others that were not targeted. Bullies are difficult to manage because they always have dangerous weapons. Such weapons are a threat to female educators. It is not easy to manage a classroom knowing very well that you have to

watch and mind your tongue. Watching your back at all times as a female educator is very challenging.

Thomas (2007) suggests that lack of trust, tolerance, acceptance and co-operation make it difficult for the female educator to manage the classroom. The role of the female educator is to maximize learning and minimize disruptions in the classroom by fostering, among learners, an attitude of trust and tolerance, acceptance and co-operation. Without trust, nothing can succeed and prosper. If there is no trust between the female educator and the learners, teaching and learning cannot run smoothly.

Canter and Canter (2001) argue that if the learner makes it possible for the female educator to feel safe in the classroom, teaching and learning may be difficult to manage. Learners who do not want to take part in teaching and learning are a challenge. Female educators may have difficulty in teaching rules and routines to learners who do not want to get involved in learning. Such learners drop out of school and this has a bad effect on their future. They cannot get proper jobs and be able to take care of themselves and end up in streets abusing drugs and alcohol and a threat to the community.

Berliner (2000) confirms that strong and consistent management and organizational skills are needed for quality classroom management. A female educator who lacks good organizational skills finds it difficult to manage learners in the classroom. The way the female educator manages the classroom plays a vital role. She needs to have clear communication skills towards the learners for good classroom management. Noisy learners in the classroom disturb teaching and learning and consume the female educator's time to teach. Absenteeism of learners in the classroom is a great problem and makes hard for them to achieve high standards of learning.

Saad (2003) views discouraged learners as a challenge to a female educator's management of a classroom. They do not pay attention and are always disruptive in the classroom. To correct these learners, the female educator needs to encourage them positively and promote good behaviour among them. The female educator has to show them that they can change and achieve their goals only if they change their attitudes. She should help them to become the conquerors of the most feared situations and be able to face the future by becoming responsible citizens. This may be possible if correct procedures are followed.

Ali (2007) observes that learners who misbehave in the classroom challenge the female educator in her teaching and learning. Insubordination of the female educators is the biggest classroom challenge and through it, female educators lose their respect from learners. This lowers their self-esteem too as female educators. Assault of female educators by learners in the classroom makes them feel unsafe. This challenge disrupts the process of teaching and learning and makes it difficult to manage the classroom. Learners who are not ready to accept maximum opportunities provided for their learning are hard to manage. They challenge the female educator's practical vision, strategies, skills and knowledge to manage classroom effectively and make learners to achieve high standards in their learning.

Thompson and Walter (2000) found that secondary school learners are disenchanted, disturbed and disruptive. Most of them live in rural areas with uneducated parents and disturbed family relationships. They had not attended school readiness programs because these were not available in their communities. Such learners have a greater propensity towards inappropriate behaviour in the classroom and are a challenge to female educators who are responsible of managing the classrooms and teaching learners effectively. It is hard to teach learners who disrupt teaching and learning as set goals cannot be achieved.

Froyen and Iverson (2000) identified that learners with low self-esteem, deviant attitude and abusive language both at home and inside the classroom, truancy and delinquency are difficult to manage. Learners with anti-social behaviour challenge the female educator in the classroom and need learner-support services like psychologists, social workers, police officers and others. A female educator may identify the behaviour but needs to refer a learner to a specialist to get proper help for the identified behaviour. In the rural areas such services are scarce and people have to travel long distances for such services.

Ingersoll and Smith (2003) stress that learners who show negative attitude in the classroom have problems that need to be addressed by the female educator immediately. Prolonged problems destroy the learner internally and result in an aggressive and bullying learner. Aggressive and bullying learners are challenging and may not be managed easily. Female educators do not like to put up with bullies but unfortunately, there are bullies in their classrooms that they have to face every day. They have to come up with strategies to combat such behaviour and continue their teaching and learning. Learners who are neglected in their

homes seek attention from the female educator. They have unacceptable ways of showing it and do this to be noticed.

Keer and Nelson (2010) discovered that learners from a home environment where respect is not valued are a problem. They do not know that they should respect both old and young. In some homes, women are not valued and respected. Learners from such home environments, do not respect female educators and challenge female educators in terms of classroom management. They need to be taught good behaviour through classroom rules. At first, they will feel imprisoned but with the environment that has been created in the classroom by the female educator, the learner may feel comfortable and at ease. The researcher feels that respect should be a two-way thing, meaning the female educator must respect learners and the learners must respect the female educator.

Fields (2009) reveals that inattention, disturbing other learners and non-compliance are most commonly reported classroom behavioural problems. Classroom management problems are a source of stress and burnout experienced by female educators in secondary schools. Female educators spend a disproportionate amount of time dealing with classroom behaviour problems compared with time spent on instruction and academic activities. Failure to address misbehaviour compromises the learning environment whereby academic activities are interrupted, curriculum content is not covered, female educator authority is undermined and most importantly, opportunities to learn are decreased.

The researcher once worked in a secondary school in a rural area where boys were much older than her. She experienced many challenges in the classroom whereby the boys wrote letters to her sexual harassing her. They would come to the staffroom asking for her responses to their letters and sometimes would hold her hand while moving in between the desks during teaching and learning, thus harassing her sexually. Others would go to the tavern that was next to the school to drink alcohol, especially when hot, thus bunking her classes. These learners would tell her that they are going to quench their thirst, and she must write notes for them. This was not an easy thing that she was going through every day. She did not feel safe in the classroom and decided to resign not because she did not want to continue with her profession, but secondary school boys were a problem. She applied for a job in a primary school and to date, she is working in a primary school. Primary school

learners have their challenges, but they are better when compared to secondary school learners.

2.5 Learners' behaviour towards female educators

Lewis (2000) found that learners from urban suburbs who are schooling in private schools behave better and have better results than learners from township public schools. Learners from townships have little or no respect for their female educators. Lewis (2000) indicates further that they always want to show off that they have power and that they are clever than female educators. They like back chatting female educators who feel helpless because the learners always carry dangerous weapons to the classroom. The learners can get verbally confrontational with the female educator, which usually leads to physical confrontation between the two. This can be dangerous to other learners and female educators. We always hear from the news and see on social media that female educators were attacked and killed by learners (boys) in their classrooms in front of the learners. Such learners are taken to prison where they get released the next day because as first time offenders or being under age. These learners do not finish school and end up on the streets doing drugs, house breaking, bag snatching, car hijacking, bank robbery and shoplifting, to mention a few.

Edwards (2004) confirms that learners who come from dysfunctional families are unruly, they do not respect the classroom rules, engage themselves in many types of mischief and are always giving female educators a hard time in the classroom. When the female educator tries to correct them, they will not listen. They do not like to be told to do their work; if they do not feel like it, especially when they have no learning material. It is hard for them to learn without the learning material, and there is no one taking care of them. They show this through their reaction and the bad temper they have towards the female educators. Although this has nothing to do with the educators, they have to try to control and minimize the situation for teaching and learning to continue smoothly.

Morris (2005) states that learners in secondary schools are at the adolescent stage and react differently because of peer pressure; the female educators get annoyed with such behaviour. Learners tend to make unnecessary noise and disturb the classroom knowing very well that it is wrong, not acceptable and against the classroom rules. Female educators are at risk with these learners because even when their parents are called to school to talk about their behaviour, the parents do not turn up. They are like absent parents, and the learners feel

neglected; that is why they behave that way. Some of the learners make noise in the classroom because they want attention, feel rejected and unloved. All the children need to be loved by parents and if they do not get it at home, they will seek it elsewhere, and hooligans are always ready to mislead learners. Learners will not realize that they are being misled but will associate this with love. Hooligans then teach them all kind of misbehaviour like drinking alcohol, doing drugs, engaging in sexual activities which can lead to teenage pregnancy, infection through HIV/AIDS and dropping out of school. Without proper education, they cannot get proper jobs.

Omar (2000) writes that learners in secondary schools misbehave by absenting themselves during assessment and when they come back, they do not have any medical report from the doctor or from the clinic. Their parents do not report their children when they are absent from school knowing very well that the school code of conduct requires a doctor's report when the learner is absent from school. This gives the female educator a hard time because she has to teach that learner what was done when he was absent for the learner to achieve good results at the end. Going back to a lesson you have done is not nice and takes time off teaching new lesson to the learners who were present, and it is not fair on them.

Riaz (2009) discovered that learners do not hand in projects on due dates, thereby giving the female educator a big challenge on how she is going to allocate marks for that learner who has not done his or her project because at the end of it all, the Department of Education does not allow an educator to give a learner a zero. It is preferred that instead of a zero, you give a learner two (2) marks, which is a problem because there are learners who did the project to their capability and got two (2) marks. This sounds unfair to a learner who has put an effort and submitted the project and receives two marks because his or her project was not good enough, but the female educator has no control over this as she has to abide by the rules from the employer to secure her job.

Pianta (2006) contends that learners have a tendency of not turning in their homework, which gives female educators problems because she has to mark the work and give feedback to the learners and do a reflection of the lesson before she proceeds. This is very difficult for learners who did not do their homework. The female educator can find it difficult to guess whether they have understood the work or not without written proof. Some of the learners do not do their homework because they waste their time watching television and sleeping late.

Such learners have problem of restlessness, inattention and sleeping during teaching and learning. They become tired in the classroom and refuse to do assignments. These learners cannot be punished because it is unconstitutional and the female educator will be violating the learners' right to protection. Watching movies until late at night deprives them of a good rest that they need so that they can be fresh the next day and ready to learn new knowledge. The female educator has no control of this, and only the parents can control this, especially since watching movies is not adding value.

Osakwe (2014) noticed that female educators suffer in overcrowded classrooms through overload. They have no control over the situation, and only the principal of the school has full control over the administration of learners to a school. It is said that when the school has big enrolment, the principal of that school earns more money than other principals. Money is the root of all evil, and principals admit more learners than can be accommodated by the space; educators have to teach them without complaining about overload and overcrowding. Some schools do not have enough furniture for the learners to sit and write on. Learners sit in threes instead of twos on their desks, which make it very difficult for them to write freely. Such conditions cause learners to fight all the time because they are squashed in a small space even on hot days.

Most schools do not have fans or air conditioning during hot weather since the classrooms are packed. Female educators cannot supervise learners well when they are writing and cannot move in between the desks. It is very difficult for the female educator to see a learner who is not writing the task because there is no way she can reach all of them. The learner can pretend as if she or he is writing whereas she or he is not. Marking all the exercise books in a short period in order to give feedback to learners is not always easy in such situations.

2.6 How can female educators implement and make learners to comply with classroom rules?

Atanda and Lameed (2004) state that female educators teach learners classroom rules as they teach other subject matter. Classroom rules should be written on the chart in a clear and visible handwriting. The female educator should explain these clearly to the learners. Learners should understand rules so as to be able to practice them well. The female educator has to enforce the classroom rules to prevent chaos in the classroom and create order. Learners learn well in an orderly classroom and achieve high standards of education. Having

classroom rules, ready, available and seen by every learner on the wall makes it easy for the female educator to remind a learner who is violating classroom rules. Classroom rules should also be made available to parents so that they can read them to their learners and make them understand them very well. The parent must always remind the learner about the classroom rules to avoid misbehaviour to make the classroom governable.

Jones and Jones in Osakwe (2014) recommend that the female educator should make it her duty to know the learner's background so that she can understand him or her easily. Whatever behaviour the learner shows she will be able to associate with the learner's background thus making it easy to deal with it. The female educator must establish positive relationship with the learners in her classroom to gain their trust. By so doing the learner can find it easy to confide on her with whatever problem the learner might be facing at that time. The female educator should make it her duty to understand each learner in her classroom because they are all unique individuals. She must treat them as individuals and with love. When explaining a task to learner she must use methods that are learner-centred. Learners learn more easily with learner-centred approach. This will ease the tension between the female educator and the learners. No learner can violate the classroom rule under such atmosphere. Rules should not be complicated but simple and easy to follow and the female educator should keep on enforcing them to her learners. The kind of punishment should match the offence. This calls for the female educator to tabulate the kind of offence with a matching punishment so that the learner will know it before committing the offence. The female educator can together with the learners elect monitors and class prefects to help with the controlling of the classroom and enforcing of classroom rules. The monitors and the class prefects should be well trained so as to execute their duty well with no problems and the learners should be made aware of the duty of the monitors and the prefects and be told to respect them and the consequences of disrespecting them. There should be transparency.

Ainikwenze (2004) reveals that the female educator should engage learners in all activities constantly, use behaviour contracts, have a stimulating classroom environment, use questions regularly during teaching and learning, act as a model, being vigilant, use of humour, focus and monitor results in effective classroom management. Behaviour contract involves the use of classroom rules and regulations to which any learner who violates such rules and regulations are punished and thus act as a deterrent to others. McDaniel (2006) added that female educators have to make means of engaging learners positively to learning, making

them love learning and be willing to learn, be willing to do class assignments and increase learner participation in classroom activities. The female educator's classroom effectiveness is a predictor of learners' learning and academic performance.

Anih (2002) further agrees that female educators should create a positive environment to help the learners to develop a positive attitude towards schooling and always be attentive in the classroom during teaching and learning. They should not use corporal punishment as a classroom management technique. Corporal punishment can only make things worse and lead to extrinsic motivation of learners. The learners need not to fear the female educator but they have to respect her as an educator and have a healthy relationship with her. Kyriacou (2005) confirms the classroom is a meeting point for both the learners and the female educator where curricular activities are implemented. Educational objectives cannot be achieved without the use of conducive environment. The active class is characterized by a network of interpersonal relationships directed at attainment of educational goals. The interpersonal relationship is referred to as the reciprocal behaviour that occurs between individuals such as exchange of information, exchange of expression and mutual activities.

Ogun (2000) believes that classroom management is a prerequisite for achieving teaching and learning objectives and safeguarding the well-being of the learners for whom teaching and learning activities are learner centred. It entails planning, supervising, controlling and coordinating the activities of learners in teaching and learning process. Successful classroom management enhances learners questioning and exploration in the learning environment that is conducive to teaching and learning. Female educators should use techniques that ensure decorum in the classroom and create a healthy and conducive atmosphere for learning. Female educators should be models based on the principles that values are caught and taught. They should be prompt to class, courteous, enthusiastic, patient, and organized and provide examples to their learners through the behaviour their learners portray. Female educators should monitor instruction as it progresses as it enables them to respond to learners' misunderstanding of concepts and ensure that meaningful learning is taking place. This will enable the educator to know whether adjustment in teaching needs to be made.

Zuckerman (2007) suggests that female educators develop the understanding of personal, psychological and learning aspirations. They should establish positive educator-learner relationship and peer relationship that help with learners' psychological needs. Using

instructional methods that facilitates optimal learning by responding to learners' needs. The use of organizational and group management methods that maximize learners on task behaviour. Bush and Oduro (2006) stress that for the female educator to implement and make learners comply with classroom rules she needs to be proactive and reactive in order to define and communicate their academic expectations to their learners. This kind of involvement will encourage learners to respect and adhere to the classroom rules. Classroom rules will help the female educator to control the learners and will also help the learners themselves to know how to behave in the classroom. Classroom management strategies are an important part as far as educators' success is concerned especially in creating a safe and learning environment for learners.

Chapman and Aspin (2007) highlight that female educators in Nigerian secondary schools can apply the following strategies for implementing and making learners to comply with classroom rules for effective classroom management:

- Rules must be clearly explained to learners so that they can understand them.
- Rules and regulations should be taught and enforced.
- Female educators must be consistent in enforcing classroom rules.
- Learners should be intrinsically motivated.
- Female educators should prepare lessons thoroughly starting from the learners' previous knowledge to the new knowledge.
- The female educators should use the strategies that will capture the interest of the learners from the beginning of each lesson.
- Counselling for learners with behavioural problems should be a priority.

The code of conduct can help the female educator to make classroom rules for her class to be governable. A classroom without rules cannot be easily managed. The female educator should make her classroom rules be in line with the school code of conduct. The code of conduct of each secondary school must be in line with the South African Schools Act, 84 of (1996a) and the Constitution of the Republic of South Africa Act 108 of (1996b). Each secondary school has to follow these acts when drawing their code of conduct, if there is anything that does not comply with these acts it is taken as unconstitutional and is against the democratic rights of the learners. It is essential that the School Management Team is clear with these laws regarding the learner behaviour and punishment. They should acquaint

themselves with the laws, principles and procedures to build, maintain and control learners effectively. The School Governing Body should also be aware and knowledgeable with them so as not to know exactly what is expected of them and not to cross borders. Female educators should know the “Dos” and “DON’Ts” to be on the safe side with the Department of Education.

Hart (2010) confirms that the classroom rules must comply with the South African Schools Act, 84 of (1996a) and the Constitution of the Republic of South Africa Act, 108 of (1996b). This will ensure that the punishment does not exceed the kind of misbehaviour committed by the learner and female educators will not overdo their disciplinary measures. Smith (2010) added that female educators with effective discipline systems have strong leadership qualities, emphasis on the motherhood care on the learners, build relationships with learners, led by example, respect learners and other stake holders. The female educator always displays positive approach towards learner’s behaviour in order to come to a good conclusion and to gain learner’s respect.

Baxter and Fredrickson (2005) claim that successful female educators foster learning, safety and appropriate behaviour. Academically they have strong focus; they believe in positive relationships with their learners and promote strong meaningful motherhood and community involvement. Classrooms should operate under the supreme Constitution of the Republic of South Africa, Act 108 of 1996, Section 9, and a number of statutes of which the Schools Act has the biggest impact in classroom management. With the help of the Bill of Rights (Chapter 2 of the South African Constitution), and the South African Schools Act 84 of 1996 the female educators have been introduced to human culture in managing their classrooms. This has taught them not to exceed their disciplinary powers in the classroom management.

Cohen (2011) argues that the supreme law of this country contains specific protection against any behaviour that can threaten a female educator’s dignity as well as the fundamental rights and the learner included. He explains that the purpose of correct behaviour is to provide a safe environment for both learners and female educators. This we see in Sections 12 and 24 of the Bill of Rights where it states that everyone has a right to be free of all forms of violence in a safe environment. Section 28(d) states that every child has the right to protection from every maltreatment, neglect, abuse or degradation. The Constitution emphasizes human dignity, equality and freedom for all when exercising learner management

in the classroom. Cohen (2011) further explains that in their efforts to protect the rights of the learner who misbehaves, female educators and education authorities often forget the rights of the learner who does not misbehave. The rights of the learner to quality education put an obligation on schools and female educators to provide for all learners the opportunity to learning an environment that is safe and conducive for teaching and learning.

Morris (2005) states that it is not only the misbehaving learners who have the right to quality education, but also those who conduct themselves good in terms of behaviour. Once the misbehaviour of the learner becomes a threat to teaching and learning, the question arises: Should the collective right of learners to a warm environment conducive to learning not be protected from the misbehaviour of the particular learner? The female educator has to ensure that the collective rights of the majority outweigh those of the minority. Oosthuizen (2003) affirms that the South African High Court has repeatedly found in favour of the collective rights of learners to an orderly environment which enhances teaching and learning.

The South African Schools Act 84 of 1996 stipulates that behaviour must be maintained in the school and classroom situations for the education of the learners to flourish without disturbing behaviour and offences. The female educators are responsible for maintaining behaviour in the classrooms. According to the South African Schools Act of 1996 Section 10, corporal punishment was abolished and the female educator has to think of ways of punishing a learner without inflicting pain and one that will not end her in prison bearing in mind the rights of a learner. The female educator should protect the learner at all times even if she must punish him and respects his rights.

Edwards (2004) agrees that the South African Schools Act No 84 of 1996 Section 8(1) and (2) states that the School Governing Body is responsible for adopting the school code of conduct for the learners through the consultative process. The school's code of conduct should aim and promote positive learning environment which is conducive to teaching and learning. Both the female educator and the learner should be guided by the school code of conduct which promotes positive relationship between them. In terms of Section 8(4) of the South African Schools Act No 84 of 1996 learners have an obligation to comply with the school's code of conduct. If the learner does not comply with the code of conduct Section 8(5) puts it clear that the learner has to undergo certain procedures, like, warning, hearing before being

suspended by the School Governing Body and expulsion by the Provincial Head of Department.

Lewis (2000) confirms that classroom rules and routines provide learners with the structure to use in organization and to interact with each other fairly. These must be communicated verbally and in written forms. Female educators should execute them in teaching and learning. Parents should be notified of these rules and routines in order to remind their children at home making sure that they do not violate the classroom rules. The goal of creating classroom rules and routines is to create and maintain a highly supportive learning environment and to promote a safe classroom community so that learners' interests, motivation and involvement in learning process are maintained.

2.7 Theoretical frameworks

The theoretical frameworks that inform this study are Skinnerian model by Skinner (1989), The Behaviourist theory and assertive discipline model by Canter (2007).

2.7.1 The Skinnerian Model

Skinner (1989) developed a behaviour modification paradigm. He noted that human behaviour is the product of three (3) kinds of selection that is natural selection, operant conditioning within behavioural analysis and cultural evolution of social contingencies of reinforcement within cultures. He believes that behaviour is learned and reinforced. The reinforcements help in achieving good behaviour when aimed at shaping a learner's behaviour in a desired direction. Watson and William (1999) agree that human behaviour is either inherited naturally or is a product of psychological operant reinforcement. He observed learners constantly change the probabilities of responses for others by arranging reinforcing consequences. Learners being operant learn and perform behaviours and when reinforcement occurs there is a likelihood of an increase of behaviour repetition. Whenever something reinforces a particular form of behaviour, chances are that behaviour will be repeated.

Holland (1998) thinks that the punishment is a basically different process from reinforcement. Reinforcement involves presentation of a positive stimulus or removal of a negative one, punishment consists of presentation of a negative stimulus or removal of a positive one. Reinforcement is defined in terms of strengthening a response, punishment is a

process that weakens a response. It can be used to good advantage in controlling the learner in the long run punishment works to the disadvantage of both the punished learner and the punishing agency. Its results are neither predictable nor dependable. Permitting the behaviour to die out by reinforcing it and not by punishment is the appropriate process for breaking habits to learners.

Smith (2010) believes positive reinforcement means rewarding positive behaviour with praise while negative reinforcement is based on eradication of the undesired behaviour rather than inflicting punishment, meaning taking away a reward or something he learner likes. Rewarding the desired behaviour repeatedly combined with the non-rewarding of the undesired behaviour leads to the desired behaviour to become associated in the mind of the learner with good experiences. Skinner (1992) sees that all behaviour are being controlled at all the time. This implies that there are always external factors from the environment that constantly impinge on the individual, these consciously or unconsciously influence the learner's behaviour.

Evans (2010) says that female educators are considered to be architects of and builders of learners' behaviour. Female educators use behaviour modification to teach learners desired behaviour, rewarding learners who behave well and withholding rewards from those with unacceptable behaviour. The more overtly punished learners might get the negative attention they are seeking from their peers and continue with the negative behaviour with the hope of getting more attention. Behaviour modification works well if applied I a positive manner especially with difficult cases, learners like to be recognized for the good behaviour they have shown or any good thing they have done. It makes to be always at their best behaviour.

2.7.2 Behaviourist Theory

Brophy (1983) developed tools on behaviourist theory in his attempt to shape and revitalize education in the classroom. Behaviourist theory can be described as the product of either biological natural selection or psychological operant reinforcement. The theory states that all behaviour is a result of learned and reinforced behaviour by an individual to satisfy the needs that are genetic to the human mind or thinking. Modgil and Sohan (1997) believe that if the female educator can occasionally reinforce learners' good behaviour, the behaviour survives much longer after reinforcement is discontinued than if the female educator had reinforced every instance up to the total number of reinforcements. Since intermittent reinforcement

generates longer extinction curves than continuous reinforcement does, there is no simple relation between the number of reinforcement and the number of reinforced responses necessary for extinction. The learners always try to satisfy their needs, for acceptance, to be loved and for freedom. They always need attention and can go out of their way in search for this attention. They can even misbehave if that can give them the attention they need from the female educator.

Pryor (2009) explains that teaching is the arrangement of contingencies for reinforcement which expedite earning. He says the most effective control of learning requires instrumental aid. He was appalled at the present inefficient practices in classroom and recommended procedures whereby they could be corrected. He was convinced that when female educators have taught successfully, regardless of whether they have thought of mental disciplinary, in behaviouristic terms, they have arranged effective contingencies of reinforcement. He also thought that the female educators are more likely to do this well if they understand what it is that they are doing. Education is a procedure of processing, storing and retrieving information, “showing and telling are ways of priming behaviour, of getting learners to behave in a given way for the first time so that the behaviour can be reinforced”. The learners do not learn by imitating; instead, consequences must follow for behaviour to be learned.

Wayne (2006) recognizes that the first step for the female educator is to shape proper responses to get the desired behaviour from the learners. For a female educator to achieve this, she must follow logic steps build deliberately upon preceding one another. A learner can progress through the sequence of steps at one’s own rate and is reinforced immediately after each step. In planning a program of progressive approximations that will lead to the final form of behaviour, the female educator must have at hand an inventory of the responses that are available throughout the teaching and learning process. To schedule the most effective reinforcement, the female educator must consider gradual elaboration of extremely complex patterns of behaviour into small units or stages and maintenance of the behaviour in strength at each stage. The stages will help the learner to learn and follow the process easily. The learner will be encouraged to learn, the learner’s self-esteem built, peer relationships improved and finally self-actualization achieved.

Hattie (2009) stresses that the female educator is responsible for modifying the learners’ behaviour. The female educator can offer incentives, negotiate contracts, call for attention to

reinforce desirable behaviour. The behaviourist focuses on the application of the principles from the behavioural psychology, especially the application of consequences to modify behaviour. The female educator should select four (4) rules that she will use as guidelines and limits for behaviour in her classroom. She should state the rules in terms of positive expectations of behaviour she wants to see and must be careful of stating the rules in the form of “Don’t” as this does not sound well to learners. Thinking about the specific examples of behaviour that would help demonstrate each rule will be more effective in teaching and reinforcing the desired behaviour, so classroom rules should be taught and reinforced for good behaviour to be achieved.

Kirschner, Sweller and Clark (2006) discovered that the problem with the challenges experienced by female educators in the classroom is that the consequences are not brought home to the transgressors. They fear because the learners have rights, and female educators cannot punish them. South Africa is a free country, which makes every citizen to exercise their freedom, but this does not give learners freedom to bad choices they made. The learners should experience consequences of their choices, good or bad. Female educators should not accept excuses for bad behaviour committed by learners in the classroom. The learners should learn from the mistakes they have committed and not to repeat the same mistakes.

Bigge and Shermis (2004) identify that anger in a learner determines the way he or she reacts to others. They add that the way an angry learner can lash out to others cannot be predicted. All that is evident is the anger they portray and carry within themselves. All the unhappy and angry learners are capable of any form of violence. This could be the root cause of violent behaviour in South African secondary schools. The number of angry and unhappy learners can be reduced through involving learner support structures like psychologists to offer counselling to affected learners and social workers to help with different situations and experiences of learners.

2.7.3 Assertive discipline model

Canter (2007) developed an assertive discipline model which was used to introduce a good management approach to secondary school learners. He stressed that female educators should be able to put a stop to learners’ bad behaviour in the classroom for teaching and learning to go smooth. The female educator should maintain good discipline within the classroom for efficient and effective teaching and learning to continue. Learners should be taught obedience

and responsibility and be made accountable for their behaviour. This can teach them to act responsibly knowing that they would be held responsible for their actions. Such can have a good impact on their future. Drop outs from school can be reduced. The rate of uneducated youth can be reduced. This can teach learners to be goal orientated and aim high for their future.

Judd (2004) argues that female educators should encourage learners to discover the value and amending of their considered guesses and should promote learners' confidence in their ability to solve problems by thinking. Education should concentrate more on the unknown and speculative and gained knowledge should be placed in the context of action and commitment. Female educators should make sure that they are able to put an immediate stop to unacceptable behaviour and should not doubt themselves. Learners should know when to stop and consequences if they do not take instructions from the female educator seriously. Assertive discipline can materialize when the community is involved in the tabling of the school discipline plan as recommended in Section 3 of the South African Schools Act 84 of 1996. This means inclusion of all stakeholders (parents, educators, learners and non-educators at the school) to contribute in drawing up the code of conduct and school rules. The learners should be told of the consequences of breaking school rules, and that should not be compromised.

2.8 Conclusion

In this chapter, international and national literature on classroom challenges experienced by female educators was reviewed. Challenges faced by female educators in urban and rural areas, comparisons of challenges facing female educators on a global level (South Africa, Canada and Nigeria) were discussed. This further included the structure of the code of conduct of most secondary schools in King Cetshwayo District and the root causes of misbehaviour in the classroom. The learners' behaviour towards female educators and how can they implement and make learners comply with classroom rules were included and theoretical frameworks were discussed. The next chapter deals with the research design and methodology.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focuses on the research methodology adopted by the researcher in order to retrieve data from respondents with regards to the research questions on classroom management challenges experienced by female educators in King Cetshwayo District secondary schools. Questionnaires were used to gather data from female educators. The following topics are discussed in this chapter: delimitation of the study, permission to conduct the study, sampling process, research tools, validity and reliability, data processing and ethical considerations.

3.2. Philosophical Paradigm

This study employs post pragmatism paradigm. The paradigm supports the ideology of the use of quantitative and qualitative methods of data collection in a single study. Based on the nature of the study, quantitative and qualitative data are required. Hence, post positivists paradigm was adopted for the study. Kumar (2011) state that in a study quantitative and qualitative data can be collected. According to Kumar (2011), participants will be made to respond to different questions, using different forms. This can be done through the use of questionnaires and interviews, or only questionnaires giving room for open and close ended questions.

3.3. Research Design

The research design used for data collection in this study is the quantitative and qualitative methods. A single questionnaire was designed to collect both qualitative and quantitative data through the use of open and close ended questions. Kumar (2011) states that this can be done to enhance triangulation of the data collected in a study. He further explains that the two methods can be used to collect different sets of data for a single study. In this study, different sets of data were collected through the use of open and close ended questions in a questionnaire which was administered to female educators who participated in the study.

3.4. Research Approach

The study used the survey method approach in the collection of data. According to Kumar (2011), survey method can be used to collect data for a study. In this study, the researcher

collected large quantitative and qualitative data from the female educators who were participants through the use of questionnaire with open and close ended questions. The close ended questions confined the respondents to few options while the open ended questions gave the educators the opportunity to express themselves freely with constraints.

3.5. Target Population

The target population in a study includes the entire population from which the participants of the study are drawn and used for generalization (Kumar, 2011). The target population for this study were female educators of secondary schools in a selected district in Kwazulu-Natal Province of South Africa.

3.6. Sample and Sampling Process

According to Kumar (2011) state that several techniques and procedures are to be taken into consideration before the selection of samples for a study. Hence, the sampling techniques, sample frame and sample size adopted in the quantitative study are discussed in this section.

3.6.1. Sampling Technique

The sample of the study consisted of two hundred and eighty (280) female educators selected by using the stratified sampling technique. The population was selected from twenty (20) secondary schools in King Cetshwayo District. The researcher selected one Principal from each school (1x20), one Deputy Principal from each school (1x20), two Head of Department from each school (2x20) and ten Post Level One educators from each school (10x20) as supported by Babbie and Mouton (2009). The researcher ensured that the school principals included in the study were females. This was because, the principals are expected to teach certain subjects as it applies to their major areas.

3.6.1.1. Research Tools

The researcher chose quantitative and qualitative research methods, taking into consideration the purpose of the study and the questions being investigated. The use of quantitative and qualitative research methods is traditionally associated with post-positivism (Kumar, 2011). The choice of methodology depends on the purpose of the study and the questions being asked (Rubbin and Babbie, 2011). The method chosen is believed to show hidden truths about the classroom challenges experienced by female educators in King Cetshwayo District secondary schools. It helped the researcher to arrive at positive suggestions to assist female

educators to overcome their classroom challenges and experiences. Hence, questionnaires with both close and open ended questions were adopted as the tool for the study. The open and close ended questions enhanced the qualitative and quantitative parts of this study respectively.

The questionnaire was divided into four (4) sections with the objectives of the study in mind. Section A consisted of the background information of the respondent. Section B consisted of ten (10) statements on management challenges experienced by female educators. The respondents were asked to express, on a five-point Likert scale, the extent of agreement between feelings expressed in each statement and their personal feelings. The five-point scale choices are: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). They were asked to make a cross in the blocks which best suited their answer and which indicated the feelings expressed in each statement.

Section C also had ten (10) statements where respondents were to put a cross in a block which best suits them indicate their feeling on a three (3) point scale, that is, Yes (Y), Unsure (U) and No (N). This section was about learners' behaviour in the classroom. Section D consisted of six (6) open-ended questions whereby female educators were asked to elaborate on questions asked earlier using a close-ended style. These questions included learners' behaviour, challenges experienced by female educators, interventions that the Department of Education should put in place, factors affecting female educators' productivity, stakeholders' involvement and ways that can be employed to motivate learners to behave well in the classroom.

3.6.1.2 Questionnaire

Mouton and Marais (2001) point out that a questionnaire is essentially a scientific instrument for measuring and collection of particular kinds of data. They deal with some set of related topics given to a selected group of individuals for the purpose of gathering data on a problem under consideration. They believed that a good questionnaire should have the following characteristics:

- A good questionnaire must deal with a specific topic so that the respondent will easily recognize its importance and would be interested in spending time to work on it;
- It must be brief but lengthy enough to elicit essential data;
- It has to be attractive and captivating, neatly arranged and clearly printed; and

- Instructions must be clear and easy to understand.

Kumar (2005) influenced the researcher's decision of using questionnaires by stating the following advantages:

- Questionnaires permit anonymity;

- They increase chances to receive genuine response representing actual thoughts, beliefs, opinions and perceptions of respondents;

- They preclude possible biases of the interviewer and allow the respondent sufficient time to consider answers before actual answering. Questionnaires are affordable and the cheapest medium of retrieving data for social sciences research;

- Data retrieved through questionnaires can be more easily analyzed and interpreted than data obtained from verbal responses;

- They elicit data that cannot be obtained through other methods;

- Questionnaires make it easy to retrieve uniform answers in a given situation;

- It is easy to compare data retrieved through questionnaires before inferences are made to give a final statement based on the outcome;

- The atmosphere is free from tension and pressure and respondents can work easily with full concentration;

On the other hand, there are disadvantages of using questionnaires, but that did not stop the researcher from eliciting information from respondents. Cohen and Marion (2002) list the following disadvantages:

- Some people are good at talking and prefer to speak than write;

- The researcher cannot get spontaneous answers. Questionnaires always give restrictions to the view of only one person at a time, unlike in the case of the interview;

- Answers are sometimes not treated independently as all questions are seen by the respondents at the same time;

- Questionnaires are rigid in nature;

- During interviews, an idea can be explored with many further questions being raised from a single idea, but this is not true of questionnaires. The moment the question asked is misunderstood by the respondent, that particular item becomes a waste;

- Questionnaires do not allow people to express themselves like in the interviews; and

- The researcher will not be able to answer questions and misunderstandings the respondents may have come across.

3.6.3. Administration of the Questionnaire

Permission to conduct the study was obtained from the schools' authorities. In each school, a group of female educators were selected following the sampling strategy adopted by the researcher. The researcher personally administered the questionnaire to selected female educators in schools. Of the 280 selected female educators, only those who fell on an even number participated in the study.

3.7. Data Collection Method and Analysis

Data for this study was collected through the use of questionnaire which was administered to 280 female educators. The researcher visited 20 secondary schools in King Cetshwayo District on different appointment days and administered questionnaires to randomly selected female educators. The researcher waited for the questionnaires to be duly completed and returned by the educators. The collected data were converted to a form suitable for analysis. Responses from respondents were coded while frequency distribution was used in analyzing data. The use of frequency tables is strongly favoured by Corti and Day (2000). Frequency tables are expected to provide answers to the questions stated below:

- How many times does the response occur?
- What is the percentage to that response compared to the overall responses?

The quantitative data collected from the close ended question was analysed using descriptive statistics, while the qualitative data collected through the open ended questions were analysed based on specific questions asked in the questionnaire.

Detailed information on the analysis of data is dealt with in Chapter four (4).

3.8. Validity and Reliability of the Questionnaire

3.8.1. Validity

Validity is the extent to which the measuring instrument satisfies the purpose for which it was designed (Kumar, 2005). Validity is an indispensable characteristic of a measuring instrument (Cresswell, 2011). The validity of a questionnaire shows how worthy a measure is likely to be in a given situation and whether the instrument is reflecting the truth or something close to the truth.

The validity of a questionnaire is seen when it serves two major purposes, namely: it translates the research objectives into specific questions and motivates the respondent (Libya, 1998). Kumar (2005) suggests that questionnaires permit anonymity, preclude possible interviewer biases and allow a respondent sufficient time to consider answers before actual answering.

The research instrument is valid when it demonstrated some real ability, attitude or prevailing situation that the researcher can identify and characterize. The research instrument is tagged as valid if the ability or attitude of the instrument is stable, the respondent's answers are not influenced or affected by external forces and the same results are repeatedly deduced (McMillan & Schumacher, 2010). The supervisor and a few other scholars in the field were shown the instruments. Their suggestions helped in making the instrument valid enough for usage. Respondents were not forced by outside forces or influenced by external forces; they answered according to their experiences in their classrooms.

The questionnaire fulfilled the purpose for which it was designed by reflecting the truth. It translated the research objectives to specific questions, and respondents were motivated to participate in the study.

3.8.2 Reliability

The research instrument is reliable when it shows consistency and dependability by obtaining the same relative results when the measuring phenomena have not changed (Aardweg, 1998). Kumar (2011) adds that reliability refers to the extent to which the instrument's results are free of unpredictable types of error. Sources of error include:

- Random effects by respondents who tend to guess without trying to understand alternatives;

- Variation in the conditions of administration of test between groups. Differences in scoring or interpreting of results, especially when computing scores, errors can occur, and this may be something different from what was observed; and

- Fluctuations in the mood of respondents can affect reliability. This can be due to good or bad experiences, fatigue, illness etc.

The researcher strongly believes that the questionnaires in this study were completed with the utmost honesty and sincerity required to render maximum possible reliability. Questionnaires were given to respondents on two different occasions, and the same results were obtained, which makes the instrument reliable enough for the research study.

3.9. Ethical Consideration

All ethical issues were considered as human beings were involved (Munro, 2010). Data retrieval sometimes gives rise to ethical issues, therefore, it is important to respect the rights of human beings (Betram, 2005). Anonymity and confidentiality were respected as well as privacy of respondents to ensure truthful results. Individual, social and cultural values and experiences were respected, and human beliefs were taken into consideration. Autonomy was respected by researcher, and the study did not harm participants in any way. Additionally, respondents were told that they had the right to opt-out of the study at any given time if they feel uncomfortable. Moreover, they were assured that their information would be preserved and used for the purpose of this study only. Thus, their information was well preserved.

3.10. Delimitation of the Study

The research study aimed to identify the classroom management challenges experienced by female educators in secondary schools at King Cetshwayo District. The sample population were two hundred and eighty (280) female educators from twenty (20) secondary schools in King Cetshwayo District.

The researcher selected one principal from each school (1x20), one Deputy Principal from each school (1x20), two Heads of Departments from each school (2x20) and ten Post level one educators from each school (10x20) which makes a total of two hundred and eighty (280) respondents. Female educators were not willing to sacrifice their time to help respond to the questionnaires, but the researcher convinced them to participate by explaining the importance of the study. Driving to some of the schools in the deep rural areas was a problem due to the nature of the road and the season the study was conducted in. The roads were slippery and

muddy. Most of the schools do not have proper roads hence the researcher had to leave the car far away from the school and travel by foot. This led to a waste of time and caused delay.

3.11. Conclusion

A detailed description of methodology adopted by the researcher in carrying out the study was done in this chapter. Sampling procedures used and methods of data analysis adopted were also discussed. All data collected were analyzed with interpretations in the next chapter, which is Chapter four (4).

CHAPTER FOUR

QUANTITATIVE DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1. Introduction

In the previous chapter, the methodology was discussed. In this chapter, data analysed is presented through the use of graphs. The graphs present data frequency distribution according to the four sections of the questionnaire. Section A requires the background information of the respondent, that is, gender, age, years of experience, grades taught, professional training, academic qualification and subjects taught by respondents. Section B has ten questions in a form of statements which require information about the management challenges experienced by female educators. Section C has also ten questions in a statement form which need answers about the perception of learners' behaviour towards female educators in secondary schools. Section D has six open-ended questions that require information about educators' opinions concerning learners' behaviour, educators' challenges, input from the Department of Education, factors affecting female educators' productivity, involvement of stakeholders in school discipline and ways to motivate good learning behaviour.

4.2 Analysis of Background Information

4. 2. 1 Age of Respondents

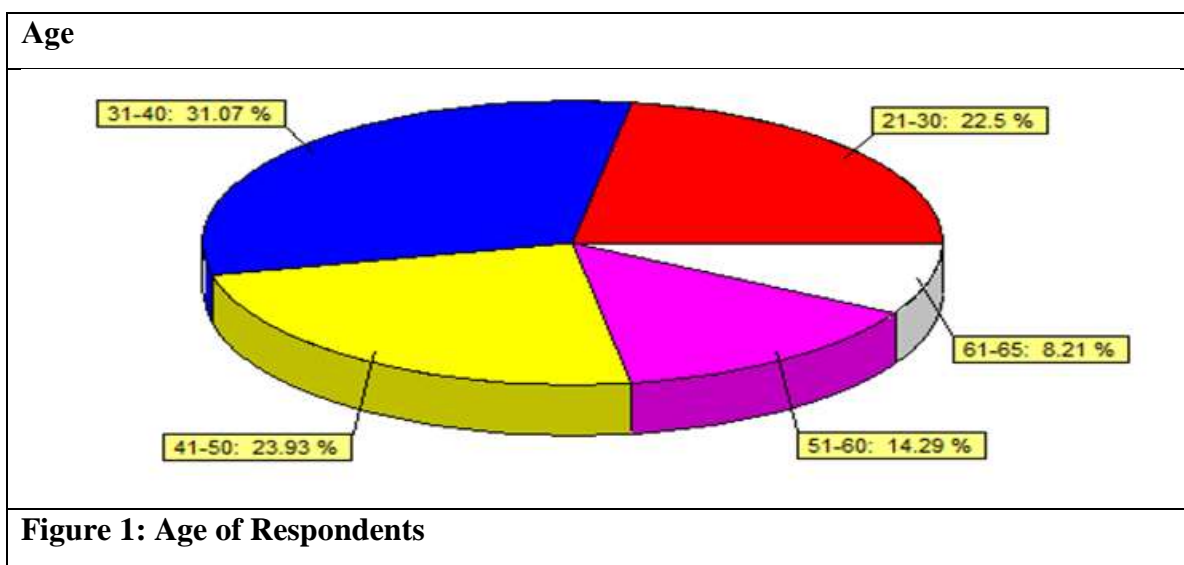


Figure 1 above shows that 32% of the respondents are between the ages of 31-40 years. This clearly indicates that these are educators who have served approximately twenty (20) years. This is an ideal age group in terms of maturity and the knowledge of classroom management. Respondents might still be in the classroom for approximately 20 years before they reach the age of retirement. Empowering them with skills of effective classroom management will be beneficial to them and the learners as they can help mentor the upcoming generation. The least age group are those between the ages of 61-65 years who are people who can retire at any time. This is satisfying because there are a large number of educators who are going to stay in the classroom for a longer time than this group.

4.2.2 Years of Experience of Respondents

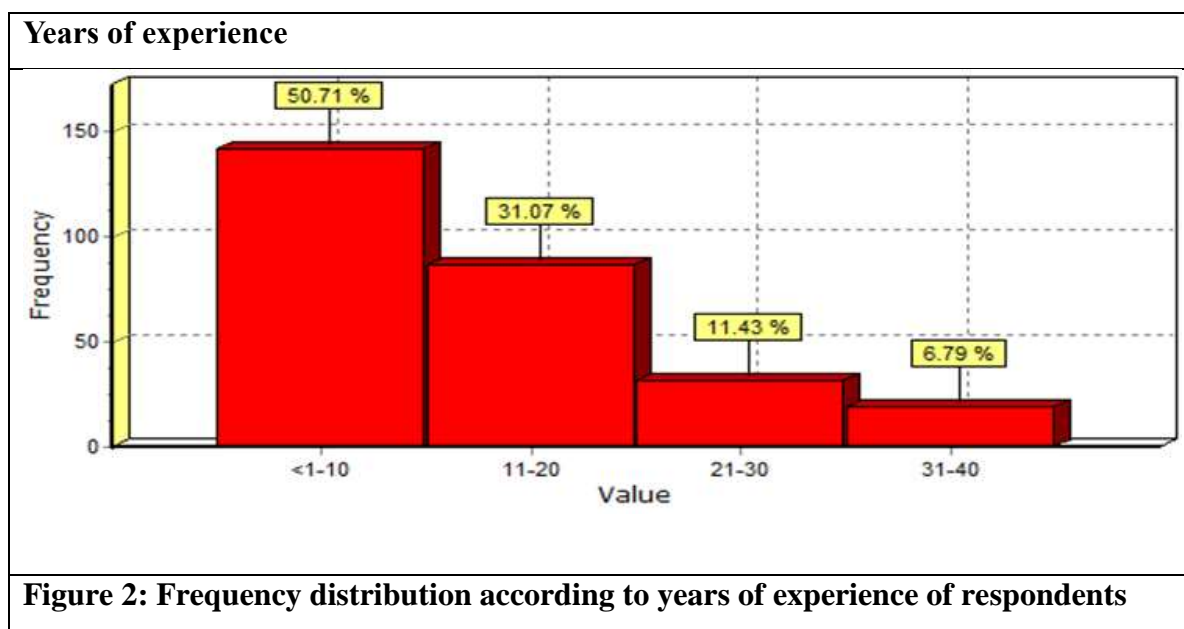


Figure 2 above shows that educators with the least experience are 51%, which are educators with 1-10 years of experience. This means that more work needs to be done to empower these educators who are going to stay a long time in the classroom. They need to know their duty and perform at their best so that they can enjoy the job they are doing to manage their classrooms effectively and yield good results at the end. The small percentage of 7% is for those educators that are about to retire.

4.2.3 Grades Taught by Respondents

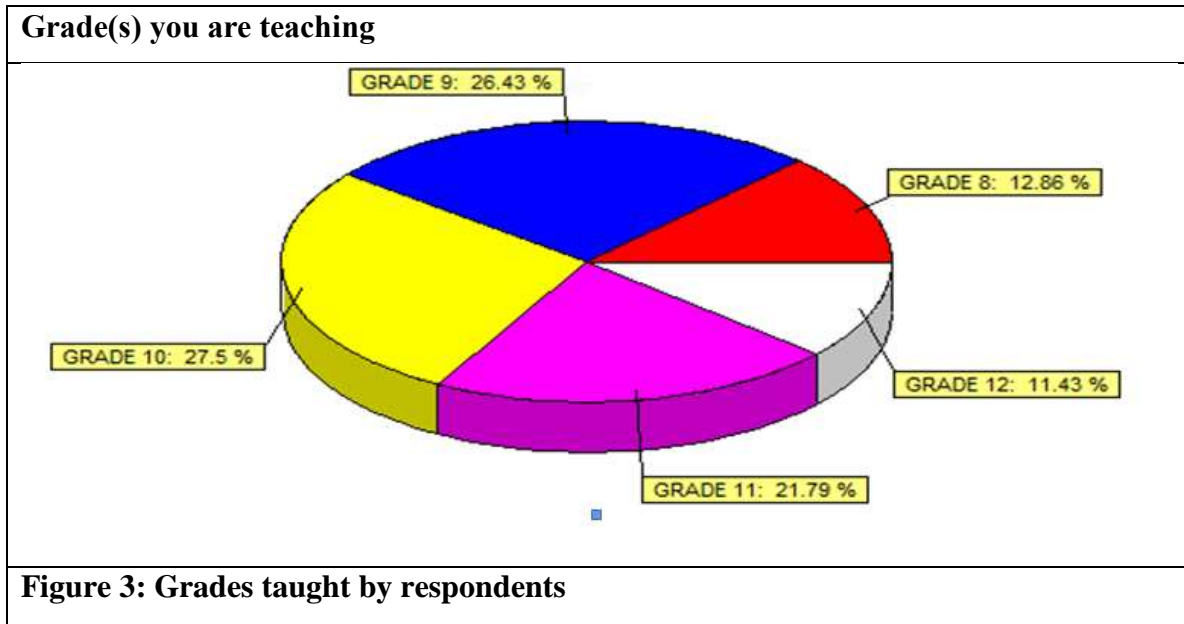


Figure 3 above shows that most women are teaching grade 10, which is 28%, and few female educators are teaching grade 12 which is 11%. This means that female educators are not inspired to teach in secondary schools. It could be that female educators feel that teaching in secondary schools is more of a male domain, especially teaching Grade 12.

4.2.4 Professional Training of Respondents

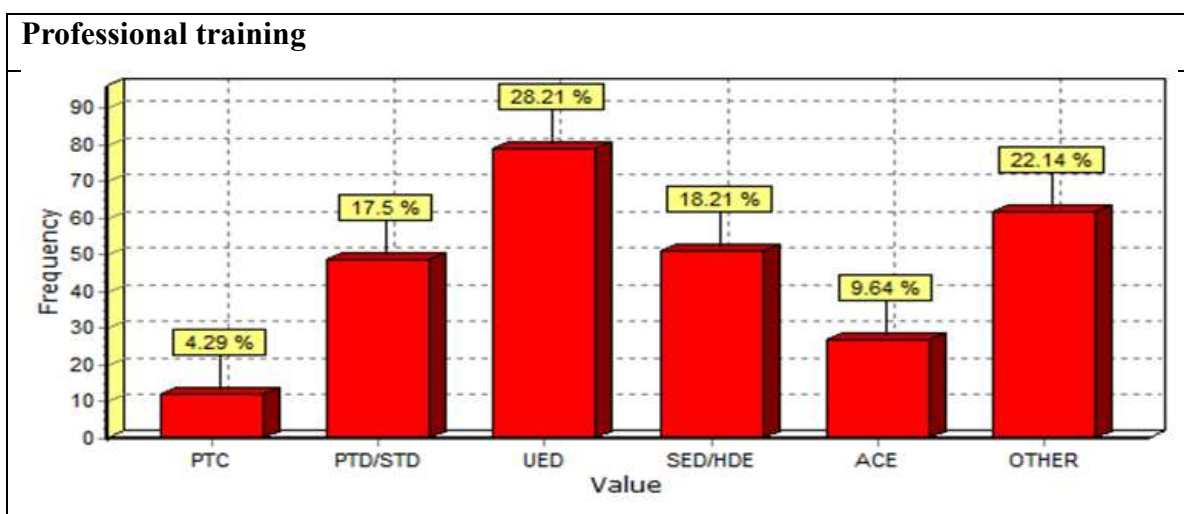


Figure 4: Professional training of respondents

Figure 4 above shows that most female educators have a university diploma, which is about 28%. This is satisfying because they have appropriate qualifications to be teaching in secondary school. Only 18% has secondary education diploma and higher education diploma, which makes them to qualify to teach in secondary schools. About 4% of educators have a primary teacher's diploma, which is not appropriate for a secondary school teaching educator as these are supposed to teach in primary schools as per their qualification.

4.2.5 Academic Qualifications of Respondents

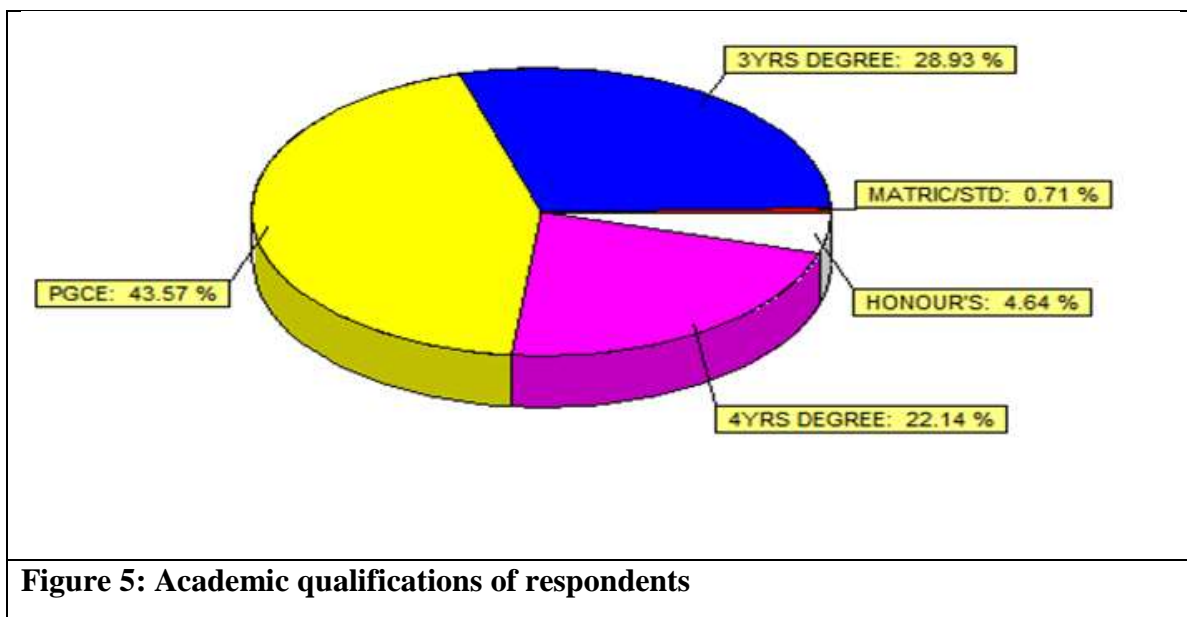


Figure 5 above shows that about 44% of educators have a post graduate certificate in education, which is good. The least percentage which is 0, 71% have matric and secondary teacher's diploma only and have not upgraded their qualifications. This qualification is defunct, so they need to upgrade it due to many changes in the curriculum.

4.2. Analysis of Responses to Management Challenges Experienced by Female Educators

4.2.1 Classroom management competency of female educators

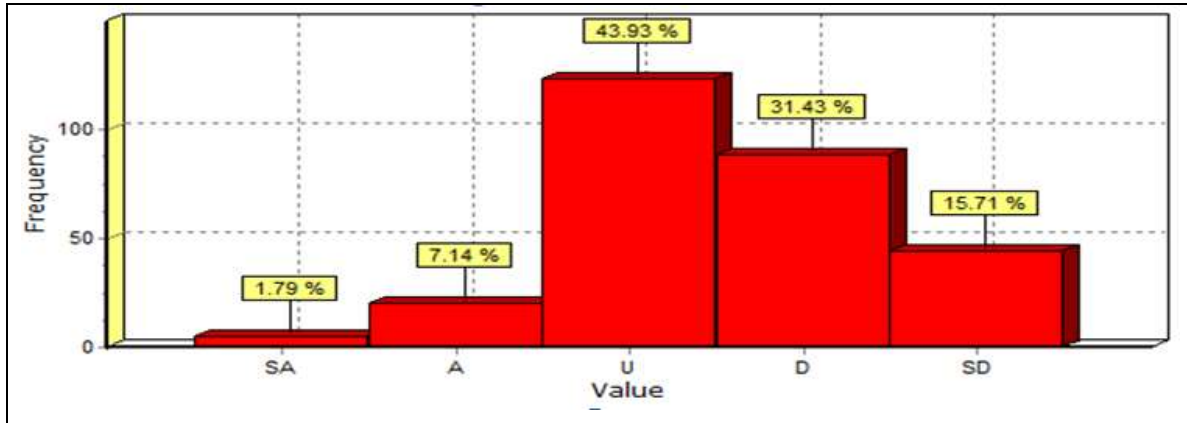


Figure 6: Classroom management competency of female educators

Figure 6 above is examined to analyse the frequency distribution according to the question on management challenges experienced by female educators.

Item 4.2.1. 1 Female educators are not competent to teach in secondary schools

The majority of respondents (44%) were undecided whether female educators are competent to teach in secondary school or not. Only 9% of the respondents agreed that female educators are not competent to teach in secondary schools. About 47% of respondents disagreed that female educators are not competent to teach in secondary schools. Gender does not seem to have any effect on competence in teaching. This agrees with the work of Owaidat and Hamdi (2007) who state that gender has great influence on classroom management.

4.2.1.2. Effectiveness of female educators in disciplining secondary school learners

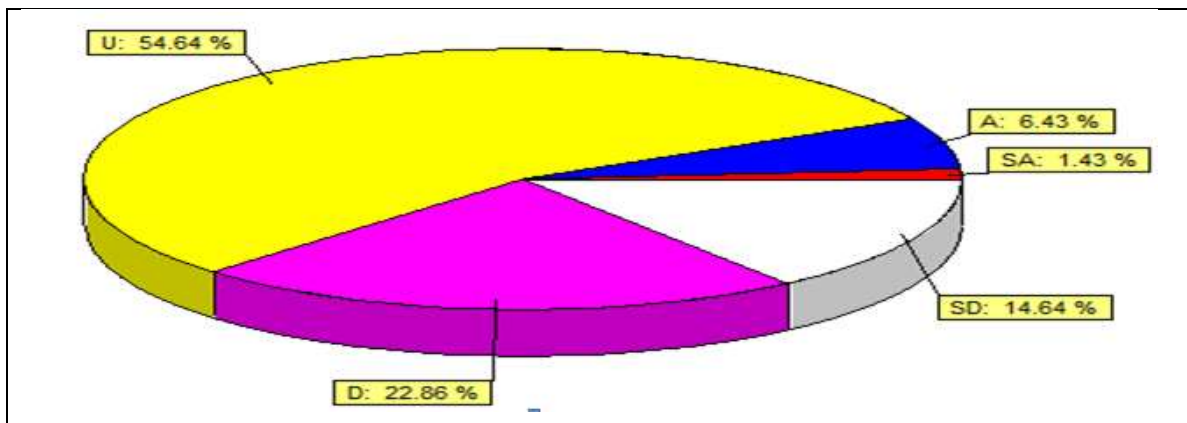
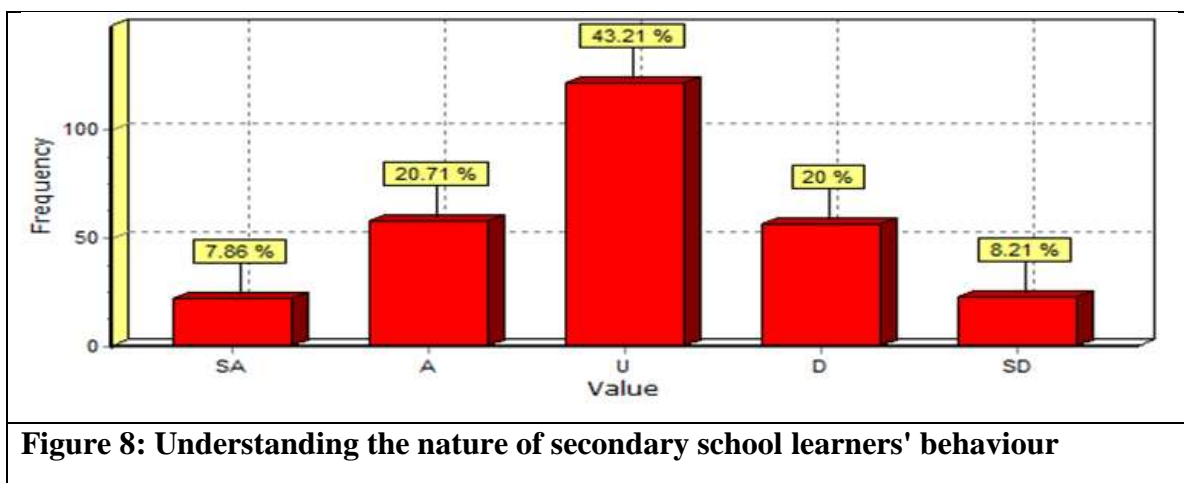


Figure 7: Effectiveness of female educators in disciplining secondary school learners

Item 4.2.1.2 Female educators cannot effectively discipline secondary school learners

Figure 7 shows that 55% of respondents were undecided about the above statement. Only 8% agreed that female educators cannot effectively discipline secondary school learners. This shows that more female educators cannot discipline secondary school learners and are, therefore, able to manage their classes effectively. This finding is supported by the finding of the work of Onosko (1992) who opines that female educators can be good leaders, meaning they can effectively discipline secondary school learners if they apply appropriate rules and implement them in the school.

4.2.1.3 Understanding the nature of secondary school learners' behaviour



Item 4.2.1.3 Female educators' understanding of the nature of secondary school learners' behaviour.

Figure 8 shows that about 43% of respondents were undecided with regards to the above statement. Only 29% of respondents agreed that female educators need to understand the nature of secondary school learner's behaviour. A group of 28% of respondents disagreed that female educators need to understand secondary school learners' behaviour. This is supports the work of Popham (1990) who opines that a well-educated educator who has a vision can teach effectively in secondary schools. For effective teaching to take place, classroom must be well managed.

4.2.1.4 Measures to discipline learners

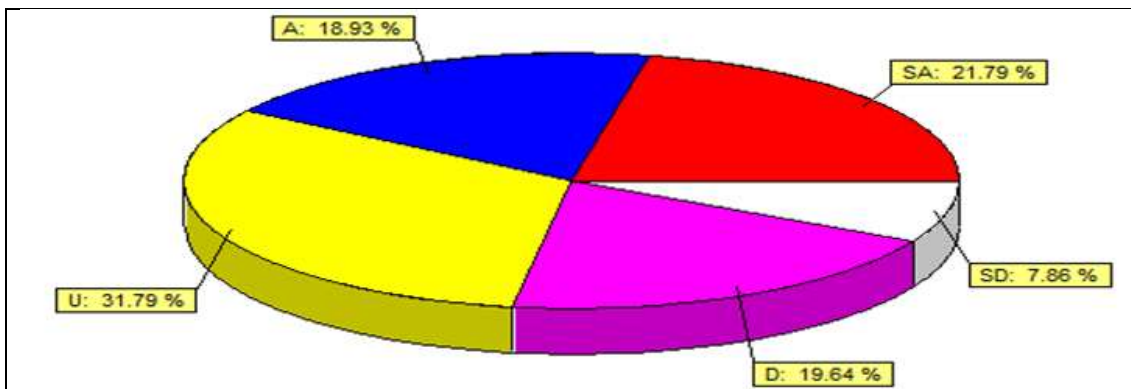


Figure 9: Measures to discipline learners

Item 4.2.1.4 Female educators need to be taught other measures to discipline learners

Figure 9 shows that 32% of respondents were undecided about whether female educators need to be taught other measures to discipline learners. About 41% respondents agreed that female educators need to be taught other measures to discipline learners whereas 28% disagreed with the statement. This finding supports the work of Gardener (1991) who avers that female educators should know exactly what they need from their learners. This will make them effective in their classroom management. The learners respect an educator who is competent with her work.

4.2.1.5 Meetings with the stakeholders about learners' behaviour to female educators

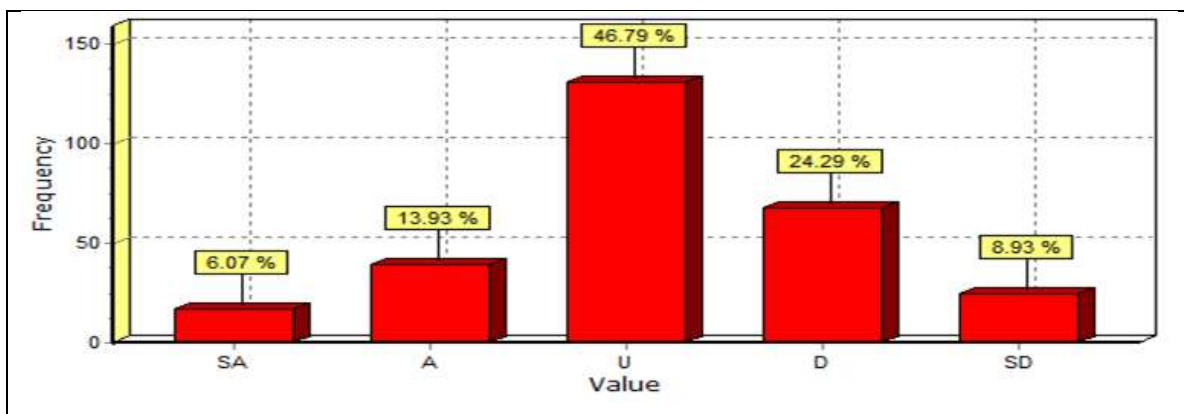


Figure 10: Meetings with the stakeholders about learners' behaviour to female educators

Item 4.2.1.5 Meetings with stakeholders about learners' behaviour to female educators

Figure 10 shows that 48% of respondents were undecided whether meetings were held with the stakeholders about the learners' behaviour to female educators. Respondents (20%) who agreed that meetings were held with stakeholders suggest that there are cases where behaviour of learners is regarded highly by education stakeholders. This finding corroborates the work of Rosenshine (2002) who states that meetings with stakeholders about learners' behaviour to female educators motivates educators to work effectively in managing their classrooms. They feel that warmth and become encouraged to work positively because all stakeholders are partners in educating the child. This prevents bad behaviour on the side of the learners.

4.2.1.6 The need to teach learners classroom rules

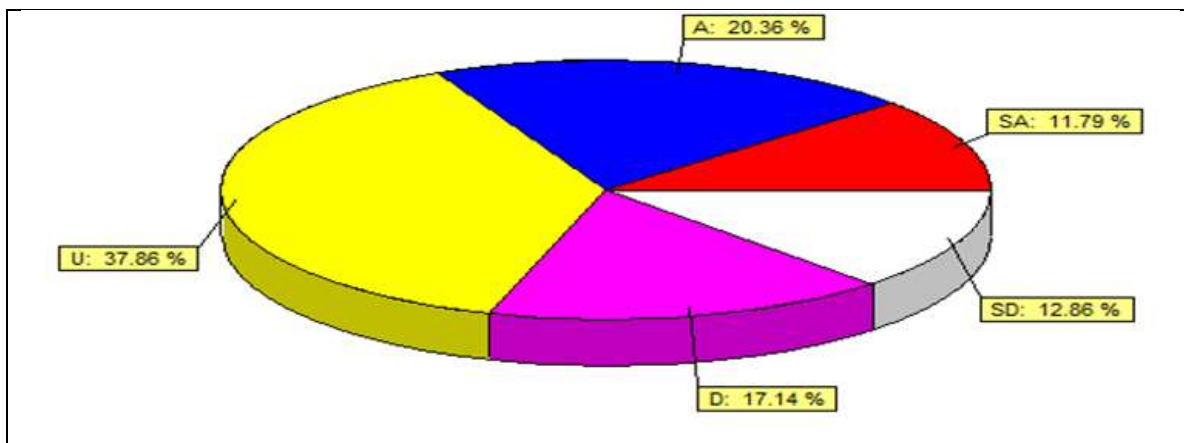


Figure 11: The need to teach learners classroom rules

Item 4.2.1.6 Female educators need to teach their learners classroom rules

Results show that 32% of respondents agreed that female educators need to teach their learners classroom rules, and 30% of respondents disagreed with the statement. Figure 11 shows that most respondents (38%) are undecided as to whether female educators need to teach their learners classroom rules. This finding agrees with the work of Brown and McIntyre (2003) who state that female educators need to teach their learners classroom rules and enforce them in preventing inappropriate behaviour.

4.2.1.7 Supports for educators from the School Governing Body

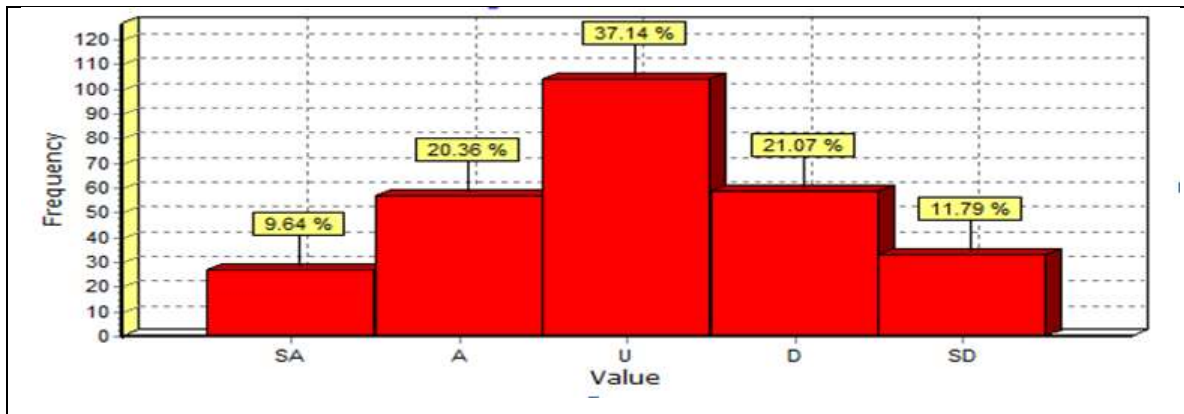


Figure 12: Supports for educators from the School Governing Body

Item 4.2.1.7 Support for female educators from the School Governing Body

Results show that 30% respondents agree with the statement that female educators get no major support from the School Governing Body. Only 33% of respondents disagree with the statement that female educators get no major support from the School Governing Body. This finding agrees with the work of Pollard (2011) who is of the opinion that the School Governing Body should support female educators. They should be partners with the educator and the learner for effective control and management of the classroom.

4.2.1.8 Female educators resisting change and believing in the old system of disciplining learners

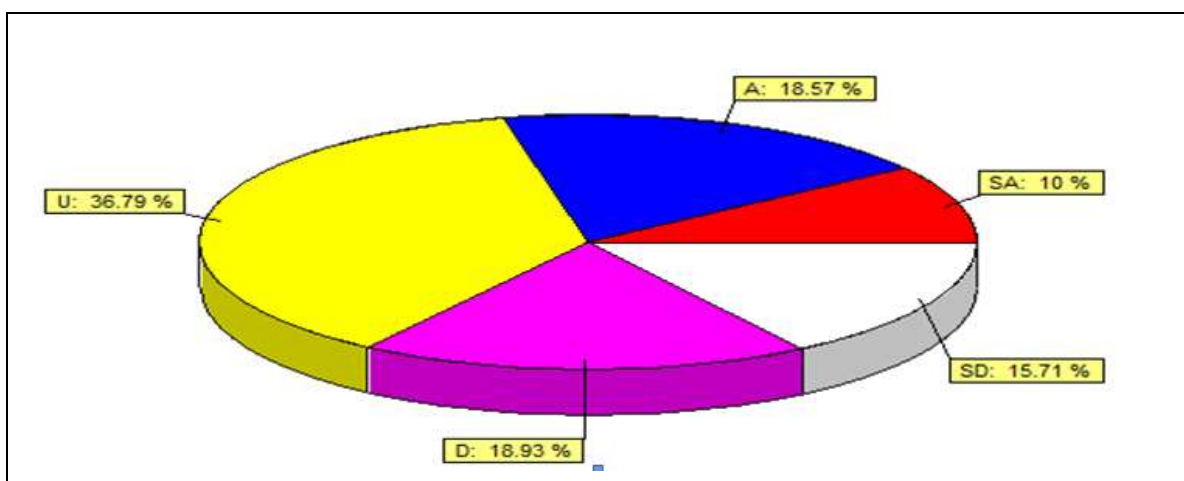


Figure 13: Female educators resisting change and believing in the old system of disciplining learners.

Item 4.2.1.8 Female educators resist changes and they still believe in the old system of disciplining learners.

In figure 13 above, 29% of respondents agreed that female educators resist changes and still believe in the old system of disciplining learners. On the other hand, 37% of the respondents were undecided. More than a quarter (35%) of respondents disagreed with the statement that they resist change and believe in the old system of disciplining learners. This finding corroborates the work of Gardener (1991) who is of the opinion that educators need to be taught new trends in passing discipline to learners. Meanwhile, according to the South African constitution, corporal punishment is abolished, and it is a crime to administer corporal punishment to a learner.

4.2.1.9 Female educators’ failure to formulate clear classroom rules

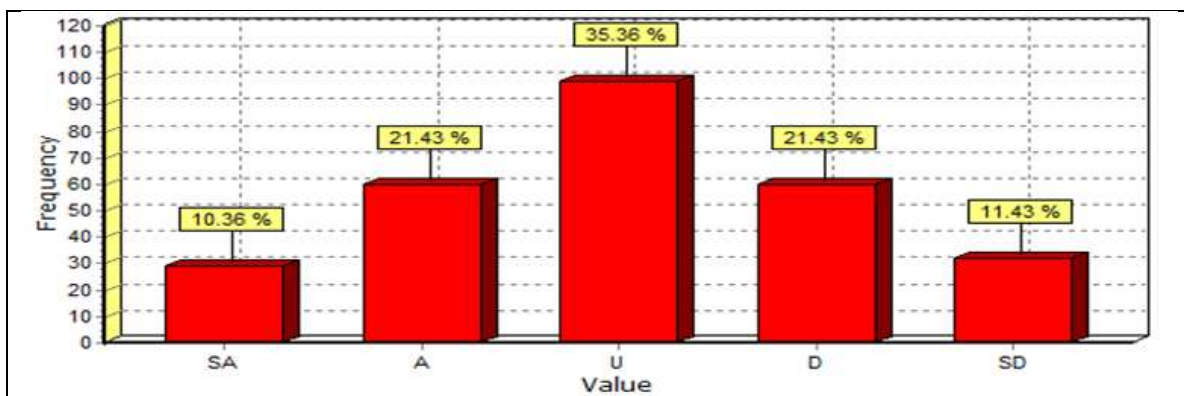


Figure 14: Female educators resisting change and believing in an old system of disciplining learners

Item 4.2.1.9 Female educators fail to formulate clear classroom rules

In figure 14, most respondents (35%) were undecided with the statement that female educators fail to formulate clear classroom rules. Respondents who agreed with the statement that female educators fail to formulate clear classroom rules were about 32%. This finding corroborates the work of Coulson (2006) who states that female educators need to be well prepared when going to class knowing very well what they need from their learners.

4.2.1.10 Educators' failure to make learners to comply with classroom rules

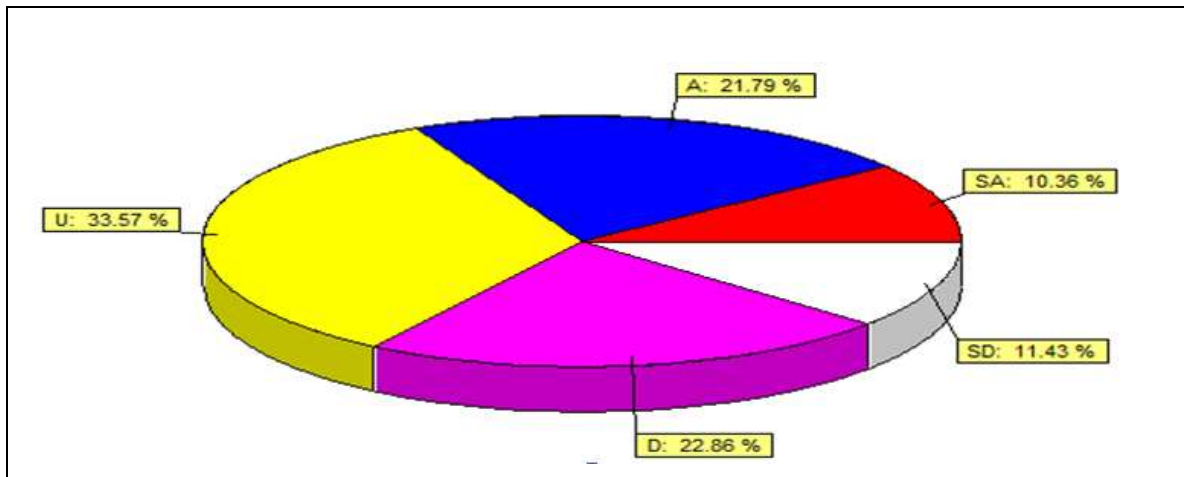


Figure 15: Educators' failure to make learners to comply with classroom rules

Item 4.2.1.10 Female educators fail to make learners to comply with classroom rules

More than a quarter (32%) of respondents agreed that female educators fail to make learners comply with classroom rules. Most (34%) respondents were undecided on whether female educators fail to make learners to comply with classroom rules while 34% of respondents disagree. This finding agrees with the work of Borich (2003) who opines that for effective classroom management, female educators should teach classroom rules, enforce them and make learners to comply with them.

4.3 Perception of Learners' Behaviour towards Female Educators in Secondary Schools

4.3.1 Secondary School Learners Undermine Female Educators

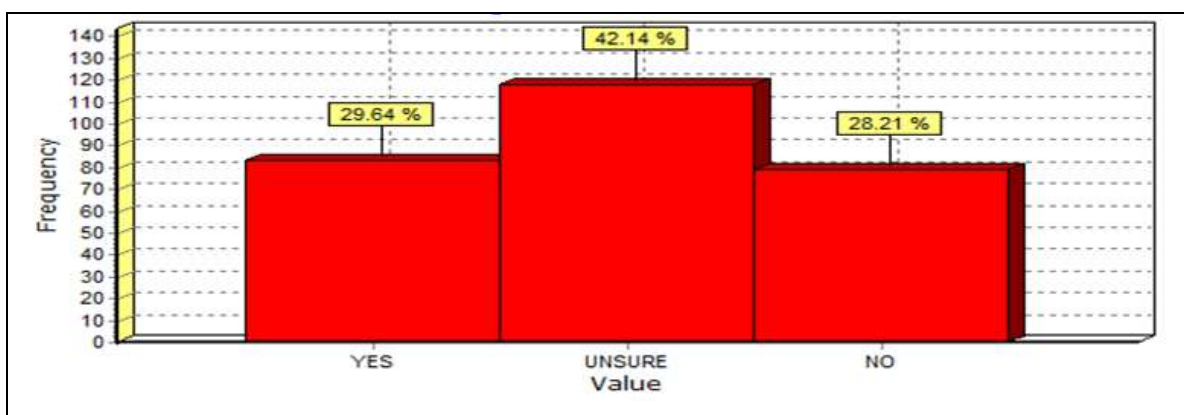


Figure 16: Secondary School Learners Undermine Female Educators

Item 4.3.1 Secondary school learners undermine female educators

Most (42%) respondents were unsure whether secondary school learners undermine female educators or not; 30% of the respondents think they do. This finding supports the work of Raines and Shadiow (1995) who states that female educators must teach and explain classroom rules at the beginning of the year and rules must be clear to the learners.

4.3.2 Participation of learners in an orderly and conducive learning atmosphere

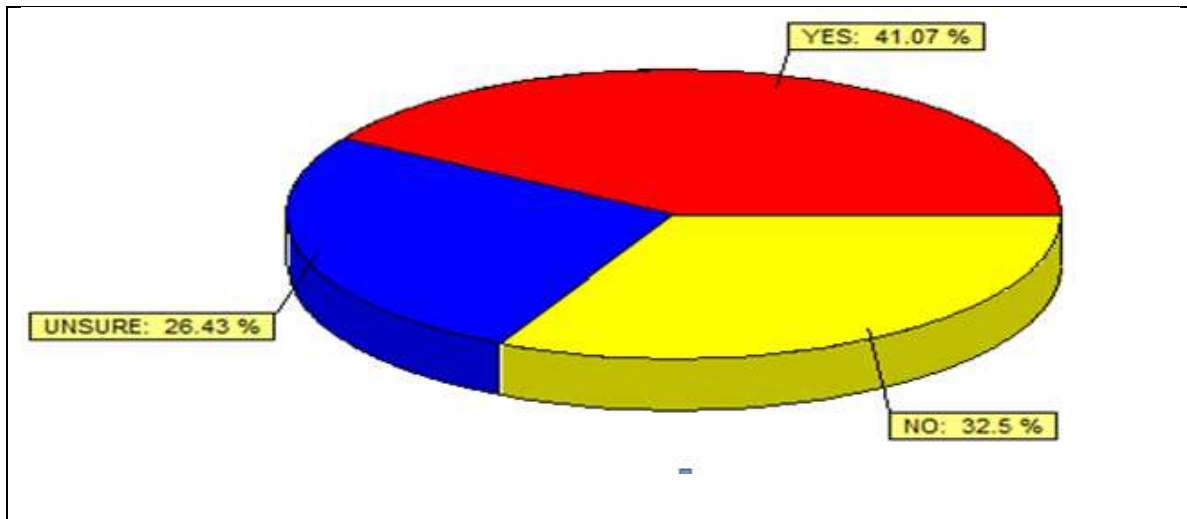


Figure 17: Participation of learners in an orderly and conducive learning atmosphere

Item 4.3.2 Learners participate positively in an orderly classroom atmosphere and conducive learning environment

Results show that 41% of respondents think that learners participate positively in an orderly classroom and conducive atmosphere while 26% respondents were unsure. Only 33% of the respondents think that learners do not participate positively in an orderly classroom atmosphere and conducive learning environment. This corroborates the work of Gardener (1991) who states that classrooms should be in good order and have a conducive atmosphere for positive learning to take place.

4.3.3 Learner co-operation and effective learning when appropriate resources and activities are well-planned

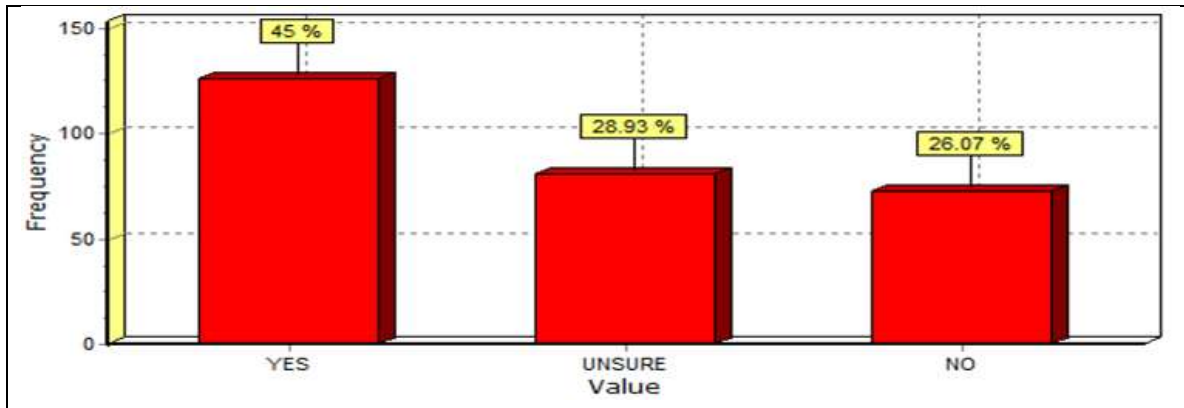


Figure 18: Learner co-operation and effective learning when appropriate resources and activities are well-planned

Item 4.3.3 Secondary school learners co-operate and learn effectively when there are appropriate resources and when activities are well-planned

Most (45%) respondents thought that with all the necessary resources and well-planned activities learners learn effectively and with ease. About 29% of respondents are unsure whether appropriate resources and well-planned activities contribute to effective teaching and learning. A minority of about 26% thought that appropriate resources and well-planned activities do not contribute to effective teaching and learning. This finding coincides with the work of Brophy (1998) emphasized that female educators should plan their lessons thoroughly before they go to the classroom to teach and have appropriate teaching aids beforehand.

4.3.4 Well-planned and prepared activities allow learners to take responsibility for their own learning

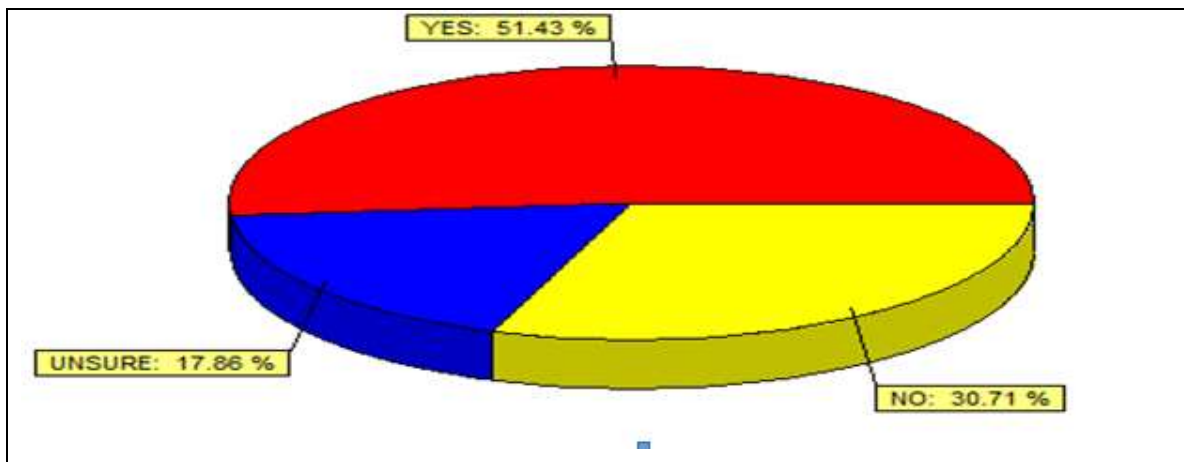


Figure 19 : Well-planned and prepared activities allow learners to take responsibility for their own learning

Item 4.3.4 Well-planned and prepared activities allow learners to take some responsibility for their own learning

More than half (51%) of the respondents in the study responded that well planned activities allow learners to take responsibility for their own learning, 18% are unsure and 31% think that well-planned activities do not allow learners to take some responsibility for their own learning. This agrees with the work of Perrone (1994) who states that well-planned and prepared activities allow learners to take some responsibility for their own learning.

4.3.5 Learners learn effectively with a learner-centred approach

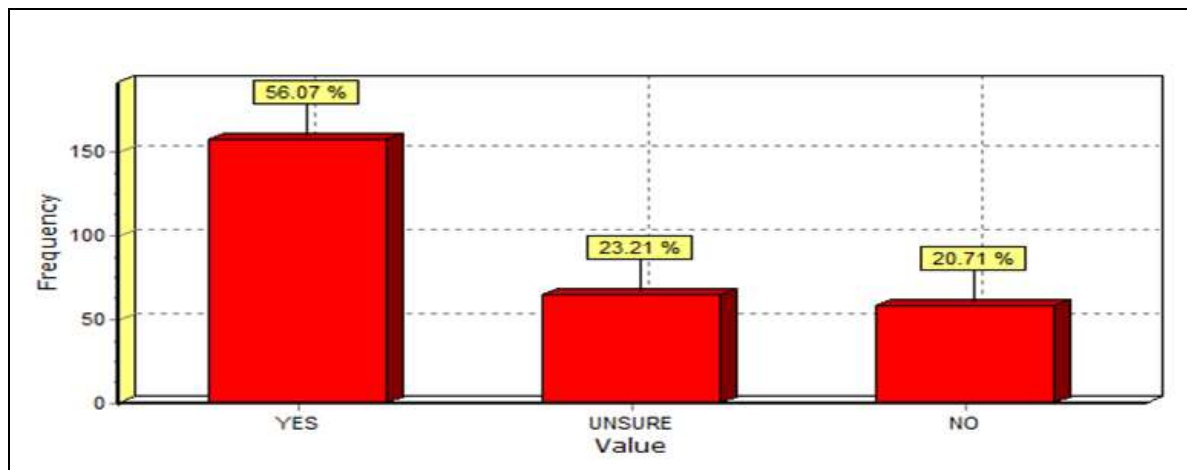


Figure 20: Learners learn effectively with learner-centred approach

Item 4.3.5 Learners learn effectively with learner-centred approach

Most (56%) respondents said that learners learn effectively with a learner centred-approach, 23% were unsure, and 21% think that learners do not learn effectively with a learner-centred approach. This agrees with the work of Davis (2004) who opines that learners learn more effectively with a learner-centred approach.

4.3.6 Educators' failure to handle learners' disruptive behaviour

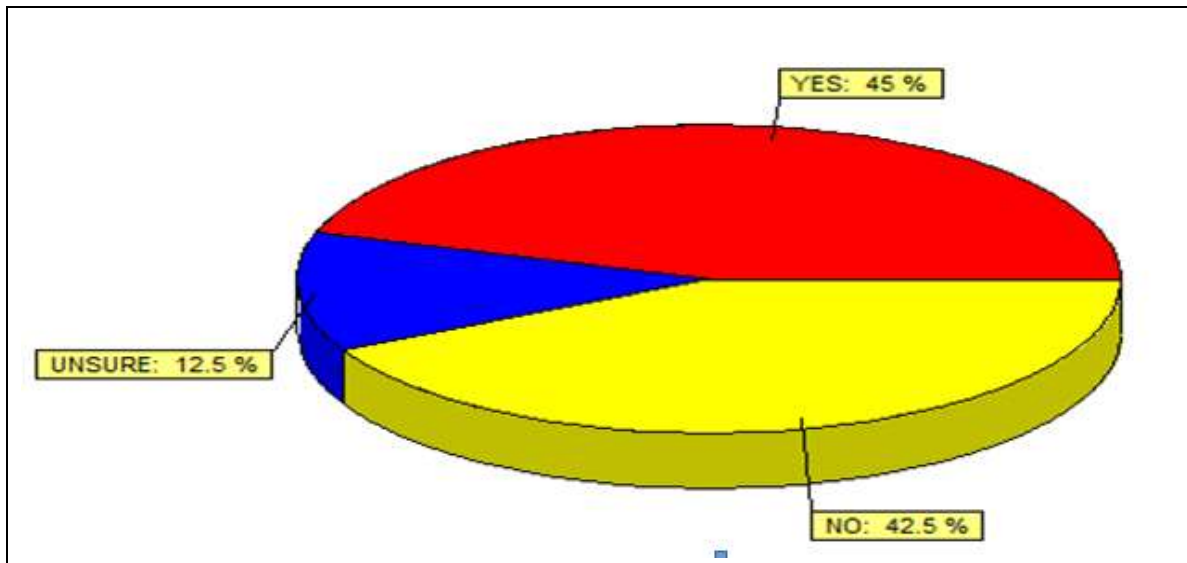


Figure 21: Educators' failure to handle learners' disruptive behaviour

Item 4.3.6 Female educators fail to handle learners' disruptive behaviour

Respondents (45%) reported that female educators fail to handle learners' disruptive behaviour. Only 13% were unsure whether female educators fail to handle learners' disruptive behaviour. About 43% of respondents disagreed that female educators fail to handle learners' disruptive behaviour. This finding corresponds with the work of Hattie (2009) who states that the educator must deal with inappropriate behaviour as soon as possible and put it to an end before damage is done.

4.3.7 Educators' response to the needs of individuals and groups

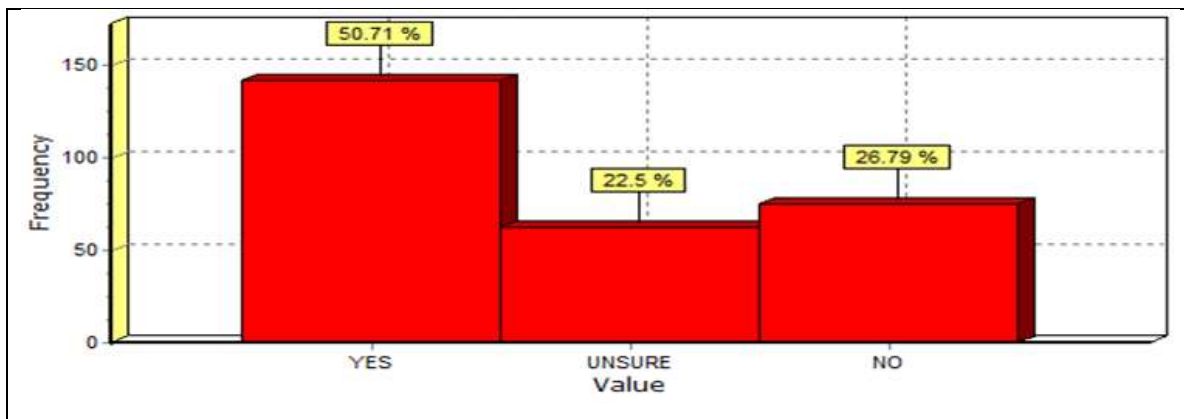


Figure 22: Educators' response to the needs of individual and groups

Item 4.3.7 Female educators respond well to the needs of individuals and groups

Although 51% agreed that female educators respond well to the needs of individuals and groups, 27% said no. Only 23% were unsure whether female educators respond well to the needs of individuals and groups. This finding concurs with the work of Brady and Kennedy (2001) who opine that female educators respond well to the needs of individuals and groups.

4.3.8 Educators' failure to interact with learners effectively in promoting learning and understanding.

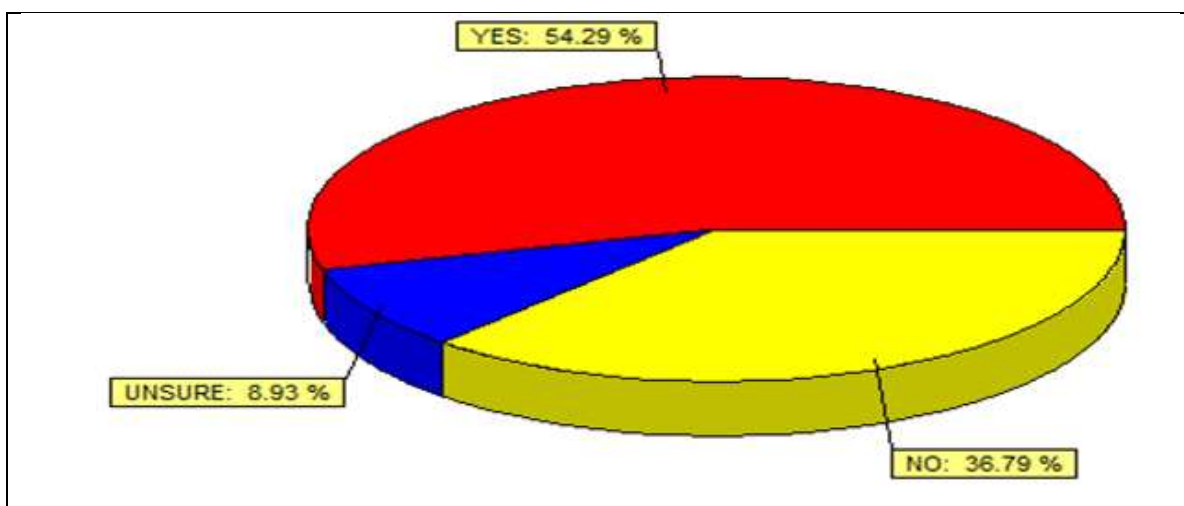


Figure 23: Educators' failure to interact with learners effectively in promoting learning and understanding

Item 4.3.8 Female educators fail to interact with learners effectively in promoting learning and understanding

Almost 54% of the respondents agreed that female educators fail to interact with learners effectively in promoting learning and understanding while 37% disagreed. A small group of 9% was unsure. This coincides with the work of Dewey (2003) emphasized that positive interaction with learners promotes effective learning and understanding to learners.

4.3.9 Masters in creating a conducive atmosphere in which quality work and effort are valued.

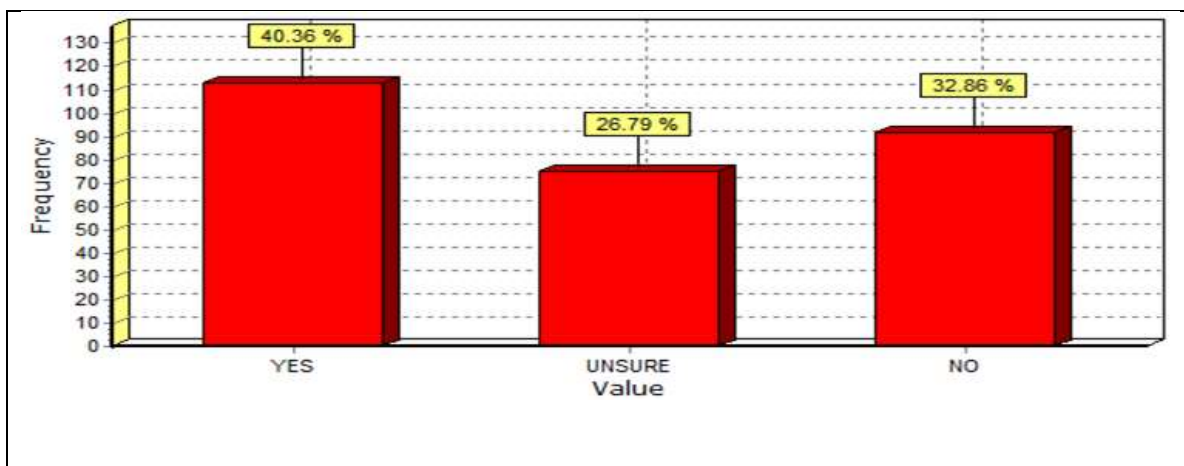
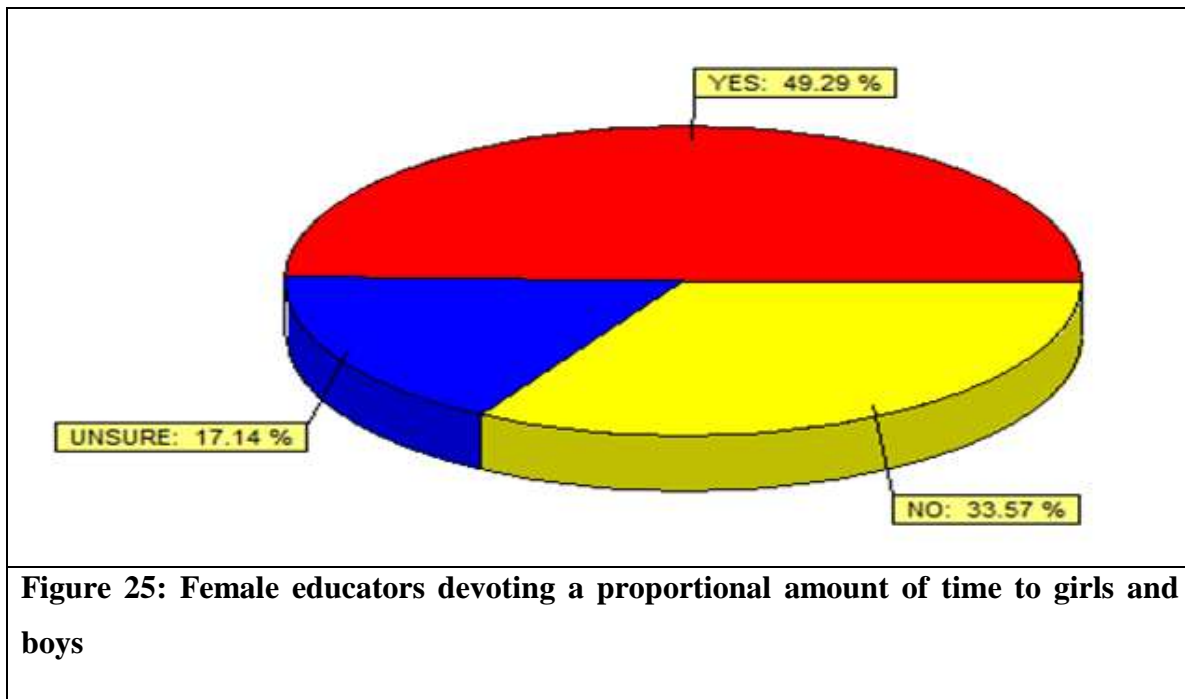


Figure 24: Masters in creating a conducive atmosphere in which quality work and effort are valued

Item 4.3 9 Female educators are not masters in creating a conducive atmosphere in which quality work and effort are valued.

Most respondents agreed that female educators are not masters in creating conducive atmosphere in which quality work and effort are valued, that is, 40%. A group of 33% disagreed with the statement. About 27% were not sure whether female educators are not masters in creating a conducive atmosphere in which the quality work and effort are valued. This corresponds with the work of Davis (2004) who suggested that for a female educator to be able to create a conducive atmosphere in which quality work and effort are valued, she should prepare her lesson in advance.

4.3.10 Female educators devoting a proportional amount of time to girls and boys



Item 4.3 10 Female educators devote a proportional amount of time to girls and boys

Most (49%) respondents opined that female educators devote a proportional amount of time to girls and boys, 34% did not think so and 17% were unsure. This finding agrees with the work of Pollard (2011) who is of the opinion that female educators devote a proportional amount of time to girls and boys according to the need.

4.4: Conclusion

This chapter presents an analysis of the quantitative data collected through the close ended questions in the questionnaire adopted for data collection for this study. The results were presented and consequently analysis and presentations. The next chapter presents the analysis of qualitative data collected through the open ended questions in the adopted questionnaire used for the study. Analysis and interpretations are further presented for the qualitative data analysis presentation.

CHAPTER FIVE

ANALYSIS OF OPEN ENDED QUESTIONS AND DISCUSSION OF FINDINGS

5.1. INTRODUCTION

The previous chapter presented the analysis of quantitative data collected through the close ended questions, using graphs and frequency tables. This chapter presents the analysis of the data collected through the open ended questions in the questionnaire. The responses of educators are presented based on the questions asked, thereafter possible interpretations are given.

Analysis of Responses to Open-Ended Statements

Item 5.1 What are your opinions on secondary school learners' behaviour? This helps to answer the first research question.

Theme: Secondary School Learners' Behaviours

The responses of the respondents regarding the identified question are as presented below separated with E₁, E₂, meaning educator 1, 2, etc:

“The learners in secondary schools are at the adolescence stage and suffer peer pressure. This makes them to behave in an unacceptable manner” E₁.

“Learners in secondary schools make unnecessary noise trying to get attention from fellow classmates as well as from the female educator even though it is annoying the female educator. Such noise is disruptive and delays the process of teaching and learning. They are unsure of themselves; as a result, they copy wrong behaviour from the people they think are smart” E₂.

“Learners sometimes lack good role models from home and from the community and end up

copying irresponsible behaviour. This results in them not achieving good results. Most learners do not like repeating classes because their fellow classmates will laugh at them” E₈.

From the statements above, learners involved in such conditions explained, end up hating school and drop out of school. When they are looking for jobs, they do not get good paying jobs; sometimes they do not get any job and become thugs. Some end up living in the streets doing drugs with their future ruined because of the wrong choices they made unknowingly choosing bad company.

Additionally, some educators added the following:

“Learner management and control is ignored in lower grades of secondary school, yet this is the time when they are vulnerable and mimic irresponsible actions” E₇.

“They look at the first impression of the person and build up from there. Strong female educators earn their respect by standing firm on classroom rules and the school code of conduct, and their learners behave well knowing the consequences of breaking the classroom rules. Although they are generally rude because they know they cannot be punished with a stick, they are manageable by using some kind of discipline like making them to stand during teaching and learning until the lesson is finished or asking them a question concerning what has been learnt” E₁₈.

“They are very disruptive and ill-mannered, but some are immature” E₁₀.

From the statements above, it can be deduced that secondary school learners require a female educator who will discipline them and does not compromise on classroom rules. They are able to take instruction, especially when they know what the results of misbehaving entail. This coincides with the works of Hattie (2009) and Evans (2010) who state that secondary school learners have different behaviours some of which are negative to the female educators. However, they added that it is the duties of the female educators to help in modifying the behaviours of their learners in order to get the best from them.

Item 5.2 What challenges do you experience when teaching at a secondary school? This helps to proffer answers to the first research question.

Theme: Challenges Experienced by Female Educators

The responses of some respondents on the identified question above are presented below:

“Lack of interest in learning and lack of discipline makes the learner to act in an unacceptable behaviour in the classroom” E₁₉.

“...the female educator needs to instil love for learning by creating a conducive teaching and learning environment for the learners and taking care of their needs” E₂₁.

“...they are contending with the outside forces such as substance abuse, engaging themselves in sexual activities, which leads to teenage pregnancy and school drop-outs” E₄₅.

“Female educator needs to know the background of learners in her classroom so that she can be able to help them according to their different backgrounds and exposure” E₂₅.

“Learners in higher grades undermine educators in lower grades. They take to school what they observe and hear at home and bring it to school” E₃₀.

From the finding above, it can be deduced that learner who come from homes which not respect people, they will not respect their female educators as well as their fellow classmates. Learners who are used to dating adults for money seduce male educators thinking that they will love them and give them money, forgetting that money is not everything, and this will ruin their future by them getting pregnant and dropping out of school. This concurs with the work of Kirschner, Sweller and Clark (2006) who opine that the challenges faced by female educators affect their productivity. These challenges range from classroom and school activities to learners’ family issues. Pot, Nusche and Moorman (2008) further adds that the family dysfunction of learners constitutes challenges for female educators.

Item 5.3 What do you think should be done by the Department of Education to encourage female educators to teach in secondary schools?

Theme: Envisaged Support from the Department of Education

The reports from the identified question is as stated below:

“The Department of Education must provide educators with bursaries to further their education, developmental workshops about secondary education and focus on developmental behaviour in subjects like Life Orientation” E₃₉.

“Psychologists must be employed in schools. Teenage pregnancy education needs to be

provided by experts in various sectors of education to ensure its effectiveness” E₄₇.

“This will help educate teenagers to look after themselves and not commit mistakes that will destroy their future” E₃₈.

The finding shows that putting up educator support structures such as social workers to address issues outside the curriculum and scope of the educator will take off the load from the female educators, and learners will get professional and appropriate help concerning the problem they are challenged with. Creating a conducive environment through providing schools with good physical structures like enough furniture, classrooms, laboratories, bathrooms, libraries and playgrounds can assist female educators. Gender equality must be practical as the government emphasizes that it should not be theoretical. This finding agrees with the work of Rosenshine (2002) who states that female educators should be motivated to discharge their duties. This can be done through the policies guiding the activities of female educators in schools. Harash and Kawaldh (2009) also support that an enabling environment can motivate educators to discharge their duties as and when due.

Item 5.4 What are the behaviours of learners and factors affecting female educators' productivity? This helps to answer the second research question.

Theme: Behaviours of Learners and Factors Affecting Female Educators' Productivity

The findings from the identified question are as presented below

“They are not supported by the school management team and the School Governing Body as female educators are mostly viewed as subordinates” E₄₇.

“When a learner misbehaves towards a female educator, such behaviour is not taken seriously, and a learner is not punished for such behaviour, but if a learner does the same towards a male educator, he or she will be punished by the principal” E₂₂.

“Female educators fear unknown response when enforcing discipline, as most secondary school learners show a rude behaviour due to their development stage confusion” E₆₅.

“Learners carry dangerous weapons to the classroom, and female educators are hurt or killed by such learners when trying to enforce discipline to them” E₁₀₉.

“Female educators are not given opportunities as per tradition and deprived of chances to prove who they are when it comes to promotional posts” E₁₂₀.

From this finding, the researcher believes that secondary schools must be headed by male educators. Pregnancy affects female educators’ productivity because sometimes, it makes them sick and they cannot stand for long hours. Secondary school learners who are rude do not respect the pregnant female educators and even call them names. This kills female educators’ confidence. This finding coincides with the work of Evans (2010) who states that learner-educator relationship is a factor that affects female educators’ productivity. This finding also agrees with the works of Oosthuizen (2007), Harrash and Kawaldh (2009) and Dube and Orpinas who state that factors such as racial conflict, environment, family background, poor housing, poor control of firearms, poor medical services, poor law enforcement and unemployment affect the productivity of educators.

Item 5.5 How stakeholders are involved in school discipline? This helps to answer the third research question.

Theme: Stakeholders Involvement in School Discipline:

The responses of the respondents are presented below:

“Female educators talk to learners when they have broken classroom rules and involve parents and School Governing Body in every decision they take involving learners” E₇₈.

“Communities fear youth nowadays as they engage in dangerous activities and have connections with negative people dealing with drugs” E₄₇.

“Sometimes parental involvement is lacking as parents are not concerned about their children's behaviour” E₉₁.

This finding shows that most parents fear their own children because of the activities they engage in and associates they have and parents have no influence over them. Such learners end up becoming gangsters and feared by everyone in the classroom, in the school and in the community. This finding concurs with the work of Rosenshine (2002) who states that stakeholders are to be involved in the activities of learners in school.

Item 5.6 What ways can be used to motivate learners to behave well in classrooms? This helps to answer the third research question.

Theme: Strategies for Motivating Learners in Classrooms

Some of the responses of the respondents on the identified question above are as presented below:

“Involving them much in classroom general activities, ensuring all have a responsibility, encouraging and motivating good behaviour verbally and through tokens motivates learners to act responsibly in the classroom” E₄₉.

“Putting up rules with them and for them helps them to be more responsible as far as school work is concerned” E₇₆.

“Always encouraging and appreciating even the smallest good deed is good as learners like to be noticed and appreciated for what they have done and get motivated to do more” E₆₈.

This finding suggests that educators are to be invited as role models from previous years in the school and surrounding areas to deliver motivational talks. This will motivate learners to mimic good behaviour. All learners would like to be successful in life, but they can achieve that only by being encouraged through good role models and being empowered to become successful. Offering opportunities for them to display what they know in subjects and providing extra support will motivate learners to become responsible citizens. This is supported by Oosthuizen (2007) who states that learners can be motivated by the activities of educators who are to function as role models to them.

5.7 Conclusion

In this chapter, **qualitative analyses** from data collected through the survey on female educators in King Cetshwayo District secondary schools was made and presented in graphs. Questionnaires were asked to identify problems experienced by female educators in King Cetshwayo District secondary schools to find out the behaviour of learners towards female educators and determining the manner in which female educators implement and make learners comply with classroom rules.

Effectiveness is the result of being competent, capable, impressive and outstanding in what

one does. Kelly (2007) suggested that effectiveness can be seen when the female educator shows the ability to organize the classroom and manage the behaviour of learners, thus achieving positive results. Emmer and Stough (2001) explain that when the female educator establishes an environmental context, good instruction is possible.

Cole and Chan (1986) believe that an effective educator is the one who maximizes the achievement of learners by acting in accordance with an explicit set of principles that have order, coherence and relevance in the particular instructional context. Killen (2011) revealed that effective female educators deliberately teach in ways that will enable and encourage learners to engage in intellectual activities that promote quality learning which leads to effective classroom management. Klem and Snell (1996) added that effective female educators never underestimate the difficulty that learners have in learning how to comprehend, evaluate, question, debate, integrate and synthesize information.

Newman, Bryk and Nagoaka (2001) argue that the distinctive characteristics of an effective female educator are construction of knowledge through the use of disciplined enquiry to produce discourse, products or performances that have value beyond the school. Spady (1994) added that an effective female educator makes the classroom a conducive environment for learning, uses a variety of teaching strategies, explains the tasks to learners and gives them feedback when they have done tasks.

In the view of Lovat and Smith (2003), an effective female educator should specify the end results in advance. She should define significant outcomes that the learners are required to achieve, and that is the first step in achieving clarity focus. Secondly, she must link the planning, teaching and assessment decisions and the significant outcomes that the learners are ultimately to achieve; that is called 'designing down or designing back'. This means once the long-term significant outcomes have been defined, they become the starting point for the curriculum design. All instructional decisions are then made by tracing from the desired end results and identifying the building blocks. Thirdly, she must have high expectations for all learners. That means an effective female educator should expect all learners to achieve significant outcomes of high standards. The educator must establish high, challenging standards of performance in order to encourage learners to engage deeply with issues about which they are learning.

In the view of Spady (1994), helping learners to achieve high standards is linked to the idea

that successful teaching facilitates successful learning. When learners experience success, it reinforces the learning, building their confidence and encouraging them to accept further learning challenges. Fourth, she must strive to provide expanded learning opportunities for all learners in recognition of the fact that not all learners can learn the same things in the same ways and in the same time.

It has been observed by McKee (2004) that most learners can achieve high standards if they are given appropriate learning opportunities. An effective female educator does everything possible to keep opportunities for continued learning and improvement open to learners. To achieve this, the educator must be flexible in the way she presents the information to learners, give them diverse opportunities to learn and be flexible in her approach to assessment.

CHAPTER SIX

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1. Introduction

In this chapter, a summary of the previous chapters is given. This is followed by the findings, recommendations and criticism that emanates from the study.

6.2 Summary

This section gives a detailed summary of the entire study. However, the summary is done using the objectives highlighted in the first chapter of this study.

6.2.1 The objectives of the study

The purpose of the study was to explore classroom management challenges experienced by female educators in King Cetshwayo District secondary schools. Through literature study and stratified research, it was concluded that for educators to be able to manage their classrooms effectively, they need to undergo professional developmental workshops. These can be run at school by educators who are experts in certain fields, including the Departmental Heads, Deputy Principals and the principal. It can also be done by clusters, that is, a number of schools can cluster to help one another in different subjects taught at schools. They can do that by coming together to decide the things they want to assess their learners on, draw the memorandum together, hand in the assessment paper for moderation by the subject advisor; thereafter, the learners can write the assessment exercise. By doing so, they can be rest assured that what they are doing is standardized.

However, educators are overburdened with overload of work and limited resources. They have big numbers in their classrooms, yet they are given many subjects to teach. The female educator/learner ratio is an issue; as female educators may not be able to handle large classes compared to their male counterparts. It is not easy for female educators to manage a class with a large number of learners, especially these days when learners have rights and ignore their responsibilities, and an educator cannot use a stick to punish them. Corporal punishment is illegal according to the South African Constitution.

The second objective of the study is to find out the behaviour of learners towards female

educators in secondary schools. The learners misbehave towards female educators because they know very well that corporal punishment is illegal. They do not hand in their homework when asked to instead they make excuses such as they did not get time to do it. Some absent themselves when they know they have to hand in projects or write assessments. Such learners do not want to accept a zero for not doing a project or not writing an assessment and become physically abusive towards the female educator and demand marks.

The third objective is to determine the manner in which female educators implement and make learners comply with classroom rules. Female educators need to teach their learners classroom rules and ensure that they understand them. These rules should be put up on the classroom where all learners can be able to see them, and parents should be made aware of such rules. Parents should sign to show that they accept the rules and assist the educators by reading them to their children and reminding their children of what is expected of them in the classroom. By so doing, female educators will have less trouble to deal with inside the classroom. Female educators should not compromise on the set classroom rules; a no should be a no. Punishment should match the offence, as stipulated by the rules. Classroom rules should be in line with the school code of conduct for the safety of female educators as well as the children.

6.2.2 Planning of the research

The researcher used the questionnaire to collect data from respondents. The population consisted of two hundred and eighty (280) educators from King Cetshwayo District secondary schools. The researcher chose twenty (20) secondary schools from King Cetshwayo District. One principal from each school, one Deputy Principal from each school, two Heads of department from each school and ten post level one educators from each school.

The questionnaire was formulated to obtain data regarding the challenges experienced by female educators in King Cetshwayo District secondary schools. It was designed to establish whether female educators of King Cetshwayo District are able to manage their classrooms effectively despite the challenges they experience and behaviour of the learners.

6.2.3 Aim of the study

The researcher formulated the aims of the study to determine the course of the study. They

were as follows:

- To explore classroom management challenges experienced by female educators in secondary schools.
- To find out the behaviour of the learners towards female educators.
- To determine the manner in which female educators implement and make learners comply with classroom rules.

6.3 Findings

The stratified investigation and literature of the study showed that a high percentage of educators in secondary schools are between the ages of thirty-one and forty (31-40) which is satisfying as they have experience of about twenty (20) years in teaching. These educators still have more time to serve in the Department of Education. Every developmental workshop for them will not be a waste as it will empower them towards achieving goals of effective classroom management, and they will be able to control and deal with learners' inappropriate behaviour. The least percentage are those educators between the ages of sixty-one and sixty-five (61-65), of which most of them will be retiring soon.

The educators who are least experienced constitute a high percentage, fifty-one (51%). They have between one to ten (1-10) years of experience. This shows that a lot of work needs to be done in developing them. Empowering them is very important as things are constantly changing in education. Developmental workshops are of utmost importance for educators to learn how to manage their classrooms effectively. The educators who have notable experience are few only seven percent (7%), and they are between thirty-one and forty years (31-40). These educators have served and learnt a lot as far as classroom management is concerned; but the problem is they are about to retire with all their experience. They are going with what they know and what they have learnt through the years.

Most female educators are teaching grade eleven (11), with only a few females teaching grade twelve (12). This means that most male educators are teaching grade twelve (12). In actual fact; there are only a few female educators in secondary schools. This is because of the behaviour of most secondary school learners towards female educators in general. They undermine female educators, so most female educators do not like to teach in secondary schools.

The biggest number of female educators in secondary schools have University Education Diplomas, twenty-eight percent (28%). There are also educators with Primary Teacher's Certificate, which is not the appropriate professional training for secondary school. The Department of Education must take into consideration the placement of educators in appropriate schools and phases according to their major subjects. This will minimize the feeling of inferiority among female educators teaching in secondary schools.

In secondary schools' educators have postgraduate certificate in education. This means their intention was not to become educators, and they became educators because of unforeseen circumstances. A true educator should have the love of teaching and transforming learners to become better and independent human beings.

Most respondents were not sure whether to agree that female educators are competent or incompetent to teach in secondary schools. Only the least percentage strongly agree with the statement, about two percent (2%). This shows that female educators are competent to teach in secondary schools although they cannot be a hundred percent perfect. No-one is perfect, and every educator needs to constantly learn to improve herself on a daily basis. An educator has to be a lifelong learner because of the changes in the curriculum.

Female educators need to understand the nature of secondary school learners' behaviour for them to manage their classrooms effectively. This will help them to control the learners effectively. Secondary school female educators need to be taught other measures to discipline learners; this is shown by the high percentage which agreed with the statement.

A number of female educators agreed that they need to teach their learners classroom rules. This is affirmed by the number that agreed with the statement. This will help educators to be on the same page with the learners as far as classroom rules are concerned. It will be easy to remind and discipline them if they misbehave in the classroom, especially during the teaching and learning period. A learner who misbehaves during teaching and learning distracts the process, which is not fair to other learners and the educator as well.

The school governing body needs to support female educators the same way that they support male educators in secondary schools. They have to consider them as human beings who should be respected and supported as they are part of the educators in the school. The degree of respect by learners should not vary or become less when it comes to female educators.

The number of respondents who agreed with the statements which say female educators resist changes and still believe in the old system of disciplining learner is equal to the one that disagreed with the statement. Those who strongly disagreed are many compared to those who strongly agreed. This means that there is hope for change in female educators accepting the changes. Formulation of clear classroom rules is very important so that the learner knows exactly what is expected of him/her, but the equal percentage shows that those who agreed are equal to those who disagreed. Respondents who strongly disagreed with the statement are more than those who strongly agreed, which gives a clear picture that female educators fail to formulate clear classroom rules.

Some of the female educators fail to make learners comply with classroom rules. This is affirmed by the percentage of respondents who strongly agreed with the statement. There is a thin line between those who strongly agreed and those who strongly disagreed with the statement.

Most importantly, the findings of the study indicated that female educators experience several challenges when trying to manage their classes and maintain orders in the school. Classroom management is a difficult task for many female educators due to several reasons.

Also, learners misbehave towards female educators. This is mostly caused due to their perception of the female educators as well as how their parents and guardians perceive and talk about the female educators. Meanwhile, female educators find it difficult to control their learners most times. This is as a result of the policies guiding the control and management of classroom activities. For instance, the abolishment of corporal punishment seems to have influence on the way and manner female educators react to the misbehaviours of their learners.

6.3.1 Secondary school learners' behaviour towards female educators

Most respondents agreed with the statement that secondary school learners undermine female educators. This is revealed by the percentage of respondents who are on the affirmative side of the statement. This means that learners like a welcoming environment which is like a home to them.

For a learner to co-operate and learn effectively, he/she needs appropriate resources and

well-planned activities. We see this by the number of respondents who agreed with this statement. Learners take responsibility for their learning when activities are well-prepared and well-planned. This is shown by the big figures that affirmed the statement. They also learn effectively with learner-centered approach because it gives them a chance to explore concepts on their own. We see this in the big percentage that favours the statement.

The statement "Female educators fail to handle learners' disruptive behaviour" is supported this by a huge number of respondents. Most respondents agree that female educators fail to interact with learners effectively in promoting learning and understanding.

A large number of respondents favour the statement that female educators are not masters in creating a conducive atmosphere in which quality work and effort are valued. The statement "The amount of time is devoted proportionally by female educators to girls and boys" is affirmed by many respondents.

6.3.2 Response to open-ended questions

6.3.2.1 Opinions on the secondary school learners' behaviour

Learners are very disruptive and ill mannered. They look at the first impression of the person and build from there, and first impressions last. Strong female educators earn their respect and although learners are generally rude, they are manageable. They are in the adolescent stage, are unsure of themselves, lack local role models and copy irresponsible behaviour. Learner management and control is ignored at the lower levels of secondary school, yet this is the time when they are vulnerable and mimic irresponsible actions.

6.3.2.2 Challenges experienced when teaching in secondary schools

Learners lack interest in learning and discipline. Learners abuse substances, are sexually active and love to show power. They are at a delicate stage and easily attracted by things they see around them. Learners in higher grades undermine educators in lower grades and take to school what they observe at their homes and surroundings. They carry dangerous weapons inside the classroom and when the female educator is asking for her work or disciplining such a learner, she is in trouble. Such learners become physically confrontational towards the female educators. Female educators are murdered by school children inside classrooms but are not taken to prison because of being underage. Detaining learners does not teach them a lesson since they enjoy detention. It only matters in Model C schools because they have to

stay after school serving punishment while others are going home. In rural areas, a learner cannot stay after school to serve punishment because they walk long distances to school and can be in danger of getting killed. Learners in townships use staff cars and buses; if they do not go on that transport, a learner can be either raped, killed or exposed to human trafficking.

6.3.2.3 What should be done by the Department of Education to encourage female educators to teach in secondary schools?

Treat female educators similarly to male educators. It should assist in creating a conducive environment instead of encouraging misbehaviour of learners, focus more on developmental behaviour in subjects like Life Orientation and have psychologists employed in schools. It should also put up educator support structures in schools such as social workers, psychologists, nurses, and so forth, to address issues outside the curriculum. Teenage education needs to be provided by experts from various sectors of education to ensure effectiveness.

6.3.2.4 Factors affecting female educators' productivity

Fear of an unknown response when enforcing discipline as most secondary school learners are rude and confused due to the development stage confusion. Female teachers are not supported by the school management team and stakeholders, as females are viewed as subordinates. They are disadvantaged of the opportunities as per tradition and deprived of promotional posts opportunities.

6.3.2.5 How are stakeholders involved in school discipline?

Communities fear youth as learners engage in dangerous activities and have connections with negative people dealing with non-developmental issues such as drugs and alcohol. Parents are not involved in disciplining the learners because they are scared of their own children. When issues of discipline are discussed, parents do not want to be part of these and pretend not to know their children's bad behaviour.

6.3.2.6 Ways to motivate learners to behave well in the classroom

There are several ways identified to motivate learners and these are: Involve them in classroom general activities and ensure that learners all have a responsibility, encourage and motivate good behaviour through verbal communication and awarding learners with tokens; call in role models from previous years in the school and surrounding areas to deliver

motivational talks; switch roles in class and offer opportunities to display what they know in subjects and provide extra support; put up rules with them and for them; lastly, always encourage and appreciate even the smallest good deeds.

6.4 Recommendations

Female educators in King Cetshwayo District secondary schools are not happy because of the conditions they are working under and how they are treated by learners, School Governing Bodies and the Department of Education. In order to keep female educators motivated and for them to continue enjoying teaching their learners, they need to be met half way with their needs. For this process to happen effectively, the researcher recommends the development of a national plan by the Department of Education, in partnership with all the educators, teachers' unions, parents, School Governing Bodies, learners and other stakeholders. The following are recommendations for interventions on issues that need to be addressed.

6.4.1 Professional developmental workshops

(a) Rationale

Female educators complained about the lack of professional developmental workshops by the Department of Education so that they can be able to do their work effectively without having problems. Professional developmental workshops will help motivate educators to do their work effectively. Lack of subject knowledge has resulted in high failure rate of learners doing matric and a lot of school drop-outs.

(b) Recommendations

Running professional developmental workshops might be expensive, but this is for a good cause as far as educator development is concerned. Workshops will help empower educators so that it will be easier for them to educate learners effectively without any doubts and hindrances. Subjects are constantly changing, yet are taught by the same educators who have been in the field for more than twenty (20) years. The Department of Education should consider workshops on a continuous basis (they should not take place once a year). There should be a follow up of educators to see whether they have achieved in what they have learnt in the workshops.

Most educators are between the ages of thirty-one and forty (31-40) and have been serving

the Department of Education for approximately twenty (20) years. Subjects have changed a lot, yet educators teaching them have not been catered for the change of these subjects and are expected to perform at their best. If there is a high failure rate, the educators are blamed, forgetting that the curriculum has changed and that no-one has thought of workshopping educators. If the workshop happens, they do it once and no one bothers to follow up whether the educators are practicing the correct thing. Follow up by subject advisors should be considered.

6.4.2 Workload

(a) Rationale

Educators in secondary schools are overloaded. One educator is teaching more than two (2) grades in a school, and the grades have sections, that is, grade 9A, 9B, 9C, 9D, 9E and 9F. The educator is teaching two or three (2 or 3) subjects in different grades and has a lot of marking and feedback to the learners. Feedback is effective shortly after the task has been done by learners and marked by the educator. If the learners are too many in one classroom, let us say about sixty learners, when is the educator going to finish marking that task? Educators have to work long hours between thirty to forty hours per week, excluding time spent on extra-curricular activities. In light of these, urgent attention needs to be paid to this matter by the Department of Education.

(b) Recommendation

The teacher-learner ratio should be 1:30 for educators to be in a better position of effectively and efficiently teaching their learners. Effective classroom management will be easy with a class of thirty (30) learners and learners will be on the educator's finger tips. Educators should not be overloaded with many subjects and the Department of Education must employ educators. There are many unemployed educators at home with their degrees looking for jobs. Educators should not do administrative work; this is for a school administrative clerk. This overloads educators and distracts them from doing their work effectively.

6.4.3 Career development funding

(a) Rationale

Educators are not earning much to develop their careers, so the Department of Education

must help provide funds for them to upgrade their careers. There are educators with Secondary Teacher's Diploma only these days who have been serving the Department of Education for more than twenty (20) years and deserve better from the Department of Education.

(b) The Department of Education brings about many changes to the system, forgetting that there are educators who have not upgraded their careers. There are new terms that come with changes, and they do not even know their meaning. What they know are the old terms that they learnt a long time ago. The Department of Education should provide funds for the educators to upgrade their careers, and educators should keep up with times and become lifelong learners to fit in today's education demands.

6.4.4 Career development recognition

(a) Rationale

Educators are not happy by the way they are treated despite their career advancement. Female educators are not allowed job promotion and are not recognized by the Department of Education for job opportunities in terms of getting promoted.

(b) Recommendations

There should be a way that an educator is encouraged by when she achieves a certain degree. The Department of Education should award the educator by accelerated and grade progression. It is not nice to be under the leadership of a principal who has a Primary Teacher's Certificate and you as an educator have a Master's Degree. The principal will make sure that you feel that he is the head and that you are a nobody and will go to an extent of calling you Post Level 1 (PL1) whenever he addresses you.

There should be improved conditions of service for educators. Salaries of educators with an Honours Degree or a Master's Degree should be better than those of a principal with a Primary Teacher's Certificate. Educators will thus not relocate to big companies looking for greener pastures. The Department is currently losing educators to big companies as these have better offers for their workers and good benefits.

6.4.5 Educator support structures

(a) Rationale

In secondary schools, there should be educator support structures such as Psychologists, Nurses and Social Workers, to mention a few, to address issues outside the curriculum. Educators are overloaded with work, yet they have to attend to learners with problems. It is not easy to be an educator, a psychologist, a social worker, a police officer, a nurse and a care giver at the same time.

(b) Recommendations

The Education Department should employ Psychologists, Social Workers and Nurses for secondary schools since learners in secondary schools have different social and health problems and need professionals to help them. Some learners suffer sexual abuse in their own homes and neighbourhoods. They need to report the matter to professionals who will give them proper help concerning the matter; that is why there is a large number of drop-outs and high failure rates in secondary schools as most learners are involved in drugs, not because they want to. Some are used by adults to sell their drugs at school because they cannot come to school and do their business. They need someone inside to do their dirty business, and such learners will end up doing drugs. If there were people to help them talk about these things, the rate of drug abuse will not be this high in secondary schools, and there will be less rude and violent learners in secondary schools, less drop-outs and teenage pregnancy in secondary schools. This is a serious matter to be considered by the Department of Education to help educators concentrate on their jobs and not multi-task.

6.4.6 Suggestion for further research

(a) Effective classroom management

Effective classroom management is the best tool to achieve good results at the end of the year. The Department of Education should help educators with professional developmental workshops to improve their teaching and learning strategies. Educators should be given funds to upgrade their careers. A school is not for teachers only, but it is for the community; therefore, different stakeholders should play a role in the running of the school.

(b) Recommendation

The researcher recommends that further research of a quantitative, qualitative or mixed method in nature be undertaken pertaining the classroom challenges experienced by female educators in King Cetshwayo District secondary schools. This should be done with the aim of

helping educators to be able to manage and control their classrooms effectively.

6.5 Conclusion

This chapter focused on the summary of the literature study, stratified investigation, findings and recommendations that were made.

6.6 Limitations of the Study

The study was restricted by the following:

- There is a high possibility that educators who completed questionnaires allowed their perceptions and experiences regarding classroom challenges experienced by female educators in King Cetshwayo District secondary schools to cloud their judgement.

The research study was limited to two hundred and eighty (280) respondents (female educators) in King Cetshwayo District secondary schools.

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Appendix A



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1041

Ref.:2/4/8/1216

Mrs IS Sibiya
PO Box 5522
Empangeni
3880

Dear Mrs Sibiya

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "**CLASSROOM MANAGEMENT CHALLENGES EXPERIENCED BY FEMALE EDUCATORS IN UTHUNGULU DISTRICT SECONDARY SCHOOLS**", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 19 May 2017 to 07 November 2019.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

King Cetshwayo District


Dr. EV Nzama
Head of Department: Education
Date: 23 May 2017

...Championing Quality Education - Creating and Securing a Brighter Future

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Appendix B



ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2016/307			
Project Title	Classroom management challenges experienced by female educators in uThungulu District secondary schools			
Principal Researcher/ Investigator	NI Sibiya			
Supervisor and Co-supervisor	Prof EMAN Duma			
Department	Social Sciences Education			
Nature of Project	Honours/4 th Year	Master's	<input checked="" type="checkbox"/>	Doctoral
				Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above mentioned project proposal and the documents listed on page 2 of this Certificate.

- Special conditions:
- (1) This certificate is valid for 2 years from the date of issue.
 - (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-31 August 2017]
 - (3) Principal researcher must submit a report at the end of project in respect of ethical compliance.

The Researcher may therefore commence with the research as from the date of this Certificate, using the reference number indicated above, but may not conduct any data collection using research instruments that are yet to be approved.

Please note that the UZREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the documents that were presented to the UZREC
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

Classification:

Data collection X	Animals	Human Health	Children	Vulnerable pp. X	Other
Low Risk	Medium Risk X		High Risk		

The table below indicates which documents the UZREC considered in granting this Certificate and which documents, if any, still require ethical clearance. (Please note that this is not a closed list and should new instruments be developed, these would require approval.)

Documents	Considered	To be submitted	Not required
Faculty Research Ethics Committee recommendation	X		
Animal Research Ethics Committee recommendation			X
Health Research Ethics Committee recommendation			X
Ethical clearance application form	X		
Project registration proposal	X		
Informed consent from participants	X		
Informed consent from parent/guardian			X
Permission for access to sites/information/participants	X		
Permission to use documents/copyright clearance			X
Data collection/survey instrument/questionnaire	X		
Data collection instrument in appropriate language		Only if necessary	
Other data collection instruments		Only if used	

The UZREC retains the right to

- Withdraw or amend this Certificate if
 - o Any unethical principles or practices are revealed or suspected
 - o Relevant information has been withheld or misrepresented
 - o Regulatory changes of whatsoever nature so require
 - o The conditions contained in this Certificate have not been adhered to

- Request access to any information or data at any time during the course or after completion of the project

The UZREC wishes the researcher well in conducting the research


 Professor Gideon De Wet
 Chairperson: University Research Ethics Committee
 Deputy Vice-Chancellor: Research & Innovation
 19 September 2016

CHAIRPERSON
 UNIVERSITY OF ZULULAND RESEARCH
 ETHICS COMMITTEE (UZREC)
 REG NO: UZREC 17/1110-30

19-09-2016

RESEARCH & INNOVATION OFFICE

APPENDIX C

APPLICATION FOR PERMISSION TO CONDUCT RESEARCH IN KZN
DEPARTMENT OF EDUCATION INSTITUTIONS

Empangeni

3880

30March 2016

Attention: The Head of Department

Department of Education

Province of KwaZulu-Natal

Private Bag X 9137

Pietermaritzburg

3200

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Nondumiso Iris Sibiya, M.Ed. student at the University of Zululand. As part of my degree requirement, am required to conduct research. I therefore kindly seek permission to conduct research in 20 of secondary schools under your jurisdiction in King Cetshwayo District. The title of my study is: Classroom management challenges experienced by female educators in King Cetshwayo District Secondary Schools.

The study aims to explore classroom challenges faced by female educators in secondary schools, to find out the behaviour of the learners towards female educators and to determine the manner in which female educators implement and make learners comply with the classroom rules. The study will make contribution to international and national debates by providing insights into how female educators can deal with challenges they experienced in the classroom. The curriculum of the country will be reviewed and it will include subjects that are relevant to the corporate world (World of work). The education will be more relevant and meaningful to the people who are marketable in the whole world and who will be able to compete globally. The country will benefit because people will be having good skills and they contribute to the Gross domestic product of the country.

The targeted population will be 280 respondents which are selected in the following manner from each secondary school: one Principal, one Deputy Principal, two Heads of Department and ten Post Level One educators. The study will use questionnaires structured in a Likert scale format. The researcher will design her own questionnaires as the way of data collection. Sibaya (1988) points out that a questionnaire is not just a list of questions or form to be filled. It is essentially a scientific instrument for measurement and collection of particular kind of data. A questionnaire has to be specifically designed according to specifications and with specific aims in mind and data it yields is subject to error. The questionnaires serve two major purposes, namely; it translates the research objectives into specific questions and it motivates the respondent.

Data collected will be treated with confidentiality and anonymity. The study will not be used for economic purposes but will be used only for the purpose of the study. Participants will be given the informed consent letter in advance. Participation will always remain voluntary which means the participants may withdraw from the study for any reason anytime if they so wish without incurring penalties. The ethical clearance certificate from the University of Zululand attached to explain the procedures of obtaining consent. In schools we rely on advisement of the Department whether female educators can be assisted to be productive in their classroom management. The ethical clearance attached explain the procedures ensuring confidentiality and anonymity.

For further information on this research project, please feel free to contact my supervisor Dr B.T. Gamede; Cell: 082 734 2454; Email: GamedeB@unizulu.ac.za. In addition, should you have queries please feel free to contact me using the following details: Cell 072 704 4181; Email: sibyanondumiso5@gmail.com.

Your positive response in this regard will be highly appreciated.

Thanking you in advance.

Yours sincerely

Mrs N.I. Sibiya

APPENDIX D

(PERMISSION LETTER TO THE PRINCIPAL)

P.O. Box 5525

Empangeni

3880

30 March 2016

Attention: The Principal

Dear Madam

My name is Nondumiso Iris Sibiya, M.Ed. student at the University of Zululand. I am required to conduct research as part of my degree requirement. I have received Ethical clearance certificate from the University of Zululand and am awaiting permission from the KwaZulu-Natal Department of Education. I therefore seek permission to conduct research from your school. The topic of my study is: Classroom management challenges experienced by female educators in King Cetshwayo District Secondary Schools.

The study aims to explore the classroom challenges experienced by female educators in secondary schools; to find out the learner behaviour towards female educators and how do female educators implement and make learners comply with classroom rules. The study will make contributions international and national debates by providing insights into how female educators can deal with classroom challenges.

The study will be conducted with the School Principal, one Deputy Principal, two Heads of Department and ten Post Level One educators. A questionnaire will be structured in a Likert scale format. Each participant will be given her questionnaire to answer at her own time, however the date for collection will be announced by the researcher which is one week (5 working days). As Kumar (2005) maintains that questionnaires permit anonymity, preclude interviewer biases and permit respondent sufficient time to consider answers before actually answering. Data provided by questionnaires can be easily analysed and interpreted than the data obtained from verbal responses. Questionnaires will elicit information that cannot be obtained when using other methods.

There will be no financial benefits that participants may accrue as a result of their participation in this research project. The study is not for economic purposes either on the side of the researcher. All data collected will be treated with confidentiality and anonymity. No identity will be disclosed under any circumstances during and after the reporting of the process. Participation is voluntary, you are free to withdraw at any time you so wish without incurring any penalty on your part. Each participant will be give their informed consent form in advance.

For further information on this research project, please feel free to contact my supervisor Dr Gamede B.T. ; Cell: 082 734 2454; Email: GamedeB@unizulu.ac.za. Should you have any queries please feel free to contact me using the following details: Cell: 072 704 4181, Email: sibyanondumiso5@gmail.com.

Your anticipated positive response in this regard is highly appreciated.

Thanking you in advance.

Yours sincerely

Mrs N.I. Sibiya

APPENDIX E

(LETTER TO THE DEPTY PRINCIPAL)

P.O. Box 5525

Empangeni

3880

30 March 2016

Attention: The Deputy Principal

Dear Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Nondumiso Iris Sibiya, M.Ed. student at the University of Zululand. I am required to conduct research as part of my degree requirement. I have received Ethical clearance certificate from the University of Zululand and am awaiting permission from the KwaZulu-Natal Department of Education. I therefore seek permission to conduct research from your school. The topic of my study is: Classroom management challenges experienced by female educators in King Cetshwayo District Secondary Schools.

The study aims to explore the classroom challenges experienced by female educators in secondary schools; to find out the learner behaviour towards female educators and how do female educators implement and make learners comply with classroom rules. The study will make contributions international and national debates by providing insights into how female educators can deal with classroom challenges.

The study will be conducted with the School Principal, one Deputy Principal, two Heads of Department and ten Post Level One educators. A questionnaire will be structured in a Likert scale format. Each participant will be given her questionnaire to answer at her own time, however the date for collection will be announced by the researcher which is one week (5 working days). As Kumar (2005) maintains that questionnaires permit anonymity, preclude interviewer biases and permit respondent sufficient time to consider answers before actually answering. Data provided by questionnaires can be easily analysed and interpreted than the data obtained from verbal responses. Questionnaires will elicit information that cannot be obtained when using other methods.

There will be no financial benefits that participants may accrue as a result of their participation in this research project. The study is not for economic purposes either on the side of the researcher. All data collected will be treated with confidentiality and anonymity. No identity will be disclosed under

any circumstances during and after the reporting of the process. Participation is voluntary, you are free to withdraw at any time you so wish without incurring any penalty on your part. Each participant will be given their informed consent form in advance.

For further information on this research project, please feel free to contact my supervisor Dr Gamede B.T. ; Cell: 082 734 2454; Email: GamedeB@unizulu.ac.za. Should you have any queries please feel free to contact me using the following details: Cell: 072 704 4181, Email: sibyanondumiso5@gmail.com.

Your anticipated positive response in this regard is highly appreciated.

Thanking you in advance.

Yours sincerely

Mrs N.I. Sibiya

APPENDIX F

(LETTER TO THE HEAD OF DEPARTMENT)

P.O. Box 5525

Empangeni

3880

30 March 2016

Attention: The Head of Department

Dear Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Nondumiso Iris Sibiyi, M.Ed. student at the University of Zululand. I am required to conduct research as part of my degree requirement. I have received Ethical clearance certificate from the University of Zululand and am awaiting permission from the KwaZulu-Natal Department of Education. I therefore seek permission to conduct research from your school. The topic of my study is: Classroom management challenges experienced by female educators in King Cetshwayo District Secondary Schools.

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The study will be conducted with the School Principal, one Deputy Principal, two Heads of Department and ten Post Level One educators. A questionnaire will be structured in a Likert scale format. Each participant will be given her questionnaire to answer at her own time, however the date for collection will be announced by the researcher which is one week (5 working days). As Kumar (2005) maintains that questionnaires permit anonymity, preclude interviewer biases and permit respondent sufficient time to consider answers before actually answering. Data provided by questionnaires can be easily analysed and interpreted than the data obtained from verbal responses. Questionnaires will elicit information that cannot be obtained when using other methods.

There will be no financial benefits that participants may accrue as a result of their participation in this research project. The study is not for economic purposes either on the side of the researcher. All data collected will be treated with confidentiality and anonymity. No identity will be disclosed under

any circumstances during and after the reporting of the process. Participation is voluntary, you are free to withdraw at any time you so wish without incurring any penalty on your part. Each participant will be given their informed consent form in advance.

For further information on this research project, please feel free to contact my supervisor Dr Gamede B.T. ; Cell: 082 734 2454; Email: GamedeB@unizulu.ac.za. Should you have any queries please feel free to contact me using the following details: Cell: 072 704 4181, Email: sibyanondumiso5@gmail.com.

Your anticipated positive response in this regard is highly appreciated.

Thanking you in advance.

Yours sincerely

Mrs N.I. Sibiya

APPENDIX G

(LETTER TO POST LEVEL 1 EDUCATOR)

P.O. Box 5525

Empangeni

3880

30 March 2016

Attention: Post Level 1 Educator0

Dear Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Nondumiso Iris Sibiya, M.Ed. student at the University of Zululand. I am required to conduct research as part of my degree requirement. I have received Ethical clearance certificate from the University of Zululand and am awaiting permission from the KwaZulu-Natal Department of Education. I therefore seek permission to conduct research from your school. The topic of my study is: Classroom management challenges experienced by female educators in King Cetshwayo District Secondary Schools.

The study aims to explore the classroom challenges experienced by female educators in secondary schools; to find out the learner behaviour towards female educators and how do female educators implement and make learners comply with classroom rules. The study will make contributions international and national debates by providing insights into how female educators can deal with classroom challenges.

The study will be conducted with the School Principal, one Deputy Principal, two Heads of Department and ten Post Level One educators. A questionnaire will be structured in a Likert scale format. Each participant will be given her questionnaire to answer at her own time, however the date for collection will be announced by the researcher which is one week (5 working days). As Kumar (2005) maintains that questionnaires permit anonymity, preclude interviewer biases and permit respondent sufficient time to consider answers before actually answering. Data provided by questionnaires can be easily analysed and interpreted than the data obtained from verbal responses. Questionnaires will elicit information that cannot be obtained when using other methods.

There will be no financial benefits that participants may accrue as a result of their participation in this research project. The study is not for economic purposes either on the side of the researcher. All data collected will be treated with confidentiality and anonymity. No identity will be disclosed under

any circumstances during and after the reporting of the process. Participation is voluntary, you are free to withdraw at any time you so wish without incurring any penalty on your part. Each participant will be given their informed consent form in advance.

For further information on this research project, please feel free to contact my supervisor Dr Gamede B.T. ; Cell: 082 734 2454; Email: GamedeB@unizulu.ac.za. Should you have any queries please feel free to contact me using the following details: Cell: 072 704 4181, Email: sibyanondumiso5@gmail.com.

Your anticipated positive response in this regard is highly appreciated.

Thanking you in advance.

Yours sincerely

Mrs N.I. Sibiya

APPENDIX H

(QUESTIONNAIRE)

QUESTIONNAIRES TO EDUCATORS

CLASSROOM MANAGEMENT CHALLENGES EXPERIENCED BY FEMALE EDUCATORS IN UTHUNGULU DISTRICT SECONDARY SCHOOLS.

Confidentiality

All information that is collected in this study will be treated confidentially. While results will be made available for educational purposes as library resource and as a literature on this subject, hence you are guaranteed that neither you, this school nor any of its personnel will be identified in this report of the results of the study. [Participation in this survey is voluntary and any individual may withdraw at any time.]

Please use a cross (X) in the space provided to answer the following questions.

SECTION A

Background Information

1. Gender:

Male	
Female	

2. Age:

< 20	
21-30	
31-40	
41-50	
51-60	
61-65	

3. Years of experience:

<1- 10	
11 – 20	
21 – 30	
31 – 40	
41 and above	

4. Grade(s) you are teaching.

Grade	
8	
9	
10	
11	
12	

5. Professional training.

PTC	
PTD/STD	
UED	
SED/HDE	
ACE	
Other	

6. Academic Qualification.

Matric/STD	
3 years Degree	
PGCE	
4 years Degree	
Honour's Degree	
Master's Degree	
Doctoral Degree	

7. Subject you are teaching.

1.
2.
3.

Section B

You are to express on a five-point scale, the extent of agreement between the feeling expressed in each statement and your own personal feeling. The five points scale are: Strongly Agree (SA), Agree (A), Strongly Disagree (DS), Disagree (D), and Undecided (U). Please make a cross (X) in the blocks(s) which best suites your answer and which indicates your feeling expressed in each statement as it concerns.

2. What are management challenges experienced by female educators.

No.	STATEMENT	SA	A	U	D	SD
1.	Female educators are not competent to teach in secondary schools.					
2.	Female educators cannot effectively discipline secondary school learners.					
3.	Female educators need to understand the nature of secondary school learner's behaviour.					
4.	Female educators need to be taught about other measures to discipline learners					
5.	Meetings were held with stakeholders about learners behaviour to female educators					
6.	Female educators need to teach their learners classroom rules					
7.	There are no major support for female educators from the School Governing Body.					
8.	Female educators resist changes and they still believe in old system of disciplining learners					

9.	Female educators fail to formulate clear classroom rules				
10.	Female educators fail to make learners to comply with classroom rules				

SECTION C : PLEASE COMPLETE THIS SECTION

You are to express on three point scale, the extent of agreement between the feeling expressed in each statement and your own personal feeling. The three point scale are: Yes , Unsure and No. Please make a cross (X) in the blocks(s) which best suites your answer and which indicates your feeling.

	Yes	Unsure	No
1. Secondary School learners undermine female educators.			
2. Learners participate positively in an orderly classroom atmosphere and conducive learning environment.			
3. Secondary school learners co-operate and learn effectively when there are appropriate resources and when activities are well-planned.			
4. Well-planned and prepared activities allow learners to take some responsibility for their own learning.			
5. Learners learn effectively with learner- centred approach.			
6. Female educators fail to handle learners disruptive behaviour.			

7. Female educators respond well to the needs of individuals and groups.			
8. Female educators fail to interact with learners effectively in promoting learning and understanding.			
9. Female educators are not masters in creating a conducive atmosphere in which quality work and effort are valued.			
10. Female educators devote a proportional amount of time to girls and boys.			

SECTION D

1. What are your opinions on the secondary school learners behaviour?

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2. What challenges you experience when teaching at secondary school?

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3. What do you think should be done by the Department of Education to encourage female educators to teach in secondary schools ?

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4. What are the factors affecting female educators productivity ?

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5. How stakeholders are involved in school discipline?

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What ways that can be used to motivate learners to behave well in classrooms ?

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